Blum Independent School District

District Improvement Plan

2019-2020

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blum Independent School District is currently serving students from PK to 12th grade. Blum ISD served 363 students during the 2018-2019 school year. Blum ISD is comprised of the following:

Number of students: 363

African American: 4

Hispanic: 43

White: 305

American Indian: 1

Asian: 0

Two or more races: 10

Male: 179

Female: 184

English language learners: 9

At-Risk: 133

Special Education: 49

Attendance Rate: 96.9%

Demographics Strengths

Our attendance rate has consitently been above 95%. Our transient population is low. Our growth rate is stable. Blum ISD is able to effectively identify student needs and place them in the appropriate program (ESL, Dyslexia, Special Education, 504, RTI, or GT).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Blum ISD has over 13% of students that qualify for Special Education services. In that 13%, more than 1% qualify for STAAR Alt 2. **Root Cause**: Our special education population continues to grow each year. As students become identified, we will serve each individuals needs.

Problem Statement 2: Blum ISD has 50% of students that qualify as At-Risk. **Root Cause**: The district has many students that qualify as homeless, due to economically disadvantaged.

Student Achievement

Student Achievement Summary

According to State A-F Accountability, Blum ISD scored an overall 88 and met standard in all areas including Student Achievement, Academic Growth, School Progress, and Closing the Gaps. Blum ISD offers CTE courses in the area of Agriculture, Arts, Business Management, Information Technology, Human Services, STEM, and Career Prep. We have approximately 15 students each semester taking dual credit courses through Hill College earning both high school and college credit. Blum ISD has a strong UIL Academic Team, in Junior High and High School, who placed first in district last year, with many students advancing to Regionals and State.

Blum ISD student STAAR/EOC combined percentage passing.

Approaches in the area of:

Reading 79%

Math 93%

Writing

Science 91%

Social Studies 79%

Meets in the area of:

Reading 43%

Math 59%

Writing

Science 60%

Social Studies 58%

Masters in the area of:

Reading 13%

Math 32%

Writing

Science 8%

Social Studies 23%

Student Achievement Strengths

Blum ISD has a strong dual credit partnership with Hill College. Blum ISD met standard in all areas for state accountability.Overall Blum ISD STAAR/EOC approaches scores are higher than the region and state scores. Blum ISD has a strong UIL Academic program that had students advance to Regionals and State.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are performing below the state's "meets" criteria in all subjects. **Root Cause**: Curriculum gaps and lack of targeted intervention. Students that have gaps in their learning require teachers to reassess and grow their knowledge of basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instruction, and hands-on learning.

District Culture and Climate

District Culture and Climate Summary

Blum ISD has created an engaging and exciting learning, Students and staff are made to feel valued, respected, and appreciated.

Our behavior referrals are low school wide.

District Culture and Climate Strengths

Blum ISD focuses on building positive relationships with our students, families, and community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Blum ISD has a low rate of turn-over, but does find it difficult to recruit staff to our rural area.

Staff Quality, Recruitment, and Retention Strengths

Blum ISD staff

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting quality staff in a rural district is difficult. **Root Cause**: Root causes have been location, salary, departmental support, and mentoring program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Elementary staff grades K-2 have been trained in SAXON Phonics. Phonics are taught daily in K-2.

Curriculum, Instruction, and Assessment Strengths

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are not writing on grade level district wide. **Root Cause**: Writing curriculum is not taught with fidelity throughout the grade levels.

Parent and Community Engagement

Parent and Community Engagement Summary

Blum ISD has an excellent relationship with parents and the community. Our parents feel welcomed and valued as an integral part of the learning community. School communication is distributed daily, weekly, monthly with newsletters, class notes, school webiste, Remind, and Facebook. Our community events are well attended.

Parent and Community Engagement Strengths

Elementary Parent-Teacher Conferences

Junior High Class Meetings

High School College and Career Planning

Fall Carnival

Grandparents Day

Donuts with Dad

Holiday Program

Frequent Phone Calls to Parents

Student Showcase

Awards Ceremonies

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Studies show that parents that are involved in their child's education lead to high student achievement. We still need to increase how many parents we are able to reach. **Root Cause**: Small rural community where families have many obligations. Lack of opportunity for some parents.

District Context and Organization

District Context and Organization Summary

A schedule for the 2019-2020 school year included all minutes accounted for in each core subject.

We regularly recognize student achievement through Award Ceremonies each 6 weeks.

Student Council serves as mentors and leaders on campus.

The RTI Process was refined this year to encourage use of the process to provide timely and meaningful interventions.

Students have been able to attend ACE before and after school for intervention.

District Context and Organization Strengths

Our master schedule was built to include our 8th graders in principal CTE programs.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Lack of communication between departments and grade levels leads to conflict. **Root Cause**: There is not a district wide plan for communication that everyone uses.

Technology

Technology Summary

Blum ISD has classroom sets of electronic devices in grades PK-12.

Technology Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

Goals

Goal 1: Blum ISD will engage each student in rigorous, relevant learning experiences to ensure they are ready for the future.

Performance Objective 1: Blum ISD will meet or exceed the state averages on STAAR assessments in Spring of 2020 while enhancing curriculum to increase rigor.

Evaluation Data Source(s) 1: STAAR Accountability Reports

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
RDA 1) Create campus TEKS based assessments that can be used to measure student success at specific points in the curriculum	2.4, 2.5, 2.6	Teachers Administrators Reading Specialist	Increased content knowledge, improvement in grades and improved test scores.				
	Funding Sources: 199 General Funds - 0.00, 270 Small Rural School Achievement - 0.00, 211 Title 1, Part A - 0.00, 410 EMAT - 0.00						
RDA **TEA Priorities** Build a foundation of reading and math 2) Implement a focus on Reading-Writing connection for 3-8 grade classrooms creating a safe environment that allows students to take risks in both reading and writing efforts.	2.4, 2.5, 2.6	Teachers Administrators Reading Specialist RTI	Increased understanding of the connection between reading and writing.				
	Funding Sources: 199 General Funds - 0.00, 211 Title 1, Part A - 0.00, Local 24 Comp Ed - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
RDA **TEA Priorities** Build a foundation of reading and math 3) Resources will be provided to increase services for sub populations such as at-risk, migratory, homeless, special education, ELL and economically disadvantaged students.	2.4, 2.5, 2.6	Teachers Administrators RTI Specialist ESL Coordinator ACE SPED Counselor Reading Specialist GT Instructional Aides	Increase in grades, attendance and test scores for sub-population students.				
Funding Sources: 199 General Funds - 0.00, Local 21 GT - 0.00, Local 23 SPED - 0.00, Local 24 Comp Ed - 0.00, 211 Title 1, Part A - 0.00, 224 IDEA B - 0.00, 255 Title II, Part A - 0.00, 265 21st Century ACE Grant - 0.00, 289 Title 4, Part A - 0.00							
RDA **TEA Priorities** Build a foundation of reading and math 4) Provide extended learning opportunities to include tutorials, hands on activities, RTI interventions and mentoring for struggling students.	2.4, 2.5, 2.6	Teachers Administrators ACE RTI Specialist	Increase in student growth and success.				
RDA **TEA Priorities** Build a foundation of reading and math 5) RTI Intervention Teachers will coordinate, plan and implement RTI research based instructional practices for the diverse needs of K-12th grade students.	2.4, 2.5, 2.6	Teacher Administrator RTI Specialist Reading Specialist SPED Instructional Aides Counselor ACE	Improved grades and increase in student growth measures. Increased intervention support for diverse learners.				
Funding Sources: 199 General Funds - 0.00, 265 21st Century ACE Grant - 0.00, 211 Title 1, Part A - 0.00, Local 24 Comp Ed - 0.00, 270 Small Rural School Achievement - 0.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: Blum ISD will engage each student in rigorous, relevant learning experiences to ensure they are ready for the future.

Performance Objective 2: Blum ISD will improve college readiness performance.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
RDA **TEA Priorities** Connect high school to career and college 1) Increase dual credit participation through awareness and increased specialized advising.	2.4, 2.5, 2.6	Teachers Administrators Counselors Hill College Instructional Aides	Increase number of students in dual credit.				
Funding Sources: 199 General Funds - 0.00, 410 EMAT - 0.00							
RDA **TEA Priorities** Connect high school to career and college 2) Increase the number of students participating in a coherent sequence of CTE courses.	2.4, 2.5, 2.6	Administrators Teachers Counselors Instructional Aides GT CTE Instructors	Increase number of students that are college and career ready by completing a CTE coherent sequence.				
Funding Sources: 199 General Funds - 0.00, Local 22 CTE - 0.00, 244 Carl Perkins - 0.00							
TEA Priorities Connect high school to career and college 3) High school campus will provide opportunities for PSAT and SAT testing.	2.4, 2.5, 2.6	Teachers Administrators Counselor	Increased participation and performance.				
Funding Sources: 199 General Funds - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 2: Blum ISD will provide safe and conducive learning environments.

Performance Objective 1: Blum ISD staff will promote and develop positive relationships with students and work to build appropriate social skills, growth mindset, wok ethic, and grit in all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) The district will provide McKinney-Vento and Title 1 related services to students who have been identified as homeless.	2.4, 2.6	Administration Counselor Teachers Instructional Aides ACE	Number of identified students receiving McKinney-Vento or Title 1 related services.				
Funding Sources: 199 General Funds - 0.00, Local 24 Comp Ed - 0.00, 211 Title 1, Part A - 0.00, 255 Title II, Part A - 0.00, 270 Small Rural School Achievement - 0.00, 265 21st Century ACE Grant - 0.00							
RDA 2) Provide accelerated instruction, summer school, and/or tutorials to students who are identified as at-risk.	2.4, 2.5, 2.6	Teachers Administrators ACE GT Counselor	Improved progress and academic performance in alignment with the performance objective measures.				
Funding Sources: 265 21st Century ACE Grant - 0.00, 199 General Funds - 0.00, 224 IDEA B - 0.00, 211 Title 1, Part A - 0.00, 255 Title II, Part A - 0.00, 270 Small Rural School Achievement - 0.00, Local 24 Comp Ed - 0.00							
TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Provide after school program to support students through a 21st Century ACE Grant	2.4, 2.5, 2.6, 3.1, 3.2	ESC 12 ACE Site Coordinator Teachers Administrators	Provide services for students and families.				
Funding Sources: 265 21st Century ACE Grant - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 3: Blum ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: Blum ISD will recruit and develop the most highly qualified teachers available, and retain them.

Evaluation Data Source(s) 1:
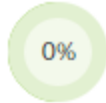
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals	2.4	Administration Business Office	Staff turnover rate to decrease and student performance to increase.				
1) Implement a plan to recruit, train, and retain highly effective staff.	**Funding Sources**: 199 General Funds - 0.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 4: Blum ISD will increase student and parent knowledge of college, career, and community involvement and agencies through various student/parent activities and opportunities.

Performance Objective 1: Parent and Community involvement will increase by providing at least 6 parent activities with a 10% increase in attendance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
RDA **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Conduct parent involvement activities to involve parents in their child's education, resulting in higher academic achievement and attendance rates. Activities will include Parent Involvement Meetings, Title 1 Parent Meetings, Meet the Teacher, Math Night, Literacy Night, Science/Health and Wellness Night, Parent/Teacher Meetings, Awards/Celebrations, attendance celebrations, movie nights, etc.	3.1, 3.2	Administrators ACE Teachers Counselor Nurse	Individual students will have increased academic success and attendance of 97% and above.				
	Funding Sources: 199 General Funds - 0.00, 265 21st Century ACE Grant - 0.00, 211 Title 1, Part A - 0.00, 255 Title II, Part A - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: Blum ISD will increase student and parent knowledge of college, career, and community involvement and agencies through various student/parent activities and opportunities.

Performance Objective 2: Student/teacher participation in college and career readiness activities will increase by implementing new campus strategies/activities to promote college and career readiness and opportunities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Students and teachers will participate in College and Career Planning. Students will be grouped into colleges and have a teacher as their Dean. They will participate in various activities throughout the school year.	2.4, 2.5	Administrators Teachers Counselor	Students will actively engage in college activities, including writing assignments, contests, dress for success, after school enrichments, and career cruising.				
	Funding Sources: 199 General Funds - 0.00						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 5: Blum ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: Blum ISD technology will implement activities that will improve the technology infrastructure.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Evaluate our 1:1 initiative for student devices. Evaluate existing devices and upcoming mobile technology options to identify whether to stay with current technology devices / type or choose a different technology / device type.		Director of Technology Administrator	Change if needed in technology. Damage and funding report.				
Funding Sources: 199 General Funds - 0.00, 410 EMAT - 0.00, 270 Small Rural School Achievement - 0.00							
2) The Technology Department will evaluate and update core operations systems as needed and will increase security cameras and surveillance district wide.		Administrators Director of Technology	Increase security, add cameras, update operating systems.				
Funding Sources: 199 General Funds - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 5: Blum ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 2: Blum ISD will evaluate existing facilities and provide feedback to the Board of Trustees regarding the future facility needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative			Summative
				Dec	Feb	Apr	June
1) Blum ISD will continue to update existing facilities (bathrooms, floors, security, doors, cameras) and continue planning and building of new athletic facilities.		Administrators School Board Director of Technology	Update existing facilities. Plan and build new facility.				
Funding Sources: 699 Bond - 0.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Create campus TEKS based assessments that can be used to measure student success at specific points in the curriculum
1	1	2	Implement a focus on Reading-Writing connection for 3-8 grade classrooms creating a safe environment that allows students to take risks in both reading and writing efforts.
1	1	3	Resources will be provided to increase services for sub populations such as at-risk, migratory, homeless, special education, ELL and economically disadvantaged students.
1	1	4	Provide extended learning opportunities to include tutorials, hands on activities, RTI interventions and mentoring for struggling students.
1	1	5	RTI Intervention Teachers will coordinate, plan and implement RTI research based instructional practices for the diverse needs of K-12th grade students.
1	2	1	Increase dual credit participation through awareness and increased specialized advising.
1	2	2	Increase the number of students participating in a coherent sequence of CTE courses.
2	1	2	Provide accelerated instruction, summer school, and/or tutorials to students who are identified as at-risk.
4	1	1	Conduct parent involvement activities to involve parents in their child's education, resulting in higher academic achievement and attendance rates. Activities will include Parent Involvement Meetings, Title 1 Parent Meetings, Meet the Teacher, Math Night, Literacy Night, Science/Health and Wellness Night, Parent/Teacher Meetings, Awards/Celebrations, attendance celebrations, movie nights, etc.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment was reviewed and revised for the 2019-2020 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

District Improvement Plan was developed with appropriate stakeholders.

2.2: Regular monitoring and revision

District Improvement Plan will be reviewed and revised 4 times during the 19-20 school year.

2.3: Available to parents and community in an understandable format and language

Locations where the DIP is made available: Parent Meetings, Title 1 Meetings, School Website, Front Office. It is available in English and can be translated orally upon request.

2.4: Opportunities for all children to meet State standards

Schoolwide reform strategies that address school needs, including a description of how such strategies would provide opportunities for all children is documented within the DIP.

2.5: Increased learning time and well-rounded education

Methods and instructional strategies that strengthen the academic program, increased amount of learning time, and provide an enriched and accelerated curriculum are documented within the DIP.

2.6: Address needs of all students, particularly at-risk

Needs of all students in the school are addressed, but particularly the needs of those at risk of not meeting the challenging state academic standards are

documented within the DIP.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

List of individuals that assisted in the development of the Parent and Family Engagement Policy are listed.

3.2: Offer flexible number of parent involvement meetings

Parent and Family Engagement meetings are held on various days and times during the week.