

Bloomington Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Mission Statement

Bloomington ISD believes all students can learn. Our purpose is to educate all students to highest levels of academic performance and foster positive growth in social/emotional behaviors and attitudes. BISD along with our families and our community members will work together to teach all students and help them achieve their full potential as productive members of society.

Vision

Bloomington ISD will empower students to be successful, lifelong learners who positively impact the global community.

Core Beliefs

The success of each student is the shared responsibility of students, families, schools, and communities.

Language Access Plan

BISD provides timely, meaningful access to all district programs and activities via translation procedures that are available upon request and on the BISD home page at www.bisd-tx.org

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Bloomington is an unincorporated town located 12 miles SE of Victoria, TX and 20 miles NW of Port Lavaca. Bloomington has limited number of businesses and is considered to be a food desert and due to the absences of services and lack of employment opportunities many of our parents spend much of their time commuting to the surrounding cities. This places difficult demands on our parents to engage with our school communities.

In the last 2 years parents have had to deal with health and safety issues due to the pandemic, causing our family engagement to decrease. Schools and families have struggled to build back our bonds with our community and families.

Our goal is to build back a trusting relationship with our community members and our families in order to help our students meet and exceed their potential.

Demographics

Demographics Summary

Demographics Summary

Bloomington Independent School District is located in Victoria County and operates five campuses: two high schools (grades 09-12), one middle school (grades 06-08), one elementary school (grades 02-05) and one elementary school (grades EE to 01).

For the 2021-22 academic year, the District had a student enrollment of 827 students and employed 147 staff. Student enrollment showed a decrease from 887 as a result of the 2020 pandemic and the health concerns related to Covid-19 and its variants. The student population was 84.18% Hispanic, 11.12% White, 3.51% African American, 1.21% two or more and 85.97% Economically Disadvantaged. Other demographic information included students in Special Education (14.15%) and LEP (19.71%), At-Risk (47.88%), and Gifted and Talented (3.87%).

Attendance rates over the past three years has fluctuated from 91.60% in 2019-20 to 89.65% in 2020-21 and to 90.07% 2021-22 (attendance declined due the pandemic but district started to see an increase in 21-22). The annual dropout rate has decreased from 5.7% in 2018-19 to 4.3% in 2019-20 and to 3.7% in 2020-21.

According to the most recent 2020-2021 Texas Academic Performance Report (TAPR), teachers serving the district were 34.6% Hispanic, 54.5% White, 7.9% African American and 3.0% Asian American. 66.5% were female and 33.5% were male teachers. Of the total 63 teachers employed, 43.6% had six or more years teaching experience. The average years of experience with the District is 3.1 years. The teacher turnover rate appeared to rebound, but remained high, 29.3%, compared to 14.3% for the state. The class size average was slightly lower than the state average for the elementary and at almost half below the state average for the secondary.

The 2020-21 TAPR indicated that retention rates for non-special education students were consistent with the state. The special education student retention in Kindergarten were 14.3% compared to state average of 4.8% and in second grade 20.0% compared to the state average of 1.4%. Retention rates were at 0.0% across grades 3-9 compare to the state average of 1.4 %.

Demographics Strengths

Demographic Strengths: The number of ESL certified staff has increased. While average class size at the elementary and secondary have increased they still are below the state average. Attendance rates are increasing and the drop out rate is decreasing.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of motivation and confidence required to successfully reach and sustain academic potential. **Root Cause:** Lack of support from home; parent involvement; student lack understanding of the value of success

Student Achievement

Student Achievement Summary

See addendum:

Accountability Rating:

Placedo Elementary: C

Bloomington Elementary: C

Bloomington Middle School: C

Bloomington High School: B

Bloomington ISD: B

Student Achievement Strengths

Student Achievement Strengths: STAAR Performance for Bloomington ISD

ELAR	2021	2022
Approaches	42%	59%
Meets	19%	33%
Masters	3%	11%
Math	2021	2022
Approaches	36%	48%
Meets	11%	18%
Masters	4%	6%
Science	2021	2022
Approaches	46%	67%
Meets	13%	33%
Masters	2%	11%
Social Studies	2021	2022
Approaches	41%	70%
Meets	13%	35%
Masters	9%	19%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students performing below level in the areas of meets and masters on STAAR. **Root Cause:** Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.

Problem Statement 2 (Prioritized): Lack of motivation and confidence required to successfully reach and sustain academic potential. **Root Cause:** Lack of support from home; parent involvement; student lack understanding of the value of success

Problem Statement 3 (Prioritized): Students lack instructional consistency in all academic areas. **Root Cause:** Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.

District Culture and Climate

District Culture and Climate Summary

Discipline Action Summary*	2019-20	2020-21	2021-22
BHS/CCA	261	156	270
BMS	178	157	222
BES	41	14	22
PES	4	0	6
*Numbers indicate all actions taken from verbal warnings to Expulsion			
DISTRICT TOTAL STUDENTS/INCIDENCES	168/484	111/327	167/520

Bloomington ISD has identified the characteristics of district culture and climate through an analysis of the discipline program, classroom management, student attendance and parental involvement. An analysis of student discipline indicates a decrease over the last three years in the TOTAL number of students and incidences occurring on each campus (see table).

Bloomington ISD will implement the School-wide Restorative Discipline to address issues for all students. The district provides a social worker in addition to three campus counselors to help meet the needs of every student. The district also provides a school resource officer who is visible daily on the secondary campuses.

District Culture and Climate Strengths

District is training teachers and staff in the PBIS Rewards system. The system focuses on positive behaviors and it sets up school-wide support setting with consistency through out the district. Elementary campuses also take part in the Early Act First Knight in which all students have the ability to be recognized and continue to build positive character traits.

See Addendums: Attendance and Discipline

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers have limited face to face feedback and constructive criticism on classroom instruction. **Root Cause:** Lack of time to meet with peers and /or administrators.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

BISD maintains highly-effective personnel and provides current information to district and campus administrators and the public as required. The District actively recruits quality personnel by advertising in local media (as needed), BISD website, and listings at the Human Resources Office. The district participates in job fairs at Region 3 and state universities, depending on the needs of the district. Additionally, communication is maintained with Alternative Education Programs. Based on need, the District recruits ESL certified teachers and multi-certified teachers to allow for Master Schedule flexibility to accommodate student growth.

Each year, the district studies and proposes revisions to the instructional stipends including those stipends that support the needs of our district in the areas of special populations. Bloomington ISD encourages our educators to continue professional development throughout the school year by offering numerous training that include TTESS, Sexual Harassment, Suicide Prevention, DMAC, TEKS Resource through District support, consultants, EduHero and Region 3 Education Service Center in Victoria. New Teacher Academy, Professional Learning Communities (PLCs) and mentor support are also incorporated into the District's retention efforts.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Recruitment and retention of highly qualified teachers is limited. **Root Cause:** Lack of positive exposure and limited number of qualified applicants.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bloomington ISD provides the TEKS Resource System (TRS) as its standardized K-12 viable, equitable and aligned curriculum for ELAR, Math, Science, and Social Studies in grades K-12. In addition, the district provides ongoing training to support the TRS (TEKS Resource System). Although TRS is the district-provided framework, campuses have discretion in utilizing components of TRS with campus-selected supplemental resources and activities. For ELAR, supplemental resources include: Amplify and Study Island. For mathematics, supplemental resources include: Sharon Wells, Go Math, and Study Island. For Science, supplemental resources include: STEMScopes, Study Island and EduSmart. For Social Studies, supplemental resources include: History Alive and Study Island.

The district also offers additional tutorials for children 0 yrs of age to 12th grades through the L.I.F.T. grant.

The district utilizes Curriculum-Based Assessments across grade levels and content areas, developed by campus instructional support and guided by the Office of Curriculum and Instruction to monitor student progress toward attaining state standards. Common assessments are administered each three weeks and/or end of unit depending on the core content area and grade level. In addition to the district curriculum, Edgenuity is utilized by secondary campuses for credit recovery purposes to allow students to stay on track for on-time graduation.

Data is available online for disaggregation through the Data Management for Assessment and Curriculum system (DMAC). The district also uses the Lead4Ward resources to enhance staff understanding of the accountability system and the impact of instruction. The CTE Department offers Texas Advanced Technical Courses that are identified by the statewide articulated coherent sequence of at least three courses which may be taken at any grade level 9-12 with an 80% or above in order to receive college credit. Bloomington ISD offers 39 of 95 CTE courses. Under the new accountability system, the state will include the number of students who earn an industry certification or license for the Student Achievement Domain. Bloomington ISD currently offers 14 out of 74 possible certifications and licenses. Due to lack of internet service in the classroom (post Hurricane Harvey), BISD had 11 certifications earned in the National Center for Construction Education and Research (NCCER) during 2017-2018 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students lack instructional consistency in all academic areas. **Root Cause:** Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Educational events/activities are provided for parents at each campus and at the district level at various times throughout the school day and school year. Information is distributed to parents in English and Spanish in a variety of ways (flyers, Apps, social media, district website, school marquees). BISD partners with Region 3 ESL/Migrant to offer Family and Community Engagement Opportunities. The District also hold annual required Title I and Title III parent meetings and has reached out through parent surveys to identify and plan for new opportunities.

Parent and Community Engagement Strengths

L.I.F.T. Grant activities held once a month at different campuses.

New District Newsletter that goes out weekly and parents can be informed by text message.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of academic and social engagement from key stakeholders. **Root Cause:** Students were isolated for one and half to two years due to pandemic and readjusting to open campuses has been difficult.

District Context and Organization

District Context and Organization Summary

Bloomington ISD is committed to improving the academic performance for all students in the areas of Reading, Writing, Mathematics, Science and Social Studies with a focus on improving student performance for English Learners and Special Education students. The District Educational Improvement Committee (DEIC), composed of district-wide, elected professional staff, parents, community member and business representatives, advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and staff development needs.

District Context and Organization Strengths

Meeting with parents and community members 3-4 times a year.

Technology

Technology Summary

BISD uses innovative procedures and methods to integrate technology into classrooms' daily instruction. As part of its commitment for enhancement of student and staff achievement, training is provided in DMAC and various online resources that support instruction.

Technology Strengths

Technology personnel are working with students on production.

Priority Problem Statements

Problem Statement 1: Lack of motivation and confidence required to successfully reach and sustain academic potential.

Root Cause 1: Lack of support from home; parent involvement; student lack understanding of the value of success

Problem Statement 1 Areas: Demographics - Student Achievement

Problem Statement 2: Students performing below level in the areas of meets and masters on STAAR.

Root Cause 2: Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.

Problem Statement 2 Areas: Student Achievement

Problem Statement 5: Students lack instructional consistency in all academic areas.

Root Cause 5: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: Teachers have limited face to face feedback and constructive criticism on classroom instruction.

Root Cause 3: Lack of time to meet with peers and /or administrators.

Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: Recruitment and retention of highly qualified teachers is limited.

Root Cause 4: Lack of positive exposure and limited number of qualified applicants.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Lack of academic and social engagement from key stakeholders.

Root Cause 6: Students were isolated for one and half to two years due to pandemic and readjusting to open campuses has been difficult.

Problem Statement 6 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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
- Study of best practices





Goals

Goal 1: Bloomington ISD shall implement a standardized K-12 curriculum annually that focuses on comprehension, critical/creative thinking, and problem solving skills to prepare all students to meet advanced academic performance in ELA/R, math, science, social studies and College/Career/Military Readiness.

Performance Objective 1: By Spring 2023, BISD will increase the percentage of students in K-2 reading on or above grade level 25% as measured by TX K.E.A. and TPRI .

High Priority

Evaluation Data Sources: Universal Screener BOY, MOY, EOY results; Formative and Summative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement universal screener to identify and track student progress through monitored interventions with Beginning, Middle and End of Year assessments.</p> <p>Strategy's Expected Result/Impact: Differentiated and targeted planning and instruction that promotes student growth as seen in formative assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Campus RtI Personnel</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Cap It, Reading Plus, Amplify to provide differentiated support for literacy skills development. Work with LIFT program for literacy development for ages 0-13</p> <p>Strategy's Expected Result/Impact: Build foundation to demonstrate consistent growth</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teachers</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: L.I.F.T. Grant - LIFT Grant</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students performing below level in the areas of meets and masters on STAAR. **Root Cause:** Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.

Problem Statement 3: Students lack instructional consistency in all academic areas. **Root Cause:** Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.

Curriculum, Instruction, and Assessment





Problem Statement 1: Students lack instructional consistency in all academic areas. **Root Cause:** Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.

Goal 1: Bloomington ISD shall implement a standardized K-12 curriculum annually that focuses on comprehension, critical/creative thinking, and problem solving skills to prepare all students to meet advanced academic performance in ELA/R, math, science, social studies and College/Career/Military Readiness.

Performance Objective 2: By Spring 2023, BISD will increase the percentage of students in K-2 performing on or above grade level in math by 25% as measured by TEMI and Sharon Wells Math3

High Priority

Evaluation Data Sources: BOY, MOY, EOY assessments, Formative and Summative assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement universal screener to identify and track student progress through monitored interventions with Beginning, Middle and End of Year assessments.</p> <p>Strategy's Expected Result/Impact: Differentiated and targeted planning and instruction that promotes student growth as seen in formative assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Campus RtI personnel</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students performing below level in the areas of meets and masters on STAAR. Root Cause: Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.</p>
<p>Problem Statement 3: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>





Goal 1: Bloomington ISD shall implement a standardized K-12 curriculum annually that focuses on comprehension, critical/creative thinking, and problem solving skills to prepare all students to meet advanced academic performance in ELA/R, math, science, social studies and College/Career/Military Readiness.

Performance Objective 3: By Spring 2023, BISD will increase student performance in grades 3-12 in English Language Arts/Reading as measured by the Approaches Grade Level Standard to 50% with a focus on EB performance and Special Education. BISD will increase student performance in ELA/Reading as measured by the Meets Grade Level Standard to 25% and increase the Masters Grade Level Standard by 5% .

High Priority

Evaluation Data Sources: Formative assessments; STAAR/EOC results; TELPAS results; Performance-based monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the TEKS Resource System for vertically and horizontally aligned curriculum implementation. (Target Group: All)</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge base as evidenced by walk-throughs and assessment benchmarks.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teacher(s)</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use comprehensive needs data and utilize DMAC and Cambium to analyze state and local assessments to drive instruction and program decisions such as accelerated instruction and tutorials. (Target Group: All, At Risk)</p> <p>Strategy's Expected Result/Impact: Increased DMAC log-ins for all core content teachers for data access and analysis for targeted student interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Counselor(s), Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide on-going and job-embedded professional development, such as but not limited to, Teach Like a Champion, Academic Vocabulary Development, Depth of Knowledge, Amplify and Sheltered Instruction. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Effective training implementation as evidenced through walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Instructional Coaches, Special Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize resources and technology programs to reinforce, enhance, and accelerate learning such as, but not limited to, Edgenuity, Reading Plus, Cap It, Study Island and Amplify. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Student engagement resulting in targeted growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Campus RtI Interventionists, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students performing below level in the areas of meets and masters on STAAR. Root Cause: Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.</p>
<p>Problem Statement 3: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>





Goal 1: Bloomington ISD shall implement a standardized K-12 curriculum annually that focuses on comprehension, critical/creative thinking, and problem solving skills to prepare all students to meet advanced academic performance in ELA/R, math, science, social studies and College/Career/Military Readiness.

Performance Objective 4: By Spring 2023, BISD will increase student performance in grades 3-12 Math as measured by the Approaches Grade Level Standard to 40% with a focus on EB performance and Sp-Ed performance .BISD will increase student performance in Math as measured by the Meets Grade Level Standard to 30% and increase the Masters Grade Level Standard by 5% .

High Priority

Evaluation Data Sources: Formative assessments; STAAR/EOC results; TELPAS results; Performance-based monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the TEKS Resource System for vertically and horizontally aligned curriculum implementation. (Target Group: All)</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge base as evidenced by walk-throughs and assessment benchmarks.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Instructional Coaches, Teacher(s)</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use comprehensive needs data and utilize DMAC and Cambium to analyze state and local assessments to drive instruction and program decisions such as accelerated instruction and tutorials. (Target Group: All, At Risk)</p> <p>Strategy's Expected Result/Impact: Increased DMAC log-ins for all core content teachers for data access and analysis for targeted student interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Instructional Coaches, Counselor(s), Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide on-going and job-embedded professional development, such as but not limited to, Teach Like a Champion, Academic Vocabulary Development, Depth of Knowledge, Sharon Wells, and Sheltered Instruction. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Effective training implementation as evidenced through walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Instructional Coaches, Special Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize resources and technology programs to reinforce, enhance, and accelerate learning such as, but not limited to, Edgenuity, Study Island and Education Galaxy. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Student engagement resulting in targeted growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Campus Instructional Coaches, and Rtl Campus Interventionists.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:





Student Achievement
<p>Problem Statement 1: Students performing below level in the areas of meets and masters on STAAR. Root Cause: Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.</p>
<p>Problem Statement 3: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>

Goal 1: Bloomington ISD shall implement a standardized K-12 curriculum annually that focuses on comprehension, critical/creative thinking, and problem solving skills to prepare all students to meet advanced academic performance in ELA/R, math, science, social studies and College/Career/Military Readiness.

Performance Objective 5: By Spring 2023 BISD will increase student performance in Science as measured by the Approaches Grade Level Standard to 55% with a focus on EB performance and Sp-Ed performance. BISD will increase student performance in Science as measured by the Meets Grade Level Standard to 30% and increase the Masters Grade Level Standard by 5% .

Evaluation Data Sources: Formative assessments; STAAR/EOC results; TELPAS results; Performance-based monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the TEKS Resource System for vertically and horizontally aligned curriculum implementation. (Target Group: All)</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge base as evidenced by walk-throughs and assessment benchmarks.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Teacher(s)</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use comprehensive needs data and utilize DMAC and Cambium to analyze state and local assessments to drive instruction and program decisions such as accelerated instruction and tutorials. (Target Group: All, At Risk)</p> <p>Strategy's Expected Result/Impact: Increased DMAC log-ins for all core content teachers for data access and analysis for targeted student interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Campus Inst. Coaches, Counselor(s), Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide on-going and job-embedded professional development, such as but not limited to, Teach Like a Champion, Academic Vocabulary Development, Depth of Knowledge and Sheltered Instruction. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Effective training implementation as evidenced through walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Special Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize resources and technology programs to reinforce, enhance, and accelerate learning such as, but not limited to, Edgenuity. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Student engagement resulting in targeted growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Campus Instructional Coaches and RTI campus Interventionists.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students performing below level in the areas of meets and masters on STAAR. Root Cause: Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.</p>
<p>Problem Statement 3: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>





Goal 1: Bloomington ISD shall implement a standardized K-12 curriculum annually that focuses on comprehension, critical/creative thinking, and problem solving skills to prepare all students to meet advanced academic performance in ELA/R, math, science, social studies and College/Career/Military Readiness.

Performance Objective 6: By Spring 2023, BISD will increase student performance in Social Studies as measured by the Approaches Grade Level Standard to 40% with a focus on EB performance and Sp-Ed performance .BISD will increase student performance in Social Studies as measured by the Meets Grade Level Standard to 30% and increase the Masters Grade Level Standard by 5% .

Evaluation Data Sources: Formative assessments; STAAR/EOC results; TELPAS results; Performance-based monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the TEKS Resource System for vertically and horizontally aligned curriculum implementation. (Target Group: All)</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge base as evidenced by walk-throughs and assessment benchmarks.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Campus Inst. Coaches, Teacher(s)</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use comprehensive needs data and utilize DMAC and Cambium to analyze state and local assessments to drive instruction and program decisions such as accelerated instruction and tutorials. (Target Group: All, At Risk)</p> <p>Strategy's Expected Result/Impact: Increased DMAC log-ins for all core content teachers for data access and analysis for targeted student interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Counselor(s), Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide on-going and job-embedded professional development, such as but not limited to, Teach Like a Champion, Academic Vocabulary Development, Depth of Knowledge and Sheltered Instruction. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Effective training implementation as evidenced through walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Campus Instructional Coaches, Special Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize resources and technology programs to reinforce, enhance, and accelerate learning such as, but not limited to, History Alive, Lowman Consulting. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Student engagement resulting in targeted growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator, RtI campus Interventionists, as applicable</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize the TEKS Resource System for vertically and horizontally aligned curriculum implementation. (Target Group: All)</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge base as evidenced by walk-throughs and assessment benchmarks.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teacher(s)</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Use comprehensive needs data and utilize DMAC and Cambium to analyze state and local assessments to drive instruction and program decisions such as accelerated instruction and tutorials. (Target Group: All, At Risk)</p> <p>Strategy's Expected Result/Impact: Increased DMAC log-ins for all core content teachers for data access and analysis for targeted student interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Counselor(s), Inst. Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide on-going and job-embedded professional development, such as but not limited to, Teach Like and Champion, Academic Vocabulary Development, Depth of Knowledge and Sheltered Instruction. (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Effective training implementation as evidenced through walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Special Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize resources and technology programs to reinforce, enhance, and accelerate learning such as, but not limited to, Reading Plus, Cap It, Study Island, History Alive, Lowman Consulting, Education Galaxy, ESL . (Target Group: All, Sp-Ed, EBs)</p> <p>Strategy's Expected Result/Impact: Student engagement resulting in targeted growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator, RTI Campus Interventionists, as applicable</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 1: Students performing below level in the areas of meets and masters on STAAR. **Root Cause:** Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.

Problem Statement 3: Students lack instructional consistency in all academic areas. **Root Cause:** Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students lack instructional consistency in all academic areas. **Root Cause:** Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.





Goal 1: Bloomington ISD shall implement a standardized K-12 curriculum annually that focuses on comprehension, critical/creative thinking, and problem solving skills to prepare all students to meet advanced academic performance in ELA/R, math, science, social studies and College/Career/Military Readiness.

Performance Objective 7: Sp-Ed, EB and GT student groups will increase their academic performance in reading and math by 5 percentage points as measured by Spring 2023 assessment results.

HB3 Goal

Evaluation Data Sources: Benchmarks, Interim; TTAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure collaboration between and among General Education, special education teachers and paraprofessionals to deliver timely and targeted instruction/intervention (high impact tutorials) based on ongoing monitoring</p> <p>Strategy's Expected Result/Impact: Incremental increase in benchmark performance</p> <p>Staff Responsible for Monitoring: campus instructional staff campus administrator</p> <p>Title I: 2.4 - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: sheltered instruction, reading comprehension, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency (ELPS) in all content areas.</p> <p>Strategy's Expected Result/Impact: Incremental increase in benchmark performance</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p> <p>Title I: 2.4 - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strengthen the effectiveness of the Gifted and Talented program through the required core and on-going training as well as specific professional development sessions on differentiated curriculum and assessments relative to the annual goals of the program. Utilize the PBL Project curriculum.</p> <p>Strategy's Expected Result/Impact: Incremental increase in benchmark performance</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus G/T Coordinator Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Bloomington ISD will maintain an annual focus on closing the learning gap of all students, particularly those at risk of dropping out, through scheduled monitoring of performance data in Reading/ELA and Math to measure progress and promote sustained academic growth and achievement.

Performance Objective 1: Student expected growth will improve to 50% in Reading/ELA and to 40% in Math by the end of 2022-2023 school year.

Evaluation Data Sources: Formative assessments; Benchmark results; STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide computer-based instruction in the foundation curriculum in order to improve at-risk student achievement, attendance, graduation rate, completion rate and decrease the dropout rate.</p> <p>Strategy's Expected Result/Impact: Student-centered learning increases engagement</p> <p>Staff Responsible for Monitoring: Campus Administrator, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The District will increase the accessibility for all students in technology-based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>Strategy's Expected Result/Impact: Increased self-directed learning via critical thinking, problem-solving, creativity and reflection</p> <p>Staff Responsible for Monitoring: Campus Administrator(s), Campus G/T Coordinators, Special Programs Director</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - 199 General Funds</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize campus interventionist as RtI measure to meet the needs of students requiring additional support. (Target Group: EBs, Sp-Ed)</p> <p>Strategy's Expected Result/Impact: Provide tiered intervention support and monitor/adjust for continued academic progress; provide high impact tutors for accelerated instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Interventionist</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - TITLE I-A</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Retain dyslexia coordinator for district-wide pull-out program.</p> <p>Strategy's Expected Result/Impact: Program fidelity for identification and implementation improves student achievement</p> <p>Staff Responsible for Monitoring: District Administrators, Campus Administrators, Dyslexia Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - DYS</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Elementary and secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non-UIL contests, exhibitions, district/community events, and public performances. Continue providing stipends for staff supporting students based on needs as noted in compensation plan. (Target Group: All)</p> <p>Strategy's Expected Result/Impact: Optional learning and assessment opportunities increase student motivation.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: BISD will host the annual District Spelling Bee for elementary and middle school campuses to qualify students to advance to the regional Spelling Bee.</p> <p>Strategy's Expected Result/Impact: Support academic programs that provide for a well-rounded education</p> <p>Staff Responsible for Monitoring: Campus Administrations, teachers</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Lack of motivation and confidence required to successfully reach and sustain academic potential. Root Cause: Lack of support from home; parent involvement; student lack understanding of the value of success</p>
Student Achievement
<p>Problem Statement 1: Students performing below level in the areas of meets and masters on STAAR. Root Cause: Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.</p>
<p>Problem Statement 2: Lack of motivation and confidence required to successfully reach and sustain academic potential. Root Cause: Lack of support from home; parent involvement; student lack understanding of the value of success</p>
<p>Problem Statement 3: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>

Goal 2: Bloomington ISD will maintain an annual focus on closing the learning gap of all students, particularly those at risk of dropping out, through scheduled monitoring of performance data in Reading/ELA and Math to measure progress and promote sustained academic growth and achievement.

Performance Objective 2: BISD will decrease the dropout rate of 5.1% by 4.5% by the end of the 2022-2023 school year.

Evaluation Data Sources: PEIMS, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Perfect Attendance and Honor Roll recognition of character traits including PBIS and Knighting ceremonies. Strategy's Expected Result/Impact: Increase attendance rates and improve number of students achieving at high levels. Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers Title I: 2.5, 2.6 Problem Statements: Demographics 1 - Student Achievement 2 Funding Sources: - TITLE IV-A</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CTE teachers in grades 9-12 will use the Pathways programs with fidelity and will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Strategy's Expected Result/Impact: Improved goal-setting, engagement and attendance for student success. Staff Responsible for Monitoring: Campus Administrators, Counselors Title I: 2.5, 2.6 Problem Statements: Demographics 1 - Student Achievement 2 Funding Sources: - CTE</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Offer industry-recognized certifications for students that prepare them for careers that lead to high skill, high wage or high demand occupations.</p> <p>Strategy's Expected Result/Impact: Increase number of students graduating with industry-recognized certifications.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p> <p>Funding Sources: - CTE</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The District will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government and geography).</p> <p>Strategy's Expected Result/Impact: Encourage goal-setting and engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: BISD will offer Crossroads Connect Academy enrollment to qualifying students who are at risk of dropping out</p> <p>Strategy's Expected Result/Impact: Increased graduation rate</p> <p>Staff Responsible for Monitoring: Campus Administrator, Academy Teacher, Counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Lack of motivation and confidence required to successfully reach and sustain academic potential. **Root Cause:** Lack of support from home; parent involvement; student lack understanding of the value of success

Student Achievement

Problem Statement 2: Lack of motivation and confidence required to successfully reach and sustain academic potential. **Root Cause:** Lack of support from home; parent involvement; student lack understanding of the value of success





Goal 3: Bloomington ISD will annually recruit, develop and retain highly effective teachers and principals and provide them with the an effective system of support to carry out the District's mission, goals and objectives.

Performance Objective 1: BISD will implement a recruitment plan to attract, develop and support highly effective teachers that results in 25% retention rate at the end of the 2022-2023 school year.

High Priority

Evaluation Data Sources: Classroom Observations; TTESS; STAAR/EOC results

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote BISD on district website; local media and attend job fairs to recruit educators for the greatest areas of need including ESL-certified teachers. (Target Group: All, EBs)</p> <p>Strategy's Expected Result/Impact: Hire and maintain highly effective and qualified personnel to meet the needs of all student populations.</p> <p>Staff Responsible for Monitoring: Human Resources, District Website manager, District Administrator(s)</p> <p>Title I: 2.4</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers who service EBs and need to be ESL certified with professional development activities and other financial support. Activities include: Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements. Coaching for teachers of EBs, Funds to attend BE/EB Educational conferences, symposiums, and other professional development activities, and Other allowable support for attaining BE/ESL certification.</p> <p>Strategy's Expected Result/Impact: Highly effective instruction and retention of quality teachers</p> <p>Staff Responsible for Monitoring: Curriculum Administrator, Special Programs Director, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: - 199 PIC 25 State BE/ESL</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Work with Region 3 to implement, with fidelity, the District's teacher mentoring program for multi-year professional support.</p> <p>Strategy's Expected Result/Impact: Retain at least 90% of teachers in mentor program.</p> <p>Staff Responsible for Monitoring: District Administrators, Campus Administrators,</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide on-going and targeted professional development based on identified needs.</p> <p>Strategy's Expected Result/Impact: Teacher target goals and student growth goals met</p> <p>Staff Responsible for Monitoring: District Administrators, Campus Administrators, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 3: Students lack instructional consistency in all academic areas. Root Cause: Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.</p>
District Culture and Climate
<p>Problem Statement 1: Teachers have limited face to face feedback and constructive criticism on classroom instruction. Root Cause: Lack of time to meet with peers and /or administrators.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Recruitment and retention of highly qualified teachers is limited. Root Cause: Lack of positive exposure and limited number of qualified applicants.</p>

Curriculum, Instruction, and Assessment





Problem Statement 1: Students lack instructional consistency in all academic areas. **Root Cause:** Students struggle to overcome learning loss due to the pandemic. Teachers struggle with delivery of objectives. Limited rigor in instruction.

Goal 4: Bloomington ISD will annually provide and maintain appropriate resources, support services, and facilities to ensure a safe learning and working environment that focuses on the individual's total well-being.

Performance Objective 1: By the end of 2022-2023 school year, 100% of Campus Administrators and teaching staff will receive training on discipline management, prevention and education concerning aggression, harassment, drug-free schools and bullying, including cyber bullying,

Evaluation Data Sources: Sign-in sheets, surveys, PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff using Positive Behavioral Interventions and Supports(PBIS) Program in order to decrease discipline incidents.</p> <p>Strategy's Expected Result/Impact: Survey feedback from stakeholders; decreased discipline incidents.</p> <p>Staff Responsible for Monitoring: Curriculum Administrator, Campus Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p> <p>Funding Sources: - TITLE IV-A</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: School Resource Officer, Campus Administration, Counselors, and community/non-profit organizations will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Response Team (CERT) and Truancy.</p> <p>Strategy's Expected Result/Impact: Improve district/campus climates and safety by reducing the number of discipline incidences</p> <p>Staff Responsible for Monitoring: District Administrators, Campus Administrator, SRO, Counselors,</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training for, but not limited to, CPR/AED; First Aid and ensure that crisis teams and Special Education staff are trained in Crisis Prevention Intervention (CPI)</p> <p>Strategy's Expected Result/Impact: Maintain a knowledgeable staff who meets the needs of all students in an effective and timely manner</p> <p>Staff Responsible for Monitoring: District Nurse, Campus Administrators</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement with fidelity, Positive Behavior Interventions and Supports (PBIS) and behavioral RtI tiering to improve discipline with close monitoring of ISS/OSS placements for special populations.</p> <p>Strategy's Expected Result/Impact: Ensure for a safe learning environment that benefits academic and social wellness and reduces RDA discipline indicator performance levels</p> <p>Staff Responsible for Monitoring: Behavior Coordinator, Campus Administrators, teachers</p> <p>Title I: 2.6</p> <p>Funding Sources: - TITLE IV-A</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide access to counseling and community services, such as, but not limited to, social worker, Hope of South Texas, Gulf Bend, Community In School, and Mid Coast Services to support student success.</p> <p>Strategy's Expected Result/Impact: Make connections and build relationships for continued support.</p> <p>Staff Responsible for Monitoring: District Counselor, District Administrators, Campus Administrators,</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Lack of motivation and confidence required to successfully reach and sustain academic potential. **Root Cause:** Lack of support from home; parent involvement; student lack understanding of the value of success

Student Achievement

Problem Statement 2: Lack of motivation and confidence required to successfully reach and sustain academic potential. **Root Cause:** Lack of support from home; parent involvement; student lack understanding of the value of success

Parent and Community Engagement

Problem Statement 1: Lack of academic and social engagement from key stakeholders. **Root Cause:** Students were isolated for one and half to two years due to pandemic and readjusting to open campuses has been difficult.

Goal 5: Bloomington ISD will annually promote, facilitate and enhance parent, student and community engagement in District events and educational programs.





Performance Objective 1: BISD will host a minimum of two parent and community engagement events during 2022-2023 school year to solicit participation and input into district improvement.

High Priority

Evaluation Data Sources: Meeting sign-in sheets; surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Host annual Open House, Veterans' Day Ceremonies, Informational Meetings and Fall Festival to encourage family and community participation.</p> <p>Strategy's Expected Result/Impact: Welcoming and safe environment to communicate common goals.</p> <p>Staff Responsible for Monitoring: Superintendent, District Administrators, Campus Administrators, Teachers</p> <p>Title I: 4.2</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain an updated district website/social media page to keep family/community informed.</p> <p>Strategy's Expected Result/Impact: Increase parent/community attendance at scheduled meetings and events.</p> <p>Staff Responsible for Monitoring: Superintendent, District Administrators, Campus Administrators, Teachers</p> <p>Title I: 4.2</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure secondary counselors are trained to facilitate student, staff and parent sessions on higher education admissions and financial aid opportunities and grant programs.</p> <p>Strategy's Expected Result/Impact: Improve collaboration between home and school to support post-secondary goal-setting.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Host a series of staff development sessions specific to parents. Campuses will provide opportunities for parents/guardians to receive training on how to use technology such as parent portal to stay informed of student progress.</p> <p>Strategy's Expected Result/Impact: Increase parents' knowledge base specific to how to assist with student growth while closing academic gaps.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Administrators</p> <p>Title I: 4.2</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Work collaboratively to review and update the District's Parent and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Well communicated expectations regarding roles and responsibilities for student success.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Administrators</p> <p>Title I: 4.1</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunity for campus visits and informational sessions to orient secondary students to future learning environments.</p> <p>Strategy's Expected Result/Impact: Ensure effective transitions from middle to high and from high to post-secondary education for every student.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Lack of motivation and confidence required to successfully reach and sustain academic potential. Root Cause: Lack of support from home; parent involvement; student lack understanding of the value of success</p>
Student Achievement
<p>Problem Statement 2: Lack of motivation and confidence required to successfully reach and sustain academic potential. Root Cause: Lack of support from home; parent involvement; student lack understanding of the value of success</p>
Parent and Community Engagement
<p>Problem Statement 1: Lack of academic and social engagement from key stakeholders. Root Cause: Students were isolated for one and half to two years due to pandemic and readjusting to open campuses has been difficult.</p>

Goal 5: Bloomington ISD will annually promote, facilitate and enhance parent, student and community engagement in District events and educational programs.

Performance Objective 2: BISD will work with the L.I.F.T. grant to increase community engagement during the 2022-2023 school year.

Evaluation Data Sources: Sign- In sheets
Fliers

Strategy 1 Details	Reviews			
<p>Strategy 1: L.I.F.T. program will hold monthly parent-student interactive sessions on the various campuses. Strategy's Expected Result/Impact: Increase family engagement with the campuses Staff Responsible for Monitoring: L.I.F.T. Director and staff Campus Administrator(s)</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Parent and Community Engagement 1 Funding Sources: - LIFT Grant</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2 L.I.F.T. program will do home visits and provided tutorials for children 0-Graduation. Strategy's Expected Result/Impact: To provide families with tutorial strategies and to prepare pre school aged children to enter school. Staff Responsible for Monitoring: L.I.F.T. Director and Staff</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Parent and Community Engagement 1 Funding Sources: - LIFT Grant</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Lack of motivation and confidence required to successfully reach and sustain academic potential. Root Cause: Lack of support from home; parent involvement; student lack understanding of the value of success</p>
Student Achievement
<p>Problem Statement 1: Students performing below level in the areas of meets and masters on STAAR. Root Cause: Students have experience lowered expectations; entering new grade level with significant gaps due to learning loss as result of the pandemic.</p>

Student Achievement

Problem Statement 2: Lack of motivation and confidence required to successfully reach and sustain academic potential. **Root Cause:** Lack of support from home; parent involvement; student lack understanding of the value of success

Parent and Community Engagement

Problem Statement 1: Lack of academic and social engagement from key stakeholders. **Root Cause:** Students were isolated for one and half to two years due to pandemic and readjusting to open campuses has been difficult.

District Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Melinda Perez	PES Principal
Administrator	Carl Frisch	BES Principal
Administrator	Misty Mitchell	BMS/BHS Principal
Administrator	Sarah Harper	BMS/BHS Student Success Administrator
District-level Professional	Brenda DeLaRosa	LIFT Grant Manager
District-level Professional	Louise Torres	Federal/Special Programs
Instructional Coach	Steven Couch	BHS/BMS Instructional Coach
Instructional Coach	Maribel Gonzalez	BMS/BHS Instructional Coach
Classroom Teacher	Alicia Monroy	PES Teacher
Classroom Teacher	Theresa Hennessey	BES Teacher
Classroom Teacher	Christina Basquez	BMS Teacher
Classroom Teacher	Tracey Carter	BMS Teacher
Classroom Teacher	Reginald Adcock	BHS Teacher
Classroom Teacher	Daniel Hybner	BHS Teacher
Paraprofessional	Hillary Vasquez	PES Para
Paraprofessional	Sally Horelka	BES Para
Parent	Savanna Baladez	BES/BMS Parent
Parent	Donna Licerio	BES Parent
Parent	Gricelda Perez	BMS/BHS Parent

District Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
199 PIC 25 State BE/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$0.00
TITLE I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
Sub-Total					\$0.00
TITLE IV-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
4	1	1			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
DYS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
Sub-Total					\$0.00
CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00

LIFT Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	L.I.F.T. Grant		\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00

Addendums

Texas Education Agency
2022 Accountability Ratings Overall Summary
BLOOMINGTON ISD (235901) - VICTORIA COUNTY

* Confidential *

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		63	Not Rated: Senate Bill 1365
STAAR Performance	32	57	
College, Career and Military Readiness	44	73	
Graduation Rate	82.1	55	
School Progress		85	B
Academic Growth	73	85	B
Relative Performance (Eco Dis: 85.9%)	38	73	C
Closing the Gaps	28	69	Not Rated: Senate Bill 1365

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Distinction Designations

X Postsecondary Readiness

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE for BLOOMINGTON INDEPENDENT SCHOOL DISTRICT

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Bloomington ISD’s ability to focus on a limited number of targeted initiatives in this improvement plan, BISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the BISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <ul style="list-style-type: none"> □ Prevention, identification, response to and reporting of bullying or-bully-like behavior 	<p>Board Policy FFI(Local) TEC 11.252(a)(3)(E)</p>	<p>District and Campus Administrators</p>	<p>Student Handbook http://www.bisd-tx.org</p> <p>Employee Handbook http://www.bisd-tx.org</p>
<p>2. Coordinated Health Program</p> <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	<p>TEC 11.253(d) Board Policy FFA(Local) EHAA (Legal)</p>	<p>Director of Health Services (District Nurse)</p>	<p>Student fitness assessment data –</p> <ul style="list-style-type: none"> • Fitnessgram and T-Tess • Walk-throughs • Quarterly SHAC Meetings <p>PEIMS Reports</p>

3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Superintendent	Office of Superintendent TAPR Reports PEIMS Reports
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MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<input type="checkbox"/> Recidivism rates			
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation – every two years 	TEC 11.252(d)	Superintendent Director of Special Programs	Office of Superintendent
5. Dropout Prevention	TEC 11.252	Superintendent, Secondary Principals	BISD Dropout Prevention and Recovery Plan http://www.bisd-tx.org Meeting Agendas, Sign-in Sheets and Dropout Lists

<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	District Dyslexia Coordinator	BISD Dyslexia Handbook http://www.bisd-tx.org Hard copy w/District dyslexia Coordinator
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement 	P.L. 107-110, Section 1415(b)	Director of Special Programs	Student identification – Special Programs Region 3 contracted services

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 			
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> District-wide procedures for campuses, as applicable 		Superintendent	Office of Superintendent

<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parent information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Secondary Counselors</p>	<p>Counseling and Advanced Academics (schedule of campus meetings, parent information nights, and agendas) District of Innovation Plan http://www.bisd-tx.org</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p>	<p>ESSA</p>	<p>HR Director, District and Campus Administrators</p>	<p>Human Resources Department</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 			
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Counselors, District and Campus Administrators	Human Resources Department Campus Principals' Professional Development Files
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Counselors, District and Campus Administrators	http://dshs.texas.gov/mhsa/Public - Schools-Best-PracticeBasedResources.aspx http://www.bisd-tx.org EduHero Human Resources Department Campus Principals' Professional Development Files

13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <input type="checkbox"/> Methods for addressing	TEC 11.252(a)(3)(E)	Counselors,	Office of Superintendent
MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	District and Campus Administrators	District Improvement Plan http://www.bisd-tx.org
14. Texas Behavior Support Initiative (TBSI) <input type="checkbox"/> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education		District Curriculum Administrator, Campus Administrators	Office of Curriculum and Instruction

<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Campus Technology Specialist, Teachers Contracted Services</p>	<p>Employee Handbook: http://www.bisd-tx.org</p> <ul style="list-style-type: none"> • EHAA Legal • EFB Legal • Responsible Use of Technology Agreement • Chapter 126 Technology Application TEKS
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BLOOMINGTON INDEPENDENT SCHOOL DISTRICT

P.O. Box 158

Bloomington, TX 77951

Phone (361) 333-8016 Fax: (361) 333-8026

BLOOMINGTON INDEPENDENT SCHOOL DISTRICT Translation & Interpretation Procedures

As part of Title I, Part A school-wide program requirements, Bloomington ISD adheres to the following procedures for translation and interpretation services for families of BISD students.

Families of BISD students speak two different home languages as determined by original home language surveys collected when a student first enrolls in a Texas public school: English (3670), Spanish (786).

District Level

- Designated translators are available for district and campus level parent events to translate or interpret in Spanish, as needed.
- Designated translators are available for parent conferences, Language Proficiency Assessment Committee (LPAC) meetings, and Assessment, Review, Dismissal (ARD) meetings to translate and interpret in Spanish, as needed.
- Paper based parent notices, invitations, notes, and reports as well as School Messenger phone communication to families originating from the district level are distributed in English and Spanish.
- The Bloomington District Improvement Plan is available in English on the district website. Hard copies and Spanish oral translations are available at the BISD Administration building per request.
- The Bloomington ISD Parent and Family Engagement Plan is available in English and Spanish on the district website. Hard copies are available at the Bloomington Central Administration building upon request.
- Bloomington ISD district website www.bisd-tx.org can be translated through Google Translate into Spanish by selecting the translate button on the toolbar in the bottom right corner of the Bloomington website.

Campus Level

- Each campus has personnel available to translate or interpret, as needed, for parents or families who speak Spanish as a first language.
- Translation and interpretation services in Spanish are made available, as needed, at campus level parent events and meetings.
- Notes and other "hard copy" communications are sent home in English and Spanish.
- Campuses use electronic communication or social media to disseminate information in English and Spanish to parents and students.



BLOOMINGTON INDEPENDENT SCHOOL DISTRICT

P.O. Box 158

Bloomington, TX 77951

Phone (361) 333-8016 Fax: (361) 333-8026

BLOOMINGTON INDEPENDENT SCHOOL DISTRICT Traduccion e Interpretacion de Procedimientos

Como parte de los requisitos del program en toda la escuela Titulo I, Parte A, BISD se une a los siguientes procedimientos de traduccion e interpretacion de servicios para familias de los estudiantes de BISD.

Familias de los estudiantes de BISD hablan 2 diferentes lenguajes en la casa, esto fue determinado por el cuestionario de lenguaje que originalmente se lleno al inscribirse en el Sistema de educacion publica de Texas. Ingles (3670), Español (786).

Nivel Distrito

- Traductores designados estan disponibles en eventos en el distrito y escuelas para traducir a los padres en español en caso de que sea necesario.
- Traductores designados estan disponibles para conferencias con padres de familia, evaluaciones para el comite de la habilidad de lenguaje (LPAC), reuniones, evaluaciones, revisiones y terminaciones (ARD), reuniones para traducir e interpretar en español segun sea necesario.
- Notificaciones para padres por escrito, invitaciones, notas y reportes asi como comunicaciones por parte de el Sistema de mensajes de la escuela y el distrito para familias distribuidos en ingles y español.
- El plan de mejoramiento del Distrito de Bloomington esta disponible en ingles en el website del distrito. La copia impresa y traducciones en español estan disponibles en la oficina de administracion del distrito para quien las solicite.
- El plan de compromiso de padres y familias de Bloomington ISD esta disponible en ingles y español en el website del distrito. Las copias impresas estan disponibles en la oficina de administracion del distrito para quien las solicite.
- El website del distrito de Bloomington www.bisd-tx.org puede ser traducido utilizando Google traductor a español seleccionando el boton de traduccion en la barra de herramientas localizada en la esquina inferior derecha de el Bloomington website.

Nivel Campus

- Cada escuela cuenta con personal disponible para traducir o interpretar si es necesario, para padres o familias que hablan español como primer lenguaje.
- Servicio de traduccion e interpretacion en español para padres estan disponibles cuando se necesiten en la escuela para eventos y reunions.
- Notas y otras comunicaciones impresas son mandadas a las casas en ingles y español.
- Escuelas utilizan comunicaciones electronicas o medios sociales para promover informacion en ingles y español para padres y estudiantas.



Bloomington Independent School District Parent and Family Engagement Policy 2022-2023

Bloomington ISD is committed to ensuring a safe and secure instructional environment with high levels of learning for ALL students rooted in best practices through ongoing professional collaboration with parents, families and community stakeholders.

Bloomington ISD will work together with parents and families in the development of the Title I, Part A Program Plan including, the BISD Title I Parent and Family Engagement Policy (section 1112), and the campus review and improvement process (section 1116).

Bloomington ISD will work to develop and approve the district improvement plan with parents and families through the District Education Improvement Committee.

A Parent Advisory Committee will be assembled and take an active role in planning and approving the Title I Program Plan and the District Title I Parent and Family Engagement Policy.

Bloomington ISD will support Title I, Part A Program campuses in planning and implementing parent and family engagement activities to improve student academic achievement and school performance.

Bloomington ISD will provide campuses with training, collaboration and consultations in their family engagement efforts.

Bloomington ISD will use an annual Title I survey to evaluate the campuses' parent and family engagement plan.

Bloomington ISD will help campuses identify and implement research –based effective family engagement practices.

Bloomington ISD will build the schools' and parents' capacity for strong family engagement to ensure effective involvement of parents and to support a partnership with BISD schools to improve academic achievement.

Bloomington ISD will, with the help of Title I programs, give parents a better understanding of state standards (Texas Essential Knowledge and Skill-**TEKS**), state and local assessments (i.e. STAAR; TELPAS; and campus progress monitoring).

The Title I program requires the monitoring of student's progress to develop a well-rounded learner. School-Family events, parent-teacher conferences, written or electronic communication (i.e. progress reports, report cards and Parent Portal) may be utilized to serve this purpose.

Bloomington ISD will provide materials and training to help parents work with their children, such as literacy training, teaching strategies, and using technology.

Bloomington ISD will promote professional development to faculty and staff to gain an understanding and support best practices for family engagement.

Bloomington ISD will ensure that information related to school and parent programs is provided to parents in their native language whenever reasonably possible.

Bloomington ISD will coordinate and integrate parental involvement strategies with other local parent involvement programs.

Families will be encouraged to participate through volunteer programs, such as Head Start, Family Literacy band boosters, athletic boosters and other parent organizations at their local campuses.

Each school will provide family engagement activities designed to meet the individual needs of the students, families, and community.

Bloomington ISD will work with the local education service center to offer parental involvement activities throughout the school year and summer.

Bloomington ISD will develop appropriate roles for community-based organizations and businesses to take part in parent and family engagement activities.

Bloomington ISD will work with businesses and community stakeholders to involve them in parent/family engagement activities.

Bloomington ISD will maintain a social media presence to improve communication between schools and the community by sharing links to resources.

Bloomington ISD will identify resources provided by Victoria County to help facilitate referrals based on community needs.

Bloomington ISD will conduct an annual evaluation survey of the Title I schools to assess the effectiveness of the district's parent and family engagement policy.

The evaluation will help in identifying strengths, areas of growth opportunities, and barriers as it pertains to the district's policy/plan.

The evaluation will assist in the campus planning process which includes the development of the Campus Improvement Plan and the Campus Needs Assessment.



Bloomington Independent School District

Política de Participación de los Padres y la Familia 2022-2023

Bloomington ISD se compromete a garantizar un entorno de instrucción seguro y protegido con altos niveles de aprendizaje para TODOS los estudiantes arraigados en las mejores prácticas a través de la colaboración profesional continua con los padres, las familias y las partes interesadas de la comunidad.

Bloomington ISD trabajará junto con los padres y las familias en el desarrollo del Título I, Parte A Plan del Programa, incluyendo, la Política de Participación de Padres y Familias bisd Título I (sección 1112), y el proceso de revisión y mejora del campus (sección 1116).

Bloomington ISD trabajará para desarrollar y aprobar el plan de mejora del distrito con los padres y las familias a través del Comité de Mejora de la Educación del Distrito.

Se armará un Comité Asesor de Padres y tomará un papel activo en la planificación y aprobación del Plan del Programa del Título I y la Política de Participación de Padres y Familias del Título I del Distrito.

Bloomington ISD apoyará a los campus del Programa del Título I, Parte A en la planificación e implementación de actividades de participación de los padres y las familias para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.

Bloomington ISD proporcionará a los campus capacitación, colaboración y consultas en sus esfuerzos de participación familiar.

Bloomington ISD utilizará una encuesta anual de Título I para evaluar el plan de participación de los padres y las familias de los campus.

Bloomington ISD ayudará a los campus a identificar e implementar prácticas efectivas de participación familiar basadas en la investigación.

Bloomington ISD desarrollará la capacidad de las escuelas y los padres para un fuerte compromiso familiar para garantizar la participación efectiva de los padres y apoyar una asociación con las escuelas BISD para mejorar el rendimiento académico.

Bloomington ISD, con la ayuda de los programas del Título I, dará a los padres una mejor comprensión de los estándares estatales (Texas Essential Knowledge and Skill-TEKS), evaluaciones estatales y locales (es decir, STAAR; TELPAS; y monitoreo del progreso del campus).

El programa de Título I requiere el monitoreo del progreso del estudiante para desarrollar un alumno completo. Los eventos escuela-familia, las conferencias de padres y maestros, la comunicación escrita o electrónica (es decir, informes de progreso, boletas de calificaciones y el Portal para padres) se pueden utilizar para servir a este propósito.

Bloomington ISD proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos, como alfabetización, estrategias de enseñanza y uso de la tecnología.

Bloomington ISD promoverá el desarrollo profesional a la facultad y el personal para obtener una comprensión y apoyar las mejores prácticas para la participación de la familia.

Bloomington ISD se asegurará de que la información relacionada con la escuela y los programas para padres se proporcione a los padres en su idioma nativo siempre que sea razonablemente posible.

Bloomington ISD coordinará e integrará las estrategias de participación de los padres con otros programas locales de participación de los padres.

Se alentará a las familias a participar a través de programas de voluntariado, como Head Start, refuerzos de bandas de alfabetización familiar, refuerzos deportivos y otras organizaciones de padres en sus campus locales.

Cada escuela proporcionará actividades de participación familiar diseñadas para satisfacer las necesidades individuales de los estudiantes, las familias y la comunidad.

Bloomington ISD trabajará con el centro de servicios educativos local para ofrecer actividades de participación de los padres durante todo el año escolar y el verano.

Bloomington ISD desarrollará funciones apropiadas para que las organizaciones y empresas basadas en la comunidad participen en actividades de participación de los padres y las familias.

Bloomington ISD trabajará con las empresas y las partes interesadas de la comunidad para involucrarlos en las actividades de participación de los padres y las familias.

Bloomington ISD mantendrá una presencia en las redes sociales para mejorar la comunicación entre las escuelas y la comunidad al compartir enlaces a recursos.

Bloomington ISD identificará los recursos proporcionados por el Condado de Victoria para ayudar a facilitar las referencias basadas en las necesidades de la comunidad.

Bloomington ISD llevará a cabo una encuesta de evaluación anual de las escuelas de Título I para evaluar la efectividad de la política de participación de los padres y las familias del distrito.

La evaluación ayudará a identificar fortalezas, áreas de oportunidades de crecimiento y barreras en lo que respecta a la política / plan del distrito.

La evaluación ayudará en el proceso de planificación del campus que incluye el desarrollo del Plan de Mejora del Campus y la Evaluación de las Necesidades del Campus.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Notice to Parents or Guardians	<p>The District official or designee shall promptly notify the parents or guardians of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
Investigation of the Report	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal
Investigation**

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

**Concluding the
Investigation**

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

*Notification of
Outcome*

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents or guardians and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Bullying	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents or guardians and District action. The District official shall refer to FDB for transfer provisions.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent or guardian who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent or guardian shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Records Retention	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
Access to Policy and Procedures	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

School District:
Bloomington ISD

Region:
03 ESC

Priority for Service (PFS) Action Plan

School Year: 20__ 22 - 20__ 23

Filed Out By:
Victoria Rivera

Date:
08/26/2022

2022-2023 Region 3 MEP SSA Member Districts: Bloomington ISD, Boiling ISD, Calhoun County ISD, Columbus ISD, Cuero ISD, East Bernard ISD, Edna ISD, El Campo ISD, Garado ISD, Industrial ISD, Louise ISD, Palacios ISD, Rice CISD, Rungge ISD, Shiner ISD, Tidehaven ISD, Victoria ISD, Wharton ISD, Woodstock ISD, Yoakum ISD

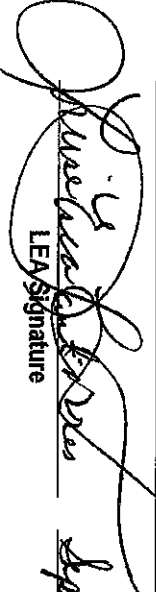
Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

<p>Goals(s):</p> <p>To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from TX-NGS, and documentation kept to track progress towards student success.</p>	<p>Objective(s):</p> <p>To assist all PFS students with the necessary supplemental services to address identified needs. All PFS students will be served according to program requirements/guidelines and documentation of all efforts made towards achieving student success will be kept on file for review by the state agency.</p>
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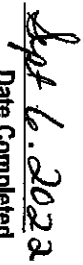
Required Strategies	Timeline	Person(s) Responsible	Documentation
<p>Monitor the progress of MEP students who are on PFS.</p> <ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timeliness for achieving stated goals and objectives. 	<p>Monthly</p> <p>August 2022 (or as soon as possible due to LEA starting dates and/or COVID-19 restrictions)</p>	<p>ESC TX-NGS Data Clerk, ESC Program Specialist</p> <p>ESC MEP Staff</p>	<p>TX-NGS PFS Report</p> <p>TX-NGS Tracking Report</p> <p>LEA PFS Action Plan</p>

Additional Activities			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Monthly, staff will monitor PFS reports and PFS student progress forms per semester. MEP staff (program specialist, MEP recruiter & LEA, if applicable) will review any areas of need. MEP staff will communicate with LEA and migrant students on progress made and/or other identified needs of PFS students. MEP staff will document all coordination efforts with LEA and migrant students for auditing purposes. 	Monthly, Per Semester	ESC MEP Staff, LEA Staff	TX-NGS Priority for Service Report, ESC PFS Contact Log, Individual PFS Progress Review, Coordination of Services Log
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports. 	Sept. 2022 – Aug. 2023	ESC MEP Staff	LEA Correspondence, Email PFS Criteria Document, TX-NGS PFS Report
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Sept. 2022 – Aug. 2023	ESC MEP Staff	ESC PFS Contact Log, Home visit Parent Contact Log, Individual PFS Progress Review
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children. 	Sept. 2022 – Aug. 2023	ESC MEP Staff, LEA Staff	ESC PFS Contact Log, Home Visit Parent Contact Log, Individual PFS Progress Review
Additional Activities			
<ul style="list-style-type: none"> Additionally, during the academic calendar, the Migrant Coordinator or MEP staff will communicate information on the Priority for Service criteria to parents via the following: <ol style="list-style-type: none"> One-on-one with student and parent at time of student appearing on PFS Report. At 1 of 3 Regional PAC Meetings; Upon parent or student request; PFS Criteria will be available on the ESC Migrant Web page and parents notified of link to site throughout the academic year. 	<ol style="list-style-type: none"> MEP Home Visit Fall Regional PAC Meeting (Virtual or Face-to-Face) Virtual or face-to-face Region 3 MEP webpage 	ESC MEP Staff	Regional PAC Meeting Agenda, Meeting Minutes, Sign-in Sheet https://www.esc3.net/Pages/1102
Provide services to PFS migrant students.			

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Sept. 2022 – Aug. 2023	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and/or community social services/agencies. 	Sept. 2022 – Aug. 2023	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Sept. 2022 – Aug. 2023	ESC MEP Staff, LEA Staff	ESC PFS Contact Log, Home Visit Parent Contact Log, Individual PFS Progress Review
<p>Additional Activities</p> <ul style="list-style-type: none"> Identified OSY will receive priority access to services, social workers and community social services/agencies as needed to ensure identified needs are met. <ul style="list-style-type: none"> Documentation will be kept locally by MEP staff of all coordination of services, referrals, academic services, and mental health services offered and/or accepted by the student and family. 	Year-round	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review, Coordination of Service Log, Home Visit OSY Log/Form



 LEA Signature



 Date Completed

Victoria Rivera
Digitally signed by Victoria Rivera
 DN: cn=Victoria Rivera, o, ou,
 email=vrivere@esc3.net, c=US
 Date: 2022.09.07 10:39:44 -0500

ESC Signature _____ Date Received _____

**2022-2023 Identification and Recruitment (ID&R) Plan
Region 3 Migrant Education Program & SSA Member Districts**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
	INDIVIDUALS RESPONSIBLE	TIMELINE
<p>A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers COEs for the new school year cannot be completed until training has occurred or as determined by the Texas Education Agency (TEA).</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<ul style="list-style-type: none"> ❖ Take currently available ID&R Online Course after September 1, 2022 to be certified for 2022-2023. * Note: Upon release of the updated 2022-2023 ID&R Online Course by TEA, all migrant recruiters will be required to complete the course to continue current year recruitment.
<p>B. Other: Attend follow-up trainings for ID&R and TX-NGS Follow-up training and technical assistance will be provided by the ESC for ID&R and TX-NGS.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP.</p>	<ul style="list-style-type: none"> ❖ As required by TEA; ❖ As requested by LEA; ❖ As offered by the ESC (targeted training opportunities).
II. IDENTIFICATION & RECRUITMENT		
<p>A. Meet with all ID&R staff to review and update plan as needed. Meet with MEP staff to brainstorm and plan recruitment strategies to include in ID&R Plan. * Best Practice: Keep documentation of the planning session for future reference/planning.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<ul style="list-style-type: none"> ❖ By August 29 (Or as instructed by TEA as allowed by current COVID-19 restrictions). ❖ By August 29
<p>B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.</p>	<p>Staff: MEP administrators, Recruiters/Reviewers for the MEP</p>	<ul style="list-style-type: none"> ❖ By August 29
<p>C. Make recruiter assignments. Assign recruitment areas, ensuring year-round, ongoing recruitment. Focus areas include school/campus, local community, growers/ranchers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families. * Best Practice: Identify recruitment areas and prioritize timeline to ensure recruitment is occurring during peak times.</p>	<p>Staff: All recruiters/Reviewers for the MEP</p>	<ul style="list-style-type: none"> ❖ By August 29
<p>D. Conduct ID&R. Potentially Eligible Migrant Children: Contact potentially eligible migrant families using:</p> <ul style="list-style-type: none"> • door-to-door recruitment efforts; • community recruitment / community events; • following up on family surveys provided during registration; • target both enrollees and non-enrollees (ages 0-21). (Complete COEs as needed) <p>Currently Eligible Migrant Children:</p> <ul style="list-style-type: none"> • Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. (Complete new COEs as needed) <p>Note: Share copies of COEs with appropriate entities as listed on COE. * Best Practice: Keep digital logs of recruitment efforts ensuring logs contains notes regarding the locations visited. Migrant Program staff can then create a Google Map to track recruitment which will contain information regarding visits, contact information and result of last visit.</p>	<p>Staff: MEP recruiters</p>	<ul style="list-style-type: none"> ❖ Currently eligible children: By August 29 with continued recruitment efforts throughout the year. ** ❖ Potentially eligible children - Make initial outreach efforts by September 30/as Family/Occupational Surveys are received. **
<p>E. Complete COE/ECOE's. Recruiter completes ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADS. Recruiter will enter and submit ECOE and ECOE SDF on TX-NGS for Designated SEA Reviewer to review and approve. * Best Practice: Recruiters and Reviewers should keep a log of ECOEs entered and approved. This information should be kept current and readily available for auditing purposes.</p>	<p>Staff: MEP recruiters</p>	<ul style="list-style-type: none"> ❖ Within 5 working days of parent signature

<p>F. Review of ECOE. Designated SEA Reviewer reviews ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Return ECOE and ECOE Supplemental Documentation Form to recruiter if additional information is needed. After reviewing for accuracy, the reviewer will approve ECOE on TX-NGS and submit. * Best Practices: SEA Reviewers are certifying that all of the information on the ECOE is correct and that all required and procedural comments have been made. SEA Reviewers should keep a log of incoming ECOE/COE SDF submitted.</p>	<p>Staff: Designated SEA Reviewers TX-NGS staff</p>	<p>❖ Within 7 working days of parent signature.</p>
<p>G. Conduct Residency Verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period. <ul style="list-style-type: none"> For existing COEs with Section H completed: TX-NGS Data Specialist should record residency verification date and method used on TX-NGS. For new COEs completed during the current reporting period: TX-NGS Data Specialist should record the signature date on Section F of the COE in the residency verification date field on TX-NGS. For Two-Year-Olds turning Three: The TX-NGS Data Specialist should request the Two-Year-Olds Turning Three report to share with the recruiter. For all two-year-olds turning three during the current reporting period, the recruiters must verify residency. Note: Please remember that for non-enrollees, a new history line must be entered for each reporting period (September 1– August 31), along with a residency verification date for Federal TX-NGS Recommended Reports Campus COE Family Currently Enrolled Student List District Enrollment Comments Grade/Age Distribution Summary Unique Student Count</p>	<p>Staff: MEP recruiters</p>	<p>❖ Between Sept. 1 and Nov. 1; ❖ For 2 yrs. old turning 3 – on or after 3rd birthday.</p>
<p>** Door-to-door home visits will be dependent on local, state, and/or federal restrictions due to COVID-19 pandemic. Recruiters will follow ESC guidance regarding face-to-face/door-to-door home visits and community recruitment visits at the time of the planned activity. COE protocol will be followed when enrolling students during COVID-19 restrictions.</p>		
<p>III. MAPS AND INTRAREGIONAL NETWORKING</p>		
<p>A. Make Contact with Potential Growers/Ranchers/Employers Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons. <ul style="list-style-type: none"> Send Grower/Employer Survey (sample found on page 214, section 5.43, of the ID&R Manual). Call and request permission to visit the employer's regarding the program; Conduct on-site visit. Bring program information, sample items for migrant families, etc. Document all ID&R visits with growers/ranchers/employers. </p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>❖ Attempt contact all growers within the district boundaries by December 1. **</p>
<p>B. Develop Calendar and Maps Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.</p>	<p>Staff: MEP administrators and recruiters</p>	<p>❖ By December 1 and update on ongoing basis throughout the year</p>
<p>C. Other: Utilize New Resources Available for MEP Staff <ul style="list-style-type: none"> Utilize the ID&R Data Dashboard provided by Arroyo Research Services (access permissions required) Utilize the IDRC Consortium Agriculture & Resource Portals </p>	<p>Staff: MEP administrators and recruiters</p>	<p>❖ Update on ongoing basis throughout the year</p>
<p>IV. INTERAGENCY COORDINATION</p>		
<p>A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by:</p>	<p>Staff: MEP administrators and recruiters</p>	<p>❖ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **</p>

<ul style="list-style-type: none"> • Meeting with staff • Attending school fairs • Community events • Sharing information with entities listed on the back of the COE. 		
<p>B. Other- Network and Coordinate with Other Educational Programs Ensure cross-program collaboration and sharing of program information with other educational programs that provide services to all students.</p> <ul style="list-style-type: none"> • Title I, Part A • Title III, Part A • McKinney-Vento Homeless Program • Special Education Services, etc. 	Staff: MEP administrators And program specialists	❖ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year ***

QUALITY CONTROL


<p>A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.</p> <ul style="list-style-type: none"> • LEAs and ESCs should maintain an updated Migrant Education Program Procedure Manual. This manual should be accessible to all MEP staff. • Utilize the ID&R Manual for Information regarding compliance and program requirements. • Utilize the ESSA Consolidated Grant Program Requirements to ensure quality control. • Procedures are in line with program requirements. • Best Practice: Documentation should be kept when conducting quality control. This documentation will serve as evidence that constant quality control was being implemented within the LEA and the ESC. 	Staff: MEP Administrators and recruiters.	❖ By August 29 ❖ Update on an on-going basis
<p>B. Eligibility Review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by ESC and/or State MEP as outlined in the ID&R Manual.</p> <ul style="list-style-type: none"> • Best Practice: Documentation is kept at the ESC for any COEs submitted and approved or declined. This documentation will serve as evidence that consistent quality control was being implemented within the LEA and the ESC. 	Staff: MEP administrator	❖ Ongoing throughout the year
<p>C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year. Note: The ESC will offer target training opportunities for MEP staff.</p>	Staff: All MEP staff	❖ As needed throughout the year
<p>D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name (Heading Section of COE #4) and retain records for seven (7) years from the date eligibility ends. (Eligibility: 3-year retention / 7 years after end of eligibility for 10 years total)</p> <ul style="list-style-type: none"> • Best Practice: Documentation should be shared when no longer required. 	Staff: All MEP staff	❖ Ongoing throughout the year
<p>E. Coordinate with ESC for annual eligibility validation.</p> <ul style="list-style-type: none"> • Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA. The ESC will contact LEA with instructions if selected for validation. 	Staff: ESC, MEP staff	❖ January – June

VI. EVALUATION

<p>A. Evaluate ID&R efforts for subsequent planning.</p> <ul style="list-style-type: none"> • Gather input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plans for continuous improvement. • Analyze data from stakeholder input, parent surveys and feedback, community partner surveys, student feedback, Recruiter feedback, recruiter logs, Recruitment Mapping, etc. • Incorporate identified priority items in ID&R plans for continuous improvement. • Best Practice: LEAs should maintain documentation locally when evaluating ID&R efforts. Documentation should be kept showing school and community recruitment on a year-round basis. 	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	❖ Quarterly; ❖ Final review by June 30th.
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2022-2023 Region 3 MEP SSA Member Districts: Blount County ISD, Boling ISD, Calhoun County ISD, Columbus ISD, Cuervo ISD, East Bernard ISD, Edna ISD, El Garmo ISD, Ganado ISD, Industrial ISD, Louise ISD, Palacios ISD, Rice ISD, Runge ISD, Shiner ISD, Tidenaven ISD, Victoria ISD, Wharton ISD, Woodsboro ISD, Yodkum ISD



Sept 6, 2022

Victoria Rivera

Digitally signed by Victoria Rivera
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