

Bland Independent School District

Bland Middle School

Campus Improvement Plan

2020-2021



Mission Statement

Encourage and support the personal growth of its students and their development of attitudes, knowledge and skills; the most important skills to be taught are how to think how to learn and how to act.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bland ISD is a 2A district comprised of three communities, Merit, Floyd and Wagner. The staff population is 100% White . The student population is 1.7% African American, 42.2% Hispanic, 54.9% White, .6% Two or More Races of which 56.6% are economically disadvantaged, 35.8% at risk and 13.9% English language learners.

Demographics Strengths

- Parental Support
- Community Support
- Cooperative Community
- ESL Adult Classes

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will maintain good community support. We will continue to offer support to our EL families. **Root Cause:** Large EL population

Problem Statement 2: We will continue to offer support to our economically disadvantaged students through Title I support **Root Cause:** Large At Risk population

Student Learning

Student Learning Summary

Reading 6th Grade STAAR: Approaches: 72%; Meets: 25%; Masters: 10%; Did not Pass: 28%;

Reading 7th Grade STAAR: Approaches: 84%; Meets: 52%; Masters: 24%; Did not Pass: 16%;

Reading 8th Grade STAAR: Approaches: 90%; Meets: 64%; Masters: 28%; Did not Pass: 10%;

Math 6th Grade STAAR: Approaches: 90%; Meets: 39%; Masters: 10%; Did not Pass: 10%;

Math 7th Grade STAAR: Approaches: 82%; Meets: 32%; Masters: 14%; Did not Pass: 18%;

Math 8th Grade STAAR: Approaches: 90%; Meets: 67%; Masters: 22%; Did not Pass: 10%;

Writing 7th Grade STAAR: Approaches: 80%; Meets: 47%; Masters: 14%; Did not Pass: 20%;

Soc.St. 8th Grade STAAR: Approaches: 76%; Meets: 32%; Masters: 14%; Did not Pass: 24%;

Science 8th Grade STAAR: Approaches: 90%; Meets: 60%; Masters: 28%; Did not Pass: 10%;

Student Learning Strengths

Student performance was 10% or more above the state average:

7th and 8th Grade Reading, 7th Writing, 6th Math

90% approaches performance or above:

8th Grade Reading and Math

65% or above on Meets grade level performance:

8th Grade Math

25% or above on Masters grade level performance standard:

8th Reading; 8th Science

Diverse Programs such as BETA, Student Council; Robotics; Science Olympiad; PALS; Pre Algebra; UIL all contribute to our overall strengths in Middle School.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All State Assessments at 90% or above approaches

School Processes & Programs

School Processes & Programs Summary

Instructional Programs:

- STAAR Reading and Double Blocked Math classes for all students, including those At Risks.
- ESL Program with instructional aids to accommodate the growing percentage of ESL student population
- Gifted and Talented Program within a STEM class setting.
- Dyslexia/Stevenson, curriculum to identify and enhance the learning of all students and identifying those with dyslexia
- TRS- Assessments
- Theater Arts Program
- Pre Algebra
- Bland ISD implements the TEKS Resource System curriculum grades K-12. This curriculum ensures that teachers assessments, lessons and teaching are aligned to the state mandated TEKS. In addition, Eduphoria, an online program, is used to create assessments, analyze testing data, write lessons, create goals, give evaluations, and house professional development.

Bland ISD provides many online resources to teachers and students. They include:

Vendor	Subjects	Grade Level	Students	Cost	Licensing	Uses
Education Galaxy	Math (K-5), Reading (K-5), Writing (3-4), Science (4-5)	K - 6	All K-5	\$3,905.00	per campus	Remediation
Renaissance	STAR Math, Star Reading	K - 8	450	\$8,022.50	per student	Diagnostics & Monitoring
Typing Club	ES/MS Computer	3-8	340	\$1,016.60	per student	Teach Typing
ALEKS	Math	6-8	Math MS	\$6,300	per student	Remediation
Rosetta Stone	ESL	2-12	ESL	\$665.00	per seat	Language Aquisition
STEMScopes	Science	K-10	All	\$2,840.25	per student	Supplemental - Science Curriculum
Eduphoria	All	K-12	All	\$6,450	per campus	Testing/Data/Lessons/Evaluations
TEKS Bank	All	k-12	All	\$600.00	per campus	Test Question bank
Edugence	All	K-12	ESL	\$1,500	per campus	ESL Documentation
TEKS Resource System	All	K-12	All	\$5,940	District	Core Curriculum
Tumblebooks	Reading	K-8	Reading	\$799.00	Campus	Remediation

School Processes & Programs Strengths

Strengths within our programs:

- **Opportunities for substantial growth through Math and Reading intervention**
- **Intervention is targeted at specific objectives that have been determined through assessments.**
- **Students identified as gifted and talented have opportunity to excel in specific areas of talent.**

Perceptions

Perceptions Summary

Bland ISD is proud to be a small community with a family feel. All administration has an open door policy. Students hold values such as opening the door for others and treating everyone with respect. Per survey sent to teachers and staff, Bland ISD is seen as a place with high cultural values, positive atmosphere, team players, hard workers, supportive administration and strong leadership.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals





Revised/Approved: October 27, 2020

Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: Safety Drill will be conducted as recommended.

Evaluation Data Sources: Documentation kept from and dated for each drill.

Summative Evaluation: None









Strategy 1: Documentation kept from and dated for each drill. Strategy's Expected Result/Impact: Monthly / Semester documentation Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Keeping times on all drills and following procedures. Strategy's Expected Result/Impact: Improved Timing on Drills Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Evaluation of procedures will be conducted after each drill. Teachers and staff will be communicated with in regards to those evaluations. Strategy's Expected Result/Impact: Refining of techniques to order to facilitate safer evacuations/lock-downs/severe weather drills Staff Responsible for Monitoring: Principals; Teachers; Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 2: Provide safe campus entry with a security buzzer system with intercom/camera recording to be used by secretary/staff to allow people in the building after showing their ID.

Evaluation Data Sources: Documentation is kept by the system as to everyone that comes on campus.

Summative Evaluation: None





<p>Strategy 1: Upon entering the building, id must be presented to staff members. Recordings of all persons entering the building will maintain record.</p> <p>Strategy's Expected Result/Impact: Higher level of safety and maintaining higher awareness of who is on campus.</p> <p>Staff Responsible for Monitoring: Principals, secretaries, staff members associated in the office and available to use the system.</p>	Reviews			
	Formative			Summative
	<p>Nov</p>  <p>10%</p>	<p>Jan</p>  <p>10%</p>	<p>Mar</p>  <p>5%</p>	<p>June</p> 
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 3: By June 2021 the number of incidents involving violence, tobacco, alcohol and other drug use, will be 0% as measured by PEIMS and discipline referrals.

Evaluation Data Sources: There will continue to be no discipline referrals involving bullying, aggressive behavior, violence, tobacco, alcohol, or other drugs.

Summative Evaluation: None

<p>Strategy 1: The administration will allow for routine drug testing by independent company for randomly selected students and staff. The administration will also do routine drug searches of classrooms and lockers with the use of local authorities and their expertise using drug dogs.</p> <p>Strategy's Expected Result/Impact: Expected results would verify whether or not drugs are present on campus.</p> <p>Staff Responsible for Monitoring: Principals / Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide bully prevention for students/Staff by participation in Bullying Prevention Program</p> <p>Strategy's Expected Result/Impact: No bullying incidents/ office referrals</p> <p>Staff Responsible for Monitoring: Teachers/ Counselors/ Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide health and nutrition program to decrease child obesity and improve wellness.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of clinic referrals for detection of Acanthosis Nigricans. Non-food rewards. Increased positive performance on the fitnessgram.</p> <p>Staff Responsible for Monitoring: Principal, Classroom teachers, P.E. Teacher, Cafeteria Manager</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide a DAEP for students with discipline problems</p> <p>Strategy's Expected Result/Impact: Reduction in number of referrals</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide Crisis Prevention Intervention (CPI) Training for all teachers and paraprofessionals who teach children with emotional disturbance.</p> <p>Strategy's Expected Result/Impact: Certificates of Completion for CPI training. Reduction in the number of office referrals for aggressive behavior.</p> <p>Staff Responsible for Monitoring: Tri-County Cooperative, Principal, Counselor, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.


Performance Objective 4: Red Ribbon Week will serve as an instructional way to help students gain understanding of the hazards of drug and alcohol use.


Evaluation Data Sources: Student awareness as to the dangers of drugs and alcohol.


Summative Evaluation: None

Strategy 1: Provide Tobacco & Drug-Free Awareness Program for students and Training for Teachers Strategy's Expected Result/Impact: Zero instances of drug/tobacco use on campus; Staff Responsible for Monitoring: Principal, Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify


Discontinue





Goal 2: Bland Middle School will maintain the highest standard possible in state accountability. Bland Middle School will continue to have high expectations for performance and improvement in all areas.

Performance Objective 1: By July 2021, 90% of all students and each student sub-group, including Special Education students tested, will meet or exceed the passing standard of the state assessment.

Evaluation Data Sources: Principals and Curriculum Specialist will meet with teachers to discuss reading data such as results from TRS/Unit assessments. Decisions will be made to create learning groups with students during tutorials where specific objectives can be targeted.

Summative Evaluation: None

Strategy 1: Provide tutorial times for students who are at risk of failure in core subject areas especially Reading and Math and Writing. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Core Teachers, ESL Teacher Title I Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide supplemental programs for students identified as dyslexic. Strategy's Expected Result/Impact: Improved STAAR scores, Improved 3/6 week reports and Nine Weeks grades. Staff Responsible for Monitoring: Principal, Dyslexia Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide programs/classes for students identified as gifted and talented. Strategy's Expected Result/Impact: Improved STAAR scores, Increased Commended Performance on STAAR Staff Responsible for Monitoring: Principal, GT Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide 20 minute tutorial for all students that directly relates to all STAAR testing areas Strategy's Expected Result/Impact: Improved STAAR scores, Increased Commended Performance on STAAR tests Staff Responsible for Monitoring: Principal Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide morning tutorials for students are struggling academically Strategy's Expected Result/Impact: Improved STAAR scores, Increased Commended Performance on STAAR tests Staff Responsible for Monitoring: Principal Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide Extended Year Program in Summer Strategy's Expected Result/Impact: Improved STAAR scores, Increased number of 2nd and 3rd time passers Staff Responsible for Monitoring: Principal Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 7: Implement staff development in ESL strategies for ELLs. Strategy's Expected Result/Impact: Increased achievement/progress on TELPAS Staff Responsible for Monitoring: Principal Counselor, ESL Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide supplemental programs for students identified as ESL Strategy's Expected Result/Impact: TELPAS scores, Progress Monitoring Staff Responsible for Monitoring: Principal, ESL Teacher,	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Continue to utilize extra Math/Reading teacher for reduced class size in Mathematics instruction. Strategy's Expected Result/Impact: Improved Math STAAR Scores Staff Responsible for Monitoring: Principal, Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Continue to utilize extra Math/Reading teacher for STAAR enrichment . Strategy's Expected Result/Impact: Improved Math STAAR Scores Staff Responsible for Monitoring: Principal, Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Distribute to teachers lists of students who failed to meet progress level requirement on previous year's STAAR for accelerated instruction in reading, math, and writing. Strategy's Expected Result/Impact: TRS Assessments; STAAR scores Staff Responsible for Monitoring: Principal Counselor Core teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Implement progress level requirements in IEPs of students with disabilities for accelerated instruction. Strategy's Expected Result/Impact: Progress Reports; TRS assessments; Nine week grades Staff Responsible for Monitoring: Sp.Ed. teacher Diagnostician	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Implement progress level requirements at annual LPAC reviews for ELL students for accelerated ESL instruction. Strategy's Expected Result/Impact: TELPAS Staff Responsible for Monitoring: LPAC ESL teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: We will implement after hours tutoring for at risk students. After hours will include after/before school and summer sessions. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: At Bland Middle School 100% of core academic classes will be taught by appropriately certified teachers and 100% effective appropriately certified staff will be maintained.

Performance Objective 1: 100% of core academic classes will be taught by appropriately certified teachers, 100% of paraprofessionals with instructional duties will meet requirements based on testing as set forth by the ESSA and 100% Highly Qualified staff will be maintained.

Evaluation Data Sources: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Summative Evaluation: None





Strategy 1: Actively recruit highly qualified teachers, professionals, and paraprofessionals by posting jobs on the Region 10 website Strategy's Expected Result/Impact: 100% core academic classes will be taught by HQ teachers, 100% paraprofessional meet ESSA requirements. Staff Responsible for Monitoring: Principal, Curriculum Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement HQ strategies/activities to maintain HQ staff; such as mentor teachers, grade-level planning sessions, vertical alignment planning sessions and Assessment Analysis meetings. Strategy's Expected Result/Impact: 100% core academic classes taught by HQ teachers, 100% paraprofessional meet ESSA requirements Staff Responsible for Monitoring: Principals; Curriculum Director; Mentoring teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Promote a climate and working environment that maintains high employee morale. Strategy's Expected Result/Impact: Low mobility rate among staff, Faculty Survey Staff Responsible for Monitoring: Principals, Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: At Bland Middle School 100% of core academic classes will be taught by appropriately certified teachers and 100% effective appropriately certified staff will be maintained.

Performance Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Evaluation Data Sources: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Summative Evaluation: None

Strategy 1: Develop and implement meaningful, scientific, research-based professional development for all teachers and paraprofessionals Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Principals, Central Office Administration, Hunt Co. Co-op supervisors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify teachers and paraprofessionals who do not meet HQ requirements and implement specific professional development Strategy's Expected Result/Impact: 100% core academic classes taught by HQ teachers, 100% paraprofessional meet ESSA requirements Staff Responsible for Monitoring: Principal, Central Office Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement technology staff development for all teachers and paraprofessionals, including computerized grade book, AWARE. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Principal, Technology Director, Curriculum Specialist	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community will be partners in the education of students at Bland Middle School.

Performance Objective 1: By June 2021, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Evaluation Data Sources: School records indicate that at least 90% of students'parents/family members participated in partnership in education opportunities.

Summative Evaluation: None

Strategy 1: Provide State assessment results to parents in a language they can understand Strategy's Expected Result/Impact: Parents receive reports of assessment results Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Meet the Teacher Night will be done vitually. Strategy's Expected Result/Impact: Parent Sign-in sheets from classrooms Staff Responsible for Monitoring: Principal, Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide opportunities for parents to volunteer to assist with UIL Academic competitions day Strategy's Expected Result/Impact: Parents assigned groups of students during the contests Staff Responsible for Monitoring: Principal, UIL coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide written parental involvement policies and school-parent compact Strategy's Expected Result/Impact: Parent Acknowledgement forms on file Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide Open House during Public Schools Week Strategy's Expected Result/Impact: Parent sign-in sheets Staff Responsible for Monitoring: Principal, Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide parents information regarding Title I program participation Strategy's Expected Result/Impact: Parent sign-in attendance sheets, Title I Parent Survey Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide opportunities for parents to volunteer via PTO, helping with, Book Fair, concession, class-sponsored events, etc[EUI] (Covid- appropriate) Strategy's Expected Result/Impact: Number of parents participating Staff Responsible for Monitoring: Principal, Class Sponsors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue





Goal 5: For 2020-21 Accountability rating in Domain 3, Bland Middle School will raise its score from a "D" by at least one grading scale level.

Performance Objective 1: 65% of our White student population will show growth in ELAR

Targeted or ESF High Priority

Evaluation Data Sources: We will use unit assessments throughout the year to compare to student scores with past STAAR assessments.

Summative Evaluation: None

<p>Strategy 1: ELAR interventionists' position will be created and a highly qualified teacher employed. Strategy's Expected Result/Impact: Students will become more successful with increased learning time as needed. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: STAAR Benchmark and Unit Assessment data will be dis-aggregated to identify students in need of support. Strategy's Expected Result/Impact: Students will show growth across grade levels from previous school year. Staff Responsible for Monitoring: Principal; Interventionists; Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will use data to target instruction for remediation. Strategy's Expected Result/Impact: Students will show growth from previous school year. Staff Responsible for Monitoring: Principal; Interventionists; Teacher Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: For 2020-21 Accountability rating in Domain 3, Bland Middle School will raise its score from a "D" by at least one grading scale level.

Performance Objective 2: 69% of the White population will show growth in Mathematics.

Targeted or ESF High Priority

Evaluation Data Sources: We will use unit assessments throughout the year to compare to student scores with past STAAR assessments.

Summative Evaluation: None

<p>Strategy 1: Math interventionist position will be created and a highly qualified teacher will be hired.</p> <p>Strategy's Expected Result/Impact: Students will become more successful with increased learning time as needed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: STAAR, Benchmark, and Unit Assessment data will be disaggregated to identify students in need of support.</p> <p>Strategy's Expected Result/Impact: Students will show growth across grade levels from previous school year.</p> <p>Staff Responsible for Monitoring: Principal Teachers Interventionist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will use data to target instruction for remediation.</p> <p>Strategy's Expected Result/Impact: Students will show growth from previous school year.</p> <p>Staff Responsible for Monitoring: Principal Teacher Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: For 2020-21 Accountability rating in Domain 3, Bland Middle School will raise its score from a "D" by at least one grading scale level.

Performance Objective 3: For the 2020-21 Accountability 60% of our White population will be at "Meets" grade level for ELAR

Targeted or ESF High Priority

Evaluation Data Sources: Unit assessments, Benchmarks, progress monitoring tools such as ALECS and RenStar

Summative Evaluation: None

<p>Strategy 1: ELAR interventionists' position will be created and a highly qualified teacher employed.</p> <p>Strategy's Expected Result/Impact: Students will become more successful with increased learning time as needed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: STAAR Benchmark and Unit Assessment data will be dis-aggregated to identify students in need of support.</p> <p>Strategy's Expected Result/Impact: Students will show growth across grade levels from previous school year.</p> <p>Staff Responsible for Monitoring: Principal; Interventionists; Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will use data to target instruction for remediation.</p> <p>Strategy's Expected Result/Impact: Students will show growth from previous school year.</p> <p>Staff Responsible for Monitoring: Principal; Interventionists; Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: For 2020-21 Accountability rating in Domain 3, Bland Middle School will raise its score from a "D" by at least one grading scale level.

Performance Objective 4: 59% of the White population will be at "Meets" grade level for Mathematics

Targeted or ESF High Priority

Evaluation Data Sources: Unit assessments, Benchmarks, progress monitoring tools such as Mindplay and RenStar.

Summative Evaluation: None

<p>Strategy 1: Math interventionist position will be created and used to double block all schedules in Math, as a highly qualified teacher will be hired</p> <p>Strategy's Expected Result/Impact: Students will become more successful with increased learning time as needed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: STAAR, Benchmark, and Unit Assessment data will be disaggregated to identify students in need of support.</p> <p>Strategy's Expected Result/Impact: 59% of white students will be at meets grade level on the 2020 STAAR Reading and Writings Assessments.</p> <p>Staff Responsible for Monitoring: Principal Teacher Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will use data to target instruction for remediation.</p> <p>Strategy's Expected Result/Impact: 59% of white students will be at meets grade level on the 2020 STAAR Reading and Writings Assessments.</p> <p>Staff Responsible for Monitoring: Principal Teacher Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: For 2020-21 Accountability rating in Domain 3, Bland Middle School will raise its score from a "D" by at least one grading scale level.

Performance Objective 5: 58% of the White population will meet Student Success criteria.

Targeted or ESF High Priority

Evaluation Data Sources: We will use unit assessments throughout the year to compare to student scores with past STAAR assessments to measure Approaches / Meets/ Masters levels.

Summative Evaluation: None

<p>Strategy 1: Math interventionist position will be created and a highly qualified teacher will be hired Strategy's Expected Result/Impact: Students will become more successful with increased learning time as needed. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: STAAR, Benchmark, and Unit Assessment data will be disaggregated to identify students in need of support. Strategy's Expected Result/Impact: 58% of white students will meet success criteria (Approaches, Meets and Masters) on the 2020 STAAR Assessments. Staff Responsible for Monitoring: Principal Teacher Interventionist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will use data to target instruction for remediation. Strategy's Expected Result/Impact: 58% of white students will meet success criteria (Approaches, Meets and Masters) on the 2020 STAAR Assessments. Staff Responsible for Monitoring: Principal Teacher Interventionist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: For 2020-21 Accountability rating in Domain 3, Bland Middle School will raise its score from a "D" by at least one grading scale level.

Performance Objective 6: Growth in Mathematics for Hispanic pops will increase by 10%, ECO Dis. by 16%, and ELL by 16% and Growth in Reading for Hispanic pops will increase by 11%, ECO Dis. by 17%, and ELL by 18% which will improve all students sub pops in order to meet standard.

Targeted or ESF High Priority

Evaluation Data Sources: We will use unit assessments throughout the year to compare to student scores with past STAAR assessments to measure Approaches / Meets/ Masters levels. and make sure that students maintain or improve performance throughout the school year.

Summative Evaluation: None

<p>Strategy 1: Math and Reading interventionist positions will be created and a highly qualified teacher will be hired Strategy's Expected Result/Impact: Students will become more successful with increased learning time as needed. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: STAAR, Benchmark, and Unit Assessment data will be disaggregated to identify students in need of support. Strategy's Expected Result/Impact: Targets for growth in all sub-populations will be met for 2020 accountability and thus the overall domain score will increase by at least one letter grade. Staff Responsible for Monitoring: Principal Teacher Interventionist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will use data to target instruction for remediation. Strategy's Expected Result/Impact: Targets for growth in all sub-populations will be met for 2020 accountability and thus the overall domain score will increase by at least one letter grade. Staff Responsible for Monitoring: Principal Teacher Interventionist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
5	1	1	ELAR interventionists' position will be created and a highly qualified teacher employed.
5	1	2	STAAR Benchmark and Unit Assessment data will be dis-aggregated to identify students in need of support.
5	2	1	Math interventionist position will be created and a highly qualified teacher will be hired.
5	2	2	STAAR, Benchmark, and Unit Assessment data will be disaggregated to identify students in need of support.
5	2	3	Teachers will use data to target instruction for remediation.
5	3	2	STAAR Benchmark and Unit Assessment data will be dis-aggregated to identify students in need of support.
5	4	1	Math interventionist position will be created and used to double block all schedules in Math, as a highly qualified teacher will be hired
5	4	2	STAAR, Benchmark, and Unit Assessment data will be disaggregated to identify students in need of support.
5	4	3	Teachers will use data to target instruction for remediation.
5	5	1	Math interventionist position will be created and a highly qualified teacher will be hired
5	5	2	STAAR, Benchmark, and Unit Assessment data will be disaggregated to identify students in need of support.
5	5	3	Teachers will use data to target instruction for remediation.
5	6	1	Math and Reading interventionist positions will be created and a highly qualified teacher will be hired
5	6	2	STAAR, Benchmark, and Unit Assessment data will be disaggregated to identify students in need of support.
5	6	3	Teachers will use data to target instruction for remediation.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Jason Hammack	Principal
Administrator	Shelli Wendland	Curriculum Director
Paraprofessional	Erica Dechkhum	Life Skills Para
Classroom Teacher	Rachel Lambert	Computer/Technology
Classroom Teacher	Donna Brown	Mathematics/Interventionist
Classroom Teacher	Katelyn Fuller	8th Grade ELAR
Classroom Teacher	Ashley Hemphill	7th Math Teacher
Administrator	Darcie Rochester	Counselor
Classroom Teacher	Lori Hargrove	Sped Teacher
Classroom Teacher	Rachel Bouknight	ESL Teacher
Classroom Teacher	Luke Dodson	Science/Social Studies/ Student Council
Classroom Teacher	Cliff Prier	8th Grade Social Studies/ Coach
Classroom Teacher	Garrett Todd	PE/Head Girls' Basketball Coach
Administrator	Susan McQueen	Assistant Principal
Parent	Renee Molck	Parent
Parent	Annette Shepherd	Parent

Addendums



Targeted Improvement Plan

District Name: Bland ISD	County District Number: 116915	Superintendent Name: Rick Tidwell
Campus Name: Bland Middle School	Campus Number: 141	District Coordinator of School Improvement: Rick Tidwell
PSP:	Educational Service Center: Region 10	School Principal: Jason Hammack

Vision: All students at Bland ISD will be tested in a manner that is appropriate for their needs.

Problem Statement #1: PBMAS SPED Indicator #4 shows overidentification of STAAR Alt 2 Students	Annual Goal #1: Make sure all students are testing with the appropriate STAAR test.
Root Cause #1: Influx of SPED students moving in district in past 3 years.	Strategy #1: Evaluate the identification of STAAR Alt 2 participants by making sure criteria are met.

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	During ARD Meetings evaluating decisions to give STAAR Alt 2 to student.	Throughout the year during student annual ARD meeting	PMBAS Data, ARD committee data.	ARD Committee	Ensure that identification process of STAAR Alt 2 is valid.	Students are tested on appropriate level.	Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>							Select	
							Select	
							Select	
Long-Term: <i>(Results)</i>							Select	
							Select	
							Select	
Vision Status				Vision Metrics				

End of Year Report
 Did you meet the annual goal? Why or why not?

 Is the root cause resolved? Why or why not?

Problem Statement #2:	Annual Goal #2:
Root Cause #2:	Strategy #2:

Goal #2:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>							Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>							Select	
							Select	
							Select	
Long-Term: <i>(Results)</i>							Select	
							Select	
							Select	
Vision Status				Vision Metrics				

End of Year Report
 Did you meet the annual goal? Why or why not?

 Is the root cause resolved? Why or why not?

Vision: All students at Bland ISD will be tested in a manner that is appropriate for their needs.

Problem Statement #3:

Annual Goal #3:

Root Cause #3:

Strategy #3:

Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>							Select	
							Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>							Select	
							Select	
							Select	
Long-Term: <i>(Results)</i>							Select	
							Select	
Vision Status				Vision Metrics				

Bland

Bland MS											
2020-2021	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II	
	PIC 21	PIC 22	PIC 23/43	PIC 24,28,30	PIC 25	PIC 36	PIC 37	PIC 38			
Teachers	0.05	0.23	1.52	1.54	0.00		0.25	0.00	1.54	0.00	
Teacher Aides	0.00	0.00	2.00	0.00	0.00		0.00	0.00	0.00	0.00	
Counselor	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
TOTAL FTE	0.05	0.23	3.52	1.54	0.00		0.25	0.00	1.54	0.00	
6100	\$3,145.00	\$10,074.00	\$153,818.00	\$50,165.00	\$250.00		\$0.00	\$0.00	\$0.00	\$0.00	
6200	\$250.00	\$0.00	\$500.00	\$9,500.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	
6300	\$1,000.00	\$0.00	\$5,050.00	\$50.00	\$1,550.00		\$0.00	\$0.00	\$0.00	\$0.00	
6400	\$1,100.00	\$0.00	\$16,850.00	\$600.00	\$500.00		\$0.00	\$0.00	\$0.00	\$0.00	
Total	\$5,495.00	\$10,074.00	\$176,218.00	\$60,315.00	\$2,300.00		\$0.00	\$0.00	\$0.00	\$0.00	