

Blanket  
Independent School  
District



District/Campus  
Improvement Plan  
2024-2025

# Mission Statement

## Blanket ISD

The mission of the Blanket Independent School District is to provide an educational environment that will enable all students to develop essential academic skills for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

## Vision

Educating All Students to Their Full Potential

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Enrollment - 140

ADA - 133

LEP -3 - 2.2%

Migrant - 0 - 0%

Economically Disadvantaged - 96 – 68.6%

Homeless - 0 - 0%

Unaccompanied Youth -0 - 0%

ESL -3 - 2.2%

Gifted & Talented - 6 – 4.3%

Career & Technology - 82 – 63.9%

At-Risk - 26 -18.6%

Special Education - 21 – 15%

Title I – 140 – 100%

## Demographics Strengths

- Student Attendance Rates have improved Student/Teacher Ratios are favorable for students
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs •  
Use of Inclusion to close learning gaps
- 100% of secondary students are taking Career and Technology courses

### Problem Statements Identifying Demographics Needs

Problem Statement 1: Continued focus and attention on At-Risk population

Problem Statement 2: Work to achieve the policies, procedures, and programs that will attract students, so as to increase enrollment

## Student Achievement

### Student Achievement Summary

Blanket ISD received a "C" rating on the A-F Accountability Rating system. The overall score was an 75 for the 2021-2022 school year which was an regression from the "B" rating and 85 score indicated for the 2019-2020 school year. Blanket ISD Performance Details indicate the following: Student Achievement 76/100 (C); School Progress 72/100 (C); and Closing the Gaps 74/100 (C). The campus received performance acknowledgements in ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES and POST-SECONDARY READINESS.

The district has had improvements some in test scores, but still has room for growth in all subgroups. The increase in scores is largely attributed to improved personnel and a renewed focus on instructional improvements. These strategies are producing positive results.

Continuous and focused data analysis is a fundamental process in Blanket ISD. STAAR scores, TAPR, STAR Renaissance and PBMAS are used as sources of data. Another source includes common formative assessments. Teachers are using benchmarking assessments more effectively. Many of these assessments are provided through FRECKLE at the elementary and JH levels. In addition, HS teachers utilize released STAAR questions thru DMAC. These assessments are difficult and raise expectations for student achievement. The continuous analysis of student performance reinforces the district's commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

### Student Achievement Strengths

- Vertical alignment meetings to allow planning, collaboration, and formative assessments to be consistently used with students.
- Flexible RTI programs which are continually being coordinated and implemented to meet the needs of our students.
- Implementation of new ELAR Math curriculum for use with students in grades K-8.

● High School Dual Credit and College Courses.

● Graduation rates remain steady and above 95% each year.

#### Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although 8th Grade Social Studies STAAR results have shown some growth, scores still have room for improvement. Root Cause: Lack of student motivation because they know that the Social Studies STAAR does not affect promotion to high school.

Problem Statement 2: Low STAAR scores in elementary grade levels. Root Cause: Students seem to have gaps in their processes in ELAR and mathematics. This seems to be an ongoing problem due to subpar curriculum alignment and higher than average teacher turnover.

Problem Statement 3: Gaps need to be addressed as students move up in grade level.

Problem Statement 4: Analyze data on all students, not just those on the pass/fail line.

## District Culture and Climate

### District Culture and Climate Summary

School culture and climate was addressed in the form of qualitative observation and interviews.

The data obtained from these observations, combined with data obtained from principal walkthroughs, parent meetings, and feedback data, provided BISD with the tools to assess and evaluate differing perspectives of the school system and process.

### District Culture and Climate Strengths

- Strong administration and administrative support high quality instruction by highly qualified teachers • Well maintained facilities
- Teachers and community feel safe positive climate
- Positive student/teacher rapport

### Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Undo the "Culture of Low Expectations."

Problem Statement 2: Provide more meaningful parental involvement opportunities

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited Staff morale must remain high, especially in these difficult economic times, staff reduction, and increased work load Mentoring and new teacher training are vital to developing high quality staff Staff development must be meaningful and purposeful

### Staff Quality, Recruitment, and Retention Strengths

- Highly experienced staff • Majority of teachers certified
- Low student to teacher ratio

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Maintain high quality staff

Problem Statement 2: Maintain morale

Problem Statement 3: Being on the cutting edge of technology, legislative changes, and curricular development

Problem Statement 4: Professional Development A) Subject specific beyond ESC 15 trainings; allow teachers to attend state level trainings/conferences; allow teachers to be active in subject specific organizations B) Technology training C) Differentiation training D) Motivating students

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Maintaining a high-quality curriculum with sufficient depth and rigor to prepare students for STAAR, EOC, and their future. Developing and maintaining a valid testing schedule to provide data for remediation

Providing high quality staff development

Maintaining curricular alignment

### Curriculum, Instruction, and Assessment Strengths

- Adopted curriculum currently meet the rigor required by TEKS and College Readiness Cross-curricular alignment of written, taught, and tested area
- Proactive use of data from checkpoint tests
- Integration of technology
- Grade level and departmental collaboration



● Full-Range of dual credit offerings through Ranger College

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Regular scheduling of vertical and grade level meetings

Problem Statement 2: Ensuring teachers utilize the curriculum to the fullest

Problem Statement 3: Differentiate teaching to meet student needs

Parent and Community Engagement

Parent and Community Engagement Summary

Improved job of providing pertinent information available for parents but need more two-way communication. Continue to make use of technology to communicate (school website, school messenger, social media). Educate community about accessibility of information

Parent and Community Engagement Strengths

- Parent access to grades online
- Facebook, BISD website, and Friday note to keep parents informed about vital school announcements. ● BISD homepage
- Calendar of events posted on website
- Parent volunteers (book fairs, school parties, chaperones on fieldtrips, sports, concession stand)
- School and community rapport — community feels somewhat involved in school decisions ● Parents willing to participate in school activities when asked

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Greater opportunity for parental input and involvement

Problem Statement 2: Disbanding of the PTC

Problem Statement 3: Make community aware of the special programs available for students (college classes, migrant program activities)

Problem Statement 4: Reaching out to seek volunteers/parent helpers from all socio-economic groups.

### District Context and Organization

#### District Context and Organization Summary

Teachers' primary areas of concern center around communication and collaboration between administrative and teaching staff Teachers would like to see more quality parental involvement

#### District Context and Organization Strengths

- High quality educational staff
- Administrative leadership
- Resources — Teachers have access to many resources; they also are free to request when in need of additional resources • Teachers have a voice in identifying solutions to problems through communication with administration.

#### Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Increased parental involvement opportunities — ask for volunteers to work with struggling students

Problem Statement 2: Increase positive parental perceptions of our school

Problem Statement 3: Increase positive community perceptions of our school

Problem Statement 4: Need more parent and community members to be part of decision-making committees

## Technology

### Technology Summary

Teachers 1:1. District is networked via fiber connections from the technology hub to the outlying buildings. BISD participates in the ESC15 network to receive Internet access. All classrooms have access to the Internet via wired Cat6e drops. All buildings are covered with wireless access — one wireless access point per classroom. Most teachers have a document camera. Distance learning equipment available to all the campus at the superintendent's office. VOIP phone system

- Teachers and students have great technology access.
- Teachers are integrating the technology into their lessons more (state curriculum also requires greater use of technology).
- District is utilizing programs to improve student achievement.
- District website available for keeping BISD information, forms, and policies current.
- Robust network, including fiber connectivity.
- 1:1 laptops for students in grades Pre-Kindergarten-12th. HS students are issued laptops; JH students have them available in classrooms; PK-5 have Ipads or Laptops in classroom
- Devoted technology department responding to all work orders.

### Problem Statements Identifying Technology Needs

Problem Statement 1: Consistent tech budget in order to better plan and make best decisions for student growth.

Problem Statement 2: Equipment replacement schedule that all recognize and adhere to.

Problem Statement 3: Need in-depth training and utilization for Google Docs, Freckle, IXL.

Problem Statement 4: More professional development for technology integration.

### **Comprehensive Needs Assessment Data Documentation**

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

- Improvement Planning Data
  - District goals
  - Current and/or prior year(s) campus and/or district improvement plans
  - Campus and/or district planning and decision-making committee(s) meeting data
  - Texas Academic Performance Report (TAPR) data
  - Domain 1 - Student Achievement
  - Domain 2 - Student Progress
  - Domain 3 - Closing the Gaps
  - System Safeguards and Texas Accountability Intervention System (TAIS) data
  - Federal Report Card Data
  - Student Data: Assessments
    - State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions STAAR Endof-Course current and longitudinal results, including all versions
    - STAAR EL Progress Measure data
    - Texas English Language Proficiency Assessment System (TELPAS) results
    - Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Accountability Data
  - Accountability Distinction Designations
  - Postsecondary college, career or military-ready graduate's data

- SAT and/or ACT assessment data PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student Data: Student Groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group economically disadvantaged /non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Student Data: behavior and other indicators • Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Employee data
- Staff surveys and/or other feedback
- State certified and high-quality staff data
- Teacher/student Ratio
- Professional development needs assessment data
- T-TESS
- Parent/community data
- Parental feedback
- Community feedback

Goal #1: For the 2024 — 2025 school year, the campus will maintain student attendance of at least 97% ADA Level. Objective #1-  
Maintain a 97% student attendance level through the 2024-2025 school year.

\*W,H,AA,ED,Migrant,M,F,LEP,Special Ed,Bilingual/ESL,G/T,AtRisk,etc.

Activities/Strategy	Person Responsible	Com	Resources	Timeline	Evaluation
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Teachers, principal and counselor will communicate with parents daily to notify them of their children's absence from school.	Sonja Blanton Adrian Greenfield Joe Branham Melinda Sims	6	Attendance reports	August 2024 -May 2025	AEIS, principal, communicate information to parents
A comprehensive attendance and tardy policy will be followed.	Adrian Greenfield Joe Branham	6	Attendance reports	August 2024 -May 2025	Attendance will increase for attendance reports.
Incentives and tangible rewards for perfect and improved attendance will be provided.	Adrian Greenfield Joe Branham	6	Certificates for perfect attendance	May 2024	Awards Assembly
The school will investigate the reason for student absences and provide assistance and motivation to students who are having difficulty with attendance.	Adrian Greenfield Joe Branham	6	Phone calls	August 2024-May 2025	Daily attendance Documentation
The importance of school attendance will be stressed through announcements, parent orientation, newsletters, and conferences.	Adrian Greenfield Joe Branham	6		Daily August 2024-May 2025	Attendance Rate AEIS
The campus will implement an aggressive program to effectively track the "leavers".	Sonja Blanton Adrian Greenfield Joe Branham Melinda Sims	6	Newsletters Counselors office	2024-2025	Dropout Data Attendance Data ADM Reports
School Compact — Agreement between school district, parents, and students.	Adrian Greenfield Joe Branham	6	Withdrawal forms Telephones Postage School compact	August 2024 — May 2025	Attendance rate

Goal #2: For the 2024 — 2025 school year, the campus will maintain a safe and secure learning environment as evidenced by zero violent offenses and a reduction of PEIMS reported discipline incidents.  
Objective #1-Maintain zero violent offenses and reduce PEIMS reported discipline.

\*W,H,AA,ED,Migrant,M,F,LEP,Special Ed,Bilingual/ESL,G/T,AtRisk,etc.

Activities/Strategy	Person Responsible	Comp.	Resources	Timeline	Evaluation
Students will be encouraged to report to school faculty or administration awareness of any type of violent threats or acts by other students, parents, or other community citizens.	Faculty and administration	10	Counselor referral form	August 2024-May 2025	Number of violent acts on campus each year will decrease.
Routine checks of the lockers and classrooms for evidence of drugs, alcohol, and tobacco.	Adrian Greenfield Joe Branham	10	None	August 2024 -May 2025	Number of referrals for possession of drugs, alcohol, and tobacco will decrease.
Visitors check in at the office.	Sonja Blanton	10	Sign in/out notebook	August 2024-May 2025	Parent Satisfaction Survey
Provide program for K — 12 on character education	Melinda Sims	4	Why Try	August 2024-May 2025	Number of discipline referrals will decrease.
Provide staff training on Student Code of Conduct, Classroom Management, and District Discipline Policies and Conflict Resolution.	Adrian Greenfield Joe Branham	4	Handbook ESC XV EduHero	August 2024-May 2025	Number of violent acts on campus each year will decrease.
Administrators will attend crisis management staff development and share information with other district employees.	Joe Branham	4	ESC XV training Crisis Manual	August 2024 -May	Staff Development Evaluations Surveys
Faculty and staff will be trained to deal with various crisis situations.	Adrian Greenfield Joe Branham	4	ESC XV training Crisis Manual	Fall 2024	Staff Development Evaluations Surveys

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The District and Campus Crisis Management Plans will be updated to include information from ESC XV 's Crisis management manual and staff development	Adrian Greenfield Joe Branham ESC XV resources	4	Campus Crisis Management Plan	Summer 2025	District Improvement Plan
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Goal #3: For the 2024 — 2025 school year, the parent involvement on campus will increase.  
Objective #1 -Increase parent involvement.

\*W,H,AA,ED,Migrant,M,F,LEP,Special Ed,Bilingual/ESL,G/T,AtRisk,etc.

Activities/ strategies	Person Responsible	Comm	Resources	Timeline	Evaluation
Grade level and campus meetings with parents will be held including a "Meet the Teacher/Meet the Tiger" night to ease anxiety of the first day of school.	Adrian Greenfield Joe Branham Teachers	6	Refreshments	August 2024	Sign-in sheets Informal surveys
Athletic & FFA Booster Club activities scheduled during the year to involve parents and community.	Adrian Greenfield Dalton Fowler	6	Newsletters Announcements marquee, website	August 2024-May 2025	Observations Sign-in sheets
Teachers, administrators, and parents will communicate on attendance and grades.	Adrian Greenfield Joe Branham Staff	6	Report cards, three notices, attendance meetings, marquee.	Year around —2024- 2025	Attendance will increase, decrease in failing grades, fewer attendance problems.
Teachers will continue to increase parent teacher contacts by having in-person visits, telephone, e-mail, or written correspondence.	Staff	6	None	August 2024 - May 2025	Documentation
Parents will be kept informed on tests, dates and scholarship availability.	Adrian Greenfield Joe Branham Melinda Sims	6	Letter to parents, marquee, website	August 2024 -May 2025	ACT/SAT participation will increase. More scholarships will be applied for.
Parents and community will be kept informed of special activities such as: Thanksgiving community lunch, Veteran's Day Program, and One Act Play Community Performance and a Community Art Show	Adrian Greenfield Joe Branham Melinda Sims	6	Letter to parents, marquee, Website	August 2024 — May 2025	Attendance will increase at school functions.

<p>The district will have an "Open House" for parents to meet staff and gain information concerning their children.</p>	<p>Administration Staff</p>	<p>6</p>	<p>None</p>	<p>October 2024</p>	<p>Parent feedback.</p>
<p>The district website with campus web pages will be updated and available for parents to access concerning information about the district and each campus, as well as student academic progress.</p>	<p>Larry Smith Adrian Greenfield Students</p>	<p>6</p>	<p>Web Page Webmaster Class</p>	<p>August 2024 - May 2025</p>	<p>Parent Feedback. Number of "hits"</p>
<p>The district will distribute the current Student Code of Conduct Handbook and the District Handbook to parents and students at the beginning of the year.</p>	<p>Adrian Greenfield Joe Branham Melinda Sims</p>	<p>6</p>	<p>Printing Cost School Web-site</p>	<p>August 2024</p>	<p>Signed Forms Student Referrals Telephone Log</p>
<p>Provide parents the individual students assessment results in a language the parents understand.</p>	<p>Adrian Greenfield Joe Branham Melinda Sims</p>	<p>6</p>	<p>STAAR, TELPAS, TPRI, EOC</p>	<p>Spring 2025</p>	<p>Parents informed of test results</p>
<p>To improve interaction and involvement of parents, the district and each campus will involve parents and the community in the improvement plan committee.</p>	<p>Adrian Greenfield Joe Branham Melinda Sims</p>	<p>6</p>	<p>None</p>	<p>August 2024 - May 2025</p>	<p>District Improvement Plan District Site-based Meetings Documentation</p>

Goal #4: For the 2024 — 2025 school year, the quality and training of the staff will result in an improvement of instructional strategies and ultimately STAAR results. Objective #1-Hire a quality teaching staff. Meet our targets for academic achievement in all demographic areas.

\*W,H,AA,ED,Migrant,M,F,LEP,Special Ed,Bilingual/ESL,G/T,AtRisk,etc.

Activities/Strategies	Person Responsible	Com	Resources	Timeline	Evaluation
Ensure all teachers are highly qualified according to teaching assignments.	Adrian Greenfield Joe Branham David Whisenhunt	3	Teacher transcripts SBEC	August 2024-May 2025	100% classes taught by highly qualified teachers
Actively recruit qualified teachers	Adrian Greenfield Joe Branham	3	SBEC	August 2024 May 2025	100% teachers are qualified
Provide high quality, researched based on going professional development for teachers.	Adrian Greenfield Joe Branham	5	ESC XV	August 2024 -May 2025	Improvement in instructional strategies to meet the needs of all learners.
Provide a yearly math and science stipend of \$3,000 for each FTE in secondary grade levels.	David Whisenhunt	4	Title 1 Part A	Year round	100% teachers at BISD are highly qualified
Ensure that low income and minority students have quality teachers.	Adrian Greenfield Joe Branham	5	Local funds, State funds, SCE, and Title I Part A	Year round	Low income and minority students taught by HQ teachers.
Ensure teachers in need of mentors are assigned personnel who are qualified and trained to do the job needed.	Adrian Greenfield Joe Branham	5	Local, State, and Title 1 Part A	Year round	Teacher success.
Align curriculum vertically to ensure that gaps are being filled.	Adrian Greenfield Joe Branham Melinda Sims Instructional Staff	5	Local, State, and Federal Funds, TexGuide	Year round	STAAR Results

Goal #5: For the 2024 — 2025 school year, the technology usage and technological infrastructure will improve in Blanket ISD. Objective #1- improve technology infrastructure and technology usage.

\*W,H,AA,ED,Migrant,M,F,LEP,Special Ed,Bilingual/ESL,G/T,AtRisk,etc.

Activities/Strategy	Person Responsible	Comp.	Resources	Timeline	Evaluation
Faculty and staff will be trained to: 1. be knowledgeable about the infrastructure and Internet use. 2. develop student-based learning objectives. 3. learn how to use technology as a learning tool 4. use technology as a daily learning resource.	Larry Smith Adrian Greenfield Joe Branham Melinda Sims	10	Computers Programs Internet Access Computer Lab ESC XV	August 2024-May 2025	Observations Sign-in Sheets Checklists Student use through Observation and evaluation.
Teachers will attend annual conferences for updated information.	Larry Smith	10	Curriculum guide	August 2024-May 2025	Improvement in staff development areas.
Teachers will consistently and effectively utilize technology in classroom instruction to improve student learning outcomes.	Larry Smith Adrian Greenfield Joe Branham	10	Computers Computer lab	August 2024-May 2025	Observations Lesson Plans Test Scores
Teachers will continue to train students to have basic computer skills, including word processing, Internet, spread sheets, database management, and power point.	Larry Smith	10	Classroom computers Computer Lab Technology TEKS	August 2024 -May 2025	Lesson Plans Checklists Student Products Sign-in Sheets

Goal #6: For the 2024 — 2025 school year, Blanket ISD will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Objective #1-Meet the needs of our changing student population.

\*W,H,AA,ED,Migrant,M,F,LEP,Special Ed,Bilingual/ESL,G/T,AtRisk,etc.

Activities/Strategy	Person Responsible	Comp.	Resources	Timeline	Evaluation
Students will be assisted with acquiring the self-assessment means to better understand their own potentials and abilities and how education will enhance these abilities.	Adrian Greenfield Joe Branham Melinda Sims	9	FCS curriculum, rewards.	August 2024-May 2025	Dropout rate will continue to decrease and CCMR will increase.
Each student will be helped to understand his/her role in choosing options in all life situations and the related responsibilities and consequences of those choices.	Melinda Sims Secondary School Staff	10	Class level guidance lessons, success publications.	August 2024-May 2025	Dropout rate will continue to decrease and CCMR will increase.
Tutorials will be offered before, during, and after school, as well as, during the summer to assist those in jeopardy of failing.	Adrian Greenfield Joe Branham Instructional Staff	9	Student Tutors Curriculum	August 2024-May 2025	Dropout rate will continue to decrease and CCMR will increase.
Students who are at risk of dropping out because of being chronically absent, economically disadvantaged or over age will be identified.	Adrian Greenfield Joe Branham Melinda Sims	9	Failure and absentee reports.	August 2024-May 2025	Dropout rate will continue to decrease and CCMR will increase.
Counselor will ensure transition program for Special Ed students and all students.	Melinda Sims Comanche Coop	9	Business involvement and participation.	August 2024 -May 2025	Dropout rate will continue to decrease and CCMR will increase.
Staff members who work with at-risk student populations will receive assistance and training.	Adrian Greenfield Joe Branham Melinda Sims	2	ESC XV	August 2024-May 2025	Dropout rate will continue to decrease and CCMR will increase.
Principal will communicate with student's parent after 3 unexcused absences.	Adrian Greenfield Joe Branham	9	None	August 2024 -May 2025	Dropout rate will continue to decrease and CCMR will increase.

<p>The district will continue to work on the curriculum to increase relevance of the course work and the applicability of that work to job-related skills and the real world.</p>	<p>Adrian Greenfield Joe Branham Melinda Sims</p>	<p>2</p>	<p>State Comp Ed TexGuide TEKS Resource System</p>	<p>August 2024 -May 2025</p>	<p>Dropout rate will continue to decrease and CCMR will increase.</p>
<p>All students will develop and update an individual graduation plan based on career goals established through individual guidance sessions with the counselor. The high school faculty will assist the counselor, by teaching related career goal opportunities in the classroom.</p>	<p>Adrian Greenfield Joe Branham Melinda Sims CTE Staff</p>	<p>2</p>	<p>Classroom guidance, individual counseling</p>	<p>August 2024-May 2025</p>	<p>Graduation plans match with college supporting career choices.</p>
<p>All students will be assisted in acquiring the self-assessment means to better understand their potential and abilities and how a high school diploma will enhance those potentials and abilities. They will have the responsibility to choose their graduation plan and what opportunities come with this choice.</p>	<p>Adrian Greenfield Joe Branham Melinda Sims Instructional Staff</p>	<p>2</p>	<p>Classroom lessons, CTE courses, individual counseling ASVAB</p>	<p>August 2024-May 2025</p>	<p>Scores on self-assessment will be understood by all students. Career choices listed on graduation plans.</p>
<p>Individual counseling will be utilized for students who are at-risk and /or having special problems.</p>	<p>Melinda Sims</p>	<p>2</p>	<p>Schedules</p>	<p>August 2024-May 2025</p>	<p>Dropout rate will continue to decrease.</p>
<p>Funding will be provided for required staff development.</p>	<p>David Whisenhunt</p>	<p>4</p>	<p>Staff development as needed. \$5,000.</p>	<p>August 2024-May 2025</p>	<p>Evaluation of staff development. Staff development certificates.</p>
<p>Provide Pregnancy Related Services and/or counseling for identified students including Compensatory Education Home Instruction (CEHI).</p>	<p>Melinda Sims Certified teacher</p>	<p>10</p>	<p>WIC</p>	<p>August 2024 May 2025</p>	<p>Decline in the dropout rate.</p>

<p>The district will work with the courts and juvenile probation officers when deemed necessary.</p>	<p>Adrian Greenfield Joe Branham</p>	<p>10</p>	<p>None</p>	<p>August 2024-May 2025</p>	<p>Discipline referrals ADA</p>
<p>Student will be given the opportunity to recover lost credit.</p>	<p>Adrian Greenfield Joe Branham</p>	<p>2</p>	<p>PLATO</p>	<p>August 2024-May 2025</p>	<p>Graduation rates</p>
<p>Information will be provided to middle school and high school students, teachers, and parents concerning: *Higher education admissions and financial aid opportunities. *The Texas grant program and the Teach for Texas grant program. *The need for students to make informed curriculum choices to be prepared for success beyond high school. *Sources of information on higher education admissions and financial aid</p>	<p>Adrian Greenfield Joe Branham Melinda Sims Secondary Teachers TSTC Ranger College</p>	<p>6</p>	<p>Newsletter Internet information Posters</p>	<p>August 2024 -May 2025</p>	<p>Products/Handouts Posters Survey of students</p>
<p>Provide services to students identified as homeless.</p>	<p>Joe Branham Melinda Sims</p>	<p>10</p>	<p>Student records</p>	<p>August 2024-May 2025</p>	<p>Identifications and appropriate services.</p>
<p>In accordance with HB5 and HB3, BISD will partner with Ranger College to offer dual credit courses and will utilize High School Allotment funds to assist families in reimbursing tuition costs.</p>	<p>Adrian Greenfield Joe Branham Melinda Sims David Whisenhunt</p>	<p>6</p>	<p>HS Allotment</p>	<p>August 2024-2025</p>	<p>Student records</p>
<p>Blanket ISD Will contract with ESC Region 15 for support with managing federal programs to alleviate administrative burden on Blanket ISD staff and increase compliance with federal program regulation, increasing student outcomes and closing achievement gaps.</p>	<p>Melinda Sims, David Whisenhunt</p>		<p>Title I, II, IV</p>	<p>Year-round</p>	<p>Performance of Blanket ISD on program monitoring validations, federal fiscal reviews, and annual evaluation of federal programs.</p>



Goal #7: For the 2024 — 2025 school year, Blanket ISD will monitor the goals and objectives of the coordinated health program.  
Objective #1-Meet the needs of our student's health and safety.

\*W,H,AA,ED,Migrant,M,F,LEP,Special Ed,Bilingual/ESL,G/T,AtRisk,etc.

Activities/Strategy	Person Responsible	Comp.	Resources	Timeline	Evaluation
Teachers will be trained annually on safety, nutrition, and physical fitness equipment use.	Jalen Helms	4	Professional development and fitness equipment	August 2024-May 2025	Fitness gram.
Physical fitness and nutrition will be address at each SHAC committee meeting	Melinda Sims Jalen Helms	10	None needed	August 2024-May 2025	Fitness gram.
Students will be taught safety and rules of each activity.	Jalen Helms	10	Rule books	August 2024-May 2025	Fitness gram.
Students will be provided a minimum of 30 minutes of organized physical fitness per day.	Jalen Helms Adrian Greenfield Joe Branham	10	Master Schedule	August 2024-May 2025	Fitness gram.
Nutrition will be addressed in heath, biology, food science, and FCS classes.	Adrian Greenfield Joe Branham Darrel Dryer	10	Curriculum dealing with nutrition	August 2024-May 2025	Student health.
Nutritional meals will be provided in the lunchroom daily.	Jackie Musick David Whisenhunt	10	Approved menus	August 2024 -May 2025	Student health and fitness,

Goal #8: For the 2024 — 2025 school year, Blanket ISD will focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support service.

Objective of PFS students will have access to supplemental instructional and support services.

Objective of parents Of PFS students will be informed of their child's academic progress and the instructional services provided.

Activities/Strategy	Person Responsible	Comp.	Resources	Timeline	Evaluation
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Migrant System Operator District Migrant Contact		ESC XV	July 2024-August 2025	Monthly PFS
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 timelines for achieving stated goals and objectives.	ESC Migrant Dept. District Migrant Contact		ESC XV	July 2024-August 2025	Signed PFS Action Plan.
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff	ESC Migrant Dept. District Migrant Contact		ESC XV	July 2024-August 2025	PFS Action Plan Monthly PFS Reports
will provide campus principals and appropriate staff information on the PFS criteria and updated NGS Priority for Service Reports.	ESC Migrant Dept. District Migrant Contact		ESC XV	July 2024 -August 2025	Agenda Sign-In Sheet
During the academic calendar, the MEP staff will provide parents of PFS information of the PFS criteria.			ESC XV	July 2024-August 2025	PFS Home Visit
During the academic calendar, the MEP staff will make individualized home and/or community	Migrant System Operator District Migrant			July 2024-August 2025	

visits to update agents on academic progress of their children.					
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<p>The district's MEP staff will use the PFS reports to give priority placement to these students in MEP activities</p> <p>The MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</p> <p>The MEP staff will determine what federal, state, or local programs serve PFS students.</p>	<p>ESC Migrant Dept. District Migrant Contact</p> <p>ESC Migrant Dept. District Migrant Contact</p> <p>ESC Migrant Dept. District Migrant Contact</p>		<p>ESC XV</p> <p>ESC XV</p> <p>ESC XV Social Service Agencies</p>	<p>July 2024-August 2025</p> <p>July 2024-August 2025</p> <p>July 2024-August 2025</p>	<p>PFS Reports Documentation</p> <p>Documentation Community Resource List</p> <p>Student Participation Lists Invoices Sign-In Sheets</p>
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Site-Based Decision-Making Committee Signatures

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Joe Branham, PK-12 Principal

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Adrian Greenfield, PK- 12 Assistant Principal

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Larry Smith, Technology Coordinator

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Autumn Hood, Parent/School Board Member

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Jalen Helms, Teacher/Head Football Coach

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Melinda Sims, District Counselor

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Juana Rodriguez, Paraprofessional