

**Ballinger Elementary  
Campus  
Improvement Plan  
2009-2010**

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**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
<b>Christy Kvapil</b>	<b>Facilitator</b>	
<b>Brian Arrott</b>	<b>Principal</b>	
<b>Kim Wilson</b>	<b>Counselor</b>	
<b>Connie Sanderson</b>	<b>Pre-K/ Kindergarten Teacher</b>	
<b>Patty Long</b>	<b>1<sup>st</sup> Grade Teacher</b>	
<b>Shari Wink</b>	<b>2<sup>nd</sup> Grade Teacher</b>	
<b>Linda Frerich</b>	<b>3<sup>rd</sup> Grade Teacher</b>	
<b>Jennifer Cullen</b>	<b>4<sup>th</sup> Grade Teacher</b>	
<b>Shannon Brown</b>	<b>5<sup>th</sup> Grade Teacher</b>	
<b>Shelby Kalina</b>	<b>Business</b>	
<b>Darnell Holden</b>	<b>Community</b>	
<b>Judy Lusby</b>	<b>Community</b>	
<b>Debra Wilde</b>	<b>Paraprofessional</b>	
<b>Mary Cortez</b>	<b>Parent</b>	
<b>Elizabeth Lange</b>	<b>Parent</b>	
<b>Hope Henson</b>	<b>PE/Music Teacher</b>	
<b>Debra Gleghorn</b>	<b>Spec. Prog. Teacher</b>	
<b>Danell Sims</b>	<b>Special Ed. Teacher</b>	
<b>Mary Lloyd</b>	<b>Technology</b>	
<b>Cindy McCoy</b>	<b>Paraprofessional</b>	
<b>Glenda Hoffman</b>	<b>Paraprofessional</b>	

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on

Participants in Attendance	Data Sources Examined
	<i>AEIS</i>
	<i>Federal Accountability Data for AYP</i>
	<i>TAKS Data disaggregated</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>Campus mentor participation records</i>
	<i>Community education program records</i>
	<i>Teacher retention data</i>
	<i>TELPAS</i>
	<i>Teacher made assessments</i>
	<i>Teacher Survey</i>

## Summary of Findings

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<i>TAKS Scores of special groups compared to overall population</i>	<i>AYP, AEIS-it</i>
<i>Improve Math TAKS Scores</i>	<i>AYP, AEIS-it, 3-Tier Math Model assessment data</i>
<i>TAKS scores of at-risk students vs non at-risk (3-5)</i>	<i>AYP, AEIS-it, 3-Tier Reading and Math Model assessment data</i>
<i>TAKS scores of economically disadvantaged students vs. overall population</i>	<i>AYP, AEIS-it</i>
<i>At-risk student performance on assessments(k-3)</i>	<i>3-Tier Reading and Math Model assessment data, TPRI 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 economically disadvantage and all students on and 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade reading, math, writing and science TAKS tests</i>	<i>AEIS-it, AYP, TAKS scores, 3-Tier Reading and Math Model assessment data</i>
<i>Enhance &amp; Update technology for students and teachers</i>	<i>Title I Stimulus</i>

<i>Professional Development for staff</i>	<i>Title I Stimulus</i>
<i>Ensuring teachers have the necessary supplies/materials to improve student performance</i>	<i>Title I Stimulus</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     \$295,567**

**Total FTEs funded through SCE at this Campus   7.3**

**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> <u>% Met Standard</u>			<u>Reading/ELA</u> <u>% Met Standard</u>			<u>Writing</u> <u>% Met Standard</u>			<u>Science</u> <u>% Met Standard</u>			<u>Social Studies</u> <u>% Met Standard</u>		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2006	2007	2008
<b>Students At-Risk</b>	61%	56%	60%	63%	71%	68%	80%	74%	67%	56%	71%	61%	N/a	N/a	N/a
<b>Students Not At-Risk</b>	97%	94%	95%	95%	93%	97%	95%	100%	96%	96%	98%	94%	N/a	N/a	N/a

	Dropout Data	
	2007	2008
<b>Students At-Risk</b>	N/a	N/a
<b>Students Not At-Risk</b>	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 \$264,109</i>	<i>SSIG</i>
<i>Title I, Part C (Migrant) \$2,101</i>	<i>Step Grant \$1,000</i>
<i>Title II, Part A (TPTR) \$63,696</i>	<i>State Compensatory Education \$295,567</i>
<i>Title II, Part D (Technology) \$2,348</i>	<i>Dyslexia</i>
<i>Title IV, SDFS (Shared Services Agreement) \$2,668</i>	<i>Gifted/Talented</i>
<i>Title III LEP \$2,998</i>	<i>Special Education</i>
<i>IDEA – B \$52,670</i>	<i>Bilingual/ESL Program</i>
	<i>Pre – K Expansion Grant \$43,200</i>
<i>Title XIV – ARRA/Stabilization \$150,767</i>	<i>Circle Grant</i>
<i>NCLB – ARRA/Stimulus \$135,820</i>	<i>Catch Grant</i>
<i>NCLB – ARRA/Stimulus Title II, D \$4,242</i>	<i>T3 – Rural Tech Grant</i>
	<i>District Award for Teacher Excellence Grants</i>
	<i>21<sup>st</sup> Century Learning Grant</i>
	Local Programs/Funding Source
	<i>ESC Grants</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 2013, Ballinger Elementary School will achieve an Exemplary rating.**

**Objective 1: By May 2010, 90% of all students and each student group\* in grades 3, 4, and 5 at Ballinger Elementary will pass the math portion of TAKS 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 pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.**

**Disaggregation of TAKS 3<sup>rd</sup> Grade Math**

Data 2008-2009	All	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	88	79	94	na	85	na	na	na	100	88	88

**Disaggregation of TAKS 4<sup>th</sup> Grade Math**

Data 2008-2009	All	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	85	77	97	na	69	na	na	Na	100	85	85

**Disaggregation of TAKS 5<sup>th</sup> Grade Math**

Data 2008-2009	All	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	80	74	85	na	70	na	na	50	100	80	80

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Math teaching staff will analyze TAKS 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 <sup>st</sup> 6 weeks  As TAKS scores are available	TAKS scores, AEIS-it Benchmarks	6 weeks grades Tutorial Roster

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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 manipulatives as provided through state adoption C Scope Online resources, 3 Tier Math program	6 weeks grades Tutorial Roster
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 Paraprofessionals	Daily	Math manipulatives as provided through state adoption C Scope Title I Fund 211- aide salaries Title I Stimulus	6 weeks grades Tutorial Roster
1,2,9	4. Instruction of TEKS objectives not covered by the TAKS objectives will be included for all students, especially those most at-risk of failure.	Campus Principal Math Instructional staff	Every six-weeks	Math manipulatives as provided through state adoption C Scope Online resources, 3 Tier Math program	6 weeks grades Tutorial Roster
2,9	5. Computer- assisted TAKS preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Math Instructional staff	Weekly	Computer TAKS practice materials Technology Fund 161 PASeries SSIG A+ Accelerated Math STAR Math Title I Stimulus	6 weeks grades Tutorial Roster
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 Instructional staff Tutorial Instructional staff	Monday through Thursday weekly	TAKS practice materials	6 weeks grades Honor Roll Tutorial Roster

2,9	7. Paraprofessionals available in classes to reduce the class size and offer opportunities for individualized instruction.	Campus Principal Paraprofessionals	Daily	IDEA-B Fund 224 –portion of aide salary  Title I Fund 211- aide salaries	6weeks grades TAKS scores
2,9	8. Extra professionals allow for class size to be under the 22:1 ratio in Pk – 4 <sup>th</sup> grade.	Campus Principal	Year round August 08 – May 09	State Compensatory Education Funds-portion of teachers salaries	6 weeks grades TAKS scores
2,9	9. Extended year classes will be required for all students failing math.	Campus Principal Math Instructional staff	June 2009	Title I Fund 211 - Summer school 21 <sup>st</sup> Century Learning Grant	6 weeks grades Tutorial Roster
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 Title I Stimulus	6 weeks grades TAKS scores
2,9	11. The student assistance team may use additional assessments to determine further accommodations for the at-risk students	SAT/RTI	Every six-weeks	DIBELS Hawthorne Dyslexia Screening	TAKS scores 6 weeks grades 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	Aug 08-May 09	Math assessments Region XV	TAKS 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	Aug 08-May 09	Math assessments Region XV	Math assessments TAKS math

**Goal 1: By May 2013, Ballinger Elementary School will achieve an Exemplary rating.**

**Objective 2: By May 2010, 95% of all students and each student group\* in grades 3, 4, and 5 at Ballinger Elementary will pass the reading portion of TAKS 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 pass all portions of the state tests, meet ARD expectations, and the campus/district will meet AYP.**

**Disaggregation of TAKS 3<sup>rd</sup> Grade Reading**

Data 2008-2009	All	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	97	96	97	na	93	na	na	na	100	97	97

**Disaggregation of TAKS 4<sup>th</sup> Grade Reading**

Data 2008-2009	All	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	85	74	100	na	69	na	na	na	100	82	88

**Disaggregation of TAKS 5<sup>th</sup> Grade Reading**

Data 2008-2009	All	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	83	82	86	na	69	na	na	56	100	88	78

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Reading staff will analyze TAKS 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 2009  As TAKS scores are available	TAKS scores AEIS-it	6 weeks grades Tutorial Roster 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 2009 January 2010 May 2010	ESC Region XV State testing materials	6 weeks grades Tutorial Roster
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	6 weeks grades Tutorial Roster
2,9	4. Reading incentive programs will be maintained for all students: • AR 6 Weeks Rewards • Book-It * Grand Slam Reading Jam	Campus Principal Reading Instructional staff	Every six weeks	Donations from Pizza Hut, and other local businesses and parents Title I Fund 211-library books  AR tests	6 weeks grades Tutorial Roster
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 sixweeks	ESC training staff	6 weeks grades  Tutorial Roster
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 Saxon Phonics Novel Units RFB & D Basal Power Reading Read Naturally	6 weeks grades Tutorial Roster

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	7. Computer-assisted TAKS preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Reading Instructional staff	Weekly	Computer TAKS practice materials PASeries A+	6 weeks grades Honor Roll Tutorial Roster
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	Weekly Monday through Thursday	TAKS practice materialsAll Resources listed above	6 weeks grades Tutorial Roster 2009 TAKS Score Benchmarks S.T.A.R.
2,9,	9. Extended year classes will be required for all students failing reading TAKS and/or failing EOY ELA core grade.	Campus Principal Summer School Coordinator Reading Instructional staff	June 2009	Extended year Grant Fund 401-  Title I Fund 211- summer school  21 <sup>st</sup> Century Learning Grant	EOY Grades TAKS Tutorial Roster
4,9	10. Continued participation in various reading programs will be offered providing staff additional resources and training.	Campus Principal Reading Instructional staff	As available	ESC Region XV RFB&D Read Naturally	6 weeks grades Tutorial Roster
2,9	11. Identified LEP students will receive services, with parental permission, depending on English Language Proficiency level.	ESL Teacher	Weekly	English as a Second Language Program	6 weeks grades Tutorial Roster
2,9	12. Identified gifted/talented students will receive services once a week through a pull-out program.	GT Teacher	Weekly	G/T curriculums	6 weeks grades Tutorial Roster



Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	13. Identified gifted/talented students will receive enriched instruction in the regular classroom.	GT Teacher Grade Level Teacher	Weekly	G/T curriculums Enrichment materials provided by adopted textbooks	6 weeks grades Tutorial Roster
2,9	14. Students identified as dyslexic will receive services.	Dyslexia Teacher	Daily	Alphabet Phonics Carbo Recorded Reading Method Read 2000	6 weeks grades Tutorial Roster
2	15. Extra professionals allow for class size to be under the 22:1 ratio in PK – 4 <sup>th</sup> grade.	Campus Principal	Daily	State Compensatory Education Funds- portion of teachers salaries	PEIMS Enrollment
2	16. Paraprofessionals will be available in classes to reduce the class size and offer opportunities for individualized instruction.	Campus Principal Paraprofessionals	Daily	IDEA-B Fund 224 – portion of aide salary  Title I Fund 211- aide salaries	Improved student performance
2,9	17. The student assistance team may use additional assessments to determine further accommodations for the at-risk students.	SAT RTI	As needed	DIBELS Hawthorne Dyslexia screening PASeries Read 2000	TAKS scores 6 weeks grades Student success
2,9	18. 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 Title I Stimulus	Workshop/Se minar/Confer ence Certificates

**Goal 1: By May 2013, Ballinger Elementary School will achieve an Exemplary rating.**

**Objective 3: By May 2010, 90% of all students and each student group\* in grade 4 at Ballinger Elementary will pass the writing portion of TAKS 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 pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.**

**Disaggregation of TAKS 4<sup>th</sup> Grade Writing**

Data 2008-2009	All	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	90	82	97	na	86	na	na	Na	100	82	100

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Writing teachers will analyze TAKS 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 2009  As scores become available	TAKS scores AEIS-it Formative Assessments	6 weeks grades Tutorial Roster
2,9	2. Three-tier reading program may be used daily with students identified as at-risk of failure.	3-Tier Reading Teacher Campus Principal	Daily	Title I Fund 211 Professional Salaries	6 weeks grades Tutorial Roster
2,9	3. 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	6 weeks grades Tutorial Roster
2,9	4. 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	6 weeks grades Tutorial Roster

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	5. Extended year classes will be required for all students failing the TAKS writing test.	Campus Principal Instructional staff	June 2010	Title I Fund 211 – Summer School  21 <sup>st</sup> Century Learning Grant	6 weeks grades Tutorial Roster
2,9	6. Identified LEP students will receive services, with parental permission, depending on English Language Proficiency Level.	ESL Teacher Classroom Teachers	Weekly	English as a Second Language program	6 weeks grades Tutorial Roster OLPT
2,9	7. Identified gifted/talented students will receive services once a week through a pull-out program.	GT Teacher	Weekly	G/T curriculum	6 weeks grades Honor Roll
2,9	8. Identified gifted/talented students will receive enriched instruction in the regular classroom.	GT Teacher Instructional staff	Weekly	G/T curriculum  Enrichment materials provide by adopted text books and other resources.	6 weeks grades Honor Roll
2	9. Extra professionals allow for class size to be under the 22:1 ratio in PK – 4th grade.	Campus Principal	Daily	State Compensatory Education Funds – portion of teacher’s salaries	6 weeks grades
2	10. Paraprofessionals available in classes to reduce the class size and offer opportunities for individualized instruction.	Campus Principal Paraprofessionals	Daily	IDEA-B Fund 224 – portion of paraprofessional’s salary  Title I Fund 211 – paraprofessional salaries	TAKS scores 6 weeks grades Student success
2,9	11. The student assistance team may use additional assessments to determine further accommodations for the at-risk students.	SAT/RTI	Ongoing/as needed	Dyslexia screening Hawthorne DIBELS PASeries	TAKS scores 6 weeks grades Student success
2,9	12. 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  Title I Stimulus	TAKS scores 6 weeks grades Student success

**Goal 1: By May 2013, Ballinger Elementary School will achieve an Exemplary rating.**

**Objective 4: By May 2010, 90% of all students and each student group\* in grade 5 at Ballinger Elementary will pass the science portion of TAKS 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 pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.**

**Disaggregation of TAKS 5<sup>th</sup> Grade Science**

Data 2008-2009	All	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	82	72	91	na	78	na	na	63	100	93	72

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,2,8,9	1. Science teachers will analyze TAKS 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 2009	TAKS scores AEIS-it Formative Testing	6 weeks grades Tutorial Roster
9	2. State adopted textbooks and instructional aides will be used with all students, especially those most at-risk of failure. C-Scope will be used for additional activities for TAKS objectives not met by any student.	Campus Principal Science Instructional staff	Every six-weeks	Science materials as provided through state adoption C-Scope Title I Stimulus	6 weeks grades Tutorial Roster
2,9	3. Instruction of TEKS objectives not covered by the TAKS 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 Sylvan-Dell ebooks	6 weeks grades Tutorial Roster
2,9	4. Computer-assisted TAKS preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Science Instructional staff	Weekly	Advanced Learning Systems, Performance A+ Title I Stimulus	6 weeks grades Tutorial Roster

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	Daily Monday through Thursday	TAKS practice materials Additional instructional materials A+	6 weeks grades Tutorial Roster
2	6. Extra professionals allow for class size to be under the 22:1 ratio.	Campus Principal	Daily	State Compensatory Education Funds – portion of teachers salaries	6 weeks grades
2	7. Paraprofessionals available in classes to reduce the class size and offer opportunities for individualized instruction.	Campus Principal Paraprofessionals	Daily	IDEA-B Fund 224 – portion of Paraprofessional salary Title I Fund 211 – Paraprofessional salaries	6 weeks grades
2,9	8. Extended year classes will be required for all students failing science TAKS test.	Campus Principal Science Instructional staff	June 2009	Title I Fund 211 – Summer School 21 <sup>st</sup> Century Learning Grant	6 weeks grades TAKS scores Tutorial Roster
2,9	9. The student assistance team may use additional assessments to determine further accommodations for the at-risk students	SAT RTI	On-going/As needed	Hawthorne Dyslexia screening	TAKS scores 6 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 Title I Stimulus	TAKS scores 6 weeks grades Student success

**Goal 1:** By May 2013, Ballinger Elementary School will achieve an Exemplary rating.

**Objective 5:** By May 2010, 95% of all students\* taking the TAKS- A, TAKS- M, or TAKS-Alt at Ballinger Elementary will meet their projected achievement levels.

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

Data 2007-08	All Students All tests	Math	Reading	Science	Writing
% Met Standard	59%	50%	52%	63%	100%

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	2008-09 test results IEPs TAKS, TAKS-acc, TAKS-M, TAKS-Alt	ARD meeting reports Alternative Assessment planning reports
2	2. Distribute IEPs and modifications to assigned instructional staff with the use of the CLASS IEP Program.	Special Education Instructional Staff ARD Facilitator	Each ARD	IEPs with modifications IDEA-B Stimulus Funds	Signature sheet noting receipt
2,4,9	3. Provide teacher training on TAKS-A, TAKS-M, and TAKS-Alt.	Region XV CBW Co-Op	Annually	Training booklets	Sign-in sheets Make-up trainings for Absent teachers
2	4. Provide regular education teachers staff development relating to instruction of students with disabilities, intervention techniques, support options, documentations, and evaluation processes.	Diagnostician Campus Principal Region XV ESC SE Teachers	As needed	Region XV ESC CBW Coop for Special Services	Certificates of Completion
1,2,9	5. Regular education teachers will participate in and document pre-referral intervention strategies demonstrating educational needs for referred students.	Campus Principal Counselor SAT/RTI Classroom Teachers	As needed	Student Assist Team CBW Coop for Special Services RTI packets	Pre-referral packets SAT/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 SE Teacher	Daily	ARD RSCCC	3 and 6 weeks progress reports, ARDs , Teacher observation

Title I Comp. # (Campus)	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	7. Related services will be coordinated with other special education services(OT, PT, Counseling, etc....)	Campus Principal Counselor ARD Facilitator Related Service Providers	Daily	Referrals and assessments	Modification sheets Contact Logs ARDs
1	8. Special education services and programs will be reviewed annually.	Campus Principal ARD Facilitator Instructional staff	Annually	Parent/staff contact	Satisfactory progress on IEP
1	9. A ½ day Preschool Program for Children with Disabiities (PPCD) will be implemented during the 09-10 school year.	Campus Principal PPCD Teacher	August 09-ongoing	ECI District Child Find Coordinator IDEA-B Stimulus Funds	Satisfactory Progress on IEP Program Evaluation

**Goal 1: By May 2013, Ballinger Elementary School will achieve an Exemplary rating and be on track for 100% student proficiency by 2014. (NCLB)**

**Objective 6: By May 2010, 70% of all LEP/ESL students taking the TAKS test at Ballinger Elementary will pass the Reading/ELA TAKS and 75% of all LEP/ESL students will pass the MATH TAKS.**

**Summative Evaluation: Improved results on state assessments; Improved variance between student groups; Will meet AYP.**

<b>Title I Comp. # (Campus)</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
	1. Analyze assessment results to determine areas of weakness	ESL staff LPAC members	August 2009	AEISIT reports TELPAS reports Region XV staff	Committee Meetings, Agendas and Minutes
	2. Identify LEP students language level and determine instructional placement	ESL staff LPAC members	August 2009	OLPT scores HLS Region XV Training	Student Schedules POPS services Tutorials 6 weeks grades
	3. Provide instructional strategies to teachers supporting English Language Learners	ESL staff	December 2009 May 2010	ESC-Region XV staff	Periodic review of training records In-Service records
	4. Provide cultural sensitivity professional development for teachers	ESL staff Teachers	December 2009 May 2010	ESC-Region XV staff	Periodic review of training records In-Service records
	5. Invite LEP parents to share cultural gifts with school and classroom	ESL staff Teachers	December 2009 May 2010	LPAC Members Parents	Lesson Plans



**Goal 2: By May 2013, Ballinger Elementary School students\* will be taught by highly qualified teachers. and thereafter 100% highly qualified staff will be maintained.**

**Objective 1: By May 2010, 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 ISD will be highly qualified.**

Data 2007-08	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

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

<b>2,3,5,9</b>	<b>4. All staff will be certified in the area for which they are hired.</b>	<b>Campus Principal</b>	<b>Before the interview is conducted</b>	<b>Title II Part A Fund 255 – contracted ser.</b>	<b>High quality and highly-qualified parapro. Staff Transcript, SBEC Certification</b>
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<b>Title I Comp#</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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 6 hours of Gifted/Talented training each year.	Campus Principal GT Teacher	Annually	Region XV	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	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 2013, Ballinger Elementary students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Objective 1: By May 2010, the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2007-08 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**

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

<b>Data 2008-09</b>	<b>All Students</b>
<b>Discipline/ Incidents</b>	<b>41</b>

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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 Grade-level aides	As needed	Available paraprofessionals	Decreased number of discipline referrals
2	3. Provide a behavioral unit, as needed, for students with special needs.	Superintendent	As needed	Special Ed. Co-op	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. All 4 <sup>th</sup> & 5 <sup>th</sup> grade students will complete a Drug and School Safety Survey with parental permission.	Campus Principal Counselor 4 <sup>th</sup> & 5 <sup>th</sup> grade staff	Spring 2010	Title IV Fund 204 Survey Member of Shared Services Arrangement ESC 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 PTO	Positive school environment

**Goal 3: By May 2013, Ballinger Elementary students\* will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Objective 2: By May 2010, 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.**

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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 SDF Survey data
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 SDF Survey data
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 SDF Survey data
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 2013, parental involvement and communication in all aspects of the education program at Ballinger Elementary will be maintained.**

**Objective 1: By May 2010, 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%.**

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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 6 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 each six weeks	Staff Counselor	Every 6 weeks	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. Parent/Teacher Organization will be supported by school staff and administration.	School representatives Elementary-age students	On-going	Campus meeting areas	Completion of projects

<b>Title I Comp#</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
6,9	8. Letters concerning TAKS 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	Every six weeks grading period	Sign-In sheets Campus meeting areas	Sign-In sheets
2,6,9	10. Mentor program will be maintained to provide at-risk students individual attention in the regular classroom.	Campus Principal Counselor	Weekly	Sign-in sheets Lions club Radio Newspaper	Sign-in sheets
6,7	11. Workshops for parents will be offered as needed, i.e. TAKS, Pre-K, etc.	Campus Principal Counselor Instructional staff	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: <ul style="list-style-type: none"> <li>• Christmas Parties</li> <li>• Holiday celebrations</li> <li>• Birthday celebrations</li> <li>• Wellness Wednesday/PACE</li> </ul>	Grade level teachers P.E. Teacher	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	May 2010	TAKS scores SSIG	Improved home/school communication



<b>Title I Comp#</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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	May 2010 On-going	TEA Online translations	Improved home/school communication
6	16. Coordinated parental involvement activities with After-School Program	Campus Principal After-School Program Facilitator	Twice per Semester	21 <sup>st</sup> Century Learning Grant Title I Funds	Parent Sign-In Sheet
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	1 <sup>st</sup> 6-weeks	Title I information Region XV Power Point Computer	Parent Sign in sheets

**Goal 4: By May 2013, parental involvement and communication in all aspects of the education program at Ballinger Elementary will be maintained.**

**Objective 2: By August 2010, 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.**

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
2,7	1. Speech screening and therapy will be provided for pre-school students.	Campus Principal Speech Pathologist	August 09 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 2010	Head Start Area day care facilities	Increased number of parents/students Pre-registering
6	3. "Meet the Teacher" will be held prior to beginning of school.	Campus Principal Instructional staff	August 2010	Instructional staff	Sign-In sheets
2	4. Fourth and fifth grade students will attend pep rallies at the secondary school.	Campus Principal 4 <sup>th</sup> and 5 <sup>th</sup> grade instructional staff	Fall 2009	Bus requisition	Smooth transition into middle school
2,9	5. Fifth grade students will be visited by Bearcat Band and director for secondary fine arts orientation.	Campus Principal Jr. High Band Director	Spring 2010	Band members	Smooth transition into middle school
2,9	6. Fifth grade students will attend junior high orientation.	Campus Principal Jr. High Principal 5th grade instructional staff Counselor	Spring 2010	Bus requisition	Smooth transition into middle school
2,9	7. Head Start students will eat lunch and attend elementary school orientation	Head Start Staff Campus Principal	Spring 2010	Headstart	Smooth transition into primary school
2,9	8. Day care facilities and Mother's Day Out Programs will attend elementary school orientation	Day care staff Mother's Day Out Program Director Campus Principal	Spring 2010	Day Care Mother's Day out facilitator	Smooth transition into primary school
2,9	9. HeadStart students and Day care children will be invited to share library, computer labs and outdoor learning environment with the elementary School	Day care staff Head start facilitator Counselor Librarian	September 09 – May 10	Students of each facility Computer Lab Reading Buddies	Smooth transition into primary school

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1	10. The campus plan will be reviewed and updated annually based on the current year needs assessment.	Campus Principal Counselor SBDM committee	First 12 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	First six-weeks of school	In-service/ Workday Conference period	6 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-2.	Campus Principal Counselor Grade level teaching staff	On-going Aug 09 – May 10	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 Aug 09- May 10	Region XV ESC	6 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 Aug 09 – May 10	ESC Region XV Outside resources On-line resources	Improved communication between home and school
4	15. Training will be provided to core subject instructional staff on web page design	Campus Principal instructional staff	As needed Aug 09- May 10	ESC Region XV Outside resources On-line resources	Improved parental involvement
1,2	16. Students will use Apple Laptops in the classroom in order to improve the transition into JH, their skills & use, understanding of the laptop, and the programs.	Campus Principal Instructional Staff	Jan. 2010 – May 2010	T3 – Rural Tech Grant Title I Stimulus	6 wk grades Lesson plans Smooth transition into JH Fall 2010
2,9	17. Transportation to and from transition events in handicap accessible bus to ensure needs of all students are met.	Campus Principals Bus Drivers Teachers	August 09 – Ongoing	Handicap-accessible Bus IDEA-B Stimulus Funds	Smooth transition into primary school/middle school

**Goal 5: By May 2013, Ballinger Elementary will provide staff development designed to improve student performance and behaviors.**

**Objective 1: By May 2010, Ballinger Elementary students will demonstrate improved behavior and performance.**

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

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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	Aug 09- May 2010	Texas Behavior Support System In-service	Campus Team
1,8	2. Staff will review AEIS-it and AYP reports to assess areas needing improvement.	Campus Crisis Team Campus Principal Counselor	Annually	2009 Test results In-service Hardware AEIS-it Teacher packets	Test Results Progress reports
1,4,8	3. A+ Training – Technology to improve student performance.	Campus Principal Classroom Teachers Technology	September 2009	In-service A+ Title I Stimulus	Test and Program Report Report Cards

**Goal 6: By May 2013, Ballinger Elementary will provide equitable access to technological, instructional resources for all students\* and instructional staff.**

**Objective 1: By May 2010, 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: Summative Evaluation: Improved use of technology by students and instructional staff.**

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
2,9	1. Students in grades 2-5 will be provided with the opportunity to use computerized practice TAKS programs.	Campus Principal Instructional staff	Every six-weeks	TAKS Practice software	6 weeks grades TAKS Scores Tutorial Roster DATE data
2,9	2. All students in grades Pk-5 will practice proper keyboarding skills and techniques.	Keyboarding Teacher Instructional staff	Weekly	Software Title I Stimulus	Periodic evaluation of skills by instructional staff DATE data
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 Lightspeed
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 Title I Stimulus	Increased use of technology in instructional setting PDAS DATE data
1,4,8,9	5. Instructional staff will be trained to use technology to track student progress.	Campus Principal Counselor Keyboarding Teacher Technology Staff	Annually	AR Reports AM Reports STAR Evaluation Reports TPRI reports Title II Part D – – Member of shared service arrangement ESC Region XV Title I Stimulus	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 technology 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 PDAS DATE data
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, Students will use Apple Laptop Computers	Campus Principal Technology Staff Technology Coordinator Instructional Staff	2 <sup>nd</sup> Semester 09-10	Laptops –COWS Network T-3 Rural Tech Grant	Scores Evaluation
1,2,9	9. Students will be instructed in and utilize a Mac Lab	Campus Principal Technology Staff Technology Coordinator Instructional Staff Computer Teacher	Every 6 Weeks	Title I Stimulus	DATE Projects 6 wk Grades

**Goal 7: By May 2013, the average attendance at Ballinger Elementary will be maintained at 99% of actual enrollment of all\* students.**

**Objective 1: By May 2010, 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 TAKS or an appropriate standardized test.**

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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	RSCCC Attendance records	PEIMS 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.	Counselor Grade level teachers	As needed	RSCCC	PEIMS Phone logs
1,2,9	3. Attendance records of at-risk students will be reviewed every three weeks; legal action will be taken, if necessary.	Counselor Campus Principal	Every three weeks Every six-weeks	Attendance records RSCCC	Improved attendance 6 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 6 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 and Annually – May	Attendance records Skate Palace Pickle Party Family Fun Pack	Improved attendance 6 weeks grades Honor Roll

**Goal 8: By May 2013, Ballinger Elementary will coordinate and integrate federal, state and local programs to provide optimal instruction for all students\*.**

**Objective 1: By May 2010, 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 TAKS or an appropriate standardized test.**

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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	6 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 C-Scope	6 weeks grades Tutorial Roster
6	3. A student handbook, updated annually, will be provided 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 Teacher	As assessments show a need	Federal funds	TELPAS
1,2,9	7. Identification of migrant students will be made within 3 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 4 to 6 weeks of enrollment.	Migrant Coordinator	As identified	Federal funds Achieve 3000 Region XV	NGS



**Goal 9: By May 2013, will ensure the development of socio-economically disadvantaged children.**

**Objective 1: By May 2010, 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.**

<b>Title I Comp.</b>	<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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 Circle Grant	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 Circle Grant	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	RSCCC data
2,7,9	6. District will operate half-day Headstart Curriculum-based program.	Headstart Teacher	Daily	IDEA B Stimulus Funds	6 Week Grades Individualized Evaluation by students
2,7,9	7. District will operate half-day PPCD program	PPCD Teacher	Daily	IDEA B Stimulus Funds	6 Week Grades Individualized Evaluation by students