

Ballinger Elementary Campus Improvement Plan

2015-2016

Date of School Board Approval

MISSION STATEMENT

The mission of Ballinger ISD is to promote life long learners who are responsible and productive citizens.

Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Christy Kvapil D'Ann Hatler	Facilitator Recorder	
Jamie Rouse	Principal	
Crystal Clinton	Counselor	
Debra Kinnison	Headstart/Pre-K/ Kind Teacher	
Sherry Cavazos	1 st Grade Teacher	
Marla Schaefer Erin Evans	2 nd Grade Teacher	
D'Ann Hatler Rose Harris	3 rd Grade Teacher	
Allison Busenlehner	4 th Grade Teacher	
Rose Busenlehner Darcy Cauley	5 th Grade Teacher	
Ashley Wiley	Business	
Lucila Hutchings	Headstart Parent	
Sara Ruiz	PK/K Parent	
Kristi Goetz	1 st Grade Parent	
Elizabeth Cook	2 nd Grade Parent	
Jaclyn Fuqua	3 rd Grade Parent	
Amanda King	4 th Grade Parent	
Shayla Dankworth	Special Programs Teacher	
Danell Sims	Special Education Teacher	
Glenda Hoffman	Paraprofessional P-2	
Beverly Jansa Debra Wilde	Paraprofessional 3-5	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee in May 2015.

Participants in Attendance	Data Sources Examined
	<i>AEIS</i>
	<i>Federal Accountability Data for AYP</i>
	<i>District PEIMS reports</i>
	<i>PBMAS reports</i>
	<i>District retention data</i>
	<i>Campus discipline referral data</i>
	<i>Parent, Community, Teacher, and/or Student surveys</i>
	<i>Student attendance data</i>
	<i>Benchmark testing</i>
	<i>Referral percentages for students in Special Ed.</i>
	<i>TPRI data</i>
	<i>Campus parent participation records</i>
	<i>Community education</i>
	<i>Teacher retention data</i>
	<i>TELPAS</i>
	<i>Teacher made assessments</i>

Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Improve Reading State Assessment Scores</i>	<i>AYP, AEIS, 3-Tier Reading Model assessment data</i>
<i>Improve Math State Assessment Scores</i>	<i>AYP, AEIS, 3-Tier Math Model assessment data</i>
<i>Improve Science State Assessment Scores</i>	<i>AYP, AEIS, STAAR Science data</i>
<i>At-risk student performance on assessments</i>	<i>3-Tier Reading and Math Model assessment data, TPRI data, STAAR data</i>
<i>Attendance – all grades</i>	<i>Attendance records</i>
<i>Parental Involvement</i>	<i>Parent questionnaires, Sign-in sheets for parent/ teacher meetings, Title I sign-in sheets, feedback from parents on parental involvement, PTO attendance</i>
<i>Closing the gap between all sub-populations and all students in reading, math, writing and science at all grade levels</i>	<i>AEIS, AYP, 3-Tier Reading and Math Model assessment data</i>
<i>Meeting all state accountability system safeguards</i>	<i>State accountability reports</i>

**In this plan, the term “student groups” refers to students who are
H, W, AA, ED, Migrant, LEP, G/T, and Special Education**

This District has written policies and procedures to identify the following:

- **Students who are at risk of dropping out of school under state criteria**
- **How students are entered into the SCE program**
- **How students are exited from the SCE program**
- **The cost of the regular education program in relation to budget allocations per student and or instructional staff per student ratio**

Total SCE funds allotted to this Campus \$ _____

Total FTEs funded through SCE at this Campus _____

Students are entered into the State Compensatory Education program when they meet one of the 13 criteria areas.

Students are exited from the State Compensatory Education program when they no longer meet one of the 13 criteria areas.

***Criteria areas are listed on page 8 of this plan.**

At Ballinger Elementary School State Compensatory Funds are used to support Title 1 initiatives.

Program Evaluation/Needs Assessment

Grades 3-5

	<u>Math</u> % Met Standard			<u>Reading/ELA</u> % Met Standard			<u>Writing</u> % Met Standard			<u>Science</u> % Met Standard			<u>Social Studies</u> % Met Standard		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Students At-Risk	44%	42%	38%	60%	59%	57%	47%	39%	72%	40%	31%	51%	N/a	N/a	N/a
Students Not At-Risk	85%	70%	83%	84%	85%	91%	89%	77%	94%	85%	68%	88%	N/a	N/a	N/a

	Dropout Data	
	2013	2014
Students At-Risk	N/a	N/a
Students Not At-Risk	N/a	N/a

The comprehensive, intensive, accelerated instruction program at Ballinger Elementary consists of after school tutorials for students at-risk, additional staff members to reduce the student to teacher ratio, and the implementation of the Three-Tier Reading and Math Model Program to reduce the risk for students dropping out of school.

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 (Grades 3-5).**
- 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

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program Funding Source

Federal Programs	State Programs/Funding Source
<i>Title I, Part A Basic Programs</i> _____	<i>SSIG</i>
<i>Title I, Part C (Migrant)</i> _____ <i>SSA Member</i>	<i>State Compensatory Education</i>
<i>Title II, Part A (TPTR)</i> _____	<i>Dyslexia</i>
<i>Title III LEP ESC- SSA Member</i> _____	<i>Bilingual/ESL Program</i>
<i>IDEA – B</i> _____	
<i>Headstart</i>	

Upon evaluation of the effectiveness of this program the committee finds that the following goals and objectives are areas of prioritization.

Goal 1: By May 2021, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

Objective 1: By May 2016, 90% of all students and all sub-populations in grades 3, 4, and 5 at Ballinger Elementary will meet standard on the math portion of the State Assessment or an appropriate standardized test.

***White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP**

Summative Evaluation: 100% of all students meet standard on all portions of the state tests, meet ARD expectations, and the Campus/District will meet all System Safeguards.

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Math teaching staff will analyze STAAR objectives failed by students and develop instructional strategies to address those needs using an integrated, thematic, open-ended, developmentally appropriate curriculum with an emphasis on the individual student.	Campus Principal Grade Level Teachers	1 st Six weeks	STAAR results Eduphoria Benchmarks	Six weeks grades Tutorial rosters
1,2,9,10	2. State adopted or campus approved equivalent math program will be used with all students, especially those most at-risk of failure.	Campus Principal Math Grade Level Teachers	Daily	Math supplement als provided through state adoption TEKS Resource System Online resources 3 Tier Math program	Six weeks grades Tutorial rosters
2,9	3. Daily use of critical thinking skills, word problems, math manipulatives, and number sense techniques for all students, especially those most at-risk of failure.	Campus Principal Math Instructional Staff	Daily	Math supplement als provided through state adoption TEKS	Six weeks grades Tutorial rosters

		Para-professionals		Resource System Title I Fund 211- aide salaries	
1,2,9	4. Instruction of TEKS reporting categories not covered by the State Assessment objectives will be included for all students, especially those most at-risk of failure.	Campus Principal Math Instructional Staff	Every six-weeks	Math supplement als as provided through state adoption TEKS Resource System Online resources 3 Tier Math program	Six weeks grades Tutorial rosters
2,9	5. Computer- assisted State Assessment preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Math Instructional Staff	Weekly	Computer State Assessment practice materials Technology Fund 161 SSIG Accelerated Math STAR Math Eduphoria Computer Program Think Through Math Think Central	6 week grades Tutorial rosters
2,8	6. All students who have failed, who are at-risk of failure, or who need additional help will be provided the opportunity to attend tutorials.	Campus Principal Math	STAAR Prep Tutorials provided	STAAR based practice materials	Six weeks grades Honor Roll

		Instructional Staff Tutorial Instructional Staff	Monday through Thursday following the contractual teacher workday.		Tutorial rosters
2,9	7. Paraprofessionals are available in classes to offer opportunities for individualized instruction.	Campus Principal Para-professionals	Daily STAAR	IDEA-B Fund 224 – portion of para-professional salary Title I Fund 211- para-professional salaries	Six weeks grades STAAR scores

2,9	8. Extra professionals allow for class size to be under or at the 22:1 ratio in PK – 4 th grade.	Campus Principal	August 2015 – May 2016	State Compensatory Education Funds-portion of teachers' salaries	Six weeks grades STAAR scores
2,9	9. Extended year classes may be offered to At-Risk students following Summer School Guidelines.	Campus Principal Math Instructional Staff	June 2015- August 2016	Title I Fund 211/Operating budget - Summer School	Six weeks grades Tutorial rosters
2,9	10. The math teachers will be offered opportunities to attend staff development for specific math needs. Substitutes will be used to cover classrooms if staff development occurs during the school day.	Campus Principal Math Instructional Staff	As available	Region XV Outside Training opportunities District Professional Development Trainings	Six weeks grades STAAR scores Student success Certificate of completion
2,9	11. The response to intervention committee may use additional assessments to determine further accommodations for the at-risk students.	RTI committee	Every six-weeks	Hawthorne Dyslexia Screening Progress Monitoring	STAAR scores Six weeks grades

				Instruments	Improved student success
1,2,9	12. The 3-Tier Math model program may be used daily with students identified as at-risk of math difficulties in grades 1-5.	3-Tier Math Teacher	August 2015-May 2016	Math assessments Region XV	STAAR scores in 3-5 Math Assessments
1,2,9	13. Diagnostic math tests will be administered to identified at-risk students evaluating the students' math ability and establishing individual goals.	Math Teachers 3-Tier Math Teacher	August 2015-May 2016	Math assessments Region XV	Math assessments STAAR math

Goal 1: By May 2021, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

Objective 2: By May 2016, 95% of all students and all sub-populations* in grades 3, 4, and 5 at Ballinger Elementary will have met the standard on the reading portion of the State Assessment or an appropriate standardized test.

*White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Summative Evaluation: 100% of all students meet standard on all portions of the state tests, meet ARD expectations, and the Campus/District will meet all System Safeguards.

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Reading staff will analyze STAAR objectives failed by students and develop instructional strategies to address those needs using an integrated, thematic, open-ended, developmentally appropriate curriculum with an emphasis on the individual student.	Campus Principal Instructional Staff	August 2015	STAAR scores Eduphoria	Six weeks grades Tutorial rosters Benchmarks

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,8	2. Diagnostic reading tests will be administered to each student, evaluating the student's reading ability and establishing individual goals.	Campus Principal Instructional Staff	September 2015 January 2016 May 2016	ESC Region XV State testing materials Kamico Renaissance Reading Program	Six weeks grades Tutorial rosters
2,9	3. Three-tier Reading Model program will be used daily with students identified as at-risk of reading difficulties in grades K-5.	Campus Principal 3-Tier Reading Teacher	Daily	Title I Fund 211 Professional Salary	Six weeks grades Tutorial rosters
2,9	4. Reading incentive programs will be maintained for all students: <ul style="list-style-type: none"> • AR Six Weeks Rewards • Book-It • Read to Succeed 	Campus Principal Reading Instructional Staff	Every six weeks	Donations from local businesses and parents Title I Fund 211-library books AR tests	Six weeks grades Tutorial rosters
2,9	5. Cooperative learning techniques will be used with all students, especially those identified as at-risk of failure.	Campus Principal Reading Instructional Staff	Every six weeks	ESC Training Staff	Six weeks grades Tutorial rosters

2,9	6. A literature-based reading approach that balances the basal reading program, phonics, reading/writing techniques and whole language will be used with all students, especially those identified as at-risk of failure.	Campus Principal Reading Instructional Staff	Daily	ESC Region XV Novel Units Basal Read Naturally Saxon Phonics Tumblebooks E-Books	Six weeks grades Tutorial rosters
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Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	7. Computer-assisted State Assessment preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Reading Instructional Staff	Weekly	Computer State Assessment practice material Eduphoria iStation	Six weeks grades Honor Roll Tutorial rosters
1,2	8. All students who have failed, who are at-risk of failing, or who need additional help will be provided the opportunity to attend tutorials.	Campus Principal Reading Instructional Staff Tutorial Staff	STAAR Prep Tutorials provided Monday through Thursday following the contractual teacher workday.	State Assessment practice materials All Resources listed above	Six weeks grades Tutorial rosters Benchmarks S.T.A.R.
2,9,	9. Extended year classes may be offered to At-Risk students following summer school guidelines.	Campus Principal Summer School Coordinator Reading Instructional Staff	June 2016 - August 2016	Title I Fund 211/Operating Budget-Summer School	EOY Grades STAAR results Tutorial rosters
2,9	10. Identified LEP students will receive services, with parental permission, depending on English Language Proficiency level.	Teachers with ESL certification ESL Coordinator	Weekly	English as a Second Language Content-Based Program Pull-Out Based Program	Six weeks grades Tutorial rosters
2,9	11. Identified gifted/talented students will receive services for 1-2 hours per week through a pull-out program.	GT Teacher	Weekly	G/T curriculums	Six weeks grades

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	12. Identified gifted/talented students will receive enriched instruction in the regular general education classroom.	Grade Level Teacher	Weekly	G/T curriculums Enrichment materials provided by adopted textbooks	Six weeks grades Tutorial rosters
2,9	13. Students identified as dyslexic having characteristics of dyslexia will receive services.	Dyslexia Teacher	Daily	Take Flight	Six weeks grades Tutorial rosters
2	14. Extra professionals allow for class size to be under or at the 22:1 ratio in PK – 4 th grade.	Campus Principal	Daily	State Compensatory Education Funds- portion of teachers' salaries	TxEIS Enrollment
2	15. Paraprofessionals will be available in classes to offer opportunities for individualized instruction.	Campus Principal Para- professionals	Daily	IDEA-B Fund 224 – portion of paraprofessionals' salary Title I Fund 211- paraprofessionals' salaries	Improved student performance
2,9	16. The response to intervention committee may use additional assessments to determine further accommodations for the at-risk students.	RTI committee	As needed	TPRI Progress monitoring Hawthorne Dyslexia screening RTI Referral Packet	STAAR scores Six weeks grades Individual Student success academic progress

2,9	17. Reading and language teachers will be offered opportunities for staff development in their subject area. Substitutes will cover classes if staff development occurs during the school day.	Campus Principal Curriculum Specialist	As available	Region XV Outside training sources District Professional Development	Workshop /Seminar/ conference Certificates
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Goal 1: By May 2021, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

Objective 3: By May 2015, 90% of all students and all sub-populations* in grade 4 at Ballinger Elementary will meet standard on the writing portion of the State Assessment or an appropriate standardized test.

*White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Summative Evaluation: 100% of all students meet standard on all portions of the state tests, meet ARD expectations, and the Campus/District will meet all systems safeguards.

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Writing teachers will analyze STAAR objectives failed by students and develop instructional strategies to address those needs using an integrated, thematic, open-ended, developmentally appropriate curriculum with an emphasis on the individual student.	Campus Principal Instructional Staff	October 2014	STAAR scores Eduphoria Formative Assessments	Six weeks grades Tutorial rosters
2,9	2. Daily writing in all content areas, Daily Oral Language techniques, and cooperative learning techniques will be used with all students as reinforcement of writing skills.	Instructional Staff Campus Principal	Six Weeks	Textbooks, Writing Resources	Six weeks grades Tutorial rosters
2,9	3. All students who have failed, who are at-risk of failing, or who need additional help will be provided the opportunity to attend tutorials.	Tutorial Instructional Staff grades 3-5	Daily	Classroom teachers	Six weeks grades Tutorial rosters

Title I Comp. # (Campus	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	4. Identified LEP students will receive services, with parental permission, depending on English Language Proficiency Level.	Teachers with ESL certification	Weekly	English as a Second Language program	Six weeks grades Tutorial rosters OLPT
2,9	5. Identified gifted/talented students will receive services 1-2 hours per week through a pull-out program.	GT Teacher	Weekly	G/T curriculum	Six weeks grades Honor Roll
2,9	6. Identified gifted/talented students will receive enriched instruction in the regular classroom.	Instructional staff	Weekly	G/T curriculum Enrichment materials provided by adopted textbooks and other resources.	Six weeks grades Honor Roll
2	7. Extra professionals allow for class size to be under or at the 22:1 ratio in PK – 4th grade.	Campus Principal	Daily	State Compensatory Education Funds – portion of teachers’ salaries	Six weeks grades
2	8. Paraprofessionals available in classes to reduce the class size and offer opportunities for individualized instruction.	Campus Principal Para- professionals	Daily	IDEA-B Fund 224 – portion of paraprofessionals’ salary Title I Fund 211 – paraprofessionals’ salaries	State Assessment scores Six weeks grades Student success
2,9	9. The response to intervention committee may use additional assessments to determine further accommodations for the at-risk students.	RTI committee	Ongoing/as needed	Dyslexia screening Hawthorne Eduphoria	State Assessment scores Six weeks grades Student success
2,9	10. Writing teachers will be offered opportunities for staff development in their subject area. Substitutes will cover classes if staff development occurs during the school day.	Campus Principal Curriculum Specialist	As available	Region XV Outside training sources District Staff Development	State Assessment Scores Six weeks grades Student success Certificates of completion

Goal 1: By May 2020, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

Objective 4: By May 2015, 90% of all students and all sub-populations* in grade 5 at Ballinger Elementary will meet standard on the science portion of the State Assessment.

*White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Summative Evaluation: 100% of all students will meet standard on all portions of the state tests, meet ARD expectations, and the Campus/District will meet all system safeguards.

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Science teachers will analyze STAAR objectives failed by students and develop strategies to address those needs using an integrated, thematic, open-ended developmentally appropriate curriculum with an emphasis on the individual students.	Campus Principal Science Instructional Staff	August 2014	STAAR scores Eduphoria Formative Assessments	Six weeks grades Tutorial rosters
9	2. TEKS Resource System will be used with all students, especially those most at-risk of failure. State Adopted Textbooks & instructional aides will be used for additional activities for STAAR objectives not met by any student.	Campus Principal Science Instructional Staff	Every six-weeks	Science supplementals as provided through state adoption TEKS Resource System	Six weeks grades Tutorial rosters
2,9	3. Instruction of TEKS objectives not covered by the State Assessment objectives will be included for all students, especially those at-risk of failure.	Campus Principal Science Instructional Staff	Every six-weeks	Science materials as provided through state adoption	Six weeks grades Tutorial rosters
2,9	4. Computer-assisted State Assessment preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Science Instructional Staff	Weekly	Eduphoria Think Central	Six weeks grades Tutorial rosters

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	5. All students who have failed, who are at-risk of failure, or who need additional help will be provided the opportunity to attend tutorials.	Campus Principal Science Instructional Staff Tutorial Instructional Staff	STAAR Prep Tutorials provided Monday through Thursday following the contractual teacher workday.	State Assessment practice materials Additional instructional materials	Six weeks grades Tutorial Roster
2	6. Extra professionals allow for class size to be under or at the 22:1 ratio.	Campus Principal	Daily	State Compensatory Education Funds – portion of teachers' salaries	Six weeks grades
2	7. Paraprofessionals available in classes to offer opportunities for individualized instruction.	Campus Principal Paraprofessionals	Daily	IDEA-B Fund 224 – portion of Paraprofessional's salary Title I Fund 211 – Paraprofessionals' salaries	Six weeks grades
2,9	8. Extended year classes may be offered to At-Risk students following summer school guidelines.	Campus Principal Science Instructional Staff	June 2015 – August 2015	Title I Fund 211/Operating Budget – Summer School	Six weeks grades State Assessment scores Tutorial rosters
2,9	9. The response to intervention committee may use additional assessments to determine further accommodations for the at-risk students.	RTI committee	On-going/As needed	Hawthorne Dyslexia screening	State Assessment scores Six weeks grades Student success
2,9	10. Science teachers will be offered opportunities for staff development in their subject area. Substitutes will cover classes if staff development occurs during the school day.	Campus Principal Curriculum Specialist	As available	Region XV Outside training sources	State Assessment scores Six weeks grades Student success

Goal 1: By May 2020, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

Objective 5: By May 2015, 95% of all students receiving Special Education services taking the State Assessment, Accommodated State Assessment, or Alternative State Assessment at Ballinger Elementary will pass the appropriate assessment determined by the ARD committee.

Summative Evaluation: 100% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet all system safeguards.

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,8,9	1. ARD committees will review previous year assessment results and IEPs to set mastery levels.	Campus Principal ARD members Parents ARD Facilitator	Annual ARDS and as needed ARDS	2014 test results IEPs STAAR, STAAR-M, STAAR-Alt	ARD meeting reports Alternative Assessment planning reports
2	2. Distribute IEPs and modifications to assigned instructional staff with the use of the eSPED IEP Program.	Special Education Instructional Staff ARD Facilitator	Following each ARD	IEPs with modifications	Signature sheet noting receipt
2,4,9	3. Provide teacher training on STAAR-A or STAAR-alt.	Region XV CBW Co-Op Director	Annually	Training booklets Online resources	Sign-in sheets Make-up trainings for absent teachers STAAR-Alt. administrators obtain certification
2	4. Provide general education teachers staff development relating to instruction of students with disabilities, intervention techniques, support options, documentations, inclusion and evaluation processes.	Diagnostician Campus Principal Region XV ESC SE Teachers MTSS Collaborative Committee	As needed	Region XV ESC CBW Coop for Special Services	Certificates of Completion State Assessment scores Student Success IEP updates
1,2,9	5. General education teachers will participate in and document pre-referral intervention strategies demonstrating educational needs for referred students.	Campus Principal Counselor RTI committee Classroom Teachers	As needed	CBW Coop for Special Services RTI packets	Pre-referral packets RTI Minutes
2,9	6. Special education students will be ensured the least restrictive environment by periodic review of all available options.	Campus Principal Counselor ARD Facilitator General Ed Teacher	Daily	ARD TxEIS IEPs	Six weeks progress reports ARDs Teacher observation

		MTSS Collaborative Committee			
2,9	7. Special Education Teachers will use eSPED Program to target specific strengths / weaknesses of students	SE Teacher	As needed	eSPED Program	Six week progress reports ARDs Teacher observation
2,9	8. Related services will be coordinated with other special education services (OT, PT, Counseling, etc....)	Campus Principal Counselor ARD Facilitator Related Service Providers SE teachers	Daily	Referrals and assessments	Modification sheets Contact Logs ARDs
1	9. Special education services and programs will be reviewed annually.	Campus Principal ARD Facilitator Instructional staff	Annually	Parent/staff contact ARD Committee	Satisfactory progress on IEP
1	Headstart will be implemented for a 6 hour class day. Admission capped at 17 based on federal guidelines.	Campus Principal Headstart Teachers Family Service Worker Instructional Aide Region 14 & 15 ESCs	August 2014-ongoing	Region 14 & 15 ESCs Federal Funds	Teacher Observation Monthly Parent Meetings 2 Yearly Home Visits Parent Conferences Brigance

Goal 1: By May 2020, Ballinger Elementary School will have met the State Standards and met 100% of the system safeguards.

Objective 6: By May 2015, 70% of all LEP/ESL students taking the State Assessment at Ballinger Elementary will pass the Reading/ELA portion and 75% of all LEP/ESL students will pass the MATH portion.

Summative Evaluation: Improved results on state assessments; Improved variance between student groups; Will meet all system safeguards.

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Analyze assessment results to determine areas of weakness.	ESL staff LPAC members TELPAS raters	August 2014	Eduphoria TELPAS reports Region XV staff	Committee Meetings Agendas and Minutes
2,8,9	2. Identify LEP students language level and determine instructional placement.	ESL staff LPAC members	August 2014	OLPT scores HLS Region XV Training	Student Schedules POPS services Tutorials Six weeks grades
4	3. Provide instructional strategies to teachers supporting English Language Learners.	ESL staff	August 2014- May 2015	ESC-Region XV staff Professional Development	Periodic review of training records In-Service records Certificate of completion
6	4. Invite LEP parents to share cultural gifts with school and classroom.	ESL staff Teachers	December 2014-May 2015	LPAC Members Parents	Lesson Plans

Goal 2: By May 2020, Ballinger Elementary School students* will be taught by highly qualified teachers. and thereafter 100% highly qualified staff will be maintained.

Objective 1: By May 2015, highly qualified teachers will continue to teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will continue to be highly qualified, and 100% of teachers will continue to receive high quality professional development.

***White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP**

Summative Evaluation: 100% of the classes will be taught by highly qualified teachers and paraprofessionals in Ballinger Elementary.

Title I Comp#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
5	1. Maintain a thirty-year pay scale for all instructional staff.	School Board Superintendent	Annually	District Budget	Improved pay scale for teachers with long-term experience
5	2. Maintain a stipend for receiving a master's degree.	School Board Superintendent	Annually	District Budget	Improved income for teachers with advanced degrees
4,5,9	3. Paraprofessionals will have 45 college hours or pass state mandated test.	Region XV ESC	As needed	Paraprofessional training academies Academy manuals Title II Part A Fund 255 - Prof. Development	College transcript Academy attendance Acceptable score on state mandated test
2,3,5,9	4. All staff will be certified in the area for which they are hired.	Campus Principal	Before the interview is conducted	Title II Part A Fund 255 – contracted services.	High quality and highly-qualified paraprofessional. Staff Transcript, SBEC Certification

Title I Comp#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,3,5,9	5. All teachers will be certified to teach the subject for which they are hired.	Campus Principal	Before the interview is conducted	Recruitment of highly qualified teachers SBEC	Teacher certificates
3,4	6. Classroom teachers will attend at least six hours of Gifted/Talented training each year.	Campus Principal	Annually	Region XV Outside training opportunities	Attendance certificates
3,4	7. Teachers will attend appropriate staff development for the students and subject areas for which they are hired. Substitutes will cover classes if staff development occurs during the school day.	Campus Principal Curriculum Specialist	As available	Region XV On-line training resources Title I Stimulus	Attendance certificates
2,3,5	8. Administrative staff will attend ASU job fair as needed and advertise in various surrounding area media to recruit highly qualified teachers.	Campus Principal District Superintendent	As jobs and job fairs become available	ASU Local and surrounding newspapers Ballinger ISD website Region XV website	Highly qualified staff

Goal 3: By May 2020, Ballinger Elementary students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2015, the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2012-2013 by 5% as measured by PEIMS and number of discipline referrals.

***White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP**

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2	1. A Student Code of Conduct will be maintained focusing each student's action on desired behaviors.	Campus Principal SBDM committee	Daily	Parent/Student Handbook	Decreased number of discipline referrals
2	2. Provide a staffed on-campus suspension room for students who exhibit disruptive behaviors.	Campus Principal Aides/Substitutes	As needed	Available paraprofessionals	Decreased number of discipline referrals
2,4	4. Provide restraint and timeout training for campus teams.	Campus Principal Region XV ESC	As needed	Region XV ESC	Decrease in use of restraint
2,10	5. Provide classroom guidance in conflict resolution and character education to all students, especially those at-risk, with a special emphasis on staying drug-free.	Instructional staff Counselor	Every six-weeks	Classroom teachers Region XV	Decreased number of discipline referrals
2,10	6. Encourage collaboration between law enforcement, juvenile justice officials, CPS personnel, MHMR and school personnel to provide consistent expectations of student behavior.	Superintendent Campus Principal Counselor	As needed	Local law enforcement Juvenile Probation CPS CRCG	Decreased number of discipline referrals

Title I Comp#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,10	7. Maintain a campus crisis safety team.	Campus Principal Counselor	Annually	Region XV	Updated Crisis Plan. Scheduled practices
2,10	8. A Drug and School Safety Survey will be conducted at the Elementary Campus.	Campus Principal Counselor	Spring 2015	Region XV	Completed surveys
1	9. Examine building annually for security and safety concerns by getting input from staff members.	Superintendent Campus Principal All Staff	Annually Weekly Daily As Needed	Superintendent Principal Staff	Inspection reports. Compliance with Fire/Safety codes Safe School Environment
2,10	10. Character awards will be given to students exemplifying monthly traits to encourage students to use good character in decision making.	Counselor	Monthly Annually	“Building Good Citizens for Texas” Counselor’s fund	Positive school environment
2, 10	11. School-wide focus on Red Ribbon week activities that target living a drug free life style	Counselor	October	Counselor’s Fund	Positive school environment

Goal 3: By May 2020, Ballinger Elementary students* will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 2: By May 2015, crisis prevention/intervention will insure achievement for all students at Ballinger Elementary.

***White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP**

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
4,10	1. Provide violence and suicide identification, intervention and prevention techniques to all staff.	Campus Principal Counselor	Annually	Texas Runaway Hotline CRCG	Decreased number of discipline referrals
10	2. Provide violence and suicide identification, intervention and prevention techniques to all students, especially those at-risk, through classroom guidance lessons.	Counselor	Annually	Second Step Marsh Media CRCG	Decreased number of discipline referrals
10	3. Provide violence and suicide intervention and prevention techniques to at-risk students through individual/small group counseling.	Counselor	As needed	Texas Runaway Hotline Marsh Media On-line resources CRCG	Decreased number of discipline referrals 0% violence incidents
10	4. Instructional staff will be given activities to support all students in the event of a crisis.	Counselor	As needed	Region XV ESC HS Counselor JHS Counselor	Decrease in use of restraint Decrease # of discipline referrals
2,10	5. Survivors of a crisis will be supported by all staff and students.	Counselor	As needed	Region XV HS Counselor JHS Counselor	Decreased number of discipline referrals

Goal 4: By May 2020, parental involvement and communication in all aspects of the education program at Ballinger Elementary will be maintained.

Objective 1: By May 2015, Ballinger Elementary will increase parental involvement in educational decisions.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 85%.

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,6	1. School/parent/student compacts will be reviewed and updated annually.	SBDM committee	Annually	SBDM members	Completed compact to be signed
2,6	2. School/parent/student compacts will be signed annually and kept on file.	Campus Principal	Annually	Registration	Reduced number of parental complaints
2,6	3. Weekly or every 3 weeks progress reports will be sent to parents of students at-risk of failing the six weeks.	Grade level teachers	Every three weeks End of six-weeks grading period On-going	Gradespeed program	Parental awareness of academic expectations Six weeks grades Honor Roll
2,6	4. Translator will be provided, if necessary, for conferences with instructional staff or principal.	Campus Principal Instructional staff Bilingual Staff	As needed	Bilingual personnel	Parental awareness of academic expectations
2,6	5. A campus newsletter will be distributed to parents 3 times per year via internet or hard copy if requested.	Staff	3 times per year	Grade level teachers Counselor Librarian Region xv	Parent awareness of academic expectations
6	6. Parents of special needs students will be actively involved in the IEP/ARD process.	Diagnostician Campus Principal Special ed. Staff ARD Facilitator	Annually	ARD meetings	Increased parental attendance at ARD meetings
6	7. The Parent/Teacher Organization will be supported by school staff and administration.	School representatives Elementary-age students	On-going	Campus meeting areas	Completion of projects

Title I Comp#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
6,9	8. Letters concerning State Assessment testing dates will be sent home.	Counselor Campus Principal	1st Semester	Pearson	Improved parental communication
6,9	9. Regularly scheduled family fun activities will be held.	Parental Involvement Coordinator	1 time a semester	Sign-In sheets Campus meeting areas	Sign-In sheets
6,7	11. Workshops for parents will be offered as needed, i.e. State Assessment, Pre-K, etc.	Campus Principal Counselor Instructional staff ESC	As needed	Sign-in sheets Campus meeting areas	Sign-in sheets
6	12. Parents will be invited to join their children in special activities/occasions:	Parental Involvement Contact All staff	Monthly Bi/Monthly	Sign-in sheets	Improved home/school communication
6,7	13. Parents will be provided with information regarding the parent component of the educational experience.	Counselor	Every six weeks grading period	Region XV website	Improved home/school communication
6,7	14. Teacher-parent conferences will be scheduled for students who have not met the state standards to discuss educational needs of the student.	Grade level teachers Grade Placement Committee	May 2015 – July 2015	State Assessment scores	Improved home/school communication
6	15. State performance standards and other local assessments will be given to the parents in a language and form they can understand.	Campus Principal	April 2015-July 2015	TEA Online translations	Improved home/school communication
6,7	17. The Campus Plan will be available for viewing by public on the Ballinger ISD website and in the principal's office.	Campus Principal Technology Coordinator	Daily	Computer Ballinger ISD Web page	Improved home/school communication Hits on the website

6,7	18. Parents will be provided with information regarding Title I activities and funding that the elementary school receives	Campus Principal Counselor Grade Level Teachers	First Six Weeks	Title I information Region XV Power Point Computer	Parent Sign in sheets
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Goal 4: By May 2020, parental involvement and communication in all aspects of the education program at Ballinger Elementary will be maintained.

Objective 2: By August 2015, transition into and through the public school system at Ballinger Elementary will be made as smooth as possible for students and parents.

Summative Evaluation: A smooth progression through the educational system will be maintained for students PK-5.

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,7	1. Speech screening and therapy will be provided for pre-school students.	Campus Principal Speech Pathologist	August 2014 and on-going	Testing materials	Speech pathologist's logs and schedule
6,7	2. Screening and orientation visits for parents and students enrolling in public school for the first time will be provided.	Campus Principal Counselor School Nurse Pre-K/Kindergarten staff	Spring 2015	Head Start Area day care facilities Kindercamp	Increased number of parents/students Pre-registering
6	3. "Meet the Teacher" will be held prior to the beginning of school.	Campus Principal Instructional staff	August 2015	Instructional staff	Sign-In sheets
2	4. All elementary students will attend pep rallies at the secondary school.	Campus Principal Instructional Staff	Fall 2014	Bus requisition	Smooth transition into junior high school
2,9	5. Fifth grade students will be visited by Bearcat Band director and Art teacher for secondary fine arts orientation.	Campus Principal Jr. High Band Director Jr. High Art Teacher	Spring 2015	Band members	Smooth transition into junior high school
2,9	6. Fifth grade students will be provided a junior high orientation.	Jr. High Principal	Spring 2015		Smooth transition into junior high school
2,9	7. Head Start and Mother's Day Out students will attend elementary school orientation and tour.	Head Start Staff MDO Staff Campus Principal	Spring 2015	Headstart MDO	Smooth transition into elementary school
2,9	8. Any child planning to attend BES is encouraged to attend elementary school orientation.	Day care staff Campus Principal	Spring 2015	Day Care Kinder Camp	Smooth transition into elementary school
2,9	9. Headstart students and day care children will be invited to share library and computer labs with the elementary school.	Day care staff Head start facilitator Librarian Principal	September 2014 – May 2015	Students of each facility Computer Lab Reading Buddies Library	Smooth transition into elementary school

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1	10. The campus plan will be reviewed and updated annually, based on the current year needs assessment.	Campus Principal Counselor SBDM committee	First twelve weeks of school	Meeting agenda and minutes	Completed plan
4,8	11. Teachers will hold grade level and subject/department meetings to ensure curriculum alignment and to share resources.	Campus Principal Grade level teachers	Each Six Weeks	In-service/ Workday Conference period Planning Day	Six weeks grades Lesson plans
1,4,8	12. Grade level meetings will be held to recommend the appropriate standardized test/subtest to be used in grades K-5.	Campus Principal Counselor Grade level teaching staff	August 2014-May 2015	Samples of available tests	Prior test results
4	13. Training on inclusion of students diagnosed with dyslexia and/or related disorders will be available to instructional staff, as needed.	Campus Principal Counselor Dyslexia Teacher	As needed August 2014-May 2015	Region XV ESC	Six weeks grades Tutorial Roster
4,6	14. Training on methods of improving communication between school and home will be provided as needed.	Campus Principal SBDM committee Instructional Staff	As needed August 2014-May 2015	ESC Region XV Outside resources On-line resources	Improved communication between home and school
4	15. Training will be provided to instructional staff on web page design.	Campus Principal Instructional Staff	As needed August 2014-May 2015	ESC Region XV Outside resources On-line resources	Improved parental involvement
1,2	16. Fifth Grade Students will use Apple Laptops in order to improve the transition into junior high, their skills & use, understanding of the laptop, and the programs.	Campus Principal Instructional Staff	August 2014– May 2015	Instructional Staff	Six Weeks grades Lesson plans Smooth transition into junior high Fall 2014
2,9	17. Transportation to and from transition events in a handicap accessible bus will be provided to ensure needs of all students are met.	Campus Principals Bus Drivers Teachers Paraprofessionals	August 2014 – Ongoing	Handicap-accessible Bus IDEA-B Funds	Smooth transition into primary school/ junior high school

Goal 5: By May 2020, Ballinger Elementary will provide staff development designed to improve student performance and behaviors.

Objective 1: By May 2015, Ballinger Elementary students will demonstrate improved behavior and performance.

Summative Evaluation: School records will indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	1.TBSI will build campus level knowledge and skills on the use of positive behavioral supports.	Campus Crisis Team Campus Principal Counselor Special Ed. Counselor	August 2014-May 2015	Texas Behavior Support System In-service	Campus Team
1,8	2. Staff will review AEIS and State Accountability Reports to assess areas needing improvement.	Campus Crisis Team Campus Principal Counselor	Annually	2013 Assessment Reports In-service Hardware AEIS	Test Results Progress reports

Goal 6: By May 2020, Ballinger Elementary will provide equitable access to technological, instructional resources for all students* and instructional staff.

Objective 1: By May 2015, Ballinger Elementary School will enhance student acquisition of knowledge through integration of curriculum with technology tools.

***White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP**

Summative Evaluation: Improved use of technology by students and instructional staff.

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	2. All students in grades K-5 will practice proper keyboarding skills and techniques.	Keyboarding Teacher Instructional Staff	Weekly	Software	Periodic evaluation of skills by instructional staff
2	3. All students will follow acceptable use policy as outlined in Ballinger Elementary handbook.	Campus Principal Instructional Staff	Daily	Acceptable use policy Ballinger Elementary Handbook	Periodic review of software reports Smoothwall
2,9	4. Technology integrated into instruction will provide enriched learning opportunities to all students.	Campus Principal Instructional Staff Keyboarding Teacher Technology Staff	Daily	WAN, LAN Internet Title II Part D – Member of shared service arrangement ESC Region XV	Increased use of technology in instructional setting
1,4,8,9	5. Instructional staff will be trained to use technology to track student progress.	Campus Principal Counselor Technology Staff	Annually	AR Reports AM Reports STAR Evaluation Reports TPRI reports Title II Part D – – Member of shared service arrangement ESC Region XV Eduphoria	Individualization of expectations for all students

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	6. Technology integrated into instruction will be provided and maintained by the technology staff in order to provide technological opportunities for all students.	Campus Principal Technology Staff Technology Coordinator Instructional Staff	As needed	WAN, LAN Internet Title II Part D –Member of shared services arrangement with ESC Region XV	Increased use of technology in instructional setting
4,9	7. Instructional staff will be trained on minor problem solving techniques prior to intervention by technology staff.	Campus Principal Technology Staff Technology Coordinator Instructional Staff	As needed	Title II Part D – Member of shared services arrangement ESC Region XV Tech help desk	Increased use of technology in instructional setting Tech help desk data
1,2,9	8, 5 th Grade Students will use Apple Laptop Computers 1 st -4 th grade have access to desktops in the classroom.	Campus Principal Technology Staff Technology Coordinator Instructional Staff	Daily	Laptops Network	Scores Evaluation
1,2,9	9. Students will be provided access to a Mac lab.	Campus Principal Technology Staff Technology Coordinator Instructional Staff Computer Teacher	Every Six Weeks	Member of Shared Services arrangement	Six Weeks Grades

Goal 7: By May 2020, the average attendance at Ballinger Elementary will be maintained at 99% of actual enrollment of all* students.

Objective 1: By May 2015, Ballinger Elementary will provide incentives to maintain student attendance.

***White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP**

Summative Evaluation: Improved results on State Assessment or an appropriate standardized test.

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	1. Classroom teachers will focus on the importance of attendance and encourage regular attendance through a variety of approaches.	Campus Principal Counselor Instructional Staff	Daily	TxEIS Attendance records	TxEIS Phone logs
2,6,9	2. Staff will phone parents to check on students who are absent two or more days a week or show a pattern of excessive absences.	Attendance Cleark Principal Counselor	As needed	TxEIS	TxEIS Phone logs
1,2,9	3. Attendance records of at-risk students will be reviewed every three weeks will be filed, if necessary.	Counselor Campus Principal	Every three weeks Every six-weeks	Attendance records TxEIS	Improved attendance Six weeks grades Honor Roll
6	4. Parents will be notified of specific attendance policies.	Counselor Campus Principal Attendance Committee	Beginning of the year As attendance problems occur	Signed documents on file	Improved attendance Six weeks grades Honor Roll
2,6,9	5. Attendance awards will be given for perfect attendance.	Grade level teachers Counselor Campus Principal	On-going throughout the year	Attendance records Skate Palace Pizza with the Principal Six Weeks Attendance Assembly Donations from local businesses.	Improved attendance Six weeks grades Honor Roll

Goal 8: By May 2020, Ballinger Elementary will coordinate and integrate federal, state and local programs to provide optimal instruction for all students*.

Objective 1: By May 2015 Ballinger Elementary will provide individualized instruction for students and/or applicable parents.

***White, African-American, Hispanic, Economically Disadvantaged, Male, Female, Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP**

Summative Evaluation: Improved results on the State Assessment or an appropriate standardized test.

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	1. Staff will use all available resources to provide individualized instruction to students, especially those identified as at-risk.	Campus Principal Instructional staff SBDM committee	Daily	State Compensatory Ed. Fund 199	Six weeks grades Tutorial Roster
1,2,9	2. Curriculum alignment will ensure that students receive instruction based on identified needs.	Campus Principal Grade level teachers SBDM committee	Daily	State Compensatory Ed. Fund 199 TEKS Resource System YAG	Six weeks grades Tutorial Roster
6	3. A student handbook, updated annually, will be available on the BISD website or a hardcopy upon request to all parents explaining the procedures required for available nutrition programs.	Campus Principal Counselor SBDM committee Nutrition coordinator	Registration day	Print Shop Online	Number of students participating in nutrition programs
6,10	4. Adult education classes will be advertised through the public media, as well as notes sent home with students.	Adult Education Coordinator	On-going	Adult Education Program Local Media	Number of students participating in adult education program
6,10	5. Information about various social services will be available as needed.	Counselor	As needed throughout grading periods	Social Services CRCG	Number of students receiving social services
1,2,9	6. Identified students will be placed in the ESL program with parental permission.	ESL Coordinator ESL Certified Teachers	As assessments show a need	Federal funds	TELPAS

1,2,9	7. Identification of migrant students will be made within three weeks of their enrollment through the Priority for Services processes and identified students will be placed in the migrant program with parental permission and if intervention is needed to help these students, it will be provided within four to six weeks of enrollment.	Migrant Coordinator	As identified	Federal funds Achieve 3000 Region XV	NGS
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Goal 9 By May 2020 will ensure the development of socio-economically disadvantaged children.

Objective 1: By May 2015 Ballinger Elementary will provide a more structured learning environment for socio-economically disadvantaged children.

Summative Evaluation: Improved student performance on standardized tests for the low SES student.

Title I Comp.	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
7	1. Teacher will operate a full-day Pre-kindergarten program.	Pre-K Teachers	Daily	Cycle 7 Fund 415-teacher salaries and benefits	Higher test performance for low SES students
7	2. The curriculum of the Pre-kindergarten program will facilitate transition into the learning environment.	Pre-K Teachers	Daily	Cycle 7 Fund 415 – teacher salaries and benefits	Higher test performance for low SES students
2,7,9	3. The Pre-kindergarten program will provide access to those children who may need early childhood intervention.	Pre-K Teachers	As needed for new students, daily	Cycle 7 Fund 415 – teacher salaries and benefits	Higher test performance for low SES students
2,9	4. The school contributes toward providing socio-economically disadvantaged students with school supplies.	Counselor	As needed by students	Community donations	Teacher observation
2,9	5. The school will provide students with a free breakfast.	Cafeteria Staff	Daily	National School Lunch Program	TxEIS data
2,7,9	6. District will operate 6 hour Headstart Curriculum-based program.	Headstart Teacher	Daily	IDEA B	Six Week Grades Three Reporting Periods