

Bland ISD District Improvement Plan 2009-2010

Approved by the Board of Trustees

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *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
Bryan Clark	Superintendent	
Brian Garner	Principal	
John Orozco	Principal	
Janis Hodo	Principal	
Ted Capps	Technology Director	
Mike Pope	Special Education Teacher	
Melanie Richards	ESL Teacher	
Jason Hammack	Elementary Teacher	
Kirk Hammack	Business	
Paul Patterson	Business	
Kim Hurst	Community	
Nicky Welborn	Parent	
Shane Miles	Parent	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on June 9, 2009.

Participants in Attendance	Data Sources Examined
	<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>Truancy data</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>TPRI data</i></p> <p><i>Campus parent participation records</i></p> <p><i>SAT/ACT data</i></p> <p><i>Teacher retention data</i></p> <p><i>Programs Evaluation (GT, ESL, Dyslexia, Title I, Special Education, At-Risk)</i></p> <p><i>Staff Development Needs</i></p> <p><i>School Safety Components</i></p> </div>

Comprehensive Needs Assessment: Summary of Findings

Bland ISD has need for improvement in the following areas:

Prioritized Areas of Concern	
Areas of Concern	Data Source
Reading Grade 8, TAKS Subgroups, LEP Students 3 & 4 Grade 1 - ITBS	State Accountability (AEIS) ITBS
Math Grades 3-11, TAKS Subgroups, Grade 1 - ITBS	State Accountability (AEIS) ITBS
English Language Arts; Hispanic Students	State Accountability (AEIS) TAKS
Writing Grades 4 & 7, TAKS Subgroups	State Accountability (AEIS)
Science Grade 8, TAKS Subgroups	State Accountability (AEIS)
Social Studies Grade 8, All Students	State Accountability (AEIS)
Safe & Drug Free Schools	Discipline Records
School Safety	Campus Crisis Management Plan
Campus Intervention Programs	Program data, PBMAS Voyager Math/Reading Campus Problem Solving Team (RTI)
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, Migrant, LEP, G/T, and Special Education**

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: **\$248,667.00**

Total FTEs funded through SCE at this District: **4.31**

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 TAKS in 3rd or 4th Grade.
3. Did not perform satisfactorily on the TAKS in 5th, 6th, 7th, or 8th grade.
4. Grade 7th or 8th 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.
5. Was not advanced from one grade level to the next for one or more school years.
6. Is not passing classes.
7. Student has limited English proficiency.
8. Student is homeless or in the custody of CPS.
9. 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 3-11**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Students At-Risk	61%	59%	66%	83%	81%	90%	90%	89%	95%	56%	43%	67%	82%	69%	96%
Students Not At-Risk	83%	80%	96%	93%	89%	98%	95%	94%	100%	75%	68%	92%	90%	86%	100%

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, and an additional reading/math teacher at elementary school for six months during the school year, math intervention classes and middle school teacher, additional science teacher at high school, and Learning for Life character-building program and Wisdom character-building program to enhance student responsibility and self-esteem.

State Compensatory Education Program Program Evaluation/Needs Assessment

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.**
- **Summer School is effective, especially for LEP students.**
- **A research-based reading and math computerized program for Tier I and Tier II students who are at risk of not achieving at grade level would be beneficial.**
- **Students are benefiting from the Voyager (RTI program) reading and math program and teacher.**
- **The 25 minute daily tutorial period is helpful in providing effective intervention instruction.**
- **Tenth grade students benefited tremendously last year from the supplemental TAKS class.**
- **Summer School is effective for students in need of assistance.**
- **Additional time is needed to review students in core areas.**
- **C-Scope Curriculum**
- **Needs for SFSF and ARRA funding**

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 1, Part A	Title 1, (ARRA)
Title II, Part A (TPTR)	Title II, Part D (ARRA)
Title II, Part D (Technology)	Title XIV, (SFSF)
Title IV, Part A (Drug Free)	IDEA-B, IDEA-B (ARRA)
State Programs/Funding Source	
Accelerated Reading Instruction Funds	
Career/Technology Education FTE: 2.14	
State Compensatory Education FTE: 4.31	
Dyslexia	
Gifted/Talented FTE: .07	
Special Education FTE: 4.14	
Bilingual/ESL Program FTE: .95	
Local Programs/Funding Source	
Pre-Kindergarten Grant	
Student Success Grant	

Goal 1: Bland ISD will have an 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 group, including Special Education students tested, will pass all portions of the state assessment.

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

Objective 3: 90% of students in Grades K-2 will score at the 40th percentile or higher in Reading and Math on the Iowa Test of Basic Skills (ITBS) by 2012. Students in Grade 1 will improve Math/Reading ITBS scores.

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

Data	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
2007-2008 % Met Standard	69%	50%	74%	n/a	58%	n/a	23%	43%	n/a	69%	68%
2008-2009 % Met Standard	80%	67%	85%	86%	72%	n/a	40%	77%	n/a	77%	82%
2008-2009 % Met Standard With TPM	89%	76%	94%	86%	92%	n/a	60%	92%	n/a	87%	92%

Activity/Strategy	*Title 1 Schoolwide 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, Tier III tutor, Voyager	Every 3 weeks, Daily	Title I funds SCE funds: \$144,794.00	Improved six weeks grades Reduced failure rate Progress Monitoring data
Provide Tier II Voyager and Reading and Math program and small group instruction for students who are at risk of not achieving grade level: math, reading, science, ELA	1, 2, 9	Core subject teachers, Voyager Teacher (Title 1), Tier III tutor	Every 3 weeks, Daily	Title 1 funds, ESL funds, REAP funds, SFSF funds, Student Success Grant	Voyager assessments, Improved scores on benchmarks tests, Improved TAKS scores, Progress monitoring
Provide benchmark testing to monitor student progress on TAKS objectives.	1,2,9	Principal, Classroom teachers	October, January, February	Local funds, REAP funds	Improved Six Weeks grades and TAKS scores, Reduced failure rate
Provide supplemental program for students identified as dyslexic	1,2,9	Principal, Dyslexia teacher	Beginning of 1 st semester, October, January, February	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	Beginning of each semester	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

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide staff development in areas of data disaggregation, learning styles, learning in poverty, Rtl	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 funds: \$2050.00	Increased student achievement on report cards and assessments
Implement a Student Support Team (SST) to identify and provide resources for teacher-referred struggling students and monitor progress	1,2,9	SST members, referring teachers	Monthly scheduled times, referrals as needed	Title I funds, local funds	Improved report card grades, reduced failure rate, reduced Special Ed. referrals, improved scores on assessments
Provide 25 minute tutorial or all students that are 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
Implement a Teacher Buddy Groups to identify and provide resources for teacher-referred struggling students and monitor progress	1,2,9	SST 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 during the summer	1,2,3, 8, 9	Principal, Teachers	Summer School	SFSF funds, REAP funds	Improved TAKS scores, increased number of 2 nd and 3 rd time passers

Goal 2: At Bland ISD 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	Continuous, Fall Secret Pal activities, End of year Employee recognition dinner	Local funds Activity account	Low mobility rate among staff, Faculty Survey

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

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 Office Administration, Hunt Co. Co-op supervisors	End of each semester	ESC X 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 Office 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, CSCOPE, First Class, United Streaming, WebCCAT, integrating technology into classroom instruction, etc.	3,4,8	Principal, Technology Director	Beginning and end of each semester, On Demand	Local funds State Technology funds ESC X ARRA funds	Increased student performance

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

Objective: 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 2008-2009	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, Texas School Safety Center	No 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 Tri-County Sp.Ed. Cooperative	Reduction in the number of office referrals for aggressive behavior
Provide health and nutrition program to decrease child obesity and improve child welfare.	10	Principal, Classroom teachers, P.E. teacher, Cafeteria manager	Weekly	C.A.T.C.H. program Local funds Drug-free funds	Reduction in the number of office and counselor referrals for aggression and self- esteem issues

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Student participation in Drug free week	10	Principal, Counselor, Classroom teachers	October	Drug Free funds	Reduction in the amount of drug incidents.
Provide character building curriculum and activities	10	Principal, Counselor, Classroom Teachers	Daily Weekly	Project Wisdom Program	Reduction in the number of office referrals for aggression and self-esteem issues
Implement Students 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 DAEP for Discipline Referral Students	9-10	Principal, Counselor	Weekly	SCE funds: \$29,000.00	Reduction in Referrals
Implement Strategies for sexual abuse awareness	9, 10	Principal	Weekly	Local funds	Zero instances and increased awareness campus-wide

Goal 4: All students at Bland High School will graduate from high school.

Objective: 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 2007-08	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: \$23,635	Successful completion of coursework to recover credits.

Goal 5: Parents and Community will be partners in the education of students at Bland ISD.

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 Family Math and Family Reading Night	6	Principal, Teachers	Early spring	Region X ESC, Title I funds,	Family Sign-in sheets, Program evaluation surveys
Provide and promote Parent-Teacher Organization meetings	6	PTO officers, Principal	5 times a year (every other month)	PTO	Sign-in sheets for attendance, participation in PTO-sponsored activities

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide written parental involvement policy and school-parent compact.	6	Principal	Beginning of 1st 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 1st semester	Meet the Teacher Night Title I funds	Parent Sign-in attendance sheets, Title I survey
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 Open House during Public Schools Week	6	Principal, Teachers	March	Local Funds, Art and Science Fair projects	Parent sign-in sheets,

Goal : 6 Bland Elementary School will assist preschool children in the transition from early childhood programs to local elementary school programs.

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

Summative Evaluation: Students will transition from early childhood programs to Bland Elementary with both academic and social success.

Data for 2008-2009: All eligible four-year-olds attended Bland Elementary School Pre-Kindergarten. Three students who were not eligible attended as tuition-paying students. The local privately-operated daycare did not have any four-year-olds in their program.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide a pre-kindergarten program to assist eligible LEP and Economically Disadvantaged students in the transition to the elementary program.	7	Principal Pre-K teacher	PreK Round-up in spring semester, Fall Semester	PreK Grant funds Local funds, SCE funds: \$46,388 SFSF funds	Promotion rate
Provide staff development in early childhood, prekindergarten, and ESL strategies for PreK and ESL teachers and paraprofessionals.	4,7,8	Principal	Beginning of each semester	PreK Grant funds, ESL funds, local funds, SCE funds: \$2,800	Promotion rate

Goal 7: Bland ISD will begin preparations for the transition to move both Bland Elementary School and Bland Middle School to a new facility during the 2010-2011 school year.

Objective: Bland Middle School will be grades 6th-8th grades and the 5th grade will be moved to the Bland Elementary School, which will educate prekindergarten through 5th grade.

Summative Evaluation: Once the facility is completed, the transition of staff placement and student classes will be implemented effectively.

Data: The Bland ISD is projected to complete construction of the new Bland Elementary and Bland Middle School in the summer of 2010.

Activity / Strategy	Title I Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Design Master Schedule for 6 th -8 th grades and schedule for prekindergarten-5 th grades.	1,2,3	Middle School Principal, Elementary School Principal	Fall 2009 Spring 2010	None	Completed Master Schedules for Bland Middle School and Bland Elementary School.
Complete building project to alleviate overcrowding due to increase in enrollment	1	Superintendent Board of Trustees	Spring or summer 2010	Bond funds, State funds	Completion of new facility
Hold parent/public meeting to address class-size waiver for overcrowding	1	Principal	September 2009	Local	Concerns of parents and public Approval of waiver
Move 5 th Grade to new Elementary campus	1	Administration	Summer 2010	Bond and state funds	Completion of new building

Goal 8: 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 2010	Activity Rosters including: Academic UIL Athletics; Science Olympiad; Special Olympics; FCA; M2T2; Student Council; Beta Club; One-Act-Play, etc...	Total number of student participants in each activity.

Goal 9: Technology will be closely evaluated to maintain and enhance the campus software and hardware base so that Bland ISD will be able to produce students who are well-equipped to compete at a professional and technological level.

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

Activity/Strategy	Title I School-wide component (1-10)	Person(s) responsible	Resources	Formative evaluation
Bland ISD will begin updating and purchasing new classroom technology equipment (i.e. projectors, document cameras, teacher computers, wireless capability, etc.) and will continue to purchase student computers and software to increase student success.	1, 2, 9	Technology director	Federal, State, & local funds ARRA Funds SFSF Funds	Well-equipped new facility with state of the art technology