

Bloomington Independent School District

Bloomington High School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Board Approval Date: September 12, 2022

Public Presentation Date: September 12, 2022

Mission Statement

At BHS we are either teaching or learning to get better everyday.

Vision

The vision of BHS is to equip every student with the resources and knowledge to prepare them for life's challenges beyond high school.

Value Statement

Language Access Plan

BHS provides timely, meaningful access to all campus programs and activities via Spanish oral and written translation procedures. Translation is also available upon request and on the BISD home page at www.bisd-tx.org with google translate

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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: 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 3: 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 4: 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 taking an EOC exam 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide tutorial time and an extra homeroom time during school day for students who were unsuccessful on 2022 STAAR and those who are at risk of failing an EOC exam.</p> <p>Strategy's Expected Result/Impact: Students demonstrate academic growth in reading on report cards, progress reports, benchmarks, and STAAR Progress Measure</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, LIFT Literacy Coach, Counselor, EB Teacher, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: SpEd teachers and Core teachers will collaborate and plan together to ensure SpEd students are taught grade level TEKS.</p> <p>Strategy's Expected Result/Impact: SpEd students will demonstrate academic growth and will meet goals set on their IEP's.</p> <p>Staff Responsible for Monitoring: Principal; Student Success Administrator, Counselor, Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Analyze and utilize Nine Weeks Test data, progress measure data, and EduSmart and ixl data to develop lesson plans, intervention groups, and school-wide TEKS focus</p> <p>Strategy's Expected Result/Impact: Teachers collaboratively planning to meet the needs of individual students.</p> <p>Staff Responsible for Monitoring: Principal; Student Success Administrator, Counselor, LIFT Literacy Coach, EB Teacher, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>- Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: English 1 and Algebra 1 Classes will be double blocked all students who did not achieve meets or masters on respective 2022 STAAR assessment. English 1 students will be double blocked with a teacher with only one prep. Algebra 1 students will be double blocked with a certified math teacher.</p> <p>Strategy's Expected Result/Impact: Increase in lexile levels and achievement on Nine Weeks tests, interim assessments, grades, and STAAR test.</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Counselor, LIFT Literacy Coach, EB Teacher</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> | Formative | | | Summative |
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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, EduSmart Diagnostics, ixl Diagnostics, Beginning of Year and Middle of Year Interim Assessments.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>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</p> <p>Title I: 2.6 - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Fluid tutorial scheduling based on results from Nine Weeks Test, BOY and MOY Interim Assessments. Strategy's Expected Result/Impact: Increased achievement in math for identified at-risk students. Staff Responsible for Monitoring: Principal, Student Success Administrator</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math -</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Addition of certified math teacher and additional English teacher for double blocking/intervention classes to target students at risk of failing EOC exams.</p> <p>Strategy's Expected Result/Impact: Increased achievement in classroom and on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Special Programs Director, EB Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> | Formative | | | Summative |
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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 | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Implement and follow with fidelity TEKS Resource System to ensure that all required standards are being taught.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate academic growth in reading.</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide supplemental elective and other courses to assist in educating whole child (STEM Lab, Art, Band, etc.)</p> <p>Strategy's Expected Result/Impact: Student schedules and performances demonstrate participation in elective courses.</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Counselors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Apply all the facets of the Fundamental Five and Teach Like a Champion Strategies.</p> <p>Strategy's Expected Result/Impact: Student will demonstrate the ability to analyze and apply information through cooperative learning.</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrators, Instructional Coaches</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
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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 | | | |
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| <p>Strategy 1: G/T students served by Library/Media Specialist who is a GT certified teacher during specified pull-out time.</p> <p>LEP students served by HQ and ESL certified teachers</p> <p>IEP's developed and implemented for SpEd students</p> <p>Self-contained severe life skills class for identified students</p> <p>Dyslexic students served and monitored by district dyslexia specialist.</p> <p>Strategy's Expected Result/Impact: improved student achievement for identified groups</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Counselors, SPED Director, Library/Media Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> | Formative | | | Summative |
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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 | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Integrate technology in the classroom through school-wide technology:</p> <ul style="list-style-type: none"> *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 <p>Strategy's Expected Result/Impact: Students will demonstrate effective use and understanding of technology</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Library Media Specialist, Instructional Coaches</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Library Media Specialists and Instructional Coaches to assist teachers with technology inside their classrooms</p> <p>Strategy's Expected Result/Impact: Increased use of technology in classroom.</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Library Media Specialist, Instructional Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Integration of ClassLink single sign-on-program to automatically roster students into online programs.</p> <p>Strategy's Expected Result/Impact: Increased use of technology</p> <p>Staff Responsible for Monitoring: Principal, Library/Media Specialist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>-</p> | Formative | | | Summative |
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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 | | | |
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| <p>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</p> <p>Strategy's Expected Result/Impact: 100% core academic classes taught by HQ teachers Staff Responsible for Monitoring: Principal, Human Resources, Teachers</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Teach Like a Champion Teaching Strategies incorporated campus wide.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize research based teaching practices to improve instruction and move toward a student centered learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Counselor, LIFT Literacy Coach, Instructional Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>-</p> | Formative | | | Summative |
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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 | | | |
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| <p>Strategy 1: Ensure all teachers with less than two years teaching experience receive mentoring support.</p> <p>Strategy's Expected Result/Impact: Mentoring meeting notes and feedback forms</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>- Additional Targeted Support Strategy</p> | Formative | | | Summative |
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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 | | | |
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| <p>Strategy 1: Promote physical and emotional safety on campus to enhance student achievement:</p> <ul style="list-style-type: none"> *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 <p>Strategy's Expected Result/Impact: 10% reduction in discipline referrals</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Consultants, Behavior Coordinator, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Character Strong Program will be integrated during homeroom period once per week.</p> <p>Strategy's Expected Result/Impact: Improvement in student social emotional / character knowledge.</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Counselor, Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Implementation of eHallPass program to monitor and track student time out of class.</p> <p>Strategy's Expected Result/Impact: Increased learning time/decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Principal, PBIS Coordinator, Behavior Coordinator.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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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 | | | |
|---|-----------|-----|-----|-----------|
| <p>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</p> <p>Strategy's Expected Result/Impact: Discipline referrals, DAEP reports Staff Responsible for Monitoring: Principal, Counselor, Behavior Coordinator</p> <p>Title I: 2.6 - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Adjustment of DAEP procedures/STAFF</p> <p>Streamlined procedures for students entering DAEP to ensure proper information is shared between all staff involved with</p> | Formative | | | Summative |
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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

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 2.6
 - **TEA Priorities:**
 Improve low-performing schools
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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 | | | |
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| <p>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</p> <p>Strategy's Expected Result/Impact: Increased attendance rates Staff Responsible for Monitoring: Principal, Student Success Administrator, Teachers, Counselors, Attendance Clerks</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools -</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Saturday School Requirement for students missing more than 8 days during a nine week period.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate. Staff Responsible for Monitoring: Principal, Student Success Administrator, Attendance Clerks</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
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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 | | | |
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| <p>Strategy 1: Employ the following strategies to increase parental and community involvement:</p> <ul style="list-style-type: none"> *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 School <p>Strategy's Expected Result/Impact: increase parental involvement and attendance at activities</p> <p>Staff Responsible for Monitoring: Principal, Student Success Administrator, Counselor, CIS</p> <p>Title I: 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: LIFT Literacy Nights</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: LIFT Literacy Project Manager, Principal, Student Success Administrator, Counselors</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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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 | | | |
|---|------------------|------------|------------|------------------|
| <p>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</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Work 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</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</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> | | | | |

State Compensatory

Budget for Bloomington High School

Total SCE Funds: \$17,150.00

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