

Blanco Independent School District

District Improvement Plan

2018-2019

Accountability Rating: B



Mission Statement

The mission and purpose of the Blanco Independent School District is to provide all students in the district an educational program which will allow them to develop to their full potential intellectually, physically, and socially in order to be responsible citizens and contributing members of society. As an educational community, we shall motivate, guide, direct, and generally encourage morality, self-discipline, personal virtue, team and individual achievement, and the regard for the well being of self, others, community, and country. Inherent within this mission is the belief that all students can learn and that the Blanco Schools can make a difference in the lives of its students.

Vision

Our Students...

Appreciate and respect each other Celebrate one another's achievements both individually and collectively Our leaders in the schools and community...

Take responsibility for their learning and actions

Build positive relationships with each other, teachers, and family

Achieve academic and extracurricular excellence Are happy and well rounded

Have pride in their schools and community

Our learning environment provides...

A welcoming atmosphere that is safe, clean, and orderly

Enrichment opportunities for staff and students A happy, productive and well trained staff

High expectations and the proper tools for future success

Mutual respect between staff and students

The supporting environment in our community...

Provides opportunities for all students to be successful

Provides opportunities for all to become actively involved in the success of students

Provides the ability to continuously improve our facilities

Recognizes students for their efforts to perform at the highest levels

Recognizes our schools as the heart of Blanco

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The ethnic distribution for BISD is mainly Hispanic and White.

Hispanic students enrolled approximately 40%

White students enrolled approximately 57%

Economically Disadvantaged students compared to non-economically disadvantaged students is approximately 50/50. Our student count for economically disadvantaged students district-wide is 498 students compared to the non-economically disadvantaged students at 589 students.

English Language Learners make up about 7% of the total enrollment or approximately 66 students.

At-Risk students equate to approximately 40% of all students or approximately 368 students.

Total number of students with disabilities in BISD is approximately 91 ranging from intellectual, physical and behavioral disabilities.

Student Academic Achievement

Student Academic Achievement Summary

Blanco ISD STAAR Reading

Grade 3	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	73%	75%	81%	69%	89%	80%	70%	75%
2016	73%	77%	79%	70%	85%	*	71%	78%
2015	77%	80%	90%	83%	97%	86%	88%	83%

Grade 4	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	70%	73%	87%	85%	88%	75%	83%	100%
2016	75%	77%	88%	82%	94%	56%	76%	*
2015	74%	78%	84%	73%	93%	100%	73%	*

Grade 5	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	82%	83%	89%	87%	93%	*	81%	*
2016	81%	83%	88%	80%	95%	86%	79%	*
2015	87%	90%	96%	93%	100%	100%	92%	100%

Grade 6	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	69%	72%	78%	69%	84%	71%	72%	*
2016	69%	73%	71%	60%	81%	63%	59%	*

2015	77%	82%	83%	80%	84%	*	83%	*
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Grade 7	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	73%	76%	72%	63%	80%	*	56%	*
2016	71%	75%	81%	75%	83%	*	82%	*
2015	76%	80%	89%	73%	96%	*	81%	*

Grade 8	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	86%	88%	90%	75%	98%	*	85%	*
2016	87%	89%	91%	76%	98%	*	82%	*
2015	88%	91%	97%	96%	98%	*	96%	*

English I	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	64%	68%	59%	34%	73%	*	37%	*
2016	65%	69%	76%	74%	77%	*	70%	83%
2015	71%	76%	83%	70%	91%	*	72%	*

English II	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	66%	70%	79%	71%	85%	*	72%	60%
2016	67%	72%	72%	54%	84%	*	61%	*
2015	72%	77%	82%	75%	87%	*	74%	*

Blanco ISD STAAR Mathematics

Grade 3	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	78%	79%	87%	79%	92%	80%	82%	100%
2016	75%	78%	78%	69%	88%	*	68%	75%
2015	NA	NA	NA	NA	NA	NA	NA	NA

Grade 4	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	76%	76%	86%	88%	86%	63%	81%	100%
2016	73%	76%	69%	64%	75%	*	55%	*
2015	NA	NA	NA	NA	NA	NA	NA	NA

Grade 5	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	87%	87%	93%	90%	98%	70%	86%	*
2016	86%	87%	95%	91%	98%	86%	92%	*
2015	NA	NA	NA	NA	NA	NA	NA	NA

Grade 6	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	76%	77%	87%	78%	94%	86%	78%	*
2016	72%	75%	75%	67%	83%	63%	68%	*
2015	NA	NA	NA	NA	NA	NA	NA	NA

Grade 7	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	70%	68%	85%	77%	91%	75%	77%	*
2016	69%	70%	76%	63%	83%	*	68%	*
2015	NA	NA	NA	NA	NA	NA	NA	NA

Grade 8	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	85%	87%	83%	65%	96%	*	76%	*
2016	82%	85%	66%	47%	84%	*	61%	*
2015	NA	NA	NA	NA	NA	NA	NA	NA

Algebra I	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	83%	83%	88%	84%	92%	82%	80%	75%
2016	78%	80%	91%	84%	95%	*	83%	86%
2015	NA	NA	NA	NA	NA	NA	NA	NA

Blanco ISD STAAR Science

Grade 5	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	74%	74%	79%	74%	85%	*	61%	*
2016	74%	76%	86%	74%	95%	86%	76%	*
2015	72%	76%	78%	56%	91%	83%	61%	*

Grade 8	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	76%	79%	78%	54%	89%	*	73%	*
2016	75%	78%	61%	50%	69%	*	43%	*
2015	71%	77%	88%	82%	91%	*	80%	*

Biology	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
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2017	86%	88%	95%	91%	96%	*	94%	*
2016	87%	90%	92%	87%	95%	71%	87%	*
2015	91%	94%	98%	100%	98%	*	97%	*

Blanco ISD Social Studies

Grade 8	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	63%	68%	60%	54%	62%	*	52%	*
2016	63%	69%	54%	30%	65%	*	41%	*
2015	65%	71%	75%	74%	74%	*	73%	*

US History	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	91%	93%	100%	100%	100%	100%	100%	100%
2016	91%	93%	96%	93%	98%	*	94%	100%
2015	91%	94%	98%	98%	99%	100%	96%	*

Blanco ISD Writing

Grade 4	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	65%	65%	68%	66%	70%	*	49%	56%
2016	69%	71%	79%	76%	83%	*	63%	*
2015	70%	72%	63%	56%	68%	*	49%	*

Grade 7	State	Region	District	Hispanic	White	Special Ed	Econ Disadv	ELL
2017	70%	71%	69%	57%	79%	*	49%	*
2016	69%	73%	84%	71%	90%	*	82*	*
2015	73%	76%	69%	36%	83%	*	50%	*

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student achievement for English Language Learners are well below that of their peers in middle school and high school. **Root Cause:** Lack of training and implementation of research-based instructional strategies in content courses.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction

TEKS Resource System houses are district curriculum for grades K-12 in the core content areas. The curriculum sequence of instruction or Year at a Glance is required. In addition, the assessment component for each unit or each grading period is a non-negotiable through the use of CBA's.

Professional development is focused this year on student learning for every student in every subpopulation. In order to focus on every student, examining student data with a high intensity of focus on the student expectations is a part of every PLC/ Collaborative learning meeting. This laser-like focus on the student expectations for every student, we believe will make a difference in student achievement results this spring 2019.

Assessment

The district implements a system for curriculum-based assessments in order to analyze student learning throughout the year rather than just in a one-time benchmark only nearing the STAAR test. A district calendar is completed for each campus that contains the content area CBA's and a timeline for implementation of the CBA's. CBA's are created in Eduphoria Aware by the classroom teacher/ grade level/ department. All students take the CBA and their answers are scored in the Eduphoria Aware system for analysis.

Analysis of the data occurs after each CBA at which time, students tutorial sessions should be revised and teachers plan to intentionally "reteach" areas of concern. Principals utilize a "collaborative planning" structure to analyze the data with the staff. Collaboratively, discussion on why students are not understanding or learning certain concepts should be addressed and adjustments made.

	September	October	November	December	January
BES	September 4-14: Gr 1-2 DRA Aug29-Sept14: iReady Diag Gr K-5 Sept 19 CBA: 1 st Math Sept 24-28 CBA: 2 nd Math Sept 28 CBA: 4 th Math	Oct 10: iReady GM Math Oct 17: iReady GM Reading Oct 15 CBA: 1 st Writing Samples 2 nd Writing Samples Oct 16 CBA: 1 st Math 2 nd Math Oct 22-26 CBA: 3 rd Math & Rdg 4 th Math & Wtg 5 th Math & Rdg	Nov 5: iReady GM Math Nov 12: iReady GM Rdg November 12-16 CBA: 1 st Math 2 nd Math and Wtg 3 rd Writing 4 th Science	Dec 3: iReady GM Math Dec 10: iReady GM Rdg December 3-7 CBA: 2 nd Reading 3 rd Reading 4 th Reading 5 th Reading Dec 10-14 CBA: 1 st Math 2 nd Math 3 rd Math 4 th Math & Wtg 5 th Math & Science	Jan 8-25: iReady Diag Jan 21-Feb 1: K-2 DRA Jan 14-18 CBA: 2 nd Math Jan 21-25 CBA: 1 st Writing Samples 2 nd Writing Samples Jan 28 CBA: 1 st Math Jan 29 CBA: 3 rd Science Jan 29 Benchmark 5 th Math 4 th Writing Jan 30 Benchmark

		Oct 17 End of 1 st GP		Dec 19 End of 2 nd GP	5 th Reading
BMS	<p>Sept 28 End of 1st GP</p>	<p>Oct 31-Nov 6 CBA:</p> <p>6th Math, Sci, SS, ELA</p> <p>7th Math, Sci, SS, ELA</p> <p>8th Math, Sci, SS, ELA</p>	<p>Oct 31-Nov 6 CBA:</p> <p>6th Math, Sci, SS, ELA</p> <p>7th Math, Sci, SS, ELA</p> <p>8th Math, Sci, SS, ELA</p> <p>Nov 2 End of 2nd GP</p>	<p>Dec 12-18 CBA:</p> <p>6th Math, Sci, SS, ELA</p> <p>7th Math, Sci, SS, ELA</p> <p>8th Math, Sci, SS, ELA</p> <p>Dec 19 End of 3rd GP</p>	
BHS	<p>Sept 10-14 CBA</p> <p>Spanish 1</p> <p>Sept 17-21 CBA</p> <p>Physics</p> <p>Chemistry</p> <p>US History AP</p> <p>Sept 24-28 CBA</p>	<p>Oct 1-5 CBA</p> <p>Geometry</p> <p>Prin of Ag</p> <p>Oct 9-12 CBA</p> <p>Theater</p> <p>Reading (ESL)</p> <p>US History</p>	<p>Nov 1-19 CBA</p> <p>Algebra 1</p> <p>Nov 12-16 CBA</p> <p>Welding I/II</p> <p>Spanish 1</p> <p>Theater</p> <p>Nov 26-30 CBA</p>	<p>Dec 3-7 CBA</p> <p>Geometry</p> <p>English 3</p> <p>Dec 10-14 CBA</p> <p>Algebra 2</p> <p>Art 1</p> <p>Physics</p>	<p>Jan 7-11 CBA</p> <p>Nutrition</p> <p>Jan 21-25 CBA</p> <p>Nutrition</p> <p>Prin of Ag</p> <p>Spanish 1</p> <p>Spanish 2</p>

Algebra 2	Oct 15-20 CBA	Prin of Ag	Biology	Jan 28-Feb 1 Benchmark
Welding I/II	Art 1		US History	English 2
World History	Biology		US History AP	
English 4	Spanish 2		World History	
English 2	Oct 29-Nov 2 CBA		English 4	
English 1	English 3		AV Prod 1	
Sept 27-Oct 11 CBA	English 1		Reading (ESL)	
Algebra 1	English 2		Dec 3rd STAAR	
	Chemistry		EOC English 1	
	AV Prod 1		Dec 4th STAAR	
			EOC Biology	
			EOC US History	
			Dec 5th STAAR	
			EOC English 2	
			Dec 6th STAAR	
			EOC Algebra 1	
Sept 28 End of 1 st GP		Nov 2 End of 2 nd GP	Dec 19 End of 3 rd GP	

	February	March	April	May	June
BES	Feb 11: iReady GM Math	March 4: iReady GM Math	April 15-May3: iReady Diag		
	Feb 19: iReady GM Rdg	March 19: iReady GM Rdg	April 29- May 10: K-2 DRA	May 6 CBA:	June 25 STAAR
				1 st Math	5 th Math Retest
	Feb 4 CBA:	March 4 CBA:		May 9 CBA:	June 26 STAAR
	4 th Science	2 nd Math	April 1 CBA:	2 nd Math	5 th Reading Retest
	Feb 19 CBA:	March 19 CBA:	1 st Math		
	1 st Math	1 st Math	April 8-12 CBA:	May 13th STAAR	
	2 nd Math		1 st Writing Samples	3 rd Math	
	Feb 26 CBA:	March 1 TEPAS:	2 nd Writing Samples	4 th Math	
	1 st Writing	ELA Narrative Wtg Sample Due	3 rd Science	5 th Math Retest	
	2 nd Writing	March 8 TEPAS:	April 15 CBA:	May 14 STAAR	
		Math Writing Sample Due	1 st Math	3 rd Rdg	
	Feb 25 Benchmark	SS Writing Sample Due	2 nd Math	4 th Rdg	
	3 rd Math	March 22 TEPAS:		5 th Rdg Retest	
	4 th Math	ELA-Expository Wtg Sample Due	April 9th STAAR	May 15 STAAR	
	Feb 26 Benchmark	Science Writing Sample Due	4 th Writing	th	

	3 rd Reading		5 th Math	5 Science	
	4 th Reading		April 10 STAAR		
	Feb 27 Benchmark		5 th Reading		
	5 th Science				
		March 22 End of 3 rd GP		May 30 End of 4 th GP	

BMS	Feb 11-15 CBA Window:			May 13 th STAAR	June 25 th STAAR
	6 th Sci, SS	March 1 TELPAS:	April 9 th STAAR	6 th Math	8 th Math Retest
	7 th Sci, SS	ELA Narrative Wtg Sample Due	7 th Writing	7 th Math	June 26 th STAAR
		March 8 TELPAS:	8 th Math	8 th Math Retest	8 th Reading Retest
		Math Writing Sample Due			
	Feb 11 Benchmark	SS Writing Sample Due	April 10 th STAAR	May 14 th STAAR	
	8 th Math	March 22 TELPAS:	8 th Reading	6 th Reading	
	Feb 12 Benchmark	ELA-Expository Wtg Sample Due		7 th Reading	
	8 th Reading	Science Writing Sample Due	April 22-26 CBA Window:	8 th Reading Retest	
	7 th Writing		6 th Sci, SS	May 15 th STAAR	
			7 th Sci, SS	8 th Science	
		March 7 Benchmark		May 16 th STAAR	
		6 th Math		8 th Social Studies	
	7 th Reading				
	8 th Science				
	March 8 Benchmark				
	6 th Reading				
	7 th Math				
	Feb 15 End of 4 th GP	8 th Social Studies	April 12 End of 5 th GP	May 30 End of 6 th GP	
BHS	Feb 4-8 CBA	March 4-8 CBA	April 1-5 Benchmark		

Geometry	Art 1	Algebra 1	May 6-10 CBA	June 24th STAAR
Chemistry	Physics	US History	Geometry	EOC English 1
English 3	English 4	US History AP	May 13-17 CBA	June 25th STAAR
Feb 11-15 CBA	March 25-29 CBA		Welding I/II	EOC Biology
Algebra 2	Spanish 1	April 1-5 CBA	Art 1	EOC US History
Theater		Spanish 2	Physics	June 26th STAAR
US History	March 19-26 Benchmark	April 8-12 CBA	May 20-24 CBA	EOC English 2
US History AP	Biology	Prin of Ag	World History	June 27th STAAR
World History		Biology	English 4	EOC Algebra 1
AV Prod 1	March 1 TELPAS:	Chemistry		
Feb 19-22	ELA Narrative Wtg Sample Due	April 22-26 CBA	May 6th STAAR	
Reading (ESL)	March 8 TELPAS:	Algebra 2	EOC Algebra	
Feb 14-28 CBA	Math Writing Sample Due	Theater	May 8th STAAR	
Algebra 1	SS Writing Sample Due	AV Prod 1	EOC Biology	
	March 22 TELPAS:	English 3	May 10th STAAR	
Feb 4-8 Benchmark	ELA-Expository Wtg Sample Due	Reading (ESL)	EOC US History	
English 1	Science Writing Sample Due	April 9th STAAR		
		EOC English		

			April 11 th STAAR		
			EOC English 2		
Feb 15 End of 4 th GP		April 12 End of 5 th G		May 30 End of 6 th GP	

District Processes & Programs Strengths

Class Sizes

BISD maintains a class size average lower than the State average in all grade levels K-12. Elementary averages 17 students per class whereas, the State averages closer to 19 students per class. At the secondary level, BISD class size averages between 13-14 students per class, whereas, the State averages closer to 18 students per class.

Experience

BISD has an experienced staff with over 80% of professional staff with more than 5 years of teaching experience. And, over 50% professional staff with more than 10 years of experience.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Student achievement scores for students in sub-populations are not achieving at the same levels as the "all" students rate. **Root Cause:** Students need access to the content in effective ways for them individually.

Priority Problem Statements

Problem Statement 1: Student achievement scores for students in sub-populations are not achieving at the same levels as the "all" students rate.

Root Cause 1: Students need access to the content in effective ways for them individually.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: Students in sub-populations are staying in interventions year after year.

Root Cause 2: Lack of research-based program use and training for supplemental interventions.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Student achievement for English Language Learners are well below that of their peers in middle school and high school.

Root Cause 3: Lack of training and implementation of research-based instructional strategies in content courses.

Problem Statement 3 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associates degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data




















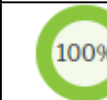
Goals

Goal 1: Blanco ISD students will master state and federal academic standards and Blanco ISD will close the gap that exists between student groups in standardized test scores.

Performance Objective 1: Increase academic performance of all students meeting proficiency levels on State assessments.

Evaluation Data Source(s) 1: Met Standard Ratings on State and Federal accountability.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) The district and each campus will analyze STAAR, PBMAS, TAPR, TELPAS, and other data to target areas for improvement.	Principals Director Curriculum Director Special Education	Focused action on student groups not performing at the same rate as their like peers.				
2) Develop and implement research-based activities for all student and student populations including Sped, ESL, and 504.	Principals Director of Curriculum Director of Special Education ESL Facilitator	Focus on individual student progress in sub-pops using data walls or data charts.				
Problem Statements: Student Achievement 1						
3) Align content of instruction (TEKS) with state assessments through curriculum based assessments and benchmark assessments.	Director of Curriculum Principals	Improved student achievement results.				
4) Use data to analyze student learning and progress through the curriculum.	Director of Curriculum Director of Special Education Principals	Individualized and targeted action steps will be implemented as a result of data analysis.				
5) Implement Professional Learning Communities across campuses to dissect student data and research instructional strategies for student growth.	Principals	Student progress on student growth goals.				

100%

= Accomplished

→

= Continue/Modify

0%

= No Progress

×

= Discontinue

Performance Objective 1 Problem Statements:




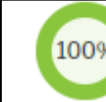







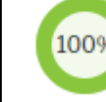



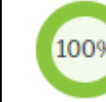


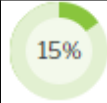

Student Achievement
Problem Statement 1: Students in sub-populations are staying in interventions year after year. Root Cause 1: Lack of research-based program use and training for supplemental interventions.

Goal 1: Blanco ISD students will master state and federal academic standards and Blanco ISD will close the gap that exists between student groups in standardized test scores.

Performance Objective 2: Increase academic performance in special populations to include economically disadvantaged, at-risk, special education, migrant, and ESL.

Evaluation Data Source(s) 2: Met Standard on State and Federal accountability for special populations.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Disaggregate data by student groups and plan for targeted interventions to address needs.	Director of Curriculum Principals RTI teams	Student tutorials will be instructionally focused on individualized students needs and progress monitored.				
Problem Statements: School Processes & Programs 1						
2) Provide in-school tutorials as a drop-out prevention and retention strategy.	Principals	Tutorials built into master schedules.				
3) Continue district focus of closing the achievement gap of economically disadvantaged and Hispanic students as indicated in the disaggregation of data.	Director of Curriculum Principals Director of Special Education	Identify research-based strategies to train and implement to impact student performance.				
4) Monitor and Improve PBMAS and System Safeguards indicators: develop problem statements, determine root causes, and interventions in an action plan to address indicators and state and federal safeguards that were not met by the district and individual campuses.	Director of Curriculum Director of Special Education Principals	TAIS Action Plans				
5) Develop and implement research-based activities for all student and student populations including Sped, ESL, and 504.	Principals Director of Curriculum Director of Special Education ESL Facilitator	Implementation of instructional strategies will improve student performance in all sub-populations on STAAR tests.				
Problem Statements: Student Academic Achievement 1						

100%

= Accomplished

→

= Continue/Modify

0%

= No Progress

×

= Discontinue

Performance Objective 2 Problem Statements:



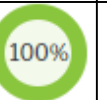

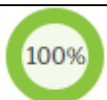

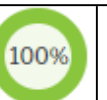



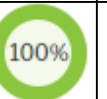

Student Academic Achievement
Problem Statement 1: Student achievement for English Language Learners are well below that of their peers in middle school and high school. Root Cause 1: Lack of training and implementation of research-based instructional strategies in content courses.
School Processes & Programs
Problem Statement 1: Student achievement scores for students in sub-populations are not achieving at the same levels as the "all" students rate. Root Cause 1: Students need access to the content in effective ways for them individually.







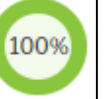



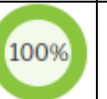



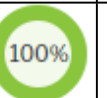


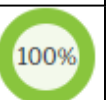
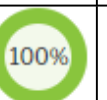

Goal 1: Blanco ISD students will master state and federal academic standards and Blanco ISD will close the gap that exists between student groups in standardized test scores.













Performance Objective 3: Implement research-based interventions and instructional strategies.

Evaluation Data Source(s) 3: Met Standard on State and Federal accountability.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide support for At-Risk Students using state criteria through accelerated reading and math interventions, additional tutorials, extended school-day and year, and credit recovery.	Principals Student Success Coordinator Interventionists	Student growth will be evident in progress measures.				
Funding Sources: SCE - 0.00						
2) Continue position of Student Success Coordinator to provide support services to at-risk students in grades 9-12 through: collaboration with students, parents, teachers and principal; providing credit recovery coordination; monitoring of report cards and assessment data to identify students in need of further assistance; acting as a graduation coach; using data to develop early warning signs for potential student failure; providing life skills to students to enable student success.	Student Success Coordinator	Zero percent drop-out rate and 100% graduation rate.				
3) Provide Supplemental services to Migrant Students: identify migrant students using ID&R plan, run priority for services listing monthly to identify students in greatest need of assistance (follow PFS plan), monitor progress reports and report cards to identify and provide instructional support, provide credit recovery opportunities, after school tutorials at all 3 campuses, home visits for students who do not pass classes each 6 weeks reporting period, use parental advisory council to help plan, implement and evaluate the migrant program, provide school supplies, attend Up Close, attend CAMP day at St. Edwards, provide supplemental support as needed (literacy, technology, parental involvement, college readiness, provide migrant supplemental tutoring, and hold migrant parent STAAR information sessions.	Director of Curriculum Principals Migrant Recruiter	Zero percent drop-out rate and 100% graduation rate.				

4) Ensure all LEP students receive support services to achieve academic proficiency through: appropriate identification through ESL testing, use of the LPAC committee to determine appropriate services, tutoring, ESL classes at the MS and HS for beginner and intermediate proficiency level students, and continue to support teachers adding the ESL supplemental certification.	Director of Curriculum Principals ESL teacher	Effective instruction for ESL students and comparative student performance with their like peers.				
5) Support the continued implementation of the district dyslexia plan through: utilization of the Wilson Reading System, providing a teacher to support the dyslexia plan, and ongoing professional development as needed.	Director of Curriculum Principals Dyslexia teachers	Effective research-based instruction for students identified with dyslexia.				
6) Special Education students will receive support services to achieve academic proficiency through: pre-referral collaboration with general education and support staff using the GIST/RII process, the use of appropriate assessments based on student instructional levels, and ARD committee recommendations for additional tiers of intervention with appropriate accommodations.	Director of Special Education Principals	Appropriate referrals with supportive evidence of research-based intervention for special education testing.				
7) Continue to provide support to students in Career and Technical Education through: providing students in grades 9-12 with a coherent sequence of courses in various career clusters, offering multiple graduation endorsements, and the continued use of a CTE advisory council to aid in the planning, implementation, and evaluation of the CTE program,	Director of Curriculum High School Principal High School Counselor CTE Teachers	Students will graduate with an endorsement with one or more courses in a CTE coherent sequence of courses.				
8) Provide supplemental services to identified homeless students through: utilization of McKinney-Vento Student Residency Questionnaire in enrollment packets to facilitate identifying youth in homeless situations, enrolling students in homeless situations while awaiting documentation, maintaining homeless students in the school or origin to the extent feasible with transportation, school supplies, providing accelerated reading and math instruction, tutorials, and access to breakfast/lunch.	Director of Curriculum Counselors	Identified homeless students will be provided stability in their academic setting at BISD.				












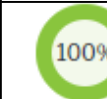




9) Continue to provide Gifted and Talented services to services to identified students through: requiring all teachers in core content areas to have 30 hours in GT professional development and a yearly 6 hour update, implementation of the district GT handbook, providing a differentiation institute during In-service week, providing a GT teacher at the elementary, implementation of Pre-AP program at middle school and continuation of the Pre-AP/AP/Dual Credit program at the HS.	Director of Curriculum Principals GT Facilitator	Identified gifted/talented students' individualized needs will be met.				
10) Identify, document, and communicate listing of At-Risk students	Counselors Registrars Director of Curriculum	Staff awareness of identified at-risk students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Blanco ISD students will master state and federal academic standards and Blanco ISD will close the gap that exists between student groups in standardized test scores.

Performance Objective 4: Increase technology integration into classrooms.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Continue to upgrade instructional technology in the district and add devices as appropriate throughout the district.	Director of Technology District-wide Instructional Technologist	Technology teacher usage Technology student usage				
2) Provide professional development in the use of technology based instructional platforms including Eduphoria, Google Mail, Google Calendar and Google Classroom.	District-wide Instructional Technologist Director of Curriculum Principals	Increase in technology teacher usage.				
3) Utilize District-wide Instructional Technologist to model, coach, and training staff in instructional strategies and instructional platforms utilizing technology.	District-wide Instructional Technologist	Increase in technology integration.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Blanco ISD graduates will be college and post-high school ready.

Performance Objective 1: Continually refine curriculum to embed college and career readiness, course relevancy, and vertical alignment.














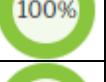
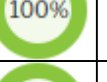





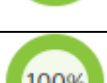
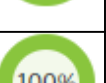
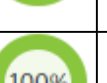
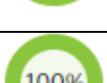




Evaluation Data Source(s) 1: Curriculum documents.

Master schedule.

Course guides.

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Improve and continue to offer college credit bearing courses through AP, Dual Credit and Dual Enrollment.	Director of Curriculum BHS Principal BHS Counselor	Increase in number of students graduating with college course credit that transfers to college core.				
2) Identify CTE industry certification exam opportunities recognized by the state. Integrate the certification curriculum into the CTE coherent sequence of courses.	Director of Curriculum BHS Principal	Certification courses identified in course guide Certification curriculum identified in Year-at-a-glance				
3) Plan and implement programs that promote college, career, and workforce readiness.	Director of Curriculum Principals Counselors	Increase percentage of Seniors entering 2-4 year college, technical college, military, or workforce.				
4) Prepare and fund for all students to take PSAT 8, PSAT, and the TSIA.	Director of Curriculum Principals	Increase the district average score for ACT/SAT and increase percentage of student who pass the reading and math sections of the TSI to show college ready.				
5) Migrant high school students will participate in St. Edwards C.A.M.P. program which includes a college visit.	Director of Curriculum Migrant Recruiter	Increase awareness of college process for acceptance for migrant students.				
6) Partner with Hill Country College to support students with college application and financial aid application processes.	Director of Curriculum BHS Principal BHS Counselor	Increase in the percentage of students completing the FASFA and college application process prior to the end of Fall semester of their Senior year.				
7) Embed innovative or locally developed courses that will meet the needs of high school students with the transition from high school to college, military or the workforce.	Director of Curriculum HS Principal HS Counselor	Increase percentage of Seniors entering 2-4 year college, technical college, military, or workforce.				



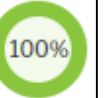

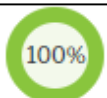
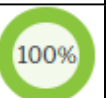
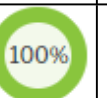
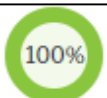


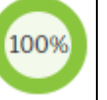

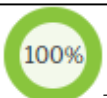

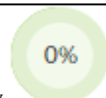



Goal 2: Blanco ISD graduates will be college and post-high school ready.

Performance Objective 2: Maintain a dropout rate of 0%.

Evaluation Data Source(s) 2: TAPR Dropout rate and graduation rate.

Summative Evaluation 2: Met Performance Objective











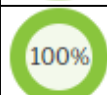
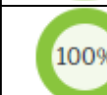
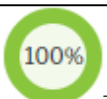

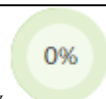

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide tutorials and interventions, credit- recovery classes, after-school tutorials, intervention classes, migrant tutors, extended year services, and pregnancy related services.	Principals Student Success Coordinator Counselors	Maintain a zero percent dropout rate and a 100% graduation rate.				
2) Provide services to at-risk students to support on-time graduation.	Student Success Coordinator	100% Graduation Rate				
3) Continue implementation of credit-recovery online software and services during the school day.	Student Success Coordinator BHS Principal BHS Counselor	100% graduation rate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: Blanco ISD will ensure effective communications between the District and its students, parents, employees, media, and the community as a whole.

Performance Objective 1: Expand partnerships with parents and community.

Evaluation Data Source(s) 1: Campus and district committee data.

Summative Evaluation 1: Met Performance Objective






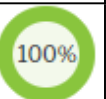
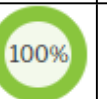







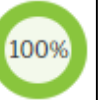

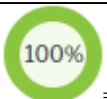

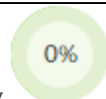

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Publish "Quick Notes" to provide positive communication regarding BISD information to staff.	Superintendent	Increase in staff morale and communication.				
2) Provide parent newsletter and parent nights to support family engagement and to provide research-based ideas for student success.	Principals	Increase in parent participation and engagement in school functions.				
3) Provide weekly communication to the BISD Board of Trustees through "Panther Pause".	Superintendent	Information to the Board of Trustees will support effective communication.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: Blanco ISD will recruit and retain high quality and highly effective teachers, and provide a work environment for them to feel positively fulfilled.

Performance Objective 1: Recruit and retain high quality staff.

Evaluation Data Source(s) 1: Staff survey data

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include posting vacancies in multiple sites (TASA, district website, etc.), implementing a strong mentoring and induction program, and implementation of an on-boarding process.	Superintendent Principals	Retention of quality staff				
2) Ensure annually all staff are teaching in fields or courses that meet the State certification requirements.	Superintendent Principals Human Resources	Master Schedules Personnel State Certification Records				
3) Support and encourage teachers to attain certification through TExES, alternative programs, ESL certification, and critical needs areas. The district will reimburse the cost of the exam after passing.	Director of Curriculum Principals	Staff qualified in multiple certification areas.				
4) Implement a comprehensive district staff development plan that establishes priorities based on the district Comprehensive Needs Assessment to all teachers and provides additional training for those new to the profession and district.	Director of Curriculum Principals	Staff attending professional development will yield results in student achievement.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



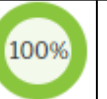






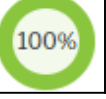
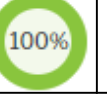





Goal 4: Blanco ISD will recruit and retain high quality and highly effective teachers, and provide a work environment for them to feel positively fulfilled.

Performance Objective 2: Implement strategies to enhance a culture of appreciation and support.

Evaluation Data Source(s) 2: Campus and district data.

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.





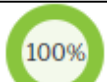
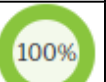

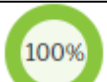
















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Continue to provide employees a full complement of employee benefits while monitoring trends that may enhance the districts overall benefits package.	Superintendent Finance Officer	Compensation Plan				
2) Recognition of teachers/staff on a rotating monthly basis at board meetings for all 3 campuses and district.	Superintendent Principals	Board Agendas				
3) Maintain all district facilities.	Superintendent Maintenance and Operations	Facilities Study				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: Blanco ISD will recruit and retain high quality and highly effective teachers, and provide a work environment for them to feel positively fulfilled.

Performance Objective 3: Provide a safe and secure environment for our students and staff.

Evaluation Data Source(s) 3: Safety Audit

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Ensure all staff have completed State required training on neglect and sexual abuse, and suicide prevention.	Director of Curriculum	Staff are informed of the BISD procedures for students who make an outcry for help.				
2) Continue to utilize the Blanco Coalition on Awareness Prevention and Treatment of Substance Abuse (CoAPT) as a platform for addressing drug, alcohol, and substance abuse in our schools.	Superintendent High School Principal CoAPT	Fewer students using drugs, alcohol, and/or illegal substances.				
3) Provide coordinated school health program through collaboration with School Health Advisory Committee (SHAC).	SHAC committee Head Nurse Principals	Students have a well rounded school experience where their needs are met in social-emotional, health services, physical education, counseling, psychological and social services.				
4) Continue to improve safety and security measures including but not limited to, id badges worn by all staff, emergency plans for all campuses, regularly scheduled drills (fire, lockdown, disaster, shelter in place), securing of all perimeter doors, security cameras, etc.	Principals Technology staff	When surveyed, staff and students feel safe and secure.				
5) Utilize the School Resource Officer to update the Emergency operations plan, provide training and drills for increased campus and student safety.	Superintendent	Increase in staff and student security.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandra Mann	Teacher	101	11.0
Amy Hackebeil	Teacher	001	90.0
Amy Mayo	Teacher	101	11.0
Audrey Arnold	Dyslexia/ ELAR Teacher	041	25.0
Audrey Arnold	Dyslexia	001	14.0
Belinda Delgado	Teacher Aid	001	25.0%
Bonita Langley	Teacher	101	11.0
Brandy Belicek	Teacher	101	11.0
Clinton Sowell	Teacher	041	7.0
Colton Clark	Teacher	101	11.0
Danette Conard	Teacher	041	10.0
Deborah Greene	Paraprofessional	041	7.0
Debra Faurie	Teacher Aid	101	50.0%
Donna Ashley	Teacher	041	7.0
Elizabeth Hoff	Teacher	001	21.0
Ginger Hull	Teacher	101	11.0
Jane Karnes	Teacher	001	7.0
Janice Culton	Teacher	041	18.0
Jason Murphree	Teacher	001	8.0
Jennifer Collette	Teacher	101	11.0
Jennifer Kramer	Teacher	101	11.0
Jessica Schwind	Teacher	041	7.0

Jonathan VanOmmerren	Teacher	041	11.0
Julie Young	Teacher	101	11.0
Juston Weldon	Teacher	001	7.50
Kale Haschke	Teacher	001	7.0
Kay Preiss	Teacher	041	7.0
Kaznie Clark	Teacher	101	11.0
Kellye Lane	Teacher	101	11.0
Kristan Marshall	Teacher	101	11.0
Larry Baker	Teacher	041	7.0
Laura Johnson	Teacher	101	11.0
Laura Salazar	Teacher	101	8.0
Laurie Kirkscey	Teacher	001	25.0%
Laurie Parker	Teacher	101	11.0
Leah Sine	Teacher	101	11.0
Lisa Lovinggood	Teacher	101	11.0
Lisa Scherlen	Teacher	101	7.0
Malissa Mohlberg	Teacher	101	2.0
Marilyn Bowman	Teacher	101	10.0
Mary Hill	Teacher Aid	101	91.0
Mary Sanchez	Teacher	001	14.0
Melissa May-Moncus	Teacher	001	9.0
Michelle Torres	Teacher	041	7.0
Pamela Meier	Teacher	041	7.0
Rosalind Ellis	Teacher	101	7.0
Sharon Cox	Teacher	101	10.0
Sheila Mercer	Teacher	101	7.0
Susan Villarreal	Teacher	101	11.0
Tamera Hall	Teacher	101	11.0

Teresa Hawkins	Teacher	041	29.0%
Timothy Jung	Teacher	001	10.7%
Timothy Jung	Teacher	041	7.0
Victoria Powell	Teacher	101	11.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Warner	Interventionist		100.00
Danet Suarez	Paraprofessional	101	20.0
Danet Suarez	Migrant Paraprofessional	999	60.0
Dina Johnson	Director	101	25.0
Dina Johnson	Director- Migrant	999	15.0
Juan Hernandez Mora	Migrant Paraprofessional	999	100.0
Melinda Couey	Interventionist		100.00

District Funding Summary

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Credit Recovery Program: Odyssey		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00