

BALLINGER JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

2009-2010

Updated: October 26, 2009

Date of School Board Approval

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Ballinger Junior High will have an exemplary rating by 2013 and be on track for 100% student proficiency by 2014 (NCLB).	
Goal 2:	28-37
The drop out, failure and attendance rates of Ballinger Jr. High will be superior than state averages in alignment with the AEIS.	
Goal 3:	38-39
Ballinger Jr. High students will be educated in learning environments that are safe, drug free, and conducive to learning.	
Goal 4:	40-41
In Ballinger Junior High, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained. .	
Goal 5:.....	42-43
Parents and community will be partners in the education of students in Ballinger Jr. High.	
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Ballinger Junior High will provide one to one computing for all students and instructional staff.	
Goal 7:	45-49
In Ballinger Junior High, all students and each student group, including special needs students, will be provided opportunities to demonstrate academic success and to participate in school activities.	

Mission Statement

WE BELIEVE

that patrons, administrators, faculty, and students of Ballinger Junior High School share the responsibility of maintaining a positive environment so that measurable learning can take place and all students will have an opportunity to learn.

WE BELIEVE

that the principal must be the instructional leader of the school.

WE BELIEVE

that the purpose of the school is to promote academic excellence and that teacher expectations of student performance influence student outcomes.

WE BELIEVE

that a positive school climate is essential in promoting student achievement and self-esteem.

Planning and Decision Making Committee

Gary Cates	Principal	
Cinnamon Carter	Teacher	2
Amanda Kelley	Teacher	2
Lana Flint	Teacher	1
Laura Buxkemper	Teacher	1
Lynn Binder	Teacher	1
Victoria Fritze	Teacher	1
Connie Adams	Teacher	2
Natalie Fischer	Para-Professional	1
Anita Martinez	Para-Professional	1
Jim Pumphries	Para-Professional	1
Rita Pitts	Non-teaching Professional	
Lisa Galvan	Parent	
Tony Multer	Business	
Laura Mallory	Community	

1 = term expires August, 2009

2 = term expires August, 2010

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 14 and October 21, 2009.

Participants in Attendance

Gary Cates
Cinnamon Carter
Amanda Kelley
Lynn Binder
Laura Buxkemper
Connie Adams
Natalie Fischer
Rita Pitts
Anita Martinez
Victoria Fritze
Tony Multer
Jim Pumphries
Lana Flint

Data Sources Examined

TAKS data - disaggregated
District PEIMS reports
Dropout and School Leaver data - disaggregated
District retention data
Student discipline referral data
Student attendance data
Teacher retention data
Benchmark testing data
Referral percentages for students in Special Education
Campus parent participation records
Truancy data
AEIS
Federal Accountability Data for AYP
Campus mentor participation records
Homeless population analysis

Summary of Findings Prioritized Areas of Concern

Areas of Concern	Data Source
Student scheduling: <ul style="list-style-type: none"> • UIL Literay Schedule • 1st period Athletic Schedule • Honor Classes 	Site-based Committee Parents Teachers
Students Failure List Too Long <ul style="list-style-type: none"> • Six weeks list • Semester list 	PEIMS report Gradespeed reports Summer school Retention list
Average Daily Attendance	PEIMS report Teachers
School-wide Homework Policy	Teachers Parents Students
RTI/Special Education Training for Regular Education Teachers	GCS Team Special Education Department Teachers Administration

State Compensatory Education

The total amount SCE funds awarded to Ballinger Junior High was \$ 127,765

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

Employee Category	Comp Ed	DAEP
Professional	2.93	.20
Para-Professional	.25	.20

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

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

* see page 11 for listing

State Compensatory Education

State of Texas and Ballinger ISD Student Eligibility Criteria:

A student under 21 years of age and who:

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

Federal, State and Local Funding Sources

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

SOURCE	AMOUNT
Title II, Part D (Member of SSA-ESC)	\$2,348
Title IV (Member of SSA-ESC)	\$2,668
Fund 401	\$3,012
IDEA-B Capacity Building Fund	\$52,670
Title I Part C	\$2,101
Title III – LEP (Member of SSA-ESC)*	\$2,998
Fund 429 (Texas Step Grant)	\$1,000
State Compensatory Education	\$127,765
Title XIV, ARRA Stabilization	\$43,795

GOAL 1: Ballinger Jr. High will have an Exemplary rating by 2013 and be on track for 100% student proficiency by 2014 (NCLB)

OBJECTIVE 1: By May 2009, 90% of all students and each student group* including Special Education students tested will pass the math portion of the state assessment. This campus will meet AYP in every area tested.

SUMMATIVE EVALUATION: 90% of all students pass all portions of the state tests and Ballinger Jr. High will meet AYP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Review TAKS test results and re-teach students at-risk of failure. <ul style="list-style-type: none"> a. Identify low performance objective and re-teach b. Correlate curriculum objectives to meet these needs c. Use study skill classes for remediation and to improve performance d. TAKS remediation classes e. Benchmark testing in first semester f. Summer school g. Mock TAKS Test for 6th Grade Math h. Grand Central Station i. Disaggregated TAKS data 	Principal Counselor Teachers and Staff Math teachers	Review every six weeks throughout the Fall 2009, Spring 2010.	2009 TAKS Test Scores AEIS-IT Program TAKS Practice Released TAKS test WebCCAT OEY Program – 2 Teachers Accelerated Math Program PA Series Holt TAKS Material TAKS Accomodated Manual	Practice Test Scores Benchmark Tests TAKS Prep Materials Tutorial Attendance Grade Reporting PASeries Forecast Report
2. Provide test information to parents through newsletters sent with all students.	Principal Counselor	August 2009-May 2010 and after	2009 TAKS Test Scores	Parent awareness is reflected in improved

<ul style="list-style-type: none"> a. Make aware of needs b. Stress importance improving achievement for students at-risk of failure c. SSI communications 	Teachers and Staff Curriculum Specialist	practice tests Test results mailed in June 2010	Practice TAKS test results AEIS-IT Program Parent conferences Provide state study guide Develop PGP's	benchmark/practice test scores
3. Teachers, principal and administrators will receive sustained, intensive, classroom-focused professional development to address the learning needs of all students.	Principal Counselor Teachers and Staff	August 2009 – May 2010	ESC XV	Students' performance will be monitored through records of achievement.
4. CSCOPE	Principal	August 2009 Continuous process	Administration Budget ESC 15	Teacher trainings Lesson Plans
5. ARD Committee will determine appropriate standardized test for special education students.	ARD Committee	Annually	ARD decision Making guide TAKS Accommodation Manual	IEP's Benchmark tests
6. Distribute IEP's and modifications to assigned teachers.	Diagnostician Special Education Teachers	August 2009	IEP's Modification Chart	Signature page
7. Provide teacher training on testing procedures for all standardized tests.	Counselor Special Education Teachers Diagnostician	Annually	TAKS Accommodation Manual	Signature page