

# BALLINGER JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

## 2016-2017

Updated: October 10, 2016

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Date of School Board Approval

# TABLE OF CONTENTS

Mission Statement .....	4
Planning and Decision Making Committee.....	5
Comprehensive Needs Assessment.....	6
Prioritized Areas of Concern .....	7
State Compensatory Education.....	8-9
Federal, State and Local Funding Sources.....	10
Program Evaluation/Data . . . . .	11-20
Goal 1: .....	12-18
Ballinger Junior High will have met the State Standard and met 100% of the System Safeguards.	
Goal 2: .....	19-23
The drop out, failure and attendance rates of Ballinger Jr. High will be superior than state averages in alignment with the AEIS.	
Goal 3: .....	23-25
Ballinger Jr. High students will be educated in learning environments that are safe, drug free, and conducive to learning.	
Goal 4: .....	26-27
In Ballinger Junior High, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained. .	
Goal 5:.....	28-29
Parents and community will be partners in the education of students in Ballinger Jr. High.	
Goal 6: .....	30
Ballinger Junior High will provide one to one computing for all students and instructional staff.	
Goal 7: .....	31-33
In Ballinger Junior High, all students and each student group, including special needs students, will be Provided opportunities to demonstrate academic success and to participate in school activities.	

## BALLINGER JUNIOR HIGH SCHOOL

# MISSION STATEMENT

We believe our school mission is to create positive, self-sufficient students who become productive members of society, prepared to reach high academic achievement as measured by National and State standards.

We will do this by creating an uplifting atmosphere of belief in the students' ability to perform and succeed, by promoting a positive attitude and through effective teaching.

## Planning and Decision Making Committee

Stacy Tucker	Principal	
Courtney Harrison	Co-Chair- Teacher	Expires August 2018
Laura Buxkemper	Co Chair- Teacher	Expires August 2018
McKenzi Matschek	Teacher	Expires August 2017
Jennifer Cullen	Teacher	Expires August 2017
Amy Garvin	Teacher	Expires August 2018
Matthew Cleveland	Teacher	Expires August 2018
Natalie Fischer	Para-Professional	Expires August 2018
Martha Patterson	Para-Professional	Expires August 2018
Kim Castleberry	Non-teaching Professional	Expires August 2017
Amanda King/Barbra Huston	Parent	Expires August 2018
Fallen Busenlehner/Jodi Halford	Business	Expires August 2018
Garrett Cline/Anita Martinez	Community	Expires August 2017

## Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 10, 2016.

<b>Participants in Attendance</b>	<b>Data Sources Examined</b>
Stacy Tucker Courtney Harrison Martha Patterson Anita Martinez Natalie Fischer Amy Garvin Jennifer Cullen Laura Buxkemper Matthew Cleveland Mckenzi Matschek	Student Disciplinary Action Report Failure Report (Principal's Office) ADA Report Campus Eduphoria Master Schedule STAAR Results State Accountability

## Summary of Findings Prioritized Areas of Concern

Areas of Concern	Data Source
STAAR Results <ul style="list-style-type: none"> <li>- Math</li> <li>- Social Studies</li> <li>- Science</li> </ul>	Site-based Committee Parents Teachers STAAR RESULTS
Students Failure List Too Long <ul style="list-style-type: none"> <li>• Six weeks list</li> <li>• Semester list</li> </ul>	PEIMS report Gradebook reports Summer school Retention list
Average Daily Attendance	PEIMS report Teachers
RTI Special Education Training for Regular Education Teachers	RTI Team Special Education Department Teachers Administration
<i>Hispanic (In all tests)</i> <i>Economically Disadvantaged (in all tests)</i> <i>Level 3 student percentage</i>	PEIMS report Gradebook reports RTI Team Teachers STAAR Results

	MATH % MET STANDARD			READING % MET STANDARD			WRITING % MET STANDARD			SCIENCE % MET STANDARD			SOCIAL STUDIES % MET STANDARD		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
STUDENTS AT RISK	57	42	37	71	62	48	66	56	43	77	65	22	37	55	22
STUDENTS NOT AT RISK	90	91	88	95	98	89	97	96	97	96	88	74	85	79	52

## State Compensatory Education

The total amount SCE funds awarded to Ballinger Junior High was \$ 65,353

The FTE's in the SCE program allotted to Ballinger Junior High were as follows:

Employee Category	Comp Ed
Professional	2.60
Para-Professional	0

Ballinger ISD follows the thirteen Student Eligibility Criteria \* to consider a student's placement into this program.

Students who are placed in this program for either not advancing from one grade to the next or if previously reported through PEIMS as having dropped out, will never exit the program. All other students have the ability to exit when certain criteria are met.

\* see page 11 for listing



# State Compensatory Education

## State of Texas and Ballinger ISD Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## Federal, State and Local Funding Sources

Funding sources that will be integrated and coordinated with state and local funds need to meet the needs of all students.

SOURCE	AMOUNT
IDEA-B	\$112,983
Title I Part C	\$3,697
Title III – LEP (Member of SSA-ESC)*	\$683
State Compensatory Education (State)	\$312,860
Title II A	\$2,779

**GOAL 1:** Ballinger Junior High will have met the State Standard and met 100% of the System Safeguards.

**OBJECTIVE 1:** By May 2020), 90% of all students and each student group\* including Special Education students tested will pass all portions of the state assessment. This campus will meet all System Safeguards in every area tested.

**SUMMATIVE EVALUATION:** Over the next 4 years, 2016-2020, students will incrementally increase passing standards. 2016-17 75%. 2017-18 80%. 2018-19 85%. 2019-2020- 90% of all students pass all portions of the state tests and Ballinger Jr. High will meet all System Safeguards.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Review STAAR test results and re-teach students at-risk of failure. <ul style="list-style-type: none"> <li>a. Identify low performance objective and re-teach</li> <li>b. Correlate curriculum objectives to meet these needs</li> <li>c. Use tutorial classes for remediation and to improve performance</li> <li>d. STAAR tutorial enrichment classes</li> <li>e. Benchmark testing in second semester</li> <li>f. Summer school</li> <li>g. Disaggregated STAAR data</li> <li>h. Conduct PLC meetings every 6 weeks</li> <li>i. AVID ELECTIVE CLASSES with school-wide focus on instructional strategies</li> <li>j. Pullout program for students in need</li> </ul>	Principal, Counselor, All Teachers and Staff, instructional specialist	Review every six weeks throughout the Fall 2016 Spring 2017.	Previous STAAR Test Scores Summer School Program – 2 Teachers TEKS Resource System Teachers Resources	Practice Test Scores Benchmark Tests Tutorial Attendance Grade Reporting
2. Provide test information to parents through newsletters sent with all students. <ul style="list-style-type: none"> <li>a. Make aware of needs</li> <li>b. Stress importance improving achievement for students at-risk of failure</li> <li>c. SSI communications</li> </ul>	Principal Counselor All Teachers and Staff Curriculum Specialist	August 2016-May 2017 and after practice tests Test results mailed in June 2017	Previous years Test Scores Practice STAAR test results Parent conferences Parent contact logs	Parent awareness is reflected in improved benchmark/practice test scores

			Provide state study guide Develop PGP's	
3. Teachers, principal and administrators will receive sustained, intensive, classroom-focused professional development to address the learning needs of all students. (Especially, Economically disadvantaged and Hispanic students) a. AVID summer institute b. AVID classroom c. AVID instructional systems training d. Fundamental 5 book study e. Texas Gateway online programs for ESL support in sheltered training f. G/T training	Principal Counselor All Teachers and Staff	August 2016 – May 2017	ESC XV AVID Texas Gateway Fundamental 5	Students' performance will be monitored through records of achievement.
4. TEKS Resource System	Principal All Teachers	August 2016 Continuous process	Administration Budget ESC 15	Teacher trainings Lesson Plans
5. ARD Committee will determine appropriate standardized test for special education students.	ARD Committee	Annually	ARD decision Making guide  STAAR Accommodation Manual	IEP's Benchmark tests
6. Distribute IEP's and modifications to assigned teachers.	Diagnostician Special Education Teachers	August 2016	IEP's	Signature page
7. Provide teacher training on testing procedures for all standardized tests.	Counselor Special Education Teachers Diagnostician	Annually	STAAR Accommodation Manual	Signature page

**GOAL 1:** Ballinger Junior High will have met the State Standard and met 100% of the System Safeguards.

**OBJECTIVE 2:** By May 2020, 95% of all students and each student group\* including special education students, will pass the reading and writing portion of the STAAR test.

**SUMMATIVE EVALUATION:** Over the next 4 years, 2016-2020, students will incrementally increase passing standards. 2016-17 80%. 2017-18 85%. 2018-19 90%. 2019-2020 95%- of all students pass all portions of the state tests and Ballinger Jr. High will meet all System Safeguards.

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

Initiative, Strategy or Activity	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>1. Review STAAR test results and re-teach students at-risk of failure.</p> <ul style="list-style-type: none"> <li>a. Identify low performance objective/s and re-teach</li> <li>b. Correlate curriculum objectives to meet these needs</li> <li>c. Use academic/tutorials for remediation</li> <li>d. Identify students for Tier II and III</li> <li>e. Benchmark testing second semester and continued throughout the year.</li> <li>f. Screening/Diagnostic Tests</li> <li>g. Conduct PLC meetings every 6 weeks</li> </ul>	<p>Principal Counselor Teachers and Staff Reading teachers: English teacher Curriculum Specialist</p>	<p>Review every six weeks throughout the Fall 2016, Spring 2017.</p>	<p>Previous years Test Scores STAAR Practice Released STAAR test STAAR Accommodation Manual Available Screenings resources</p>	<p>Practice Test Scores STAAR Prep Materials Grade Reporting</p>
<p>2. Provide test information to parents through communications sent with all students.</p> <ul style="list-style-type: none"> <li>a. Make aware of needs</li> <li>b. Stress importance improving achievement for students at-risk of failure</li> <li>c. SSI pamphlets/letters/reports</li> <li>d. PGP forms TxEIS.</li> </ul>	<p>Principal Counselor Teachers and Staff Curriculum Specialist</p>	<p>August 2016-May 2017, and after practice tests and assessments. Test results mailed in June 2017</p>	<p>Previous years Test Scores Practice STAAR test results Parent conferences</p>	<p>Parent awareness is reflected in improved practice test scores</p>

<p>3. Implement reading improvement program for grade-assigned students.</p> <ul style="list-style-type: none"> <li>a. Mandatory summer school</li> <li>b. Computer assisted instruction</li> <li>c. Tutorials</li> <li>d. RTI Intervention through enrichment classes</li> <li>e. SSI</li> </ul>	<p>Principal Reading teachers Writing teachers</p>	<p>Summer 2017 Daily</p>	<p>Summer school Program – 2 Teachers</p>	<p>List of students who attended summer school</p> <p>Improved six weeks grades STAAR Results</p>
<p>4. Provide AR reading program and encourage students to achieve maximum potential.</p>	<p>Librarian Reading Teachers Technology Dept.</p>	<p>Beginning, mid-term, and end-of-year STAR testing</p>	<p>STAR Test software AR software AR books Incentive Program</p>	<p>Improved STAR test results Improved six weeks grades.</p>
<p>5. ARD Committee will determine appropriate standardized test for special education students.</p>	<p>ARD Committee</p>	<p>Annually</p>	<p>ARD Decision Making Guide STAAR Accommodati on Manual</p>	<p>IEP’s Benchmark Test</p>
<p>6. Distribute IEP’s and modifications to assigned teachers.</p>	<p>Diagnostician Special Education teachers</p>	<p>Annually</p>	<p>IEP’s</p>	<p>Signature page</p>
<p>7. Provide teacher training on testing procedures for all standardized tests.</p>	<p>Counselor Special Education teacher Diagnostician</p>	<p>Annually</p>	<p>STAAR Accommodati on Manual</p>	<p>Signature page</p>
<p>8. Offer AR trip/prizes/parties as an incentive for students to read more.</p>	<p>Principal Counselor Reading teachers Librarian</p>	<p>Review AR points list every 6 weeks</p>	<p>AR points Summary report Librarian Reading teachers</p>	<p>Increase in campus AR points</p>

**GOAL 1:** Ballinger Junior High will have met the State Standard and met 100% of the System Safeguards.

**OBJECTIVE 3:** By May 2020, 90% of all students and each student group\*including special education will pass the social studies and science portion of the state test.

**SUMMATIVE EVALUATION:** Over the next 4 years, 2016-2020, students will inclemently increase passing standards. 2016-17 75%. 2017-18 80%. 2018-19 85%. 2019-2020- 90% of all students pass all portions of the state tests and Ballinger Junior High will meet AYP.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Review STAAR test results and re-teach students at-risk of failure. <ul style="list-style-type: none"> <li>a. Identify low performance objective and re-teach</li> <li>b. Correlate curriculum objectives to meet these needs</li> <li>c. Use academic/tutorials for remediation</li> <li>d. Benchmark testing second semester and continued throughout the year.</li> <li>e. Conduct PLC meetings every 6 weeks</li> </ul>	Principal Counselor Social Studies/Science Teachers Instructional Specialist	Review every six weeks throughout Fall 2016 and Spring 2017	Released STAAR tests STAAR review material Eduphoria TEKS Resource System	6 weeks tests scores Benchmark test scores Grade reporting
2. ARD committee will determine appropriate standardized test for special education students	ARD Committee	Annually	STAAR Accommodation Manual ARD decision making guide	IEP's Benchmark tests
3. Distribute IEP's and modifications to assigned teachers	Diagnostician Special education teachers	August 2015	IEP's	Signature page
4. Provide teacher training on testing procedures for all standardized tests	Diagnostician Counselor Special Education teacher	Annually	STAAR Accommodations Manual	Signature page

**GOAL 1:** Ballinger Junior High will have met the State Standard and met 100% of the System Safeguards.

**OBJECTIVE 4:** By May, 2020 90% of all students and each student group\*including special education will pass the math portion of the state test.

**SUMMATIVE EVALUATION:** Over the next 4 years, 2016-2020, students will inclemently increase passing standards. 2016-17 75%. 2017-18 80%. 2018-19 85%. 2019-2020- 90% of all students pass all portions of the state tests and Ballinger Junior High will meet AYP.

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

Initiative, Strategy or Activity	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Review STAAR test results and re-teach students at-risk of failure. <ul style="list-style-type: none"> <li>a. Identify low performance objective and re-teach</li> <li>b. Correlate curriculum objectives to meet these needs</li> <li>c. Use academic/tutorials for remediation</li> <li>d. Identify students for Tier II and III</li> <li>e. Benchmark testing second semester and continued throughout the year.</li> <li>f. Screening/Diagnostic Tests</li> <li>g. Conduct PLC meetings every 6 weeks</li> </ul>	Principal Counselor Teachers and Staff Reading teachers: English teacher Curriculum Specialist	Review every six weeks throughout the Fall 2016, Spring 2017.	Previous years Test Scores STAAR Practice Released STAAR test STAAR Accommodati- on Manual	Practice Test Scores STAAR Prep Materials Grade Reporting
2. Provide test information to parents through communications sent with all students. <ul style="list-style-type: none"> <li>a. Make aware of needs</li> <li>b. Stress importance improving achievement for students at-risk of failure</li> <li>c. SSI pamphlets/letters/reports</li> <li>d. PGP forms TxEIS.</li> </ul>	Principal Counselor Teachers and Staff Curriculum Specialist	August 2016-May 2017, and after practice tests and assessments. Test results mailed in June 2017	Previous years Test Scores Practice STAAR test results Parent conferences	Parent awareness is reflected in improved practice test scores



<p>3. Implement math improvement program for grade-assigned students.</p> <ul style="list-style-type: none"> <li>a. Mandatory summer school</li> <li>b. Computer assisted instruction</li> <li>c. Tutorials</li> <li>d. RTI Intervention through enrichment classes</li> <li>e. SSI</li> </ul>	Principal Math Teacher	Summer 2017 Daily	SUMMER SCHOOL Program – 2 Teachers	List of students who attended summer school  Improved six weeks grades STAAR Results
5. ARD Committee will determine appropriate standardized test for special education students.	ARD Committee	Annually	ARD Decision Making Guide STAAR Accommodati on Manual	IEP's Benchmark Test
6. Distribute IEP's and modifications to assigned teachers.	Diagnostician Special Education teachers	Annually	IEP's	Signature page
7. Provide teacher training on testing procedures for all standardized tests.	Counselor Special Education teacher Diagnostician	Annually	STAAR Accommodati on Manual	Signature page

**Goal 2:** The drop out, failure and attendance rates of Ballinger Junior High School will be superior to the state averages in alignment with the TAPR.

**Objective 1:** Strive for a student attendance rate of 98% as measured by ADA (average daily attendance).

**Summative Evaluation:** The attendance rate of Ballinger Jr. High is superior to the state averages in alignment with TAPR.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Maintain a positive atmosphere through recognition and awards for: <ul style="list-style-type: none"> <li>a. Attendance</li> <li>b. Grades</li> <li>c. Citizenship</li> </ul>	Principal Counselor Teachers	Ongoing	Activity Accounts Incentives and recognition for attendance, citizenship, academic progress, being visible and accessible on campus.	Attendance Records Honor Roll Report Cards
2. Principal/Counselor/Attendance Aide will contact parents of students with excessive absences by phone, letter or home visit.	Counselor Principal Police Officer	Fall 2016, Spring 2017	Student Records  Teacher Concerns	Attendance Records  Grade Reports
3. Implement the "EVENT" Qualifiers (per 6 weeks): <ul style="list-style-type: none"> <li>1. 80 or above in all classes</li> <li>2. 2 absences</li> <li>3. 2 tardies</li> <li>4. no referrals to office</li> <li>5. no zeros</li> <li>6. Additional qualifiers TBD by Event Committee</li> </ul>	Principal Teacher Counselor	End of each grading period	Campus wide fund-raiser (ZAP)- Zeros Aren't Permitted Detention program	Number of students qualifying
4. Team with local police department and the municipal judge to enforce student attendance laws.	Attendance clerk JH Principal Local law enforcement: Judge Caroline Little, Chief Mark McNulty	Throughout 2016-2017 school year	Ballinger PD Municipal Court Teachers Attendance Clerk	Daily attendance log PEIMS Citations and fines Phone calls Letters to parents Attendance committee meetings
5. Saturday school for students who are out of compliance with attendance laws in order to	JH Principal (ASSISTANT PRINCIPAL)	As needed during 2016-2017 school	Local funding	Saturday school attendance log,

make up missed work.	Attendance Clerk Parents	year	Saturday School Teacher	graded make-up work, progress reports, six weeks grades
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**Goal 2:** The drop out, failure and attendance rates of Ballinger Junior High School will be superior to state averages in alignment with the AEIS.

**Objective 2:** Ballinger Junior High will make every attempt to maintain a zero drop out rate by using every available resource to make sure students attend school on a regular basis and track all students who withdraw from school to make sure they are properly coded into PEIMS.

**Summative Evaluation:** No recorded drop-outs on TAPR report.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Continuous monitoring of at-risk students to prevent dropouts	Counselor JH Principal	Fall 2016, Spring 2017	Teacher Reports Progress Reports Report Cards Attendance Records Call/Visits	Low or no drop-out rate
2. Counseling will be provided for at-risk students	Counselor JH Principal	Fall 2016, Spring 2017	Teacher Reports Progress Reports Report Cards Attendance Records MHMR Personnel Local Agencies	Low or no drop-out rate Sign-in sheet is provided for mentors Improved student performance
3. A Personal Graduation Plan will be developed between students, teachers and parents in an effort to keep students in school	Counselor	Fall 2016, Spring 2017	Teacher Reports Progress Reports Report Cards Attendance Records Discipline Reports	Low or no drop-out rate
4. Offer electives in an attempt to keep and/or meet students' interest	Coaches: football, basketball, track, cross country Elective teachers: art, band, choir, tech. app., Ag, theatre arts, Spanish	Fall 2016, Spring 2017	Salaries	Number of students enrolled
5. Upon each student withdrawal, if no record request is received from another school within a 5 day period, attendance clerk calls the school where student is to be enrolled. If effort to contact is unsuccessful, we call previous school attended. If no communication transpires with	Attendance clerk School counselor JH Principal Local law enforcement	Immediately after withdrawal or until student is properly coded on PEMIS	Student records TRESX Police records	Student accurately coded on PEIMS

the prior school student was enrolled, parent or nearest relative is called. Lastly, the local police department is contacted to run location check on withdrawn student.				
6. Contact CRCG (Community Resource Coordinating Group) as a resource for students who show a pattern of being unsuccessful in the normal school environment.	JH Counselor Tim Timmerman – President of CRCG	As needed during 2016-2017 school year	Progress reports Attendance records CRCG agencies School counselor	Six weeks/semester failing list Counseling referrals
7. Response to Intervention (RTI)	RTI Committee	Fall 2016, Spring 2017	ESC Region XV MHMR CRCG	Identified students will show academic progress on report cards
8. Transition of students from Junior High to High school and from Elementary to Junior High.	JH Principal Counselor Teachers and Students	Spring 2015 to Fall 2016	Bus	Sign-in sheets or attendance sheets
9. Tier II and III Intervention class/Dyslexia	RTI Team Counselor JH Principal Teachers	Fall 2016- Spring 2017	Teachers	Progress Monitoring
10. Contact Juvenile Probation Office for referral to STAR counseling	JH counselor Tim Timmerman – probation officer	As needed during 2016-2017 school year	STAR counseling Juvenile Probation	Six weeks/semester failing list Counseling referrals

**Goal 2:** The drop out, failure and attendance rates of Ballinger Junior High School will be superior to the state averages in alignment with the AEIS.

**Objective 3:** Reduce failure rate for the 2016-2017 school year to zero.

**Summative Evaluation:** No student failures for the 2016-2017 school year.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<ol style="list-style-type: none"> <li>1. Implement Tier II and III Intervention to address failures/failure prevention.</li> <li>2. Tutorials for all grades</li> <li>3. Enrichment classes for Math and Reading</li> <li>4. Progress monitoring continuously on gradebook</li> <li>5. ZAP after school detention for zeroes.</li> </ol>	JH Principal Teachers	Spring 2017	Campus administrators	Sample 2016 master schedules Failure reports

**Goal 3:** Ballinger Junior High students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** 100% of staff will be educated in crisis prevention and preparedness.

**SUMMATIVE EVALUATION:** 100% OF THE STAFF ARE PREPARED FOR CRISIS INTERVENTION.

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Maintain campus preparedness in case of crisis. * Update training for new personnel.	Principal Counselor Local Law Enforcement	Fall 2016-Spring 2017	Staff Crisis-Management Plan Local Law Enforcement Homeland Security Disaster Plan, ESC Region XV	Successful drill in crisis procedures.
2. Provide students with classroom activities after a crisis	Principal Counselor Teachers	Fall 2016-Spring 2017	Staff Crisis-Management Plan ESC Region XV	Students continue learning in a supportive environment.  (Folder with activities)
3. Provide support for survivors	Counselor	Fall 2016-Spring 2017	Staff Crisis-Management Plan ESC Region XV Local Clergy	Student and staff needs are met by counselors.
4. Maintain a suicide identification, prevention/intervention plan	Counselor	Fall 2016-Spring 2017	Staff Crisis-Management Plan Harmony Family Services ESC Region XV	Effectiveness of Crisis-Management Plan
5. Examine security and safety procedures * All visitors to sign in	Principal Counselor	Fall 2016-Spring 2017	Staff Crisis-Management Plan Local Law Enforcement ESC Region XV	ESC XV Safety Team walk through and follow up.

**Goal 3:** Ballinger Junior High students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 2:** By May 2018 the number of disciplinary referrals as measured by PEIMS will be reduced by 30%.

**SUMMATIVE EVALUATION:** There is a reduction of disciplinary referrals.

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

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Annually update Student Code of Conduct and Discipline Management Plan	Principal Campus Site-Base Committee District Improvement Committee RTI Committee	Fall 2016-Spring 2018	Student Code of Conduct Discipline Management Plan Chapter 37 PEIMS Discipline Reports	Reduction in disciplinary referrals
2. Maintain an On Campus Suspension (OCS) Program	Principal Staff	Fall 2016-Spring 2018	Local funds	Reduction in OCS placements.
3. Provide District DAEP	Principal Staff	Fall 2016-Spring 2018	Fairview personnel	Reduction in DAEP placements.
4. RTI Team	Principal Counselor Teacher Committee	Fall 2016-Spring 2018	ESC Region XV, MHMR, Sp. Ed., CVCOG	Reduction in disciplinary referrals Improved student academic performance  30%
5. Educate students about negative effects of drug use.	Principal Counselor	October 2015	Red Ribbon Week Certified Counselors Classroom teachers Drug Dog	Student registration forms Lesson Plans
6. Teachers have a classroom management plan	Teachers	Fall 2016	Summer In-service	PEIMS Disciplinary Data



**Goal 4:** At Ballinger Junior High, 100% of classes will be taught by appropriately certified teachers.

**Objective 1:** By May 2016, 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

**SUMMATIVE EVALUATION:** 100% of teachers and 100% of paraprofessionals with instructional duties will have received high quality professional development.

\*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed., G/T, Bilingual/ESL, At-Risk

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Teachers, principal, administrators, and paraprofessionals will receive sustained, intensive, classroom focused professional development, including instructional technology, in order to address the needs of all students.	Principal Superintendent Central Office Staff Staff	August 2016	District Budget/pay scale	Staff Development
2. Determine campus needs	Principal Staff Campus Site Based Committee	March 2015-May 2016	T-TESS Teacher Self-Reports Part III Teacher/Student Surveys	Teacher/Student surveys Professional Development

3. Conduct training to meet campus needs:	Principal ESC Region XV Staff Local Staff Local Law Enforcement Technology Dept.	Orientation- August 2016 In-service- August 2016- May 2017	District Administrators ESC Region XV Staff Workshops Student Code of Conduct Employee Handbook Technology Plan Campus Crisis Management Plan	Completion of training certificates Reduction in disciplinary referrals Readiness to deal with a possible crises
4. Cooperate with Education Service Center to coordinate curriculum needs and conduct professional development	Principal ESC Region XV Staff Curriculum Specialist	Fall 2016 Spring 2017	Workshops Curriculum Guides ESC Surveys	Improved STAAR scores Improved six weeks grades Reduction in failures
5. Provide regular education teachers professional development relating to instruction of students with disabilities	Diagnostician Principal ESC Region XV RTI Committee	August 2016 May 2017	ESC Region XV	Completion of training certificates
6. Offer Eduphoria training for new teachers to facilitate use of STAAR information	ESC Region XV Curriculum Specialist	Summer 2016- Fall 2017	ESC Region XV or local training by in-school personal	Increase in scores or benchmark tests
7. Continue to provide information regarding areas of change in state standardized testing	Principal ESC Region XV Staff Special Ed. Coop Teachers	August 2016- May 2017	TEA ESC Region XV Special Ed. Coop	Increase in scores on benchmark tests.

**Goal 5:** Parents and community will be partners in the education of students in Ballinger Jr. High.

**Objective 1:** By May 2016, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

**SUMMATIVE EVALUATION:** School records indicate that at least 90% of students’ parents and/or family members participated in partnership in academic/social activities.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1 Conduct parent/school activities <ul style="list-style-type: none"> <li>a. Open house/orientation with parents</li> <li>b. Awards assembly</li> <li>c. The Event</li> <li>d. Laptop roll out</li> <li>e. Fundraiser volunteers</li> <li>f. Library Night</li> <li>g. “A Day in Our Shoes”</li> <li>h. “6<sup>th</sup> Grade Bearcub Camp”</li> <li>i. PTO</li> <li>j. FUN DAY</li> </ul>	Principal Teachers	Open House Aug. 2016  May 2016  Fall 2016-May 2016	Principal’s Activity Fund  Student Incentive Fund	Sign up sheet showing participation and involvement by parents
2. Communicate with parents by: <ul style="list-style-type: none"> <li>a. Schedule of Events</li> <li>b. Teachers will send grade reports with comments when needed</li> <li>d. Contact Log</li> <li>e. Gradebook/ Technology</li> <li>f. SSI Communications</li> <li>g. Website</li> <li>h. Newsletter/Week at a Glance</li> <li>i. Principal welcome letter</li> <li>j. Remind101</li> <li>k. Teacher webpages</li> </ul>	Principal Teachers Counselor	Every three weeks Every six weeks Fall 2016- Summer 2017.	Postage Newspaper School marquee Internet ESC XV	Parents receiving information regarding student progress will generate greater parental support.  Shown by returned grade reports.

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3. Communicate with community to: a. Publicize all positive aspects of the school in newspaper, radio and ballingernews.com b. Encourage community participation in open house/volunteer groups	Principal Counselor Sponsors	Fall 2016, Spring 2017	Ballinger Ledger KRUN radio station Newsletters School marquee Technology	Continue community awareness of school activities results in greater community support by documentation of invitations and newspaper clippings
4. Distribute information to parents of special needs students based on survey of needs/interest	Diagnostician Special Ed. Coop for Special Services	August 2015 – May 2016	Handout and brochures provided by Coop for Special Services ESC Region XV	Surveys returned

**Goal 6:** Ballinger Jr. High will provide one to one computing for all students and instructional staff.

**Objective 1:** By May 2017, students and staff will possess necessary skills and equipment to utilize all available forms of technology.

**SUMMATIVE EVALUATION:** Students, student groups and instructional staff demonstrated increased mastery in appropriate technology applications.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Provide training to teachers so that they can effectively teach Technology embedded in TEKS.	Principal ESC Region XV Technology	Continuous	ESC Region XV Technology Integrator	Student mastery of Technology embedded in TEKS STAR Chart
2. Design curriculum component in each core area that would implement the use of technology.	Principal ESC Region XV Staff Teachers District Technology Integrator	Continuous	Curriculum guides TEKS Online resources Software	Student work product Turn in Technology Lesson
3. Embed technology standards into lesson design to increase understanding of the SAMR model.	Principal District Technology Director, Integrator and Technology	Continuous	Technology Director and Staff	Staff use of computers and multi-media equipment Students one to one computing
4. Establish technology benchmarks at each grade level.	Principal Technology Teacher	Continuous	Curriculum guides TEKS	Test 8 <sup>th</sup> Grade year
5. Provide students with knowledge of internet etiquette and acceptable use	Principal District Technology Director Technology Teachers	Continuous	Handbook Computer Policy	Student and parents signature form

of school computers.				
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**GOAL 7:** In Ballinger Junior High all students and each student group, including identified special needs students will be provided opportunities to demonstrate academic success and to participate in school activities.

**OBJECTIVE 1:** By May 2016, 90% of students and each student group, including special needs students will participate in school activities and pass an appropriate assessment instrument.

**SUMMATIVE EVALUATION:** By May 2016, 90% of students and each student group, including special needs students participate in school activities and pass an appropriate assessment instrument.

<b>Initiative, Strategy or Activity</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Method of Evaluation</b>
1. Improve effective communication for identifying, intervening and referring special populations	Principal Special Population Reps. Counselor RTI committee	Fall 2016-Spring 2017	Faculty/Staff meetings Called meetings RTI	IEP's, checklists, teacher reports or nominations and testing.
2. Ensure least restrictive environment for special needs students	Principal Special Population Reps. Counselor	Fall 2016-Spring 2017	ARD meetings, LPAC meetings - IEPs	Progress indicated by IEP's and/or report cards.
3. Provide special modification as needed for pregnant students a. physical accommodations b. services available	Counselor Principal	Fall 2016-Spring 2017	Meetings with parents, teachers and support agencies	Students' continuing education
4. Continue goals and objectives for campus dyslexia program provide forms for: a. parent observation b. teacher observation c. data gathering d. referral e. parent notification  5. Continue process and establish responsibility for: a. Screening b. Evaluation c. Identification d. placement e. maintain staff awareness of dyslexia and knowledge of intervention steps f. provide students with individual instruction to work toward	Principal Dyslexia Rep.	Fall 2016-Spring 2017	Meetings with parents, teachers, and support agencies	Committee reports  Individual Education Plans  Testing results

reading proficiency				
<p>6. Serve all eligible students identified as LEP through ESL program</p> <ul style="list-style-type: none"> <li>a. the LPAC Committee will meet to insure appropriate placement and scholastic progression of students</li> <li>b. provide cooperative planning for teachers who serve LEP students</li> <li>c. modifications based on testing results will provided for identified students</li> </ul>	Principal ESL Rep.	Fall 2016-Spring 2017	Local funds	<p>Committee reports</p> <p>Individual education plans</p> <p>Testing results</p> <p>ESL students exiting program</p> <p>Progress from ESL Imagine Learning program</p>
<p>7. Provide appropriate learning experiences for all students identified as Gifted and Talented</p> <ul style="list-style-type: none"> <li>a. Place students who excel consistently or show potential to excel in specific subject matter aptitude in a program designed to fit their needs</li> <li>b. Provide “honors” classes in the areas of language arts (reading) and math, and expanded opportunities in science and social studies</li> <li>c. Provide opportunities for higher level thinking skills by enriching and accelerating the curriculum.</li> <li>d. Maintain a GT portfolio for identified students that will be given to students at the end of the 8<sup>th</sup> grade year</li> </ul>	Principal GT Core Teachers  (continued)	Fall 2016-Spring 2017  (continued)	Local funds	Students’ successfully completing programs and advancing to higher levels Placement in appropriate high school classes



**GOAL 7:** In Ballinger Junior High all students and each student group, including identified special needs students will be provided opportunities to demonstrate academic success and to participate in school activities.

**OBJECTIVE 2:** Ensure that all Ballinger Junior High teachers appropriately and successfully instruct, modify, provide necessary interventions, and document intervention for both Special Education and 504 students as well as following appropriate protocol when referring a student for Sp. Ed. Services.

**SUMMATIVE EVALUATION:** Lower failure rate, raise student performance, and ensure appropriate placement of students in special education.

<b>Initiative, Strategy or Activity</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Method of Evaluation</b>
1. Provide special education and 504 training for jr. high faculty/staff in the following areas: instruction, modification, and the referral process.	Principal Teachers Brian Arrott, Director of Special Education	October 2016	Local funding	Workshop attendance, documentation, certificate of training.
2. Provide RTI training for jr. high faculty/staff in the following areas: instruction, modifications, interventions, documentation of interventions, and the referral of a student for RTI services.	RTI Team JH Principal	November 2016	Local funding	Work shop attendance documentation Certificate of training

# RESOURCES