

Bland High School
Campus Improvement Plan
Revised
2009-2010

Approved by the Board of Trustees

Legal References

- Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

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.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Brian Garner	Principal	
Christy Blackburn	Counselor	
Rodney Godwin	Director of Student Services	
Jerri Boles	Teacher	
Shelli Schubert	Teacher	
Lynda Shinn	Teacher	
Steven Chick	Parent	
Gary Douglas	Business	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee.

Participants in Attendance	Data Sources Examined
<i>Brian Garner, Principal</i>	<div style="border: 1px solid black; padding: 5px;"> <p><i>AEIS</i></p> <p><i>Federal Accountability Data for AYP</i></p> <p><i>TAKS Data--disaggregated</i></p> <p><i>District PEIMS reports</i></p> <p><i>PBMAS reports</i></p> <p><i>District retention data</i></p> <p><i>District discipline referral data</i></p> <p><i>Parent, Community, Teacher, and /or Student surveys</i></p> <p><i>Student attendance data</i></p> <p><i>Benchmark testing data</i></p> <p><i>Referral percentages for students in Special Education</i></p> <p><i>Campus parent participation records</i></p> <p><i>Teacher retention data</i></p> <p><i>SAT/ACT data</i></p> </div>
<i>Christy Blackburn, Counselor</i>	
<i>Lynda Shinn, Teacher</i>	
<i>Shellie Schubert, Teacher</i>	
<i>Rodney Godwin, Director of Student Services</i>	
<i>Tom Jones, Teacher</i>	
<i>Stephen Chick, Community Member</i>	
<i>Gary Douglas, Business Member</i>	

Comprehensive Needs Assessment: Summary of Findings

Bland High School has need for improvement in the areas of:

Prioritized Areas of Concern	
Areas of Concern	Data Source
Hispanic, Eco. Disadvantaged students made significant progress but weaknesses will still be addressed in the area of Science.	State Accountability (AEIS) TAKS results
Math: Eco. Disadvantaged student scores improved but were not at Recognized level.	State Accountability (AEIS) TAKS results
English Language Arts: Hispanic student's scores will continue to be addressed in ELA.	State Accountability (AEIS) TAKS results
Incoming freshman class weak in all subject areas. Guidance for graduation plans will also be addressed by meeting with students and parents.	State Accountability (AEIS) Graduation Requirements TAKS results
Tutorials are offered daily before school and during the school day. Lack of attendance is a concern during the year and also during Summer School	Tutorial roll Summer School Roll and Attendance
Safe and Drug Free Schools	Discipline records
Technology to access general education curriculum and least restrictive environment	PBMAS SPPs

**In this plan, the term “student groups” refers to students who are
H, W, AA, ED, LEP, G/T, and Special Education**

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

Total SCE 93,673
Total FTE 1.59

The process we use to identify students at risk is:

1. Successful performance on the TAKS Test
2. Class failures
3. Retention rates
4. Limited English Speaking
5. Homeless.

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

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 9-12**

TAKS	Math % Met Standard			Reading/ELA % Met Standard						Science % Met Standard			Social Studies % Met Standard		
	2007	2008	2009	2007	2008	2009				2007	2008	2009	2007	2008	2009
Students At-Risk	66%	50%	55%	81%	87%	87%				68%	67%	69%	79%	90%	100%
Students Not At-Risk	93%	86%	95%	97%	94%	100%				93%	84%	96%	93%	96%	100%

The comprehensive, intensive, accelerated instruction program at this district/campus consists of tutorials for students at risk, summer school, supplemental TAKS classes for 10th grade students in ELA, Science, Social Studies, and Math, supplemental tutorials for TAKS failures in ELA, Science, Social Studies, and Math.

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

- **10th grade students benefited tremendously last year from the supplemental TAKS class.**
- **Summer School is effective, especially for LEP students.**
- **Additional tutorials in the morning for all TAKS failures have been beneficial.**

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Title I Schoolwide Components

1. Comprehensive needs assessment.
2. Schoolwide reform strategies that are based on scientifically based research.
3. Instruction by highly qualified staff.
4. High-quality and on-going professional development.
5. Strategies to attract high-quality highly qualified teachers to high-needs schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State and local services and programs.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source	
Federal Programs	
Title I, Part A	Title I, ARRA
Title II, Part A (TPTR)	Title II, ARRA
Title II, Part D (Technology)	Title XIV SFSF
Title IV, Part A (Drug Free)	
IDEA-B, IDEA-B (ARRA)	
State Programs/Funding Source	
ESL Program	FTE .02
State Compensatory Education	FTE 1.59
Gifted/Talented	FTE .02
Special Education	FTE 1.23
Career/Technology Education	FTE 2.02
Local Programs/Funding Source	
Student Success Grant	

Goal 1: Bland High School will achieve Exemplary rating and be on track for 100% student proficiency by 2014 (NCLB).

Objective 1: By May 2010, 90% of all students and each student subgroup, including Special Education students tested, will pass all portions of the state assessment. The subgroup of Economically Disadvantaged students will show a 3% increase in TAKS Reading to achieve the desired 90%.

Objective 2: This Campus will meet AYP in every area measured.

Summative Evaluation: 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

AEIS Data 2008-09	All Students	H	W	AA	ED	Migrant	LEP		GT	Male	Female
% Met Standard on TAKS Reading	97% 9 th – 93% 10 th – 94% 11 th –100%	89% 9 th – 92% 10 th –85% 11 th –100%	99% 9 th – 94% 10 th – 97% 11 th –100%	--	92% 9 th – 93% 10 th – 88% 11 th –100%	--	--		--	9 th – 96% 10 th – 96% 11 th –100%	9 th – 91% 10 th – 99% 11 th – 90%
% Met standard on TAKS Math	83% 9 th – 84% 10 th – 67% 11 th – 97%	68% 9 th – 82% 10 th – 54% 11 th NA	87% 9 th – 84% 10 th – 71% 11 th –100%	--	74% 9 th – 71% 10 th – 65% 11 th – 89%	--	--		--	9 th – 74% 10 th – 60% 11 th – 94%	93% 9 th – 78% 10 th – 88% 11 th – 90%
% Met standard on TAKS Science	87% 10 th – 78% 11 th – 100%	82% 10 th – 77% 11 th NA%	88% 10 th – 78% 11 th –100%	--	80% 10 th – 69% 11 th –100%	--	--		--	10 th – 84% 11 th –100%	93% 9 th – 90% 10 th – 84% 11 th – 86%
% Met Standard on TAKS Soc. Stud.	100% 10 th –100% 11 ^t – 100%	100% 10 th –100 11 th 100%	100% 10 th –100% 11 th –100%		100% 10 th –100% 11 th –100%					9 th –100% 10 th –100% 11 th 100%	9 th – 100 10 th –100% 11 th –100%

* Subgroup counts toward state accountability rating.

These numbers are not PBM numbers but actual scores of students and sub groups.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas, especially reading, math and science tutorials for Hispanic students.	1,2,9	Core subject teachers, ESL teacher, Title I teacher	Daily	Title I Funds SCE Funds 54,838	Improved six weeks grades Reduced failure rate
Provide small group instruction and tutoring for economically disadvantaged students in reading, science, English/language arts and math.	1,2,9	Core subject teachers, Title I teacher	Daily	Title I funds, ESL funds, REAP funds	Improved six weeks grades Improved scores on benchmarks tests Improved TAKS scores
Provide supplemental program for students identified as dyslexic	1,2,9	Principal, Dyslexia teacher	Beginning of 1 st semester, As needed	Local funds,	Improved Six Weeks grades, Improved TAKS scores, Reduced failure rate
Provide supplemental program for students identified as gifted and talented	1,2,9	Principal, GT teacher	Every Week	Local funds, GT funds	Improved TAKS scores, Increased Commended Performance on TAKS
Implement inclusion techniques to help eligible Special Ed. Students achieve at grade level with the use of interactive technology	1,2,9	Special Ed. and Regular Ed. teachers, aides	Daily	Local Sp. Ed. Funds, IDEA-B (ARRA)	Improved TAKS scores
Provide staff development in areas of data disaggregation, learning styles, learning in poverty, RtI	4, 8, 9	All teachers Principal Counselor Region 10 ESC	Aug. 18-22 Oct., Jan. 19, Feb. 16	Local funds, Title I funds, Sp. Ed. funds SCE 200.00	Increased student achievement on report cards and assessments

Implement a Teacher Buddy Groups to identify and provide resources for teacher-referred struggling students and monitor progress	1,2,9	Teacher/Buddy members, referring teachers	Weekly scheduled times, referrals as needed	Title I funds, local funds	Improved report card grades, reduced failure rate, reduced Sp.Ed. referrals, improved scores on assessments
Teachers disaggregate data to determine weaknesses in specific Student Expectation and Provide bell ringers in those objectives to students	1,2,9	Principal, Teachers	Daily	AEIS Reports, WebCCat	Improved TAKS scores on specific Student Expectations
Provide Extended Year Program in Summer	1,2,9	Principal, Teachers	Summer School Success	SFSF Funds REAP Funds	Improved Grades and TAKS scores

Goal 2: At Bland High School 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

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

Data 2008-2009	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals	5	Principal	Once a semester, spring job fairs	State Funds Local Funds Title II Funds TAMU-Commerce	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Develop and implement HQ strategies/activities to maintain HQ staff; such as mentor teachers, grade-level planning sessions, vertical alignment planning sessions.	3, 5,8	Principal	Beginning and end of each six weeks and semester	ESC X Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Promote a climate and working environment that maintains high employee morale.	3, 5	Principal	Pot Luck lunches, End of year Employee recognition dinner	Local funds Activity account	Low mobility rate among staff, Faculty Survey

Goal 3: All students at Bland High School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2010 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.

Summative Evaluation: There will continue to be no discipline referrals involving bullying and aggressive behavior.

Data 2008-09	All Students
Discipline/Incidents involving bullying/physical aggression	0%

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff who have not been trained	10	Principal, Counselor	Monitor: End of each semester	Bully Prevention Trainer ESC X	Reduction in the number of bullying incidents and office referrals
Provide Crisis Prevention Intervention (CPI) training for all teachers and paraprofessionals who teach students with emotional disturbance.	10	Principal, Tri-County Sp.Ed. Co-op staff	Beginning of fall semester, Within 30 days of using restraint	Sp.Ed. funds TriCounty Sp.Ed. Co- operative	Reduction in the number of office referrals for aggressive behavior

Provide character building curriculum and activities.	10	Principal, Counselor, Classroom teachers	Every Six Weeks	Learning for Life curriculum Local funds Drug Free funds	Reduction in the number of office referrals for aggressive behavior and bullying
Provide health and nutrition program to decrease child obesity and improve child welfare.	10	Principal, Classroom teachers, P.E. teacher, Cafeteria manager	Weekly	Local funds Drug-free funds	Reduction in the number of office and counselor referrals for aggression and self-esteem issues
Provide DAEP for Discipline Referral Students	9-10	Principal, Counselor	Weekly	SCE Funds 15,000	Reduction in Referrals
Provide a program for sexual abuse awareness and its' signs	6,9,10	Principal, Counselor, teachers	Weekly	Local Funds	Reduction in Sexual abuse cases

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

Objective 1: By May 2010, 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).

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
Provide Meet the Teacher Night to discuss academic goals for the school year	6	Principal, Teachers	Within first two weeks of beginning of school	Grade-level TEKS C-SCOPE TAKS objectives	Parent Sign-in sheets from classrooms
Provide written parental involvement policy and school-parent compact.	6	Principal	Beginning of 1 st semester, At enrollment	Local funds Student Handbook	Parent Acknowledgement form
Provide parents information regarding Title I program participation	6	Principal Title I teacher	Beginning of 1 st semester	Meet the Teacher Night Title I funds	Parent Sign-in attendance sheets, Title I survey

Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
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Goal 5: All students at Bland High School will graduate from high school.

Objective 1: By May 2010, 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%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 100%.

Data 2008-09	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
Dropout Report	%0	---	%0	---	%0	---	---	%0	---	%0	%0

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	2,9	Principal, Support staff, Teachers	All year	Nova Net, computers, SFSF Funds SCE Funds, 23635	Successful completion of course work to recover credits.

Goal 6: Technology will be closely evaluated to maintain and enhance the campus software and hardware base so that Bland High School will be able to produce students who are well-equipped to compete at the professional and technological level.

Objective: Bland High School will provide the necessary software and hardware to capitalize on digital resources from content providers.

Strategy	Title I School-wide Component (1-10)	Persons Responsible	Timeline	Resources	Formative Evaluation
Bland High School will continue updating and purchasing new classroom technology equipment and will continue to purchase student software to increase success	1,2,9	Technology Director	Spring 2010	Federal, State, & local funds ARRA Funds SFSF Funds	Well equipped labs and classrooms, plus portable labs

Goal 7: At least 90% of students in High School will achieve the criterion reference standards for physical activity and fitness for their age and gender and will establish physical activity as a part of their daily lives to reduce obesity and diabetes.

Objective: Bland High school offers a daily physical education program of moderate to vigorous physical activity using Fitness Gram and its modules as the evaluation tool

Strategy	Title I school-side component	Persons responsible	Timeline	Resources	Evaluation
Students will run as fast a possible back and forth across a 15 meter space	1,2,10	PE Teacher	End of April	Fitnessgram	End of year report from TEA
Students will complete as many curl ups as possible	1,2,10	PE Teacher	End of April	Fitnessgram	End of year report from TEA
Students will lift the upper body off the floor using the muscles of the back and hold the position to allow for measurement	1,2,10	PE Teacher	End of April	Fitnessgram	End of year report from TEA
Students will complete as many 90 degree push ups as possible	1,2,10	PE Teacher	End of April	Fitnessgram	Year end report from TEA