

**Ballinger Elementary
Campus
Improvement Plan
2014-2015**

_____ October 13, 2014 _____
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 | Facilitator | |
| Jamie Rouse | Principal | |
| Crystal Clinton | Counselor | |
| Debra Kinnison | Headstart/Pre-K/ Kind Teacher | |
| Sherry Cavazos | 1 st Grade Teacher | |
| Marla Schaefer | 2 nd Grade Teacher | |
| D'Ann Hatler | 3 rd Grade Teacher | |
| Allison Busenlehner | 4 th Grade Teacher | |
| Rose Busenlehner | 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 | Paraprofessional 3-5 | |

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee in May 2014.

| 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> |
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Summary of Findings

| Prioritized Areas of Concern | |
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| 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>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 \$253,607.00

Total FTEs funded through SCE at this Campus 3.82

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 I initiatives.

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 \$251,632</i> | <i>SSIG</i> |
| <i>Title I, Part C (Migrant) \$2,770.00</i> <i>SSA Member</i> | <i>State Compensatory Education</i> |
| <i>Title II, Part A (TPTR) \$41,533.00</i> | <i>Dyslexia</i> |
| <i>Title III LEP ESC- SSA Member \$600.00</i> | <i>Bilingual/ESL Program</i> |
| <i>IDEA – B \$64,321.00</i> | |
| <i>Headstart</i> | |
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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 2020, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

Objective 1: By May 2015, 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 |

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|-------|---|--|-------------------------------|--|--|
| | | 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 |

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|-----|--|---|--|---|--------------------------------------|
| | | 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 |

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|-----|--|--|------------------------|--|--|
| 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 2014 – May 2015 | 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 2015 | 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 | STAAR scores Six weeks grades |

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|-------|--|--------------------------------------|----------------------|----------------------------|---|
| | | | | | 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 2014-May 2015 | 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 2014-May 2015 | Math assessments Region XV | Math assessments STAAR math |

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

Objective 2: By May 2015, 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 2014 | STAAR scores Eduphoria | Six weeks grades Tutorial rosters Benchmarks |

| Title I Comp. # (Campus) | Activity/Strategy | Person(s) Responsible | Timeline | Resources | Formative Evaluation |
|--------------------------------|-------------------|--------------------------|----------|-----------|-------------------------|
|--------------------------------|-------------------|--------------------------|----------|-----------|-------------------------|

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|-----|---|---|--|--|--|
| 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 2014 January 2015 May 2015 | 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 |

| 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 2015 - August 2015 | 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 | 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 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 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 Student success |
| 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 |

Goal 1: By May 2020, 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 |

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|------------|--|---|----------------------------|--|---|
| | | 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 |
|-----|--|--|-----------------|--|-----------------------|

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 |
|-------|--|---------------------|---------------|--|-----|

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 |