

2020-2021 BLUE RIDGE ISD DISTRICT IMPROVEMENT PLAN

District Name: Blue Ridge ISD			2019-2020 Accountability Rating: Not Rated - COVID	
District Director Name: Matthew Todd			School Year: 2020-2021	
District Director's Signature:			Date:	
Is your district a Title I District? YES <u>X</u> NO <u> </u>				
Elements 1.1 & 2.2	Date Developed	Date Revised/Reviewed	Date Finalized	DIP Board Approval Date (District Use Only)
Comprehensive Needs Assessment	July 7, 2020	October 7, 2020	October 7, 2020	October 26, 2020
District Improvement Plan	July 27, 2020	October 7, 2020	October 14, 2020	
Title I Director's Signature (if applicable):			Date:	
Superintendent's Signature:			Date:	

District Improvement Plan Requirement			
Element 2.3: The district has distributed the district improvement plan to parents and stakeholders using the following methods: (Select methods used to distribute the District Improvement Plan by marking with a "X")			
X	Available for view in Front office		Electronic mail to parents/stakeholders
	Student Handbook		School Social Media Page
X	Title I Annual Meeting	X	School website
	USPS to parents/stakeholders		Other (specify):



DISTRICT MISSION
The Blue Ridge Independent School District exists to inspire all students to grow and excel academically and to become independent citizens of character with global awareness and an enthusiasm for learning.
DISTRICT VISION
In partnership with parents and our community, BRISD will ensure that every student is empowered to be a productive member of society, fully equipped with the knowledge, skills, responsibility, initiative, and credentials to continue in their preparation for the future.

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THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Blue Ridge ISD District Improvement Plan Committee

Element 1: Comprehensive Needs Assessment

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment (ESEA section 1114(b)(6)) of the entire school.

District Improvement Plan Committee Roles and Duties (Element 2.1)

Response: We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were... The ways they were involved were...

ROLE	NAME
District Director	Matthew Todd
Assistant District Director	Melissa Stiney
Parent Rep	Sabrina Saunders
Parent Rep	Jenna Capps
Lead Teacher	Gayla Holm
Teacher	Xavier Traylor
BE/ESL Teacher	Anna Miller
Special Ed Rep/Teacher	Terra Mathers
Professional Learning Liaison	N/A
Community Rep (owner Trophy House Taxidermy)	Joe Lemberg
Student Rep - High School Only	N/A
School Social Worker/Counselor	Brooke Ingersoll
Other (BRISD Business Manager):	Amanda Ray
Other (Specify): BRE Principal	Shelley Reeves
Other (Specify): BRMS Principal	Phillip Lentz
Other (Specify): BRHS Principal	Trent Hamilton

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Element 1: Comprehensive Needs Assessment Data

We have used the following instruments, procedures, or processes to obtain this information for our comprehensive needs assessment:
(Select all data sources used below by marking with a “X”)

Outcome/Summative Data		Demographic Data		Process/Formative Perception Data	
X	School Report Card	X	Enrollment	X	Benchmark Scores
X	STAAR Test Data	X	Students with Disabilities	X	Focus Walk Results
X	End of Course Test	X	Language Proficiency		Staff Surveys
X	IStation	X	Free/Reduced Lunch Rate		Student Surveys
X	CIRCLE		Discipline Data		Parent Surveys
X	MAP	X	Attendance		Community Surveys
X	TELPAS		Graduation Rate		Other (Specify):
	Other (Specify):		Other (Specify):		Other (Specify):

Description of the Needs Assessment process:

The 2020-2021 District Improvement Plan (DIP) Committee, comprised of school administrators, counselors, parent/community representatives, and several teacher leaders, met beginning in August 2020 to complete a Comprehensive Needs Assessment (CNA) that would be used to generate the 2020-2021 DIP and begin the strategic planning process. As part of strategic planning, DIP Committee, Leadership Team, and stakeholders utilized the Needs Assessment to analyze various types of data for the 2020-2021 school year.

Our DIP Committee met to collaboratively reflect and pre-plan for the 2020-2021 school year based upon data trends from the 2018-2019 and 2019-2020 school years. The team spent time analyzing the effectiveness of strategies and programs implemented during the previous school year as well as the outcome of overall student achievement. Data driven discussions were conducted to formulate the plan of action for the 2020-2021 school year. The 2020-2021 District Improvement Plan was also drafted along with a preliminary 2020-2021 budget. Through this process, our campus’ strengths and weaknesses were identified.

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District Demographics

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to Texas’ academic content standards and Texas’ student academic achievement standards including:

Special Populations	Percentage Represented in District
Economically Disadvantaged	51.23%
Students with Disabilities (SpEd)	13.01%
Students with Limited English Proficiency (LEP)	10.20%
Race/Ethnicity	
American/Indian	0.52%
African-American	0.42%
Asian	0.10%
Hispanic	30.80%
Native Hawaiian/Other Islander	0.00%
Two or More Races	4.79%
White	63.37%

Source: TSDS PEIMS Disaggregation of PEIMS Summer Attendance Data 2019-2020

District Improvement Plan Requirement

Element 2.3: The district has made the plan available to parents, and stakeholders in the following languages:

(Select languages that the DIP is available in by marking with a “X”)

X	English	X	Spanish
	Vietnamese		Hindi
	Russian		Arabic
	Portuguese		Bengali
	Japanese		Chinese

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STATE ASSESSMENT DATA - APPROACHES GRADE LEVEL

Grade Level & Subject	2017-2018 District Data	2017-2018 Region Data	2017-2018 State Data	2018-2019 District Data	2018-2019 Region Data	2018-2019 State Data
3rd Grade Reading	94%		76%	93%	77%	76%
4th Grade Reading	90%		72%	74%	75%	74%
5th Grade Reading	80%		78%	84%	79%	77%
6th Grade Reading	45%		66%	69%	69%	66%
7th Grade Reading	68%		72%	77%	76%	74%
8th Grade Reading	84%		76%	88%	79%	77%
English I EOC	84%		60%	77%	66%	63%
English II EOC	77%		66%	80%	69%	67%

Data Trend Narrative:

Consistent with Region 10, Blue Ridge ISD’s STAAR/EOC ELAR scores show that there are at least 25%-30% of students on average who still struggle to reach Approaches Grade Level.

OTHER DATA SOURCES

Grade Level & Subject	2017-2018 District Data	2017-2018 Region Data	2017-2018 State Data	2018-2019 District Data	2018-2019 Region Data	2018-2019 State Data
4th Grade Writing	N/A			51%	67%	65%
7th Grade Writing	N/A			72%	71%	69%
8th Social Studies	N/A			76%	71%	67%

Data Trend Narrative:

Blue Ridge ISD students also show lack of achievement in writing and social studies as well. These two subjects, along with Reading, are closely linked within the ELAR TEKS.

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Our district needs assessment data has helped us reach the following conclusions regarding student achievement and other related data:

PROGRAM/SUBJECT	PROGRAM/SUBJECT STRENGTHS	PROGRAM/SUBJECT NEEDS	SPECIFIC ACADEMIC NEEDS TO BE ADDRESSED	WHAT CAUSED THIS SPECIFIC ACADEMIC NEED?
Math	Consistent Curriculum	Training and support for secondary teachers	General pedagogy to reach struggling learners	Increased rigor from elementary math to secondary math
Science	Consistent Curriculum	Lab ideas that correspond to the TEKS	Hands-on activities to reinforce learning	N/A - just need support for extending high level learners
ELA/Reading	Consistent Curriculum	Multiple resources for teaching ELAR	Dyslexic/struggling readers TakeFlight alternative MTA curriculum/program	Students struggling through the TakeFlight program.
Social Studies	Secondary Curriculum	Elementary Curriculum	Assist teachers in blending ELAR and SS lessons	New ELAR curriculum embeds SS TEKS
College, Career, and Military Readiness	Ag Department, TSI Participation	Industry Certification Options, SAT/ACT scores	Options for Industry Certifications, Increased SAT/ACT participation	Lack of funds/FTEs for courses, lack of college awareness
ELL	ELL Math Scores	ELL Reading Scores	Reading levels of ELL students are consistently lower than those of English speaking students	Rapid increase in ELL population, followed by reactionary response

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Title I, Part A Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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Elements 2.4-2.6 - Strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards.

Use effective methods and instructional strategies that:

- increase the amount and quality of learning time, such as providing an extended school year, before and/or after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
- include strategies for meeting and educational needs of historically underserved populations;
- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs.

Goal #1: Blue Ridge ISD will provide high quality academic programs for all students.

Objective: All students in Blue Ridge ISD will receive equitable educational opportunities emphasizing their individual needs and experiences.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	How will this strategy/action be evaluated for effectiveness?
All students will have access to highly engaging lessons that are aligned to the TEKS every day.	Principals Teachers	Roster Dashboard	Weekly Checks	Lesson plan quality is quantified both weekly and yearly.
All students will be assessed prior to the STAAR test using district created formative assessments, and data will be analyzed to drive interventions for students and teachers.	Curriculum Personnel Principals Teachers	Assessments DMAC Data	Every 6 Weeks	FA results will be compared to STAAR/EOC results at both the teacher and student level.
Instruction will be aligned to district approved curriculum resources and TEKS Resource System.	Curriculum Director Principals	Lesson Plans Coaching Visits	Weekly	Lesson plans will be checked for alignment. Coaching visits will ensure alignment is taking place in lessons.
Encourage enrollment of eligible students into the Pre-K program with Pre-K Round-up	Elementary Principals	Webpage Social Media	April 2021	The total number of students who qualify will be analyzed, along with their respective CIRCLE assessment scores.
ESL students will receive additional curriculum resources designed to enhance their understanding/comprehension of the English language.	Federal Programs Dir. Special Programs Dir. ESL Coordinator	Title I Part A Funds Title III Part A Funds	Initial: August 2020 Ongoing as needed	TELPAS and STAAR/EOC scores for ESL students will be analyzed for growth from 2018-19 to 2020-21.
All students will have access to quality programs that prepare students for life after school.	Administration Teachers	Title I Part A Funds SCE Funds Various Resources	Ongoing	CCMR, SAT, ACT, TSI, and Certifications will be analyzed to determine effectiveness and next steps.

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- the integration of vocational and technical education programs.

Goal #1: Blue Ridge ISD will provide high quality academic programs for all students.

Objective: Through the provision of supplementary aids and services, students with disabilities and students with language deficiencies will meet or exceed individual annual goals as determined by each student’s respective committee and personalized plan.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	How will this strategy/action be evaluated for effectiveness?
Students identified as ESL, 504 or Special Education will receive targeted supports identified in their individualized plans.	Special Programs Dir. Principals Program Coordinators Teachers	FA Data STAAR/EOC Data TELPAS Data District Data SpEd Dashboard	Daily/Weekly	Various data points will be analyzed to determine if personal growth occurred based on individual goals.
Students will be monitored through RtI to ensure timelines are followed and academic performance is immediately addressed	Special Programs Dir. Principals Program Coordinators Teachers	SpEd Dashboard SuccessEd BRISD RtI Flowchart	As needed based on teacher input in CARE meetings	RtI student performance within various data points utilized by the district. The SpEd Dashboard will track students who are referred for testing.
The ELPS will be included in classroom instruction and vocabulary enhancement.	Principals Teachers	Lesson Plans Coaching Visits	Weekly	Lesson plans will be checked and coaching visits conducted to ensure ELPS are being utilized.
All Special Education and ELL students will receive specific interventions in reading and math to increase their performance on STAAR by 10 points from the previous year.	Curriculum Dir. Program Coordinators Principals Teachers	Title I Part A Funds Lesson Plans Coaching Visits Goal Sheets	Every 6 Weeks	End of year STAAR/EOC/FA data will be analyzed for student growth in these categories.
With assistance from a Transition Coordinator, BRHS Special Education Department will contact the Texas Workforce Commission or the Texas Health and Human Services Commission (formerly DARS) in order for them to meet/counsel/provide post-secondary readiness services to students prior to graduation.	Curriculum Dir. Program Coordinators Principals Teachers	IEPs	Completed by May 2021	Special education students in BRISD will be surveyed regarding post secondary plans in May 2021.

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With assistance from a Transition Coordinator, internships will be made available through local partnerships with the following: Tri-Co Veterinarian Clinic, Cattlemans, Branscomes, local daycares, and BRHS Cafeteria.	Curriculum Dir. Program Coordinators Principals Teachers	IEPs	Completed by May 2021	Special education students in BRISD will be surveyed regarding post secondary plans in May 2021.
Students struggling with reading who are identified as special education and/or dyslexic will receive reading intervention support utilizing the MTA program.	Special Programs Dir. Dyslexia Coordinator Principals	Title I Part A Funds Title II Part A Funds MTA Resources	Ongoing until May 2021	A data analysis will be completed showing student growth/regression using the TakeFlight program compared to the MTA program for students who qualify.
BRISD will employee specific personnel to work with ESL, Dyslexic, and SpEd students.	Superintendent Business Manager Federal Programs Dir.	Title I Part A Funds State Allotment Funds	August 2020	Effectiveness of the personnel will be evaluated utilizing various forms of district data comparatively.

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Elements 2.4-2.6 - Strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards.

Use effective methods and instructional strategies that:

- increase the amount and quality of learning time, such as providing an extended school year, before and/or after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
- include strategies for meeting and educational needs of historically underserved populations;
- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs.

Goal #2: Blue Ridge ISD will provide a curriculum preparing students for workforce employment skills and increase student leadership opportunities.

Objective: Blue Ridge ISD will provide a guaranteed and viable curriculum to teachers.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	How will this strategy/action be evaluated for effectiveness?
The TEKS Resource System curriculum, as well as ongoing training, will be provided to teachers.	Curriculum Director Principals	TEKS Resource System District Curriculum Resources	Ongoing through May 2021	Using multiple data points, curriculum resources will be evaluated based on student achievement and growth.
Students participating in the ESL pull-out program will have access to curriculum and technology that assists in becoming proficient with the English language.	Curriculum Director Federal Programs Dir. ESL Coordinator	Title III Part A Funds	Ongoing based on need through May 2021	TELPAS and STAAR/EOC scores for ESL students will be analyzed for growth from 2018-19 to 2020-21.
Lessons will incorporate collaboration that develops student leadership.	Principals Teachers	Lesson Plans Coaching Visits	Weekly	A rubric-based analysis of students actively participating in leadership organizations/groups within the district will be completed.
Blue Ridge ISD will develop and revise a Curriculum Management Plan, and will write K-12 ELAR and 2-5 Math curriculum.	Curriculum Director Principals Teachers	TEKS Resource System District Curriculum Resources	To be completed by the Summer of 2021	All district created curriculum is subject to review per the Curriculum Management Plan.
Blue Ridge ISD curriculum will address extension opportunities that prepare students for the SAT/ACT.	Administration Counselors	District Curriculum Resources	ELAR will be completed by the Summer of 2021	SAT/ACT participation and student scores will be analyzed to determine effectiveness and next steps.
Blue Ridge ISD will embed systemic writing across the written curriculum.	Curriculum Director Principals Teachers	Curriculum Management Plan District Curriculum Resources	ELAR/SS linkage will be complete by the Summer of 2021	Over a five year period, student writing scores on STAAR, EOC, and SAT/ACT will be analyzed to measure effectiveness and plan next steps.

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- the integration of vocational and technical education programs.

Goal #2: Blue Ridge ISD will provide a curriculum preparing students for workforce employment skills and increase student leadership opportunities.

Objective: Blue Ridge ISD will ensure that students are assessed on skills in the district curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	How will this strategy/action be evaluated for effectiveness?
All assessments will be aligned to the essential standards, and follow the district’s FA development process as defined in the TRS Year at a Glance (YAG) and the district’s assessment guidelines.	Curriculum Dir. Dir. of IT Principals Teachers	DMAC Lead4ward TRS BRISD Documents	Every 6 Weeks	FA results will be compared to STAAR/EOC results at both the teacher and student level.
Blue Ridge ISD will develop and revise a Curriculum Management Plan, and will write K-12 ELAR and 2-5 Math curriculum.	Curriculum Director Principals Teachers	TEKS Resource System District Curriculum Resources	To be completed by the Summer of 2021	All district created curriculum, and assessments therein, are subject to review per the Curriculum Management Plan.

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- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs.

Goal #3: Core academic classes in Blue Ridge ISD will be educated by highly effective teachers and highly effective instructional staff.

Objective: Teachers and instructional staff will receive targeted and specific training related to their current assignment.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	How will this strategy/action be evaluated for effectiveness?
All professional and paraprofessional staff members will receive training in the use of positive behavior supports for students w/disabilities, as well as all students.	Curriculum Dir. Dir. of IT Program Coordinators Principals	Region 10 Conferences Webinars District Resources	Through May 2021 as needed	Various district data points will be analyzed for student growth.
All professional and paraprofessional staff members will receive training in BRISD discipline policies, practices, student code of conduct, and classroom management.	Principals Assistant Principals Dean of Students	Region 10 Conferences Webinars District Resources	Through May 2021 as needed	Various district data points will be analyzed for student growth.
All staff will have access to ongoing training provided by BRISD staff members.	Curriculum Dir. Dir. of IT Principals TLC Team	District Resources Common Planning (when possible) Professional Learning Plans (PLPs)	Through May 2021 as needed	Various district data points will be analyzed for student growth.
All teachers will have training in T-TESS requirements and the process to be followed.	Curriculum Dir. Principals	TTESS Resources	August 2020	Growth analysis will be conducted during BOY, MOY & EOY conferences.
All principals will have training in T-PESS requirements and the process to be followed.	Superintendent	TPESS Resources	August 2020	Growth analysis will be conducted during BOY, MOY & EOY conferences.
SCE funds will be used to hire high quality teachers in order to lower class size and increase achievement in the BRISD At-Risk population.	Superintendent Business Manager Principals	SCE Funds At-Risk documentation	September 2021	District data points related to the at-risk student population will be analyzed for student growth.
Teachers will receive training related to building positive educational relationships with students through the Capturing Kids Hearts program.	Superintendent Curriculum Dir. Dir. of IT	CKH Program Title II Funds Title IV Funds	May 2021	Various district data points will be analyzed for student growth.

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- the integration of vocational and technical education programs.

Goal #4: All students in Blue Ridge ISD will graduate with their cohort group in four consecutive years.

Objective: Blue Ridge ISD will utilize various programs to promote student attendance and engagement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	How will this strategy/action be evaluated for effectiveness?
Dual credit courses will increase in enrollment and completion.	Curriculum Dir. HS Principal	Collin College	May 2021	Unduplicated enrollment numbers will be evaluated at the end of the Spring 2021 semester and compared to enrollment numbers from previous school years.
Attendance will be emphasized at all campuses to parents, students, and teachers in an effort to increase attendance and passing rates.	Principals Counselors Teachers	Social Media Website Marquees	May 2021	BRISD attendance data will be analyzed and compared to previous years.
Attendance barriers will be removed from students identified as homeless under the McKinney-Vento Act.	Homeless Liaison Principals Counselors	Title I Part A Funds Region 10 SSA	May 2021	BRISD will self-audit the funds set aside for homeless students in order to identify expenditures.
Safety and security of students and staff will be emphasized and improved as needed.	School Board Superintendent School Resource Officer/CCSO IT Director Principals	Title IV Part A Funds	Ongoing	BRISD will utilize Region 10 school safety audits, as well as other district modalities to target areas of improvement.
Industry CTE courses will offer students additional industry certifications and post-secondary opportunities.	Curriculum Dir. HS Principal HS Counselor	Carl Perkins funds District and State Resources Region 10 CTE Dept.	May 2021	BRISD will not only look at industry certifications being offered to students, but also the number of students completing certifications - both listed on the PER and CCMR lists.
College, Career, and Military Readiness (CCMR) will be used to track student readiness for graduation and post-secondary readiness.	Curriculum Dir. HS Principal HS Counselor	SAT/ACT/TSI Dual Credit Industry Certs. Military Enrollment	July 2021	BRISD will annually compare the percentages of students meeting CCMR to the previous year(s). Effectiveness of each component will be evaluated and an

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		IEP Completion		updated plan presented to the School Board.
Continued professional learning will be offered to staff members regarding mental health among students.	Curriculum Dir. IT Director Principals Counselors	Region 10 TEA Various Organizations Anonymous Alerts	Ongoing	BRISD will analyze the number of mental health issues both district wide and state wide, and train staff appropriately.
Students will be taught stand-alone and embedded lessons throughout the school year involving social-emotional learning.	Curriculum Dir. IT Director Principals Counselors	Region 10 TEA Various Curriculum	Ongoing	BRISD will analyze the number of mental health issues both district wide and state wide, and create age-appropriate lessons for students.
All students enrolled in Geometry at Blue Ridge High School will have their TSI exam paid for by the school district one time.	Curriculum Dir. Dir. of Business Services HS Principal HS Counselor	SCE Funds	May 2021	BRISD will analyze the number of students enrolled in Dual Credit courses to determine effectiveness of the exam.
Blue Ridge ISD will reimburse students who take the ACT or SAT exam one time during their high school career.	Curriculum Dir. Dir. of Business Services HS Principal HS Counselor	CCMR Outcomes Bonus	May 2021	BRISD will analyze the number of students who attempt the ACT or SAT exam in order to determine the effectiveness of this program.

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Elements 2.4-2.6 - Strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards.

Use effective methods and instructional strategies that:

- increase the amount and quality of learning time, such as providing an extended school year, before and/or after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
- include strategies for meeting and educational needs of historically underserved populations;
- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs.

Goal #5: Parents and Community Members will be partners in the education of students in Blue Ridge ISD.

Objective: Volunteer opportunities for parents and community members will consistently be made available.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	How will this strategy/action be evaluated for effectiveness?
Parents and community involvement activities will be offered to parents and community members to promote education in BRISD.	Principals Teachers	Title I Funds	May 2021	BRISD will analyze data regarding attendance at and assistance with events inside and outside of the school building.
The District will communicate frequently with parents and the community using a wide variety of digital communication tools.	IT Director Principals Teachers	Social Media District Website Google Docs	Ongoing	BRISD will analyze data regarding attendance at and assistance with events inside and outside of the school building.
Blue Ridge ISD will host and promote either a Fall or Spring Festival which will incorporate local businesses and leadership.	Administrative Team	Local Funds Social Media District Website	May 2021	BRISD will analyze participation in the event annually in order to make adjustments for the future.
Blue Ridge ISD will promote employee involvement in local community organizations.	Superintendent Principals Teachers	Blue Ridge website BRASA Blue Ridge CofC BR Riding Club	Ongoing	BRISD will annually analyze employee participation in local community organizations.

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- the integration of vocational and technical education programs.

Goal #5: Parents and Community Members will be partners in the education of students in Blue Ridge ISD.

Objective: Blue Ridge ISD will strive to better communicate with all district stakeholders.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	How will this strategy/action be evaluated for effectiveness?
Teachers, Parents and Community members will be made aware of, collaborate to create, and agree to the School-Parent Compact.	Federal Programs Dir. Principals	DIP/CIP Local Data State Data	May 2021	School-Parent Compact will be collaboratively reviewed and updated prior to the start of the 2021-22 school year.
PTO will be promoted in order to generate more parent involvement in school.	Principals Teachers	Social Media Website	May 2021	Members/participants in PTO will be analyzed over the past five years.
The District will create business partnerships with the school	Central Office Administration Teachers	City of Blue Ridge Collin County BRISD Education Foundation	May 2021	Business partnerships will be analyzed over the past five years.
Campuses will engage in community service projects that benefit others outside of BRISD.	Principals Counselors Teachers	Various	May 2021	Community service projects on each campus will be analyzed and recorded to review participation and overall impact.
The District will host quarterly Silver Tigers breakfasts or lunches.	Superintendent Central Office	Various	May 2021	Blue Ridge ISD will analyze participation in each breakfast and/or luncheon.

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Elements 2.4-2.6 - In accordance with Section 1119 and subsection (a)(4), describe how your district will address ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response: Professional Development for staff members will be outlined by each staff member's Professional Learning Plan (PLP). Each PLP will be customized to meet the needs of each staff member - aligned to the goals and objectives of the district.

MONTH	TOPIC	NEED ADDRESSED	LOCATION	ESTIMATED COSTS	FUNDING SOURCE
Fall/Spring 2020-21	Capturing Kids' Hearts	Building Relationships with Students	BRISD	\$15,000	Federal
Fall/Spring 2020-21	Various	Professional Learning for Employees	Region 10	N/A	Various

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Detail how the coordination and integration of federal, state, and local services and programs (including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training) will be used to support this plan.

FUNDING SOURCE	PROGRAM	ESTIMATED FUNDING AMOUNT	COORDINATION & INTEGRATION EXPLANATION
Federal	Title I, Part A	\$84,000	ESL Coordinators Salary, Homelessness Funds, Envision Math, Reading Program Supplies
	Title II, Part A	\$15,000	Capturing Kids' Hearts, Lesson Design Coaching
	Title III, Part A	\$5,000	Read Naturally & Rosetta Stone, ESL Curriculum, and ESL Teacher Support
	Title IV, Part A	\$9,000	SEL Curriculum and Radios
	Carl Perkins	\$4,000	Purchase of certification tests through Certiport; Purchase of other items to increase industry certifications
State	Bilingual/ESL	\$27,000	ESL paraprofessional support salary
	Compensatory Education	\$380,000	Support salaries for teachers servicing at-risk students
	CTE	\$340,000	Support salaries for teachers servicing CTE students; Supplies and inventory for CTE programs
	Early Education	\$105,000	Support salaries for teachers serving students in early education
	Dyslexia	\$52,000	Support salaries for teachers servicing Dyslexic students, and supplies for the Dyslexia program
	Special Education	\$645,000	Support salaries for teachers servicing SpEd students; Funds for FCSSA partnership

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Element 3: Parent and Family Engagement

Element 3.1: The district has made the Parent and Family Engagement policy available to parents, and stakeholders in the following languages:

(Select languages that the Parent and Family Engagement policy is available in by marking with a “X”)

X	English	X	Spanish
	Vietnamese		Hindi
	Russian		Arabic
	Portuguese		Bengali
	Japanese		Chinese

Element 3: Parent and Family Engagement

Element 3.1: The district has distributed the Parent and Family Engagement policy using the following methods

(Select methods used to distribute the Parent and Family Engagement policy by marking with a “X”)

X	Available for view in Front office	X	School website
	Student Handbook		School Social Media Page
X	Title I Annual Meeting		Other (specify):
	Other (specify):		Other (specify):

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BRISD Parent and Family Engagement Plan (Board Policy EHBD[LEGAL])

A district may receive funds under Title I, Part A only if the district conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I, Part A, consistent with 20 U.S.C. 6318. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. 20 U.S.C. 6318(a)(1)

A district that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into a district plan developed under 20 U.S.C. 6312 [TEA-approved plan to receive Title I funds], establish the district's expectations and objectives for meaningful parent and family involvement, and describe how the district will:

1. Involve parents and family members in jointly developing the district plan, and the development of support and improvement plans under paragraphs (1) and (2) of section 6311(d);
2. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
 - a. Barriers to greater participation by parents in activities authorized by section 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - c. Strategies to support successful school and family interactions;
5. Use the findings of the above evaluation to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in section 6318; and
6. Involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. 20 U.S.C. 6318(a)(2) [See BQ(LOCAL)]