

# **Bland Middle School**

## **Campus Improvement Plan**

**2010-2011**

### **Bland ISD 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.

Approved by the Bland ISD 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)*

### **Bland Middle School Vision Statement**

The vision of Bland Middle School is to have students and staff that encourage and support one another; learn as much as possible; and most importantly give 100% to do their best.

### **Bland Middle School Purpose Statement**

Students, teachers, and staff will show respect for each other and work collaboratively to achieve high expectations, model excellent citizenship, and demonstrate a passion for lifelong learning so that all involved in the educational process will succeed.

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature Met on November 2 <sup>nd</sup> , 2010
Kevin Hamilton	Principal	
Jan Poss	Counselor	
Rhonda Hockett	Special Education Teacher (2010-2011)	
Scott Pinke	6 <sup>th</sup> - 8 <sup>th</sup> Reading (2008-2010)	
Mattie DeVore	6 <sup>th</sup> - 8 <sup>th</sup> Science (2009-2011)	
Dustin Pittman	6 <sup>th</sup> - 8 <sup>th</sup> ELA (2010-2011)	
Lori Bergman	Parent Member	
Traci Gardner	Parent/Business Member	

## Comprehensive Needs Assessment: Summary of Findings

*Bland Middle School has need for improvement in the areas of:*

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<i>Economically Disadvantaged Sub Group Math (6<sup>th</sup> – 8<sup>th</sup> grade TAKS)</i>	<i>State Accountability (AEIS)</i>
<i>Science TAKS scores for all students in 8<sup>th</sup> grade</i>	<i>State Accountability (AEIS)</i>
<i>Social Studies TAKS scores for all students in 8<sup>th</sup> grade</i>	<i>State Accountability (AEIS)</i>
<i>All Areas of Math (6<sup>th</sup> -8<sup>th</sup>), Reading (6<sup>th</sup>-8<sup>th</sup>), and Writing (7<sup>th</sup>) TAKS Sub Groups</i>	<i>State Accountability (AEIS)</i>
<i>School Safety</i>	<i>Campus Crisis Management Plan State School Safety Program</i>
<i>Campus Intervention Programs</i>	<i>Program data, PBMAS Study Island Dedicated Tutorial Period</i>

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

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on November 1<sup>st</sup>, 2010.**

Participants in Attendance	Data Sources Examined
<i>Kevin Hamilton – Principal</i>	<div style="border: 1px solid black; padding: 5px;"> <p><b>AEIS</b>  <b>Federal Accountability Data for AYP</b>  <b>TAKS Data—disaggregated (SDAA scores)</b>  <b>District PEIMS reports</b>  <b>PBMAS reports</b>  <b>District retention data</b>  <b>District discipline referral data</b>  <b>Parent, Community, Teacher, and /or Student surveys</b>  <b>Student attendance data</b>  <b>Benchmark testing data</b>  <b>Referral percentages for students in Special Education</b>  <b>TPRI data</b>  <b>Campus parent participation records</b>  <b>Truancy data</b>  <b>Teacher retention data</b>  <b>School Safety Components</b>  <b>Staff Development Needs</b>  <b>Informal Facilities Study</b>  <b>Programs Evaluation (GT, ESL, Dyslexia, Title I, Special Education, At Risk)</b></p> </div>
<i>Jan Poss – Counselor</i>	
<i>Rhonda Hockett – Special Education Teacher (2009-2010)</i>	
<i>Scott Pinke – 6<sup>th</sup>-8<sup>th</sup> Reading Teacher (2008-2010)</i>	
<i>Mattie Devore – 6<sup>th</sup>-8<sup>th</sup> Science Teacher (2009-2010)</i>	
<i>Dustin Pittman – 6<sup>th</sup> – 8<sup>th</sup> ELA Teacher (2010–2011)</i>	
<i>Lori Bergman – Parent Member</i>	
<i>Traci Gardner – Business Partner/Parent Member</i>	

# State Compensatory 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 funds allotted to this District/Campus **\$30,249.00**

Total FTEs funded through SCE at this District/Campus **2.2**

The process we use to identify students at risk is:

1. Did not perform satisfactorily on the TAKS in 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade?
2. Was not advanced from one grade level to the next for one or more school years.
3. Was in grade 7 or 8 and did not maintain an average of 70 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year
4. Is a student of limited English proficiency?
5. Is homeless or in the custody of CPS?
6. 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.

**State Compensatory Education Program  
Program Evaluation/Needs Assessment  
Grades 6-8**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
At-Risk Students	70%	78%	76%	80%	87%	80%	89%	100%	90%	33%	64%	92%	57%	95%	92%

*The comprehensive, intensive, accelerated instruction program at Bland Middle School consist of tutorials for students at-risk, summer school, supplemental reading and math intervention classes and teacher, and Project Wisdom character-building program to enhance student responsibility and self-esteem.*

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

- Students are benefiting from the Study Island (RTI program) program
- The RTI Student Support Team is effective in providing teachers with helpful strategies for intervention
- The 25 minute daily campus-wide tutorial period is helpful in providing effective intervention instruction
- Summer School is effective for students in need of assistance

# 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 School-wide Components**

1. Comprehensive needs assessment.
2. School-wide 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.

<b>Program/Funding Sources</b>
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title I, (ARRA)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title XIV, (SFSF)</i>
<b>State Programs/Funding Source</b>
<i>ESL Program</i>
<i>State Compensatory Education (FTE = 0.22)</i>
<i>Gifted/Talented (FTE = 0.06)</i>
<i>Special Education (FTE = 1)</i>
<i>Bilingual Education (FTE = 0.02)</i>
<b>Local Programs/Funding Source</b>
<i>Student Success Grant</i>

**Goal 1:** Bland Middle School will have an Exemplary rating by 2011 and be on track for 100% student proficiency by 2014 (NCLB).

**Objective 1:** By May 2011, 90% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. 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.

Data 2007-2008	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	80.2%	63.6%	81%	100%	65.8%	—	—	64%	—	75%	64%

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 and math	1,2,9	Core subject teachers, ESL Teacher (Title 1)	Every 3 weeks	Title I Funds SCE Funds-\$16,099.00 0.22 FTE	Improved six weeks grades  Reduced failure rate  Progress Monitoring data
Provide Study Island Reading and Math program for smaller groups of students who are at risk of not achieving grade level in math and reading	1, 2, 9	Core Teachers (Title 1)	Every 3 weeks	Title 1 funds SFSF Funds	Study Island Reports & Assessments, Progress Monitoring, Improved TAKS scores
Provide benchmark testing to monitor student progress on TAKS objectives	1, 2, 9	Principal, Classroom teachers	October, January, February	Local Funds, SCE funds \$2150.00	Improved Six Weeks grades, Improved TAKS scores, Reduced failure rate
Provide supplemental programs for students identified as dyslexic	1,2, 9	Principal, Dyslexia Teacher	As Needed	Local Funds	Improved TAKS scores, Improved Six Weeks grades

Provide supplemental programs for students identified as gifted and talented	1, 2, 9	Principal, GT Teacher	Beginning of each Semester	Local funds, GT Funds	Improved TAKS scores, Increased Commended Performance on TAKS
Provide 25 minute tutorial for all students that directly relates to all TAKS testing areas	1, 2, 3, 8, 9	Principal Teachers	Daily	Local Funds, SCE funds	Improved TAKS scores, Increased Commended Performance on TAKS tests
Provide Extended Year Program in Summer	1, 2, 3, 8, 9	Principal Teachers	End of Summer	SFSF Funds REAP Funds	Improved TAKS scores, Increased number of 2 <sup>nd</sup> and 3 <sup>rd</sup> time passers
Provide supplemental programs for students identified as ESL	1,2, 9, 10	Principal, ESL Teacher	Weekly	Local Funds	TELPAS scores, Progress Monitoring

**Goal 2:** In Bland Middle 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 2009-2010	% 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, Human Resources Dept.	Once a semester, Spring job fairs	State Funds Local Funds Title II Funds Local Teaching Job Fairs	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Develop and implement HQ strategies/activities to maintain HQ staff	3, 5, 8	Principal, Human Resources Dept.	Beginning and end of each semester	ESC X Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Provide a climate and working environment that maintains high employee morale.	3, 5	Principal, Human Resources	Continuous	Local Funds State Funds	Low teacher/staff turnover

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

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

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal, Central Administration, Region X	End of each semester	Local Funds State Funds Title I Funds Title II Funds	Increased student performance
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	3,4	Principal, Central Administration	Beginning and end of each semester	ESC X Local Funds Title I Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Provide technology staff development for all teachers and paraprofessionals, including Grade book, C-SCOPE, RSCCC, Discover Learning, AWARE, integrating technology into classroom instruction	3, 4, 8	Principal, Technology Director	Beginning and ending of each semester As Needed	Local Funds State Funds ESC X ARRA Funds	Increased student performance

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

**Objective 1:** By May 2011 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be 0% as measured by PEIMS and discipline referrals.

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

Data 2008-2009	All Students
Discipline/Incidents	<1%

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff members who have not been trained through the Region X	10	Principal, Counselor	Monitor: End of each semester	Bully Prevention Trainer; ESC X	No bullying incidents/ office referrals
Provide bully prevention for students by participation in "No-Bullying" Program	10	Principal, Counselor	Monitor: End of each semester	REAP	No bullying incidents/ office referrals
Provide CPI training/updates for all teachers and paraprofessionals who teach students with aggressive behavior problems	10	Principal, Tri-County Coop. Staff	Beginning of fall semester, Within 30 days of using restraint procedure	Sp. Ed. Funds Tri-County Sp. Ed. Coop.	Reduction in number of office referrals for aggressive behaviors

Provide health and nutrition program to decrease child obesity and improve wellness	10	Principal, Classroom teachers, P.E. Teacher, Cafeteria Manager	Weekly	CATCH Program Local Funds Drug-free funds	Reduction in the number of office referrals and counselor referrals.  Increased Attendance
Continue Student of the Month for student recognition	10	Principal, FNB Trenton-Farmersville Branch Manager, Teachers	Monthly	FNB Trenton provide gift card, Tiger Bucks Reward, Name on Marquee	Student of the month selected and presented gift card by FNB Branch Manager
Provide a DAEP for students with discipline problems	9, 10	Principal	Weekly	SCE Funds-\$12,000	Reduction in number of referrals
Implement Strategies for sexual abuse awareness	9, 10	Principal, High School Counselor	Weekly	Local Funds	Zero instances and increased awareness campus-wide
Provide Tobacco Awareness Program for students and Training for Teachers	4, 10	Principal, Counselor	Red Ribbon Week	TEA Grant through Region X	Zero instances of tobacco use on campus

Provide Teen Dating Violence Awareness Program for 8 <sup>th</sup> Grade	4, 10	Counselor	November	Local Funds	Zero instances of dating violence on/off campus
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**Goal 4:** Parents and Community will be partners in the education of students in Bland Middle School.

**Objective 1:** By May 2011, 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.

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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	6	Principal, Teachers	Within first two weeks of school beginning	Grade-level TEKS, C-SCOPE, TAKS objectives	Parent Sign-in sheets from classrooms
Provide opportunities for parents to volunteer to assist with UIL Academic competitions day	6	Principal, UIL coordinator	December	None	Parents assigned groups of students during the contests
Provide written parental involvement policy and school-parent compact	6	Principal	Beginning of school year	Local funds, Student Handbook	Parent Acknowledgement forms on file

Provide Open House during Public Schools Week	6	Principal, Teachers	March	Local Funds, Art and Science Fair projects	Parent sign-in sheets,
Provide parents information regarding Title I program participation	6	Principal	March	Public School Week	Parent sign-in attendance sheets, Title I Parent Survey
Provide opportunities for parents to chaperone Science Olympiad Competition and other related events	6	Principal; Math and Science Teachers	March	Local Funds	Sign-In sheets and number of volunteers.
Provide "Tiger Store" for student recognition programs	2, 6, 9, 10	Principal Counselor Librarian	Each Semester	Local Funds PTO	Students receiving Tiger Bucks for use in the Tiger Store each semester for attendance, no discipline issues, honor roll, AR, citizenship, etc.
Students and Parents Complete a Food Journal	6	Principal, Health Teacher	Fall Semester	Local Funds	Completion and Assessment of Food Journal in Health Class

**Goal 5: Bland Middle School will encourage participation in extra-curricular activities campus-wide.**

**Objective:** The middle school will have at least 90% of students participating in extra-curricular activities.

**Summative Evaluation:** Activity rosters will indicate that at least 90% of students participated in extra-curricular activities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide opportunities for qualifying students to participate in extra-curricular activities.	6	Principal; Teachers and Staff; Counselor	June 2011	Activity Rosters including: Academic UIL Athletics; Science Olympiad; FCA; Student Council; Beta Club; One-Act-Play, etc...	Total number of student participants in each activity.

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

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

<b>Activity/Strategy</b>	<b>Title I School-wide component (1-10)</b>	<b>Person(s) responsible</b>	<b>Resources</b>	<b>Formative evaluation</b>
Bland Middle School will implement the AWARE program for benchmarking and student assessment and receive staff development on it.	1, 2, 9	Technology director	State and local funds ARRA Funds SFSF Funds	Well-equipped new facility with state of the art technology