

Bland Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approval Date: December 14, 2017

Mission Statement

The mission of Bland ISD is to encourage and support the personal growth of its students in 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 total number of students for the 2016-2017 school year was 667, 2015-2016 enrollment was 608, and 2014-15 enrollment was 578. In the past two years our student enrollment numbers have increased by 89 students or 15.4%. The staff population is 4% Hispanic, 94% White and 2% American Indian. The student population is 2% African American, 33.9% Hispanic, 59.2% White, 1% American Indian of which 52.6% are economically disadvantaged, 27% at risk (criteria listed below) and 14% English language learners. We have increased in ELL population from 11.2% in 2013-2014 to 14% in 2016-2017. We have a 0% dropout rate and 97.1% attendance rate. 40.9% of our graduate attend an institution of higher education and of those graduates 68.8% complete one year of college without remediation.

Average class size (2016 - 2017 TAPR Data):

Elementary	
Kindergarten	20.5
Grade 1	18.1
Grade 2	19.9
Grade 3	15.3
Grade 4	18.7
Grade 5	25.8
Grade 6	16.6

Secondary	
English/Language Arts	15.2
Foreign Language	12.6
Mathematics	15
Science	14.5

Secondary	
Social Studies	13.6

At Risk Student Population: 27% as stated above.

STAAR/TAKS	Math			Reading/ELA			Writing			Science			Social Studies		
	% Met Standard			% Met Standard			% Met Standard			% Met Standard			% Met Standard		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Students	70%	69%	67%	62%	47%	53%	48%	41%	50%	47%	72%	76%	42%	38%	44%
At-Risk Students	97%	92%	97%	94%	92%	90%	89%	83%	90%	97%	91%	99%	86%	92%	95%
Not At-Risk															

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

The process we use to identify students at risk is:

1. Did not perform satisfactorily on TPRI (Texas Primary Reading Inventory) in Kindergarten, 1st Grade, or 2nd Grade
2. Did not perform satisfactorily on the STAAR Test
3. Was not advanced from one grade level to the next for one or more school years
4. Is not passing classes
5. Student has limited English proficiency
6. Student is homeless or in the custody of CPS
7. Has been expelled during the preceding or current school year

Students are exited from the SCE program when they no longer meet the criteria listed above.

The comprehensive, intensive, accelerated instruction program in this district consists of tutorials for students at risk, summer school, supplemental reading, math, ELA, science, and social studies classes, a full time reading/math interventionist at elementary school, a full time dyslexia/reading interventionist, and Learning for Life character-building program and Wisdom character-building program to enhance student responsibility and

self-esteem, continue use of additional math and reading teacher at the Middle School.

Demographics Strengths

Average class sizes, while increasing, continue to remain small compared to the rest of the state. The data show that students at risk have maintained performance in Math, Maintained in Reading/ELA the past two years, increased in Writing and have had a significant increase in scores in Science and maintained in Social Studies.

Upon evaluation of the effectiveness of this program the committee finds that:

- Students are benefiting from the extra time spent with the additional reading/math teacher.
- Students are benefiting from the Think Through Math, Education Galaxy, Apex Learning and Compass Learning programs.
- The 20 minute daily tutorial periods is helpful at the middle school in providing effective intervention instruction.
- Sixth through eleventh grade students benefited tremendously last year from the supplemental STAAR classes.
- Summer School is effective for students in need of assistance.
- Additional time is needed to review students in core areas.
- TEKS based Curriculum has been effective.
- Five research-based reading programs for Tier I and Tier II students who are at risk of not achieving at grade level have been implemented (Renaissance Learning, Think Through Math, Education Galaxy, Apex Learning and Compass Learning).
- The RTI Student Support Team is effective in providing teachers with helpful strategies for intervention.
- Language proficiency benchmarks have been administered to LEP students in Nov/Feb/Apr and have been effective for providing intervention.
- Additional tutorials in the morning and afternoon for all STAAR failures have been beneficial.
- Interventions and tutorials for special populations such as homeless, migrant, ESL, at risk and economically disadvantaged.
- Continue to provide quality professional development for staff in areas of curriculum, instruction and technology.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL Population is rapidly increasing and we do not have the amount of time needed to serve the students effectively. **Root Cause:** Lack of staff, increasing number of students.

Student Academic Achievement

Student Academic Achievement Summary

Student STAAR Achievement 2016 - 2017			
Test/Grade	%Approaches	%Meets	%Masters
3rd Reading	81	64	48
4th Reading	87	51	29
5th Reading	76	47	32
6th Reading	76	40	16
7th Reading	88	58	42
8th Reading	80	52	20
English I	81	62	17
English II	70	60	5
4th Writing	71	29	9
7th Writing	88	59	14
3rd Math	93	62	31
4th Math	87	56	40
5th Math	98	61	32
6th Math	87	58	22
7th Math	86	65	21
8th Math	72	33	6
Algebra I	93	60	31
5th Science	92	54	28
8th Science	78	44	9
Biology	100	71	29
8th Social	59	30	15
US Hist EOC	93	67	33

Accountability Results:

Index	Target Score	Bland ISD Score
1	60	83
2	22	42
3	28	50
4	60	77

65% of all students at Bland ISD "Met Progress" and 18% "Exceeded Progress" from 2016 STAAR to 2017 STAAR

Bland ISD 2017 STAAR Performance by subgroups

Test Type	African American	Hispanic	White	American Indian	Two or More Races	Econ Disadv
Reading Approaches GL	86%	76%	83%	100%	89%	77%
Reading Masters GL	29%	19%	27%	33%	0%	18%
Math Approaches GL	60%	87%	90%	100%	86%	86%
Math Masters GL	0%	23%	28%	33%	14%	20%
Writing Approaches GL	100%	82%	76%	100%	100%	74%
Writing Masters GL	0%	6%	16%	0%	0%	6%
Science Approaches GL	67%	91%	87%	N/A	50%	87%
Science Masters GL	0%	16%	24%	N/A	25%	14%
Social Studies Approaches GL	50%	73%	72%	N/A	67%	66%
Social Studies Masters GL	0%	20%	28%	N/A	0%	19%

Accelerated Instruction:

Students with low performance on campus benchmarks, in class or failing the STAAR are referred for Accelerated instruction. At the High School and Middle School campuses students will participate in additional STAAR classes built into their school day and/or attend tutoring and/or attend summer school. Students at the Elementary School are referred by committee to small group intervention time scheduled during the school day with two interventionist, dyslexia, ESL instruction or speech. They also have the opportunity to attend tutoring and/or summer school.

Student Academic Achievement Strengths

Student performance was 8% or more above the state average:

3rd, 4th, 7th Grade Reading, 7th Writing, 3rd, 4th, 5th, 6th, 7th Math, 5th Science, Biology EOC and English I EOC

90% approaches performance or above:

3rd, 5th Math, 5th Science, Algebra I, Biology and US History

15% or above on Masters grade level performance standard:

3rd, 4th, 5th, 6th, 7th, 8th Reading, English I, 3rd, 4th, 5th, 6th, 7th, 8th Math, Algebra I, 5th Science and Biology

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are not performing well on the 8th grade Social Studies Test. **Root Cause:** The rigor of the 8th Grade Social Studies Assessment is higher than that of the 11th Grade Social Studies STAAR Assessment.

Problem Statement 2: Special education students are not performing well on the High School English Language Arts STAAR assessment per data from PBMAS and missed safeguard in accountability. **Root Cause:** Special education students perform at a lower grade level than their peers, but are required to be assessed at the same grade level STAAR test as their peers.

Problem Statement 3: Students missed all federal safeguards. The safeguards require a 91% pass rate on all STAAR Math and Reading assessments. **Root Cause:** Special education students are required to take a STAAR test that does not reflect their ability in that grade level and are counted against the district year after year of failure on EOC's.

District Processes & Programs

District Processes & Programs Summary

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
Renaissance Learning	AR, STAR Math, Star Reading	K - 8	450	\$7,387.50	per student	Diagnostics & Monitoring
Tango	TPRI		115	\$937.50	per student	Diagnostics
Education Galaxy	Math (K-5), Reading (K-5), Writing (3-4), Science (4-5)	K - 5	300	\$3,250.00	per student	Remediation
Maps 101	All	PK - 12	700	\$1,050.00	per campus (2)	Enrichment
Rosetta Stone	ESL	K-12	12	\$1,068.00	per student	Language Acquisition
Naviance		9 - 12	208	\$9,163.20		Career Prep
GradPoint (Pearson)	All High School	9 - 12		?????	per seat	Credit Recovery
Compass Learning	ELAR	6-8	140	State Funded		Remediation
ALEKS	Math	6-8	140	\$3593.75	per campus	Remediation/ Supplemental

Perceptions

Perceptions Summary

Bland ISD is proud to be a small community with a family feel. All administration has an open door policy. 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Survey results show that staff would like more communication. **Root Cause:** Because of the small size and typically seeing most staff members daily, communication can be taken for granted.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (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
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: By May 2018 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will remain at 0% as measured by PEIMS and number of discipline referrals.







Evaluation Data Source(s) 1: PIEMS data, newsletters, calendars.

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) A new security system will be added to the front doors of each campus</p>		Technology Director Campus Principals	Security System Installed	✓			
<p>Critical Success Factors CSF 6</p> <p>2) Secretaries and principals will be trained in using security system.</p>		Technology Director Campus Principals	Individuals entering the buildings will have to show a form of identification before entering the building.	✓			
<p>Critical Success Factors CSF 6</p> <p>3) Counselors, in conjunction with staff and students will coordinate drug free week to promote a drug free lifestyle.</p>		Counselors, Principals	Students will participate in drug free activities and be more informed about substance free lifestyles.	✓			
<p>Critical Success Factors CSF 6</p> <p>4) Safety drills will be conducted on each campus</p>		Principals	Students and teachers will be proficient in conducting safety drills in case of an actual incident.				

<p>Critical Success Factors CSF 6</p> <p>5) Provide Crisis Prevention Intervention training for all teachers and paraprofessionals who teach and interact with students with emotional disturbance.</p>	Principals, Tri-County Special Education Co-op Staff	Incidents documented in PEIMS. Staff will interact appropriately with students having emotional disturbance.	✓			
<p>Critical Success Factors CSF 6</p> <p>6) District staff will complete training in Suicide Prevention</p>	Principals	Staff will have completed training and know what signs to look for from students considering suicide.	✓			
<p>Critical Success Factors CSF 6</p> <p>7) Students will participate in "Just Talk About It" program promoting suicide prevention.</p>	Counselors	Students will be informed about suicide prevention and we will have zero instances of suicide related deaths.				
<p>Critical Success Factors CSF 6</p> <p>8) Students will participate in conflict resolution program such as the NED Program.</p>	Counselors	School climate will continue to show students showing respect and kindness to others. PIEMS discipline data will show less referrals of bullying.	✓			
<p>Critical Success Factors CSF 6</p> <p>9) Provide Teen Dating Violence and Harassment Awareness programs to staff and students. Refer to Board Policy FFH and FFI.</p>	Counselors/ Principal	Program documented in calendar and weekly principal newsletter.				
<p>Critical Success Factors CSF 6</p> <p>10) Continue Student of the Week for student recognition</p>	Parent-Teacher Organization	Student of the Week selected, continued positive culture.	✓			
<p>11) Provide counseling options and referral services for abused children and families.</p>	Principal, Counselor	Documented referrals. Individuals and families provided with the resources needed for help.				
<p>Critical Success Factors CSF 6</p> <p>12) Provide training for recognizing and reporting suspected child abuse.</p>	Principal, Counselor	Number of documented reports to CPS.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 2: Bland ISD will maintain at least met standard status rating. Bland ISD will continue to have high expectations for performance and improvement in all areas.

Performance Objective 1: Remediation will be provided to students at risk of not being successful.

Evaluation Data Source(s) 1: STAAR, Unit Assessments, TPRI, DRA, Renaissance STAR, ALEKS, Compass Learning, RTI and intervention data.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Newly organized rotations in grades K-5 will provide time for students needing services for RTI, ESL and Dyslexia.</p>	1, 2, 8, 9, 10	Principals	Students will show positive gains in reading levels based on DRA quarterly testing.				
Problem Statements: Demographics 1 - Student Academic Achievement 3							
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) After school tutorials will be provided to students who are at risk of failing the STAAR.</p>	1, 8, 9, 10	Principals	Increased or maintained student growth as shown in accountability or STAAR data.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Common assessments will be used grades 2-11 in STAAR tested areas or grades and subjects leading up to a STAAR test. Teachers will meet with principals and Curriculum Specialist to analyze data, identify students for RTI and provide remediation to students struggling on specific SE's.</p>	1, 2, 8, 9, 10	Principals, Curriculum Specialist	Overall increase in student achievement, increase in student growth and closing of gaps between at risk students and students not at risk students.	✓			
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 Funding Sources: State COMP 24/30 - 0.00							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELL Population is rapidly increasing and we do not have the amount of time needed to serve the students effectively. Root Cause 1: Lack of staff, increasing number of students.
Student Academic Achievement
Problem Statement 1: Students are not performing well on the 8th grade Social Studies Test. Root Cause 1: The rigor of the 8th Grade Social Studies Assessment is higher than that of the 11th Grade Social Studies STAAR Assessment.
Problem Statement 2: Special education students are not performing well on the High School English Language Arts STAAR assessment per data from PBMAS and missed safeguard in accountability. Root Cause 2: Special education students perform at a lower grade level than their peers, but are required to be assessed at the same grade level STAAR test as their peers.
Problem Statement 3: Students missed all federal safeguards. The safeguards require a 91% pass rate on all STAAR Math and Reading assessments. Root Cause 3: Special education students are required to take a STAAR test that does not reflect their ability in that grade level and are counted against the district year after year of failure on EOC's.

Goal 2: Bland ISD will maintain at least met standard status rating. Bland ISD will continue to have high expectations for performance and improvement in all areas.







Performance Objective 2: By May 2018, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 100%.

Evaluation Data Source(s) 2: PEIMS Data

Summative Evaluation 2:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 1) Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	9	Principal, Teachers	Successful completion of course work to recover credits.				
System Safeguard Strategy PBMAS Critical Success Factors CSF 4 2) Provide extra time and resources to students who are failing to prevent failure/drop out	9	Principal	Successful completion of course Grade Reports				
Critical Success Factors CSF 4 3) After school attendance hours will be required for students frequently absent.		Principals	Decreased amount of absences and tardies.				
Critical Success Factors CSF 4 4) Attendance awards will be given to students at an awards assembly.		Principals	Decreased amount of absences and tardies.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 2: Bland ISD will maintain at least met standard status rating. Bland ISD will continue to have high expectations for performance and improvement in all areas.

Performance Objective 3: Eligible preschool students will be transitioned from both private and public early childhood programs to Bland Elementary School.

Evaluation Data Source(s) 3: Circle assessments, TPRI

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide a pre-kindergarten program to assist eligible LEP and Economically Disadvantaged students in the transition to the elementary program.</p>	7	Principal Pre-K teacher	Economically disadvantaged students and LEP students transition successfully from Pre-K to Kindergarten with the skills necessary.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide staff development in early childhood, prekindergarten, and ESL strategies for PreK and ESL teachers and paraprofessionals.</p>	3, 7	Principals	Pre-K and ESL teachers will be trained to meet requirement hours deemed necessary by the state guidelines.				



Goal 2: Bland ISD will maintain at least met standard status rating. Bland ISD will continue to have high expectations for performance and improvement in all areas.

Performance Objective 4: Our schools will have at least 90% of all students participate in extra-curricular activities.

Evaluation Data Source(s) 4: Activity Rosters including:
 Academic UIL
 Athletics; Science Olympiad; FCA; Student Council; Beta Club; One-Act-Play, Robotics, etc.

Summative Evaluation 4:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for qualifying students to participate in extra-curricular activities.		Principal; Teachers and Staff; Counselor	90% of students will have participated in at least one extra curricular activity.				

Goal 2: Bland ISD will maintain at least met standard status rating. Bland ISD will continue to have high expectations for performance and improvement in all areas.

Performance Objective 5: Bland ISD will provide the necessary software and hardware to capitalize on digital resources from content providers.

Evaluation Data Source(s) 5: Technology records, work order data.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 4</p> <p>1) The District will continue updating and purchasing new classroom technology equipment and will continue to purchase student computers and software to increase student success.</p>	9	Technology Director, Principals, Curriculum Specialist,	Well-equipped facility and labs, classrooms, portable labs, and increased student use on RTI programs.				
<p>Critical Success Factors CSF 7</p> <p>2) Teachers will attend Hunt County STEM Conference</p>		Principals, Curriculum Specialist.	Certificates of completion, Increased use of Technology observed in walk-throughs and evaluations				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Bland ISD will maintain at least met standard status rating. Bland ISD will continue to have high expectations for performance and improvement in all areas.

Performance Objective 6: The Bland Elementary P.E. program will provide 135 minutes a week of moderate to vigorous physical activity using the FITNESSGRAM aerobic and muscular strength, endurance, and flexibility modules in order for students to achieve the Healthy Fitness Zone

Evaluation Data Source(s) 6: Fitnessgram

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Student achievement in the different modules will be recognized at campus Awards Assembly.		P.E. Teacher, Principal	Increased student health based on fitnessgram data.				

Goal 2: Bland ISD will maintain at least met standard status rating. Bland ISD will continue to have high expectations for performance and improvement in all areas.

Performance Objective 7: Professional staff will continue to have high quality staff development relevant to their role and level of expertise.

Evaluation Data Source(s) 7: Staff Surveys, Sign in sheets.

Summative Evaluation 7:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Provide high quality staff development to professionals based on need.	3	Principals, Curriculum Specialist	Teachers will be successful in their positions because they are given the tools necessary to serve their students effectively.	✓			
Critical Success Factors CSF 3 CSF 7 2) Brain Based Learning will be provided to all staff throughout the year. It will include effective communication strategies.	5, 8	Principals, Curriculum Specialist	More effective communication between staff. End of the year survey.	✓			
Problem Statements: Perceptions 1							

Performance Objective 7 Problem Statements:

Perceptions
Problem Statement 1: Survey results show that staff would like more communication. Root Cause 1: Because of the small size and typically seeing most staff members daily, communication can be taken for granted.

Goal 2: Bland ISD will maintain at least met standard status rating. Bland ISD will continue to have high expectations for performance and improvement in all areas.

Performance Objective 8: Bland ISD will provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Evaluation Data Source(s) 8: Naviance

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Bland High School will implement a new post-secondary software to track and help students be successful beyond high school.		Principal, Counselor	Students will have successfully completed the program.				
<p>Critical Success Factors CSF 5</p> <p>2) PJC will come to Bland High School in September to provide information about higher education admissions and financial opportunities, TEXAS Grant program, Teach for Texas grant program, and the need for students to make informed curriculum choices to be prepared for success beyond high school.</p>	6, 10	Counselor	Students and parents will have information about Higher Education and opportunities.	✓			

Goal 3: At Bland ISD 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 Source(s) 1: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Summative Evaluation 1:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% highly qualified teachers status will be maintained.		Principals	Principals will continue to hire highly qualified staff.				

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

Performance Objective 1: By June 2018, 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 Source(s) 1: Sign in sheets, call logs, evaluation surveys, PTO participation,

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide State assessment results to parents in a language they can understand</p>	6	Principal	Parents receive reports of assessment results				
<p>Critical Success Factors CSF 5</p> <p>2) Provide Meet the Teacher Night to discuss academic goals for the school year</p>	6	Principal	Parents and students will have an understanding of academic goals for the school year.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide Parent Night</p>	6	Principal	Parent Sign-in sheets, Program evaluation surveys				
<p>Critical Success Factors CSF 5</p> <p>4) Provide and promote Parent-Teacher Organization meetings</p>	6	PTO Officers	Sign-in sheets for attendance, participation in PTO-sponsored activities				
<p>Critical Success Factors CSF 5</p> <p>5) Provide various opportunities for parents to connect on social media or communication app's with the school for updates on school announcements and/or student information.</p>	6	Principals, Teachers	Parents more involved with activities, student progress and student behavior.				
<p>Critical Success Factors CSF 5</p> <p>6) Provide written parental involvement policy and school-parent compact.</p>	6	Principal	Parent Acknowledgement form.				

Critical Success Factors CSF 5 7) Provide opportunities for parents to volunteer to assist with UIL Academic competitions day	6	Principal, UIL Coordinator	Parents assigned groups of students during the contests				
Critical Success Factors CSF 5 8) Provide Open House during Public Schools Week		Principal, Teachers	Parent sign-in sheets showing parent participation.				
Critical Success Factors CSF 5 9) Students and Parents Complete a Food Journal		Health Teacher	Completion and Assessment of Food Journal in Health Class, increased student and family awareness of healthy foods and eating habits.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	2	After school tutorials will be provided to students who are at risk of failing the STAAR.
2	1	3	Common assessments will be used grades 2-11 in STAAR tested areas or grades and subjects leading up to a STAAR test. Teachers will meet with principals and Curriculum Specialist to analyze data, identify students for RTI and provide remediation to students struggling on specific SE's.
2	2	2	Provide extra time and resources to students who are failing to prevent failure/drop out

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	Rick Tidwell	Superintendent
Administrator	Dustin Evans	High School Principal
Administrator	Jason Hammack	Elementary and Middle School Counselor
Administrator	Erin Gray	Assistant Principal
District-level Professional	Ted Capps	Technology Director
District-level Professional	Shelli Wendland	Curriculum Director
Classroom Teacher	Mike Pope	Special Education Teacher
Classroom Teacher	Rachel Bouknight	ESL Teacher
Classroom Teacher	Brandi Curry	Elementary Teacher
Business Representative	Kirk Hammack	Business Owner
Business Representative	Paul Patterson	Business Owner
Community Representative	Kim Hurst	Community Member
Paraprofessional	Susan Douglass	Grandparent
Parent	Wes Taylor	Parent

District Funding Summary

State SPED 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$356,327.00
+/- Difference					\$356,327.00
State CTE 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$277,626.00
+/- Difference					\$277,626.00
State GT 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,455.00
+/- Difference					\$25,455.00
State COMP 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$369,316.00
+/- Difference					\$369,316.00
State ESL 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,302.00
+/- Difference					\$35,302.00
State HS 31					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,598.00
+/- Difference					\$50,598.00
Grand Total					\$0.00