

BALLINGER JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

2011-2012

Updated: October 4, 2011

* _____ October 11, 2011 _____
Date of School Board Approval

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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

Gordon Gloria	Principal	
Terri Harral	Teacher	Expires August 2012
Dana Travis	Teacher	Expires August 2012
Charla Nord	Teacher	Expires August 2012
John Dankworth	Teacher	Expires August 2012
Arthur Ramos	Teacher	Expires August 2013
Victoria Fritze	Teacher	Expires August 2011
Clint Trowbridge	Teacher	Expires August 2013
Natalie Fischer	Para-Professional	Expires August 2013
Dale Patterson	Para-Professional	Expires August 2012
Rita Pitts	Non-teaching Professional	
Lisa Galvan	Parent	
Tony Multer	Business	
Laura Mallory	Community	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on September 29, 2010.

Participants in Attendance	Data Sources Examined
Gordon Gloria John Dankworth Arthur Ramos Dale Patterson Clint Trowbridge Dana Travis Terri Harral Victoria Fritze Charla Nord Rita Pitts Natalie Fischer	Student Disciplinary Action Report Failure Report (Principal's Office) ADA Report Campus Eduphoria Master Schedule

Summary of Findings Prioritized Areas of Concern

Areas of Concern	Data Source
Student scheduling: <ul style="list-style-type: none"> • 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
RTI/Special Education Training for Regular Education Teachers	GCS Team Special Education Department Teachers Administration

State Compensatory Education Program Evaluation												
Program Evaluation/Needs Assessment												
Grades 6-8												
	Math			Reading			Science			Social Studies		
	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Students At-Risk	45.7	45.3	44.8	87	74.4	68.4	60	71.4	80	80	89.3	76
Not At-Risk	75.6	71.7	72.53	95.2	88.9	86.21	79.4	87.7	88.9	91.2	95.4	90.3

State Compensatory Education

The total amount SCE funds awarded to Ballinger Junior High was \$ 159, 915

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

Employee Category	Comp Ed	DAEP
Professional	5.93	.18
Para-Professional	0	.18

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

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

* see page 11 for listing

State Compensatory Education

State of Texas and Ballinger ISD Student Eligibility Criteria:

A student under 21 years of age and who:

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

Federal, State and Local Funding Sources

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

SOURCE	AMOUNT
IDEA-B Capacity Building Fund	\$51,459
Title I Part C	\$1,915
Title III – LEP (Member of SSA-ESC)*	\$1,015
State Compensatory Education (State)	\$159,915
EduJobs	\$40,998

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 2012, 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 j. Conduct PLC meetings every 6 weeks 	Principal Counselor Teachers and Staff Math teachers	Review every six weeks throughout the Fall 2011, Spring 2012.	2010 TAKS Test Scores OEY Program – 2 Teachers Accelerated Math Program PA Series Holt TAKS Material TAKS Accommodated Manual	Practice Test Scores Benchmark Tests Tutorial Attendance Grade Reporting
2. Provide test information to parents through newsletters sent with all students. <ul style="list-style-type: none"> a. Make aware of needs b. Stress importance improving achievement for students at-risk of failure c. SSI communications 	Principal Counselor Teachers and Staff Curriculum Specialist	August 2010-May 2011 and after practice tests Test results mailed in June 2011	2010 TAKS Test Scores Practice TAKS test results Parent conferences Provide state study guide Develop PGP's	Parent awareness is reflected in improved benchmark/practice test scores
3. Teachers, principal and administrators will receive sustained, intensive, classroom-focused professional	Principal Counselor	August 2011 – May 2012	ESC XV	Students' performance will be monitored through records of

development to address the learning needs of all students.	Teachers and Staff			achievement.
4. CSCOPE	Principal	August 2011 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 2010	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
8. Establish a math lab for struggling math students.	GCS Principal Counselor Math teachers	Review grades every 6 weeks	GCS Teacher Gradespeed Assessments	Practice test scores Benchmark tests Six weeks test scores
9. Assign teacher advocate to struggling students	Principal Counselor JH Staff	Review goal sheet every 6 weeks	JH staff Principal Counselor	Goal sheets Report Cards

GOAL 1: By May 2013, 98% of all students will pass an appropriate standardized test.

OBJECTIVE 2: By May 2012, 90% of all students and each student group* including special education students, will pass the reading and writing portion of the TAKS test.

Initiative, Strategy or Activity	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 SPARR/tutorials for remediation d. Identify students for TAKS remediation classes(SSI) e. Benchmark testing first semester and continued throughout the year. f. PA Series Screening/Diagnostic Tests g. Grand Central Station h. Conduct PLC meetings every 6 weeks 	Principal Counselor Teachers and Staff Reading teachers: English teacher Curriculum Specialist	Review every six weeks throughout the Fall 2011, Spring 2012.	2010 TAKS Test Scores TAKS Practice Released TAKS test TAKS Accommodation Manual	Practice Test Scores TAKS Prep Materials Grade Reporting PA Series Reports *Screening *Diagnostic *Forecast
2. Provide test information to parents through communications sent with all students. <ul style="list-style-type: none"> a. Make aware of needs b. Stress importance improving achievement for students at-risk of failure c. SSI pamphlets/letters/reports d. PGP forms TxEIS. 	Principal Counselor Teachers and Staff Curriculum Specialist	August 2011-May 2012, and after practice tests and assessments. Test results mailed in June 2011	2010 TAKS Test Scores Practice TAKS test results ADM Program Parent conferences Provide state study guide	Parent awareness is reflected in improved practice test scores

<p>3. Implement reading improvement program for grade-assigned students.</p> <ul style="list-style-type: none"> a. Mandatory summer school b. Computer assisted instruction c. Study skills d. Grand Central Station 	<p>Principal Reading teachers GCS Staff</p>	<p>Summer 2012 Daily</p>	<p>OEY Program – 2 Teachers Kurzweil</p>	<p>List of students who attended summer school</p> <p>Improved six weeks grades TAKS Results STAR Testing PA Series Reports *Screening *Diagnostic *Forecast</p>
<p>4. Provide AR reading program and encourage students to achieve maximum potential.</p>	<p>Librarian Reading Teachers Technology Dept.</p>	<p>Beginning, mid-term, and end-of-year STAR testing</p>	<p>STAR Test software AR software AR books Incentive Program</p>	<p>Improved STAR test results Improved six weeks grades.</p>
<p>5. ARD Committee will determine appropriate standardized test for special education students.</p>	<p>ARD Committee</p>	<p>Annually</p>	<p>ARD Decision Making Guide TAKS Accommodation Manual</p>	<p>IEP's Benchmark Test</p>
<p>6. Distribute IEP's and modifications to assigned teachers.</p>	<p>Diagnostician Special Education teachers</p>	<p>Annually</p>	<p>IEP's Modification Chart</p>	<p>Signature page</p>
<p>7. Provide teacher training on testing procedures for all standardized tests.</p>	<p>Counselor Special Education teacher Diagnostician</p>	<p>Annually</p>	<p>TAKS Accommodation Manual</p>	<p>Signature page</p>
<p>8. Offer AR trip as an incentive for students to read more.</p>	<p>Principal Counselor Reading teachers Librarian</p>	<p>Review AR points list every 6 weeks</p>	<p>AR points Summary report Librarian Reading teachers</p>	<p>Increase in campus AR points</p>

9. Assign teacher advocate to struggling students	Principal Counselor JH Staff	Review goal sheets every 6 weeks	JH Staff Counselor Principal	Goal sheets Report card
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GOAL 1: By May 2013, 98% of all students will pass an appropriate standardized test.

OBJECTIVE 3: By May 2012, 90% of all students and each student group*including special education will pass the social studies and science portion of the state test.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Give benchmark tests	Social Studies/Science Teachers	Fall 2011	Released TAKS tests Glencoe TAKS material Eduphoria	Benchmark test scores
2. Identify low performance objectives and re-teach	Social Studies/Science Teachers counselor GCS Staff	Review every six weeks throughout Fall 2011 and Spring 2012	Eduphoria Glencoe TAKS material	Benchmark test scores Mock TAKS
3. Use SPARR and tutorials for remediation and to improve study habits	Social Studies Teachers GCS Staff Science Teachers	Fall 2011-Spring 2012		IEP's Benchmark tests
4. Grand Central Station	GCS Staff	Fall 2011-Spring 2012		Grades Benchmark test scores Mock TAKS
5. ARD committee will determine appropriate standardized test for special education students	ARD Committee	Annually	TAKS Accommodation Manual ARD decision making guide	IEP's Benchmark tests
6. Distribute IEP's and modifications to assigned teachers	Diagnostician Special education teachers	August 2011	IEP's Modification Charts	Signature page
7. Provide teacher training on testing procedures for all standardized tests	Diagnostician Counselor Special Education teacher	Annually	TAKS Accommodations Manual	Signature page
8. Continue CSCOPE Science	J.H. Principal	Continuous Process	Administration Budget ESC XV	Teacher Training Lesson Plans

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Present recognition and awards as incentives for: <ul style="list-style-type: none"> a. Attendance b. Grades c. Citizenship 	Principal	Fall 2011, Spring 2012	Activity Accounts	Attendance Records Honor Roll Cards
2. Maintain a positive atmosphere	Principal	Fall 2011, Spring 2012	Incentives and recognition for attendance, citizenship, academic progress, being visible and accessible on campus.	Attendance Records Report Cards
3. Principal/Counselor/Office Attendance Aide will contact parents of students with excessive absences by phone, letter or home visit.	Counselor Principal Police Officer	Fall 2011, Spring 2012	Student Records Teacher Concerns	Attendance Records Grade Reports
4. Implement the "EVENT" Qualifiers (per 6 weeks): <ul style="list-style-type: none"> 1. 10 AR points 2. 75 or above in all classes 3. 2 absence 4. 2 tardies 5. no OCS referrals to office 6. no zeros 7. citizenship activity 	Principal	End of each grading period	Campus wide fund-raiser	Number of students qualifying
5. Team with local police department and the municipal judge to enforce student attendance laws.	Attendance clerk JH Principal Local law enforcement: Judge Caroline Little, Chief J.C. Gore	Throughout 2011-2012 school year	Ballinger PD Municipal Court Teachers Attendance Clerk	Daily attendance log PEIMS Citations and fines Phone calls Letters to parents Attendance committee meetings

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

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

Summative Evaluation: No recorded drop-outs on AEIS report.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Continuous monitoring of at-risk students to prevent dropouts	Counselor	Fall 2011, Spring 2012	Teacher Reports Progress Reports Report Cards Attendance Records Call/Visits	Low or no drop-out rate
2. Counseling will be provided for at-risk students a. Mentors will work with targeted students b. Western Texas College Program	Counselor	Fall 2011, Spring 2012	Teacher Reports Progress Reports Report Cards Attendance Records MHMR Personnel Local Agencies	Low or no drop-out rate Sign-in sheet is provided for mentors Improved student performance
3. A Personal Graduation Plan will be developed between students, teachers and parents in an effort to keep students in school	Counselor	Fall 2011, Spring 2012	Teacher Reports Progress Reports Report Cards Attendance Records Discipline Reports	Low or no drop-out rate
4. Offer electives in an attempt to keep and/or meet students' interest	Coaches: football, basketball, track, cross country Elective teachers: art, band, choir, tech. app., ag, theatre arts	Fall 2011, Spring 2012	Salaries	Number of students enrolled
5. Upon each student withdrawal, if no record request is received from another school within a 5 day period, attendance clerk calls the school where student is to be enrolled. If effort to contact is unsuccessful, we call previous school attended. If no communication transpires with the prior school student was enrolled, parent or	Attendance clerk School counselor JH Principal Local law enforcement	Immediately after withdrawal or until student is properly coded on PEMIS	Student records TRES Police records	Student accurately coded on PEIMS

nearest relative is called. Lastly, the local police department is contacted to run location check on withdrawn student.				
6. Contact CRCG (Community Resource Coordinating Group) as a resource for students who show a pattern of being unsuccessful in the normal school environment.	JH Counselor – Rita Pitts Tim Timmerman – President of CRCG	As needed during 2011-2012 school year	Progress reports Attendance records CRCG agencies School counselor	Six weeks/semester failing list Counseling referrals
7. Response to Intervention (RTI)	RTI Committee	Fall 2011, Spring 2012	EC Region XV MHMR CRCG	Identified students will show academic progress on report cards
8. Transition of students from Junior High to High school and from Elementary to Junior High.	Principal Counselor	Spring 2012	Bus	Sign-in sheets or attendance sheets
9. Grand Central Station to be used as a math lab	GCS Staff	Fall 2011- Spring 2012		
10. Contact Juvenile Probation Office for referral to STAR counseling	Rita Pitts – counselor Tim Timmerman – probation officer	As needed during 2011-2012 school year	STAR counseling Juvenile Probation	Six weeks/semester failing list Counseling referrals

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

Objective 3: Reduce failure rate for the 2011-2012 school year to zero.

Summative Evaluation: No student failures for the 2011-2012 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Instating Saturday school for students who are out of compliance with attendance laws in order to make up missed work.	JH Principal Attendance Clerk Parents Site-based Committee	As needed during 2011-2012 school year	Local funding Saturday School Teacher	Saturday school attendance log, graded make-up work, progress reports, six weeks grades
2. Continue math block/double block scheduling to address failures/failure prevention.	Site-based committee JH Principal	Spring 2012	Campus administrators Site-based committee	Sample 2012 master schedules
3. Assign students teacher advocates	Principal Counselor JH Staff	Fall 2011	JH Staff	6 weeks goal sheets Report cards

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

Objective 4: Ballinger Junior High School will provide opportunities for UIL Literary participants to be successful without interfering with other students' classroom instructional opportunities.

Summative Evaluation: UIL Literary Schedule in place for 2012 school that meets the identified criteria.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Create a UIL period within the school day.	JH Principal JH Counselor Site Base Committee	Ongoing	Master Schedule JH Faculty/Staff	Copy of UIL Schedule

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

Objective 5: Evaluate current Jr. High 1st period athletic schedule to determine if there is a more productive, workable time of day to offer jr. high athletics while retaining the services of the high school coaches.

Summative Evaluation: Viable scheduling solution that will meet the needs of all concerned constituents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Brainstorm session with campus administrators, counselors, and coaches to identify possible alternative times to offer jr. high athletics during the school day.	JH Principal Athletic Director	Spring 2012	Campus principals AD & head coaches Campus counselors Superintendent	Parent survey Teacher roundtable Administrative meetings Outside resource info
2. Visit with other school districts to find out when they offer jr. high athletics and if they are pleased with it.	JH Principal Athletic Director	Spring 2012	Outside school district Administrators Athletic director	Evaluations of outside information
3. Roundtable session with jr. high teachers and coaches to discuss possible alternative scheduling options for jr. high athletics.	JH Principal	Spring 2012	Jr. High teachers and coaches	Evaluation of teacher/coach input
4. Parent survey designed to gather parent input concerning the time jr. high athletics is offered.	JH Principal	Spring 2012	Ballinger JH parent survey forms	Results of parent surveys

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Maintain campus preparedness in case of crisis. * Update training for new personnel.	Principal Counselor Local Law Enforcement	Fall 2011- Spring 2012	Staff Crisis-Management Plan Local Law Enforcement Homeland Security Disaster Plan, ESC Region XV	Successful drill in crisis procedures.
2. Provide students with classroom activities after a crisis	, Principal Counselor Teachers	Fall 2011, Spring 2012	Staff Crisis-Management Plan ESC Region XV	Students continue learning in a supportive environment.
3. Provide support for survivors	Counselor	Fall 2011, Spring 2012	Staff Crisis-Management Plan ESC Region XV Local Clergy	Student and staff needs are met by counselors.
4. Maintain a suicide identification, prevention/intervention plan	Counselor	Fall 2011, Spring 2012	Staff Crisis-Management Plan Harmony Family Services ESC Region XV	Effectiveness of Crisis-Management Plan
5. Examine security and safety procedures * All visitors to sign in	Principal Counselor	Fall 2011, Spring 2012	Staff Crisis-Management Plan Local Law Enforcement ESC Region XV	ESC XV Safety Team walk through and follow up.
6. Peer mediation will be provided for students.	Principal Counselor	Fall 2011, Spring 2012	ESC Region XV Counselor	Reduction in student disciplinary referrals

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

Objective 2: By May 2013 the number of disciplinary referrals as measured by PEIMS will be reduced.

SUMMATIVE EVALUATION: There is a reduction of disciplinary referrals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Annually update Student Code of Conduct and Discipline Management Plan	Principal Campus Site-Base Committee District Improvement Committee	May 2011– August 2012	Student Code of Conduct Discipline Management Plan Chapter 37 PEIMS Discipline Reports	Reduction in disciplinary referrals
2. Maintain an On Campus Suspension (OCS) Program	Principal Staff	August 2011– May 2012	Local funds	Reduction in OCS placements.
3. Provide District DAEP	Principal Staff	August 2011– May 2012	Buchanan .21 Professional Lowe .21 Paraprofessional	Reduction in DAEP placements.
4. Student Assistance Program (SAP)	Principal Counselor Teacher Committee	August 2011-May 2012	ESC Region XV, MHMR, Sp. Ed., CVCOG	Reduction in disciplinary referrals Improved student academic performance
5. Educate students About negative effects of drug use.	Principal Counselor	October 2011, Spring 2012	Drug Survey Guest Speakers Red Ribbon Week Certified Counselors Classroom teachers Drug Dog	Student registration forms Lesson Plans
6. Review discipline ladder with students	All staff	August 2011 thru May 2012	Discipline Ladder	Event qualifiers
7. Teachers have a classroom management plan	Teachers	Fall 2011	Inservice Spencer Henry Tony Brewer	PEIMS Disciplinary Data

			Harry Wong Mark McCloud	
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Goal 4: All Ballinger Junior High 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: By May 2013, 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Teachers, Gordon Gloria, principal, administrators, and paraprofessionals will receive sustained, intensive, classroom focused professional development, including instructional technology, in order to address the needs of all students.	Principal Superintendent Central Office Staff Staff	August 2012	District Budget/pay scale	Staff Development College credit toward maintaining highly qualified
2. Educate current staff on the issues associated with being highly qualified.	Central Office Staff Principal	May 2012	ESC 15 NCLB Website	Assess and Monitor the status of all professional employees
3. Assess campus needs	Principal Staff Campus Site Based Committee	March 2011-May 2012	PDAS Teacher Self-Reports Part III Teacher/Student Surveys	Teacher/Student surveys Professional Development

4. Conduct training to meet campus needs:	Principal ESC Region XV Staff Local Staff Local Law Enforcement Technology Dept.	Orientation- August 2011 In-service- August 2011- May 2012	District Administrators ESC Region XV Staff Workshops Student Code of Conduct Employee Handbook Technology Plan Campus Crisis Management Plan	Completion of training certificates Reduction in disciplinary referrals Readiness to deal with a possible crises
5. Cooperate with Education Service Center to coordinate curriculum needs and conduct professional development	Principal ESC Region XV Staff Curriculum Specialist	Fall 2011 Spring 2012	TEKS Workshops Curriculum Guides ESC Surveys	Improved TAKS scores Improved six weeks grades Reduction in failures
6. Provide regular education teachers professional development relating to instruction of students with disabilities	Diagnostician Principal ESC Region XV RTI Committee	August 2011 May 2012	ESC Region XV GCS	Progress Reports Weekly GCS/Teacher Conferences
7. Offer Eduphoria training for new teachers to facilitate use of STAAR information	ESC Region XV Curriculum Specialist	Summer 2011- Fall 2012	ESC Region XV or local training by in- school personal	Increase in scores or benchmark tests
8. Continue to provide information regarding areas of change in state standardized testing	Principal ESC Region XV Staff Special Ed. Coop Teachers	August 2011- May 2012	TEA ESC Region XV Special Ed. Coop	Increase in scores on benchmark tests.

Goal 5:

Parents and community will be partners in the education of students in Ballinger Jr. High.

Objective 1: By May 2012, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1 Conduct parent/school activities <ul style="list-style-type: none"> a. Open house/orientation with parents b. Awards assembly c. The Event d. NJHS Initiation Ceremony e. Laptop roll out f. Fundraiser volunteers 	Principal	Open House Oct. 2011 May 2012 Fall 2011-May 2012	Principal's Activity Fund PTO Student Incentive Fund	Sign up sheet showing participation and involvement by parents Parents will volunteer and take an interest in the PTO
2. Communicate with parents by: <ul style="list-style-type: none"> a. Schedule of Events b. Teachers will send grade reports with comments when needed d. Contact Log e. Gradespeed/ Technology f. SSI Communications g. Website h. Newsletter i. Principal welcome letter 	Principal Teachers Counselor Curriculum Specialist 8 th grade Technology Teacher	Every three weeks Every six weeks Fall 2011- Summer 2012.	Postage Newspaper School marquee Internet ESC XV	Parents receiving information regarding student progress will generate greater parental support. Shown by returned grade reports.

3. Communicate with community to: <ul style="list-style-type: none"> a. Publicize all positive aspects of the school in newspaper , radio and ballingernews.com b. Encourage community participation in open house/volunteer groups c. Solicit community volunteers for mentor program 	Principal Counselor Sponsors	Fall 2011, Spring 2012	Ballinger Ledger KRUN radio station Newsletters School marquee Technology	Continue community awareness of school activities results in greater community support by documentation of invitations and newspaper clippings
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Goal 6: Ballinger Jr. High will provide one to one computing for all students and instructional staff.

Objective 1: All students and all student groups* will demonstrate, through a project, mastery of appropriate Technology Applications TEKS.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Provide training to teachers so that they can effectively teach Technology Applications TEKS.	Principal ESC Region XV Technology Aide	Continuous	ESC Region XV Tony Brewer Apple Trainers Technology Integrator	Student mastery of Technology-Application TEKS STAR Chart 8 th Grade Technology Test Student work product
2. Design curriculum component in each core area that would implement the use of technology.	Principal ESC Region XV Staff Teachers District Technology Integrator	Continuous	Curriculum guides TEKS Online resources Software Date Grant	Student mastery of Technology-Application TEKS Student work product Turn in Technology Lesson
3. Continually upgrade computers and multi-media equipment.	District Technology Director, Integrator and Technology Aides	Continuous	Technology Director and Staff	Staff use of computers and multi-media equipment Students one to one computing
4. Establish technology benchmarks at each grade level.	Principal Technology Teacher	Continuous	Curriculum guides TEKS	Student mastery of Technology- Application TEKS Test 8 th Grade year
5. Provide students with knowledge of internet etiquette and acceptable use of school computers.	Principal District Technology Director Technology Aide Teachers	Continuous	Handbook Computer Policy	Student and parents signature form

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

OBJECTIVE 1: By May 2012, 90% of students and each student group, including special needs students will participate in school activities and pass an appropriate assessment instrument.

SUMMATIVE EVALUATION: By May 2012, 90% of students and each student group, including special needs students participate in school activities and pass an appropriate assessment instrument.

Initiative, Strategy or Activity	Person Responsible	Timeline	Resources	Method of Evaluation
1. Improve effective communication for identifying, intervening and referring special populations	Principal Special Population Reps. Counselor RTI committee GCS staff	Fall 2011, Spring 2012	Faculty/Staff meetings Called meetings GCS RTI	IEP's, checklists, teacher reports or nominations and testing. GCS referral forms
2. Ensure least restrictive environment for special needs students	Principal Special Population Reps. Counselor	Fall 2011, Spring 2012	ARD meetings, LPAC meetings - IEPs	Progress indicated by IEP's and/or report cards.
3. Provide special modification as needed for pregnant students a. physical accommodations b. services available	Counselor Principal	Fall 2011, Spring 2012	Meetings with parents, teachers and support agencies	Students' continuing education
4. Continue goals and objectives for campus dyslexia program provide forms for: -parent observation -teacher observation -data gathering -referral -parent notification a. continue process and establish responsibility for: -screening	Principal Dyslexia Rep.	Fall 2011, Spring 2012	Meetings with parents, teachers, and support agencies	Committee reports Individual Education Plans Testing results

<ul style="list-style-type: none"> -evaluation -identification -placement b. maintain staff awareness of dyslexia and knowledge of intervention steps c. provide students with individual instruction to work toward reading proficiency 				
<p>5. Serve all eligible students identified as LEP through ESL program</p> <ul style="list-style-type: none"> a. the LPAC Committee will meet to insure appropriate placement and scholastic progression of students b. provide cooperative planning for teachers who serve LEP students c. modifications based on testing results will provided for identified students 	Principal ESL Rep.	Fall 2011, Spring 2012	Local funds	<p>Committee reports</p> <p>Individual education plans</p> <p>Testing results</p> <p>ESL students exiting program</p> <p>Progress from ESLReadingSmart.com program</p>
<p>6. Provide appropriate learning experiences for all students identified as Gifted and Talented</p> <ul style="list-style-type: none"> a. Place students who excel 	Principal , GT Core Teachers	Fall 2011, Spring 2012	Local funds	Students' successfully completing programs and advancing to higher levels Placement in appropriate high school classes

<p>consistently or show potential to excel in specific subject matter aptitude in a program designed to fit their needs</p> <p>b. Provide “honors” classes in the areas of language arts (reading) and math, and expanded opportunities in science and social studies</p> <p>c. Provide opportunities for higher level thinking skills by enriching and accelerating the curriculum</p> <p>d. Maintain a GT portfolio for identified students that will be given to students at the end of the 8th grade year</p>	(continued)	(continued)		
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GOAL 7: In Ballinger Junior High all students and each student group, including identified special needs students will be provided opportunities to demonstrate academic success and to participate in school activities.

OBJECTIVE 2: Re-evaluate the current Ballinger Jr. High Honors Program in order to provide appropriate accelerated instruction in the designated core areas of study for students who qualify for the honors program.

SUMMATIVE EVALUATION: Board approved Honors Program policy.

Initiative, Strategy or Activity	Person Responsible	Timeline	Resources	Method of Evaluation
1. Develop an Honors Policy through a series of roundtable discussions with jr. high site based committee to discuss goals, objectives, student qualification standards, core areas to be included, and curriculum for the honors program.	Principal Site based committee	Spring 2012	JH Site based committee Superintendent Board of Trustees	Development of an honors program written policy to be approved by the Ballinger ISD Board of Trustees.

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

OBJECTIVE 3: Ensure that all Ballinger Junior High teachers appropriately and successfully instruct, modify, provide necessary interventions, and document intervention for both Special Education, 504, and GCS students as well as following appropriate protocol when referring a student for GCS or Sp. Ed. Services.

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

Initiative, Strategy or Activity	Person Responsible	Timeline	Resources	Method of Evaluation
1. Provide special education and 504 training for jr. high faculty/staff in the following areas: instruction, modification, and the referral process.	Principal Connie Fryer, Director of Special Education	August 2012	Local funding	Work shop attendance, documentation, certificate of training.
2. Provide RTI/GCS training for jr. high faculty/staff in the following areas: instruction, modifications, interventions, documentation of interventions, and the referral of a student for Grand Central Station services.	GCS Team JH Principal	August 2012	Local funding	Work shop attendance documentation Certificate of training

RESOURCES