Bloomington Independent School District

Bloomington Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Board Approval Date: September 12, 2022
Public Presentation Date: September 12, 2022

Mission Statement

We, at Bloomington Middle School "Bobcat Nation", believe that through partnership of families, school and community we will prepare our students for their next level of academic endeavor. We will enable students to excel both academically and socially, preparing them to become productive citizens and future leaders.

Vision

Bloomington Middle School will empower all students to achieve personal success in their learning and become productive citizens in society by creating a sense of urgency and ownership among the staff, students, and community.

Value Statement

Leadership leads to success through honesty, teamwork, and improved academic performance through hard work, commitment, and a sense of urgency.

School climate that creates a belief that all students can reach the highest level of achievement through respect, relationships, and increased learning time with a purpose.

Enthusiam for high quality teaching with integrity and accountability where the use of quality data is used to drive instruction in an informed, collaorative manner.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Priority Problem Statements 4
Comprehensive Needs Assessment Data Documentation 5
Goals 7
Goal 1: All students are expected to show academic growth and success through strong instructional programs. 8
Goal 2: All students will be taught by highly effective and student-centered teachers and professionals. 14
Goal 3: All students will be provided learning environments that are safe, drug-free, and enhance student achievement. 17
Goal 4: All students will graduate from high school with the support, faith, and confidence of staff, parents and community. 21
State Compensatory 26
Budget for Bloomington Middle School 27
Title I 27
1. Comprehensive Needs Assessment (CNA) 28
1.1: Comprehensive Needs Assessment 28
2. Campus Improvement Plan 28
2.1: Campus Improvement Plan developed with appropriate stakeholders 28
2.2: Regular monitoring and revision 28
2.3: Available to parents and community in an understandable format and language 28
2.4: Opportunities for all children to meet State standards 28
2.5: Increased learning time and well-rounded education 28
2.6: Address needs of all students, particularly at-risk 29
3. Annual Evaluation 29
3.1: Annually evaluate the schoolwide plan 29
4. Parent and Family Engagement (PFE) 29
4.1: Develop and distribute Parent and Family Engagement Policy 29
4.2: Offer flexible number of parent involvement meetings 29
5. Targeted Assistance Schools Only 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students lack intrinsic motivation and confidence required for sustained academic success and consistent positive behavior. **Root Cause:** The COViD 19 pandemic has caused students to experience trauma and inconsistent support from family and community.

Problem Statement 2: 75% of students are reading below grade level. **Root Cause:** The COVID 19 pandemic caused disruption in reading instruction.

Problem Statement 3: Students have low achievement in Meets and Masters on STAAR exams. **Root Cause:** The COVID 19 pandemic caused disruption in instruction of all subjects.

Problem Statement 4: Teachers are in need of timely and constructive feedback and coaching on classroom instruction. **Root Cause:** Principal needs assistance with follow up after walk-throughs, discussions, observations with teachers.

Problem Statement 5: Too many students miss classroom instruction due to placements in ISS, SOS and DAEP. **Root Cause:** Discipline system of campus needs to move more toward restorative discipline practices.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: All students are expected to show academic growth and success through strong instructional programs.

Performance Objective 1: 80% of the students in grades 6-8 will demonstrate academic growth on the state assessments by scoring at least a "1" or better on the Progress Measure.

High Priority

Evaluation Data Sources: Unit progress assessments; Progress Monitor Assessments; 2022 STAAR data; 2023 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Provide tutorial time during school, including, but not limited to, enrichment and STAAR Lab for students who are at risk of failure in Reading **Strategy's Expected Result/Impact:** Students demonstrate academic growth in reading on report cards, progress reports, benchmarks, and STAAR Progress Measure **Staff Responsible for Monitoring:** Principal, Student Success Administrator, LIFT Literacy Coach, Counselor, EB Teacher, Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: SpEd teachers and Core teachers will collaborate and plan together to ensure SpEd students are taught grade level TEKS. **Strategy's Expected Result/Impact:** SpEd students will demonstrate academic growth and will meet goals set on their IEP's. **Staff Responsible for Monitoring:** Principal; Student Success Administrator, Counselor, Teacher **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Analyze and utilize Nine Weeks Test data, progress measure data, and Exact Path data, Amplify date to develop lesson plans, intervention groups, and school-wide TEKS focus **Strategy's Expected Result/Impact:** Teachers collaboratively planning to meet the needs of individual students. **Staff Responsible for Monitoring:** Principal; Student Success Administrator, Counselor, LIFT Literacy Coach, EB Teacher, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: ELAR and math Classes will be double blocked with 1.5 hours per day devoted to ELAR instruction for all students who did not achieve meets or masters on 2022 STAAR assessment. **Strategy's Expected Result/Impact:** Increase in lexile levels and achievement on Nine Weeks tests, interim assessments, grades, and STAAR test. **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Counselor, LIFT Literacy Coach, EB Teacher **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All students are expected to show academic growth and success through strong instructional programs.

Performance Objective 2: Provide effective, timely additional assistance for at-risk and in danger of failing students.

High Priority

Evaluation Data Sources: Unit progress assessments; Progress Monitor Assessments; Progress Reports, Report Cards, Nine Weeks Test Data, 2022 STAAR Data, Exact Path Diagnostics, Beginning of Year and Middle of Year Interim Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Implement RTI specifically for students identified as ELL, At-Risk, GT, 504 or SpEd **Strategy's Expected Result/Impact:** Effective RTI plans implemented **Staff Responsible for Monitoring:** Interventionist, Counselor, Principal **Title I:** 2.6 - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Addition of a High Impact Tutor to target small groups in math. **Strategy's Expected Result/Impact:** Increased achievement in math for identified at-risk students. **Staff Responsible for Monitoring:** Principal, Student Success Administrator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Addition of EB teacher to target EB student struggling with achievement in the classroom and on STAAR and/or TELPAS. **Strategy's Expected Result/Impact:** Increased achievement in classroom, TELPAS and STAAR. **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Special Programs Director, EB Teacher **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All students are expected to show academic growth and success through strong instructional programs.

Performance Objective 3: Utilize scientific research-based reform strategies to supplement and strengthen core program so that 100% of students show academic growth.

Evaluation Data Sources: Unit progress assessments; Progress Monitor Assessments; ; Progress Reports, Report Cards, Nine Weeks Tests, 2023 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Implement and follow with fidelity the Reading Plus Program **Strategy's Expected Result/Impact:** Students will demonstrate academic growth in reading. **Staff Responsible for Monitoring:** Principal, RtI Coordinator, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Provide supplemental elective and other courses to assist in educating whole child (STEM Lab, Art, Band, etc,) **Strategy's Expected Result/Impact:** Student schedules and performances demonstrate participation in elective courses. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Apply all the facets of the Fundamental Five **Strategy's Expected Result/Impact:** Student will demonstrate the ability to analyze and apply information through cooperative learning. **Staff Responsible for Monitoring:** Principal; Administration **Title I:** 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All students are expected to show academic growth and success through strong instructional programs.

Performance Objective 4: Provide appropriate differentiated instruction for all student groups, including but not limited to advanced learners, G/T, ELL, Dyslexia, Economically Disadvantaged, and SpEd.

Evaluation Data Sources: Unit progress assessments; Progress Monitor Assessments; Lesson Plans, Nine Weeks Test data, Progress Reports, Report Cards, STAAR 2023 data

Strategy 1 Details	Reviews			
Strategy 1: G/T students served by HQ and GT certified teachers	Formative			Summative
	Nov	Feb	May	June
LEP students served by HQ and ESL certified teachers IEP's developed and implemented for SpEd students Self-contained severe life skills class for identified students **Strategy's Expected Result/Impact:** improved student achievement for identified groups **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All students are expected to show academic growth and success through strong instructional programs.

Performance Objective 5: 100% of students and staff will be provided activities that integrate technology into instruction, classroom, curriculum, assessments, and data management.

Evaluation Data Sources: Walk Throughs, Lesson Plans, student usage reports in software programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Integrate technology in the classroom through school-wide technology: *use of internet *internet base at media center *web page will be utilized for communication and school services *teacher websites *instructional based technology face to face and remotely *integrate Smart boards in content area classrooms *computer lab *Reading Plus *One to one laptop *Edgenuity *Google Classroom **Strategy's Expected Result/Impact:** Students will demonstrate effective use and understanding of technology **Staff Responsible for Monitoring:** Principal, Teachers **Title I:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All students will be taught by highly effective and student-centered teachers and professionals.

Performance Objective 1: Provide teachers a minimum of 30 clock hours of scientifically researched-based professional development opportunities that will positively impact student performance.

Evaluation Data Sources: 100% core academic classes taught by HQ teachers; 100% paraprofessional meet ESSA requirements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Provide teacher training in the following areas: *Technology (Edgenuity; Google Classroom) *Fundamental 5 *Anti-Bullying *State and Federal Updates *Content specific training in studies of the TEKS *Sheltered Instruction Training *Differentiated instruction to support all students including GT, ELL, 504, SpEd, *Dyslexia *Behavior Management *Crisis Management *Character Education *Blood-borne pathogens *Sexual Harrassmnet *AED/First Aid/CPR *Stop the Bleed **Strategy's Expected Result/Impact:** 100% core academic classes taught by HQ teachers **Staff Responsible for Monitoring:** Principal, Human Resources, Teachers **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Teach Like a Champion Teaching Strategies incorporated campus wide. **Strategy's Expected Result/Impact:** Teachers will utilize research based teaching practices to improve instruction and move toward a student centered learning environment. **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Counselor, LIFT Literacy Coach, Instructional Coaches **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All students will be taught by highly effective and student-centered teachers and professionals.

Performance Objective 2: Maintain an instructional coach program for identified struggling teachers with support throughout the year.

Evaluation Data Sources: 100% core academic classes taught by HQ teachers; 100% paraprofessionals meet NCLB requirements, Walk Throughs, Instructional Coach Data Review/Meetings, Observations, Nine Weeks and Interim Test Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Ensure all teachers with less than two years teaching experience receive mentoring support. **Strategy's Expected Result/Impact:** Mentoring meeting notes and feedback forms **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **- Additional Targeted Support Strategy**				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: All students will be provided learning environments that are safe, drug-free, and enhance student achievement.

Performance Objective 1: Ensure 100% of students, teachers, non-teaching professionals, and paraprofessionals participate in social emotional/character education activities.

Evaluation Data Sources: 10% reduction in discipline referrals, walk throughs, usage reports for Character Strong program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Promote physical and emotional safety on campus to enhance student achievement: *Crisis Management *Conflict Resolution *Counseling Services *Classroom Lessons *Home visits by SRO and Administrator *Canine Contraband *Red Ribbon Week *Bully Prevention *In school suspension *DAEP placements include counseling consent and placement paperwork *Staff modeling positive comments to each other and students *Principal announcements *Behavior Coordinator *Communities In School **Strategy's Expected Result/Impact:** 10% reduction in discipline referrals **Staff Responsible for Monitoring:** Principal, Counselor, Consultants, Behavior Coordinator, Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Character Strong Program will be integrated during homeroom period once per week. **Strategy's Expected Result/Impact:** Improvement in student social emotional / character knowledge. **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Counselor, Instructional Coaches **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: All students will be provided learning environments that are safe, drug-free, and enhance student achievement.

Performance Objective 2: 90% of students sent to DAEP will have 0% recidivism

Evaluation Data Sources: PEIMS and AEIS Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: *Provide certified teacher *Provide counseling services *Provide staff development *Supplemental Resources *Instruction through teacher lesson plans *Use of behavior modification framework *DAEP program offering reduced days for student success *Paraprofessionals will assist with DAEP as needed * Transition Plan for when student returns to regular classes **Strategy's Expected Result/Impact:** Discipline referrals, DAEP reports **Staff Responsible for Monitoring:** Principal, Counselor, Behavior Coordinator **Title I:** 2.6 **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Adjustment of DAEP procedures/STAFF Streamlined procedures for students entering DAEP to ensure proper information is shared between all staff involved with student Addition of DAEP teacher Utilization of Edgenuity to fill in gaps in instruction Teachers required to visit once per week. Counselors required to visit twice per week. **Strategy's Expected Result/Impact:** Improvement in achievement for DAEP students. **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Counselors, DAEP Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Implementation of eHallPass System to monitor and track students. **Strategy's Expected Result/Impact:** Increased time in classroom/decrease in referrals. **Staff Responsible for Monitoring:** Principal, PBIS Coordinator, Behavior Coordinator **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: All students will graduate from high school with the support, faith, and confidence of staff, parents and community.

Performance Objective 1: Achieve 97% attendance rate in order to increase the completion rate and reduce the drop-out rate.

Evaluation Data Sources: PEIMS and AEIS Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Students will be encouraged to attend school regularly: *Attendance incentives (pizza, popcorn, movie, free time) *Movie during lunch *Teacher/attendance clerk phone calls to parents *Attendance Letters *Home visits *Attendance Meeting with parents *Referral to JP court *After school detention *ISS **Strategy's Expected Result/Impact:** Increased attendance rates **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Teachers, Counselors, Attendance Clerks **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Saturday School Requirement for students missing more than 8 days during a nine week period. **Strategy's Expected Result/Impact:** Increased attendance rate. **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Attendance Clerks **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: All students will graduate from high school with the support, faith, and confidence of staff, parents and community.

Performance Objective 2: Offer activities and opportunities to increase parent and community involvement by 10%.

Evaluation Data Sources: Parent Sign in sheets and Parent Feedback forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Employ the following strategies to increase parental and community involvement: *Bi-Weekly Newsletter *Meet the Teacher *Open House (virtual) *Parent Web Portal *Report/Progress Reports *Marquis announcements *District website *Recruit parent volunteers *Utilize local media *Bloomington Facebook * Communities In Sschool **Strategy's Expected Result/Impact:** increase parental involvement and attendance at activities **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Counselor, CIS **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: LIFT Literacy Nights **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** LIFT Literacy Project Manager, Principal, Student Success Administrator, Counselors **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: All students will graduate from high school with the support, faith, and confidence of staff, parents and community.

Performance Objective 3: Implementation of PBIS system campus wide.

High Priority

Evaluation Data Sources: Discipline records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: PAX Training for all instructional staff **Strategy's Expected Result/Impact:** Decrease in referrals/time out of class for students due to discipline issues. **Staff Responsible for Monitoring:** Behavior Coordinator, PBIS Coordinator, Principal, Student Success Administrator, Counselors **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Implementation of Focus Room **Strategy's Expected Result/Impact:** Decrease in ISS, SOS, and DAEP placements for students with BIPs and who are ED. **Staff Responsible for Monitoring:** Behavior Coordinator, PBIS Coordinator, Counselors, Principal, Student Success Administrator, Focus Room Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: We are working with Region 3 to develop and implement a MTSS plan for academic and behavior supports. **Strategy's Expected Result/Impact:** Increased support for students struggling with academics and/or behavior. **Staff Responsible for Monitoring:** Principal, Student Success Administrator, Counselors, Behavior Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Bloomington Middle School

Total SCE Funds: $6,850.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Instructional Coaches - 2 Region 3 STAAR Reviews Character Strong Edgenuity Aptegy

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Bloomington Middle School needs to work toward creating a school environment which helps students build their intrinsic motivation and learn behavior skills. Resources needs to be focused to improve reading levels as well as increased numbers of students who can score meets and masters on STAAR and to decrease the number of students who miss classtime due to placements in ISS, SOS, and DAEP. Finally teachers need sound offerings in professional development and support in the classroom.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

The plan will be monitored by administration and appropriate staff on a regular basis. This will take place during the regularly scheduled PLC /planning times.

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

A bi-weekly newsletter is sent to parents. We work with the LIFT grant to host literacy and informational meetings for parents. The LIFT grant also makes home visits to help bridge the gap, and build a culture of reading.

2.4: Opportunities for all children to meet State standards

We have tutoring included in the Master Schedule for assistance during the day as well as an EB teacher and an on staff High Impact Tutor. We have the LIFT grant that offers additional support and assistance to struggling readers.

2.5: Increased learning time and well-rounded education

We monitor attendance and offer incentives for good attendance. We do home visits and file truancy on students and parents when necessary. We report to probabtion officers when students are absent. We work to use restorative discipline to increase time in the classroom. We have added theater, floral design and culinary arts as class options.

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

We are working with Region 3 to implement the PAX program and PBIS restorative discipoine strategeis, We have streamlined and increased communication between stakeholders of DAEP students to try and ensure smooth transition in and out of the classroom.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

This is done each August.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The counselors and administrators work together with the LIFT grand and Communities in Schools project managers to develop this and it is shared to parents digitally.

4.2: Offer flexible number of parent involvement meetings

We offer

- Meet The Teacher
- Open House
- LIFT Literacy/Information Nights
- Parent Conferences Upon Request
- Book Fair

5. Targeted Assistance Schools Only