

Ballinger ISD
Ballinger Elementary School

Campus Improvement Plan
2017-2018

Accountability Rating: Met Standard

MISSION STATEMENT

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

VISION STATEMENT

The vision of Ballinger Elementary is to provide quality educational experiences for our students with the support of administration, teachers, and parents to enable each student to be a successful citizen.

CORE BELIEFS

Our core belief at Ballinger Elementary is that as we provide a caring, nurturing educational experience for our students, they will be able to perform at their best levels both academically and socially.

PLANNING AND DECISION MAKING COMMITTEE

NAME:	POSITION:	SIGNATURE:
D'Ann Hatler	Recorder	
Jamie Dudley	Principal	
Mike Nuñez	Assistant Principal	
Jennifer O'Donnell	School Counselor	
Jodi Jarvis	Kindergarten Teacher	
Sherry Cavazos	1 st Grade Teacher	
Shelly Holden	2 nd Grade Teacher	
Alison Burrell	4 th Grade Teacher	
Allison Busenlehner	5 th Grade Teacher	
Jeanne Duke	Special Programs Teacher	
Danell Sims	Special Education Teacher	
Toni Bowman	Community Representative	
Delores Guebara	Business Representative	
Tamara Moore	Parent Representative	
Korri Lange	Parent Representative	
Cheryl Clayton	Community Representative	

Comprehensive Needs Assessment

1. DEMOGRAPHICS

Demographic Summary:

The demographics of Ballinger Elementary are as follows for the 2017-2018 school year. African Americans comprise 1.6% of our student population. Hispanic students are 49.3%, White students are 47.2%, Asian students are 0.07%, and we are 66.7% economically disadvantaged. We are 36% At-Risk and our mobility rate is 18.2%. Ballinger ISD is a rural 3-A district with an elementary student count of 434. Our class size average for the elementary campus is 16.9. We employ 35 teachers and 15 paraprofessional staff. We have 9 ELL students (2%), 11 Gifted/Talented students (2.5%), and 40 Special Education students (9.2%) including Speech only students. Our district is predominantly supported by agriculture and manufacturing.

Demographic Needs:

With increasing numbers of Economically Disadvantaged students, the committee sees a dire need for an after school program. Working parents struggle to take off work early to pick up students from school. This would encourage more parents to enroll in ECI programs.

2. STUDENT ACHIEVEMENT

Student Achievement Summary:

Ballinger Elementary has earned the “Met Standard” rating from the state for the past four years. Each year the staff at Ballinger Elementary disaggregate the STAAR scores. As we are reviewing and studying the information, we identify the lowest performing objectives per core subject area and they become our primary focus for the upcoming school year. The objectives that are identified are then maintained as the priority for the school year. Ballinger Elementary has earned the “Met Standard” again for the 2016-17 testing cycle. In the Performance Index Report the Index 1 target was 60, we scored 61. The Student Progress target was 32, we scored 40. The Closing Performance Gaps target was 28, we scored 30. The Postsecondary Readiness target was 12, we scored 23. We also met the system safeguards for Performance Rates at 50% and Participation Rates at 100%. BES did not earn a distinction designation this year.

Student Achievement Needs:

Student achievement needs at Ballinger Elementary have been identified and are listed in priority order.

1. Our students must be taught skills at high level of complexity and rigor to be successful in mastering the TEKS. The increased fidelity required in the TEKS must be attained so that our students will be successful in the State testing program, STAAR.
2. Teachers and administrators have a continued need to better understand the STAAR Readiness Standards, Supporting Standards, and Processing Standards.
3. Fundamental Five strategies for Quality Instruction need to be more effectively implemented in classrooms.
4. Differentiated instruction for G/T students, and all students will be a priority for teachers in their classrooms.
5. Fluency skills for Kindergarten through Third Grade students are a priority for teaching staff.

6. The district must partner with the community to offer more Early Childhood Intervention through PK/PK-3 programs.

3. SCHOOL CULTURE AND CLIMATE

School Culture and Climate Summary:

At Ballinger Elementary, students, teachers, and administrators are expected to exhibit certain characteristics (the Bearcat Way). These qualities include skills in college and workforce readiness, citizenship, leadership and problem solving, and communication. The Bearcat Way (see appendix) is a road map of where our campus is headed. At BES, we culture a *growth mindset*, striving for continuous improvement for students, teachers, and administrators.

School Culture and Climate Needs:

The area to continue to work on at the elementary campus is to streamline our processes/systems; whether it is RtI, BOY/MOY/EOY testing, lesson planning, data analysis, curriculum, or even the master schedule. We are working to examine all of our resources and determine whether or not they help us move toward our goal of providing students with quality instruction driven by data. Other needs identified include:

- Continued efforts to recognize positive contributions of students and staff.
- Opportunities for meaningful connections with high school students

4. STAFF QUALITY, RECRUITMENT, AND RETENTION

Staff Quality, Recruitment, and Retention Summary:

Ballinger Elementary has a teaching staff of 35, a paraprofessional staff of 15, 1 school counselor, 1 administrative assistant, 1 PEIMS clerk, 3 custodians, and 2 administrators. All teaching staff members have the appropriate state certification, and all paraprofessionals are highly qualified. We have had some success in attracting and retaining quality people at our campus. Some of the reasons we are able to retain quality faculty members include small class sizes (17 average), incentive stipends for higher degrees, \$500 increase in teacher salary above state base, and a family atmosphere. Most of the employees on our campus live in the community, several of whom are Ballinger ISD graduates. There has been fair amount of turnover in the staff for a number of reasons. Some teachers leave because their spouses are accepting job opportunities elsewhere, there are many staff members who have chosen to stay home with their children, and others who are leaving for retirement.

Staff Quality, Recruitment, and Retention Needs:

Ballinger Elementary administration will continue to hire the most qualified applicants to fill positions and ensure that each new employee shares our educational philosophy. The administration will also continue efforts to maintain a positive and enriching work environment for staff members by effectively communicating and inviting staff input in the decision-making process. The administration will strive to place teachers and other staff members in the positions in which they are best suited and where they are most effective.

5. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Curriculum, Instruction, and Assessment Summary:

Ballinger Elementary uses the TEKS Resource System curriculum management system, which assists our teachers in providing a guaranteed and viable curriculum for every student. Our teachers use the vertical alignment documents, the standard scope and sequence (Year-at-a-Glance) for every grade level, and Instructional Focus Documents (IFDs) to assist in lesson preparation. This allows us to verify that all TEKS are being taught. Our teachers are working with diligence to ensure that the curriculum is taught at a high level of complexity and rigor. All classes follow the TEKS requirements in their subject matter. Head Start uses the Frog Street curriculum, and Pre-Kindergarten uses the Scholastic Big Day for Pre-K curriculum.

Curriculum, Instruction, and Assessment Needs:

Ballinger elementary administration will continue to schedule regular PLCs for teachers to plan assessments and analyze student mastery of the learning standards. Teachers will continue to familiarize themselves with the IFDs and implement the use of more project-based assessment tools found in the TEKS Resource System. Staff professional development will continue to focus on improved instructional strategies, data analysis, and targeted interventions.

Some of the needs for the curriculum area include the following:

1. Commitment to identifying and using the same vocabulary through the entire elementary campus in Mathematics and Science.
2. More understanding of the STAAR and ways to teach to the rigor and complexity needed to be successful.
3. Differentiated instruction training and implementation in the classroom.

6. FAMILY AND COMMUNITY INVOLVEMENT

Family and Community Involvement Summary:

Parent involvement at the elementary level has continued to improve this school year. Our parents support our fundraisers at a high level and attend school functions and programs routinely. Teachers continue to have at least one parent conference per student each year. Parents are invited to participate in classroom parties three times per school year and are invited to attend and awards assembly each six weeks. This year, the Parent-Teacher Organization (PTO) introduced a “Muffins with Mom” day and a “Donuts with Dad” day, which was well attended. Several parents participate in Meet the Teacher night, Birthday table (monthly) “Walk to School” day, the Fall Festival, Thanksgiving meal, and many other activities throughout the school year. Teachers also utilize programs like Remind 101, Book It, and Six Flags Sixty Minutes of Reading.

Family and Community Involvement Needs:

The most pressing need identified at this point is to continue to have effective, positive leadership in the Parent Teacher Organization (PTO). BES would also like to see an increase in parent volunteers.

7. SCHOOL CONTEXT AND ORGANIZATION

School Context and Organization Summary:

Ballinger Elementary uses a schedule similar to most comparable elementary school in our area. However, BES offers scheduled times (50-60 minute blocks) for our Pull Out Program (POPs) to provide targeted interventions for our students. We offer Physical Education to students for 30 minutes each day. Music and Computer classes are also scheduled on a rotational basis. Core subjects are scheduled in 60-90 minute blocks depending on the grade level. Two 15-minute recesses are also scheduled for all grade levels.

School Context and Organization Needs:

BES continues to make improvements to the Master Schedule to increase the quantity and quality of instructional time (a 5-minute break for announcements/attendance, an extra 15-minute recess per grade level, extended intervention time). However, the end goal is still to build common times for core instruction.

8. TECHNOLOGY

Technology Summary:

Ballinger Elementary is a technology-rich environment. We have had a 1-to-1 initiative for 5th Grade students for the last several years. All classrooms in grades 2-4 are equipped with at least 6 devices with internet capabilities (laptops/desktop). All classrooms in grades Kindergarten-1 are equipped with at least 3 Apple desktop computers. Both Pre-Kindergarten classrooms have classroom sets of iPads. There are also two iMac labs on campus with 22 stations each. All classrooms have document cameras and Wi-Fi access. Every teacher also has a MacBook Pro for his/her use. Each classroom is currently equipped with a projection unit. However most of these are over 10 years old.

Technology Needs:

As Ballinger Elementary moves forward with implementing programs like Moby Max and Renaissance with fidelity, the need for more access to computers/tablets is ever growing. Campus administration is partnering with the district technology department to utilize every available device in the most efficient way possible. Aside from that, campus teachers have expressed the need for focused training on how to utilize the technology currently available to them. The committee notes a need for technology that allows teachers to better implement Fundamental Five practices in the classroom.

Many classrooms are using projectors that do not function consistently. Many of the projectors need to be replaced and several have already stopped working all together.

Comprehensive Needs Assessment – Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement planning Data:

- District goals
- Campus goals
- Current and/or prior year(s) district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data:

- Texas academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 – Student Achievement
- Performance Index Framework Data: Index 2 – Student Progress
- Performance Index Framework Data: Index 3 – Closing Performance Gaps
- Performance index Framework Data: Index 4 – Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Release Test Questions
- Texas English Language Proficiency Assessment System (TEPLAS) results
- Texas Primary Reading Inventory (TPRI) results
- Student Success Initiative (SSI), Grade 5, data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Attendance data
- Mobility rate
- Discipline records
- Class size averages by grade and subject

Employee Data:

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart technology data
- Teacher retention data

Parent/Community Data:

- Parent Involvement Rate

Support Systems and Other Data:

- Budgets/entitlements and expenditures data
- Study of best practices

Title I – Schoolwide Program

Ballinger Elementary is a Title I Schoolwide campus. Our economically disadvantaged percentage is 66.7%. This allows BES to spend the funds received on the success of all students on our campus.

TEN SCHOOLWIDE COMPONENTS

1. Comprehensive Needs Assessment
2. Schoolwide Reform strategies
3. Instruction by highly qualified teachers
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals; and, if appropriate, student services personnel, parents, and other staff
5. Strategies to attract highly qualified teachers (*Highly Qualified guidelines were removed effective for the 2016-17 school year.*)
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program
9. Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards
10. Coordination and integration of federal, state and local services and programs

These Title I Components are met through elements and strategies listed in this Campus Improvement Plan.

Coordinated School Health

Coordinated School Health (CSH) is a systemic approach of advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students in establishing healthy behaviors designed to last their lifetime. There are 8 components to a CSH program:

1. Health Education
2. Physical Education
3. Health Services
4. Counseling and Mental Health Services
5. Healthy and Safe School Environment
6. Staff Wellness Promotion
7. Nutrition Services
8. Parent and Community Involvement

All Texas school districts are required by law to adopt and implement a CSH program in grades K-8. In the past, Ballinger Elementary has used a program called Coordinated Health Approach To Child Health (CATCH). CATCH guides students on how to be healthy for a lifetime and is now the #1 health promotion and childhood obesity prevention program available. BES plans to fully implement the CATCH program or an approved alternative program in the 2018-19 school year.

State Compensatory Education

Students are entered into the State Compensatory Education (SCE) program when they meet one of the following criteria areas. 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.

Students are exited from the SCE program when they no longer meet one of the 13 criteria areas listed above.

Total SCE funds allotted to this campus	\$308,307
Total Professional FTEs funded through SCE at this campus	4.0

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

State Compensatory Education Program Evaluation

Grades 3-5

	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Students At –Risk	48%	38%	33%	44%	36%	39%	43%	33%	21%	38%	63%	56%
Students Not At-Risk	89%	82%	78%	91%	87%	85%	92%	86%	67%	81%	94%	91%

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.

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 are listed below.

FEDERAL PROGRAMS		STATE PROGRAMS	
<i>Title I, Part A Basic Programs</i>	\$237,438	<i>State Compensatory Education</i>	\$308,307
<i>Title I, Part C (Migrant)</i>	\$3,004		
SSA Member			
<i>Title II, Part A (TPTR)</i>	\$1,972		
<i>Title III, LEP ESC</i>	\$1,490		
SSA Member			
<i>IDEA – B</i>	\$112,158		
<i>HeadStart</i>	\$82,000		

**For the purposes of this plan, the term “all students” includes African American, Hispanic, White, Economically Disadvantaged, Male, Female, Special Education, English as a Second Language (ESL), Gifted and Talented, At-Risk, Dyslexic, Migrant, and Limited English Proficient (LEP).*

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

GOAL 1: By May 2019, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

OBJECTIVE 1: By May 2018, 67% of all students* in grades 3, 4, and 5 at Ballinger Elementary will meet standard on the Mathematics portion of the State Assessment or an appropriate standardized test.

Summative Evaluation: *School Report Card, 2018 Accountability Summary, Distinction for Academic Achievement in Mathematics earned*

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
1,2,8,9	1. Math teaching staff will analyze STAAR objectives failed by students and develop instructional strategies to address those needs using an integrated, thematic, open-ended, developmentally appropriate curriculum with an emphasis on the individual student.	Campus Principal Instructional Staff	Summer 2017	STAAR results Eduphoria Benchmarks	Six weeks grades rosters Intervention goals
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 teachers Intervention teachers	Daily Weekly	Math supplementals provided through state adoption TEKS Resource System Renaissance Math Moby Max 3 Tier Math program	Progress monitoring Program usage logs
2,9	3. Daily Regular 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 Para-professionals	Regular	Math supplementals provided through state adoption TEKS Resource System Title I Fund 211- aide salaries	Six weeks grades Teacher Lesson Plans

1,2,9	4. Instruction of TEKS reporting categories not covered by the State Assessment objectives will be included for all students, especially those most at-risk of failure.	Campus Principal Math Instructional Staff	Every six-weeks	Math supplementals as provided through state adoption TEKS Resource System Online resources 3 Tier Math program	Six weeks grades Tutorial rosters
2,9	5. Computer- assisted State Assessment preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Math Instructional Staff	Weekly	Computer State Assessment practice materials Technology Fund 161 SSIG Accelerated Math STAR Math Eduphoria Computer Program Think Through Math Think Central	6 week grades Tutorial rosters
2,8	6. All students who have failed, who are at-risk of failure, or who need additional help will be provided the opportunity to attend tutorials after taking a STAAR Math benchmark.	Campus Principal Math Instructional Staff Tutorial Instructional Staff	STAAR Prep Tutorials provided Monday through Thursday following the contractual teacher workday. Spring Semester (Mon.-Thur.)	STAAR based practice materials State Compensatory Education	Six weeks grades STAAR benchmark grades Honor Roll Tutorial rosters
2,9	7. Paraprofessionals are available in intervention classes to offer opportunities for individualized instruction.	Campus Principal Para-professionals Math interventionist	Daily STAAR	IDEA-B Fund 224 –portion of paraprofessional salary Title I Fund 211- paraprofessional salaries	Six weeks grades STAAR scores Master Schedule Intervention goals

2,9	8. Extra professionals allow for class size to be under or at the 22:1 ratio in PK – 4th grade.	Campus Principal	August 2017 – May 2018	State Compensatory Education Funds-portion of teachers' salaries	Six weeks grades STAAR scores
2,9	9. Extended year classes may be offered to At-Risk students following Summer School Guidelines.	Campus Principal Math Instructional Staff	June 2018-August 20178	Operating budget - Summer School State Compensatory Education	Six weeks grades Summer school rosters
2,4,9	10. The math teachers will be offered opportunities to attend staff development for specific math needs. Substitutes will be used to cover classrooms if staff development occurs during the school day.	Campus Principal Math Instructional Staff	As available	Region XV Outside Training opportunities District Professional Development Trainings	Certificate of completion
2,8,9	11. The response to intervention (Rtl) committee may use additional assessments to determine further accommodations for the at-risk students.	RTI committee	Every six-weeks	Hawthorne Dyslexia Screening	Rtl Meeting minutes
1,2,3,9	12. The 3-Tier Math model program may be used daily with students identified as at-risk of math difficulties in grades 1-5.	Math Teacher Math Interventionist	August 2017-May 2018	Math assessments Region XV	Progress monitoring Math Assessments
1,2,8,9	13. Diagnostic math tests will be administered to identified at-risk students evaluating the students' math ability and establishing individual goals.	Math Teachers Math interventionist	August 2017-May 2018	Math assessments	Math assessments

GOAL 1: By May 2019, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

OBJECTIVE 2: By May 2018, 76% of all students* in grades 3, 4, and 5 at Ballinger Elementary will have met the standard on the Reading portion of the State Assessment or an appropriate standardized test.

Summative Evaluation: School Report Card, 2018 Accountability Summary, Distinction for Academic Achievement in Reading earned

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
1,2,8,9	1. Reading staff will analyze STAAR objectives failed by students and develop instructional strategies to address those needs using an integrated, thematic, open-ended, developmentally appropriate curriculum with an emphasis on the individual student.	Campus Principal Instructional Staff	Summer 2017	STAAR scores Eduphoria	Six weeks grades Tutorial rosters Benchmarks Intervention goals
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 2017 January 2018 May 2018	State testing materials TPRI Renaissance Reading Program	Intervention goals Assessment calendar
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 Reading Interventionist	Weekly (Mon.-Thur.)	Title I Fund 211 Professional Salary	Six weeks grades Master schedule
2,9	4. Reading incentive programs will be maintained for all students: <ul style="list-style-type: none"> • AR Six Weeks Rewards • Book-It • Read to Succeed 	Campus Principal Reading Instructional Staff Reading interventionist	Every six weeks	Donations from local businesses and parents Library books Renaissance Learning	Six weeks grades AR reports
2,4,9	5. Cooperative learning techniques (Frequent Small-Group Purposeful Talk) will be used with all students, especially those identified as at-risk of failure.	Campus Principal Reading Instructional Staff	Daily	ESC Training Staff	Teacher lesson plans Classroom observations

2,9	6. A literature-based reading approach that balances the basal reading program, phonics, reading/writing techniques and whole language will be used with all students, especially those identified as at-risk of failure.	Campus Principal Reading Instructional Staff	Daily	ESC Region XV Novel Units Basal Read Naturally Saxon Phonics Tumblebooks E-Books TEKS Resource System	Six weeks grades Teacher lesson plans
2,9,10	7. Computer-assisted State Assessment preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Reading Instructional Staff	Weekly	Computer State Assessment practice material Eduphoria Moby Max	Six weeks grades Moby Max reports Tutorial rosters
1,2,10	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 after taking Reading STAAR benchmark.	Campus Principal Reading Instructional Staff Tutorial Staff	Spring semester (Mon.-Thur.)	State Assessment practice materials State Compensatory Education	Six weeks grades Tutorial rosters STAAR benchmark grades
2,9,10	9. Extended year classes may be offered to At-Risk students following summer school guidelines.	Campus Principal Summer School Coordinator Reading Instructional Staff	June 2018 - August 2018	Operating Budget-Summer School State Compensatory Education	EOY Grades STAAR results Tutorial rosters
2,9	10. Identified LEP students will receive services, with parental permission, depending on English Language Proficiency level.	Teachers with ESL certification ESL Coordinator	Weekly	English as a Second Language Content-Based Program	Six weeks grades
2,3,9	11. Identified gifted/talented students will receive services for 1-2 hours per week through a pull-out program.	GT Teacher	Weekly (Tues and Thur.)	G/T curriculums	Student schedules Master schedule

2,9	12. Identified gifted/talented students will receive enriched instruction in the regular classroom.	Grade Level Teachers	Weekly	G/T curriculums Enrichment materials provided by adopted textbooks	Six weeks grades Teacher lesson plans
2,9	13. Students identified as exhibiting characteristics of dyslexia will receive additional services during POPs.	Dyslexia Teacher	Weekly (Mon.-Thur.)	Take Flight	Master schedule
2,5	14. Extra professionals allow for class size to be under or at the 22:1 ratio in PK – 4th grade.	Campus Principal	Daily	State Compensatory Education Funds-portion of teachers' salaries	TxEIS Enrollment
2,5	15. Paraprofessionals will be available in classes to offer opportunities for individualized instruction.	Campus Principal Paraprofessionals Reading Interventionist	Daily	IDEA-B Fund 224 –portion of paraprofessionals' salary Title I Fund 211- paraprofessionals' salaries	Improved student performance Master schedule Intervention goals met
2,8,9	16. The response to intervention committee may use additional assessments to determine further accommodations for the at-risk students.	RTI committee	As needed	TPRI Progress monitoring Hawthorne Dyslexia screening RTI Referral Packet	STAAR scores Six weeks grades t Intervention goals met
2,4,9	17. Reading and language teachers will be offered opportunities for staff development in their subject area. (Substitutes will cover classes if staff development occurs during the school day.)	Campus Principal Curriculum Specialist	As available	Region XV Outside training sources District Professional Development	Workshop /Seminar/ conference Certificates

GOAL 1: By May 2019, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

OBJECTIVE 3: By May 2018, 60% of all students* in grade 4 at Ballinger Elementary will meet standard on the Writing portion of the State Assessment or an appropriate standardized test.

Summative Evaluation: School Report Card, 2018 Accountability Summary, Distinction for Academic Achievement in Writing earned

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
1,2,8,9	1. Writing teachers will analyze STAAR objectives failed by students and develop instructional strategies to address those needs using an integrated, thematic, open-ended, developmentally appropriate curriculum with an emphasis on the individual student.	Campus Principal Instructional Staff	Summer 2017	STAAR scores Eduphoria Formative Assessments	PLC minutes Teacher lesson plans
2,4,9	2. Daily writing in all content areas, daily Oral Language techniques, and cooperative learning techniques will be used with all students as reinforcement of writing skills.	Instructional Staff Campus Principal	Daily	Textbooks Writing Resources PD in Fundamental Five	Teacher lesson plans Classroom observations
2,9,10	3. All students who have failed, who are at-risk of failing, or who need additional help will be provided the opportunity to attend tutorials after taking a Writing STAAR benchmark.	Tutorial Instructional Staff grades 3-5	Spring semester (Mon.-Thur.)	Classroom teachers STAAR practice materials	Six weeks grades Tutorial rosters
2,9	4. Identified LEP students will receive services, with parental permission, depending on English Language Proficiency Level.	Grade level teachers	Weekly	English as a Second Language program	Six weeks grades OLPT
2,3,9	5. Identified gifted/talented students will receive services 1-2 hours per week through a pull-out program.	GT Teacher	Weekly (Tues. and Thur.)	G/T curriculum	Six weeks grades Master schedule

2,9	6. Identified gifted/talented students will receive enriched instruction in the regular classroom.	Instructional staff	Weekly	G/T curriculum Enrichment materials provided by adopted textbooks and other resources.	Six weeks grades Teacher lesson plans
2,5,10	7. Extra professionals allow for class size to be under or at the 22:1 ratio in PK – 4th grade.	Campus Principal	Daily	State Compensatory Education Funds – portion of teachers' salaries	TxEIS Enrollment
2,8,9	9. The response to intervention committee may use additional assessments to determine further accommodations for the at-risk students.	RTI committee	Ongoing/as needed	Dyslexia screening Hawthorne Eduphoria	State Assessment scores Six weeks grades Student success
2,4,9	10. Writing teachers will be offered opportunities for staff development in their subject area. Substitutes will cover classes if staff development occurs during the school day.	Campus Principal Curriculum Specialist	As available	Region XV Outside training sources District Staff Development	Certificates of completion

Goal 1: By May 2019, Ballinger Elementary School will have met the State Standard and met 100% of the System Safeguards.

Objective 4: By May 2018, 82% of all students* in grade 5 at Ballinger Elementary will meet standard on the Science portion of the State Assessment.

***Summative Evaluation:** School Report Card, 2018 Accountability Summary, Distinction for Academic Achievement in Science earned*

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
1,2,8,9	1. Science teachers will analyze STAAR objectives failed by students and develop strategies to address those needs using an integrated, thematic, open-ended developmentally appropriate curriculum with an emphasis on the individual students.	Campus Principal Science Instructional Staff	August 2016	STAAR scores Eduphoria Formative Assessments	PLC minutes Teacher lesson plans
2,9	2. TEKS Resource System will be used with all students, especially those most at-risk of failure. State Adopted Textbooks & instructional aides will be used for additional activities for STAAR objectives not met by any student.	Campus Principal Science Instructional Staff	Daily	Science supplementals as provided through state adoption TEKS Resource System	Teacher lesson plans
2,9	3. Instruction of TEKS objectives not covered by the State Assessment objectives will be included for all students, especially those at-risk of failure.	Campus Principal Science Instructional Staff	Every six-weeks	Science materials as provided through state adoption TEKS Resource System	Teacher lesson plans
2,9	4. Computer-assisted State Assessment preparation and remediation will be provided for all students, especially those most at-risk of failure.	Campus Principal Science Instructional Staff	Weekly	Eduphoria Moby Max	Moby Max reports Tutorial rosters
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 after taking a STAAR Science benchmark.	Campus Principal Science Instructional Staff Tutorial Instructional Staff	Spring Semester (Mon.-Thur.)	State Assessment practice materials Additional instructional materials	Six weeks grades Tutorial Roster
2,5,10	6. Extra professionals allow for class size to be under or at the 22:1 ratio.	Campus Principal	Daily	State Compensatory Education Funds – portion of teachers' salaries	TxEIS Enrollment

2,8,9	9. The response to intervention committee may use additional assessments to determine further accommodations for the at-risk students.	RTI committee	On-going/As needed	Hawthorne Dyslexia screening	Intervention goals met Rtl meeting minutes
2,4,9	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	Certificates of completion

GOAL 1: By May 2019, Ballinger Elementary School will have met the State Standards and met 100% of the system safeguards.

OBJECTIVE 5: By May 2018, 66% of all Economically Disadvantaged students taking the State Assessment at Ballinger Elementary will pass the Reading portion, 60% will pass the Mathematic portion, 60% will pass the Writing portion, and 75% will pass the Science portion.

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

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
2,4	1. Professional development opportunities will be provided to instructional staff, centered on understanding students of poverty.	Campus Principal Campus leadership team	Summer 2018	ESC Region 15 Operating budget	Staff sign-in sheets Certificates of completion
2,4	2. Instructional staff will routinely implement Fundamental Five practices in the classroom to include: Lesson Frame, Power Zone, Frequent Small-Group Purposeful Talk, Recognizing & Reinforcing, and Critical Writing.	Campus Principal Curriculum Coordinators Instructional staff	Daily	Fundamental Five books Continued professional development Planning time	Teacher lesson plans Classroom walk throughs and observations
2,4	3. Instructional staff will routinely use the gradual release teaching method in the classroom (I do, we do, you do).	Campus Principal Curriculum Coordinators Instructional staff	Weekly	Opportunity for teachers to observe other classrooms Planning time	Teacher lesson plans Classroom walk throughs and observations
2,4	4. Teachers will establish classroom procedures and routines incorporating student perspectives and unspoken norms and assumptions about classroom behavior.	Campus Principal Instructional staff	Yearly (each August)	Continued professional development in classroom management ESC Region 15	Classroom Management Plans Posted classroom procedures
2,6,9	5. Teachers will communicate regularly with parents of students who are failing or are at-risk of failing.	Instructional staff	Every three weeks	Conference time Email	Teacher parent communication logs

GOAL 2: By May 2019, All students at Ballinger Elementary will be taught by highly qualified teachers, and thereafter 100% highly qualified staff will be maintained.

OBJECTIVE 1: By May 2018, appropriately certified 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.

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

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

3,4	6. Classroom teachers will attend at least six hours of Gifted/Talented training each year.	Campus Principal	Annually	Region XV Outside training opportunities	Attendance certificates
3,4,10	7. Teachers will attend appropriate staff development for the students and subject areas for which they are hired. Substitutes will cover classes if staff development occurs during the school day.	Campus Principal Curriculum Specialist	As available	Region XV On-line training resources Title I Stimulus	Attendance certificates
2,3,5	8. Administrative staff will attend ASU job fair as needed and advertise in various surrounding area media to recruit highly qualified teachers.	Campus Principal District Superintendent	As jobs and job fairs become available	ASU Local and surrounding newspapers Ballinger ISD website Region XV website	Highly qualified staff

GOAL 3: By May 2019, all students at Ballinger Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

OBJECTIVE 1: By May 2018, the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2016-2017 by 5% as measured by PEIMS and number of discipline referrals.

***Summative Evaluation:** Reduced number violence and/or drug-related of discipline referrals (Discipline Manager/PEIMS reports).*

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
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 in-school suspension room for students who exhibit persistent disruptive behaviors.	Campus Principal Aides/Substitutes	As needed	Available paraprofessionals	Decreased number of discipline referrals
2,4	4. Provide restraint and timeout training for campus teams.	Campus Principal Region XV ESC	As needed	Region XV ESC	Decrease in use of restraint
2,10	5. Provide classroom guidance in conflict resolution and character education to all students, especially those at-risk, with a special emphasis on staying drug-free.	Instructional staff School 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
2,10	7. Maintain a campus crisis safety team.	Campus Principal Counselor	Annually	Region XV	Updated Crisis Plan. Scheduled practices/drills
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. Bearcat Pride awards will be given to students exemplifying monthly traits to encourage students to use good character in decision-making.	Counselor Grade Level Teachers	Monthly Annually	"Building Good Citizens for Texas" Counselor's fund	Six Weeks awards Assemblies 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	Daily announcements Positive school environment

GOAL 4: By May 2019, parental involvement and communication in all aspects of the education program at Ballinger Elementary will be maintained.

OBJECTIVE 1: By May 2018, Ballinger Elementary will increase parental involvement in educational decisions.

Summative Evaluation: teacher-parent communication logs, parent sign-in sheets, increased parent attendance to parent-teacher conferences.

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1,6	1. School/parent/student compacts will be reviewed and updated annually.	SBDM committee	Annually	SBDM members	Completed compact to be signed
2,6	2. School/parent/student compacts will be signed annually and kept on file.	Campus Principal	Annually	Registration	Reduced number of parental complaints
2,6	3. Weekly or every 3 weeks progress reports will be sent to parents of students at-risk of failing the six weeks.	Grade level teachers	Every three weeks End of six-weeks grading period On-going	TXGradebook program	Parental awareness of academic expectations Six weeks grades Honor Roll
2,6	4. Translator will be provided, if necessary, for conferences with instructional staff or principal.	Campus Principal Instructional staff Bilingual Staff	As needed	Bilingual personnel	Parental awareness of academic expectations
2,6	5. A campus newsletter will be distributed to parents 3 times per year via internet or hard copy if requested.	Staff	3 times per year	Grade level teachers Counselor Librarian Region xv	Parent awareness of academic expectations
6	6. Parents of special needs students will be actively involved in the IEP/ARD process.	Diagnostician Campus Principal Special ed. Staff ARD Facilitator	Annually	ARD meetings	Increased parental attendance at ARD meetings
6	7. The Parent/Teacher Organization will be supported by school staff and administration.	Campus principal School staff	On-going	Campus meeting areas	Completion of projects PTO meeting sign-in sheets PTO meeting minutes
6,9	8. Letters concerning State Assessment testing dates will be sent home.	Campus Principal Testing Coordinator	1st Semester	Pearson	Improved parental communication Letter copy

6,9	9. Regularly scheduled family fun activities will be held.	Parental Involvement Coordinator	1 time per semester	Sign-In sheets Campus meeting areas	Sign-In sheets
6,7	11. Workshops for parents will be offered as needed, i.e. State Assessment, Pre-K, etc.	Campus Principal Counselor Instructional staff ESC	As needed	Sign-in sheets Campus meeting areas	Sign-in sheets
6	12. Parents will be invited to join their children in special activities/occasions:	Parental Involvement Contact All staff	Monthly Bi/Monthly	Sign-in sheets	Class parties Walk-to-School Day Muffins with Mom Donuts with Dad PTO Fall Festival Awards Assemblies
6,7	13. Parents will be provided with information regarding the parent component of the educational experience.	Counselor Classroom teachers	Every six weeks grading period	Region XV website	Improved home/school communication
6,7	14. Teacher-parent conferences will be scheduled for students who have not met the state standards to discuss educational needs of the student.	Grade level teachers Grade Placement Committee	May 2018 – July 2018	State Assessment scores	GPC meeting minutes Teacher parent communication logs
6	15. State performance standards and other local assessment results will be given to the parents in a language and form they can understand.	Campus Principal	April 2018-July 2018	TEA Online translations	Copies of letters sent home
6,7	17. The Campus Plan will be available for viewing by public on the Ballinger ISD web-site and in the principal's office.	Campus Principal Technology Coordinator	Fall of each school year	Computer Ballinger ISD Web page	Improved home/school communication Hits on the website URL to link of CIP
6,7	18. Parents will be provided with information regarding Title I activities and funding that the elementary school receives	Campus Principal Parent Involvement Coordinator Grade Level Teachers	First Six Weeks	Title I information Region XV Power Point Computer	Parent Sign in sheets

GOAL 4: By May 2019, parental involvement and communication in all aspects of the education program at Ballinger Elementary will be maintained.

OBJECTIVE 2: By August 2018, transition into and through the public school system at Ballinger Elementary will be made as smooth as possible for students and parents.

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

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,7	1. Speech screening and therapy will be provided for pre-school students.	Campus Principal Speech Pathologist	August 2016 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 2017	Head Start Area day care facilities Kinder Camp	Increased number of parents/students Pre-registering
6	3. "Meet the Teacher" will be held prior to the beginning of school.	Campus Principal Instructional staff	August 2017	Instructional staff	Sign-In sheets
2	4. All elementary students will attend pep rallies at the secondary school.	Campus Principal Instructional Staff	Fall 2016	Bus requisition	Smooth transition into junior high school
2,9	5. Fifth grade students will be visited by Bearcat Band director and Art teacher for secondary fine arts orientation.	Campus Principal Jr. High Band Director Jr. High Art Teacher	Spring 2017	Band members	Smooth transition into junior high school
2,9	6. Fifth grade students will be provided a junior high orientation.	Jr. High Principal	Spring 2017		Smooth transition into junior high school
2,9	7. Head Start and Mother's Day Out students will attend elementary school orientation and tour.	Head Start Staff MDO Staff Campus Principal	Spring 2017	Head Start MDO	Smooth transition into elementary school
2,9	8. Any child planning to attend BES is encouraged to attend elementary school orientation.	Day care staff Campus Principal	Spring 2017	Day Care Kinder Camp	Smooth transition into elementary school
2,9	9. Head Start students will be invited to share library and computer labs with the elementary school.	Head start facilitator Librarian Principal	September 2016 – May 2017	Students of each facility Computer Lab Reading Buddies Library	Smooth transition into elementary school

1	10. The campus plan will be reviewed and updated annually, based on the current year needs assessment.	Campus Principal Counselor SBDM committee	First twelve weeks of school	Meeting agenda and minutes	Completed plan
4,8	11. Teachers will hold grade level and subject/department meetings to ensure curriculum alignment and to share resources.	Campus Principal Grade level teachers	Each Six Weeks	In-service/ Workday Conference period Planning Day	Six weeks grades Lesson plans
4	13. Training on inclusion of students diagnosed with dyslexia and/or related disorders will be available to instructional staff, as needed.	Campus Principal Counselor Dyslexia Teacher	As needed August 2017- May 2018	Region XV ESC	Six weeks grades Tutorial Roster
4,6	14. Training on methods of improving communication between school and home will be provided as needed.	Campus Principal SBDM committee Instructional Staff	As needed August 2017- May 2018	ESC Region XV Outside resources On-line resources	Improved communication between home and school
4	15. Training will be provided to instructional staff on web page design.	Campus Principal Instructional Staff Technology Integration Specialist	As needed August 2017- May 2018	ESC Region XV Outside resources On-line resources	Staff sign-in sheets Teacher web pages
1,2	16. Fifth Grade Students will use Apple Laptops in order to improve the transition into junior high, their skills & use, understanding of the laptop, and the programs.	Campus Principal Instructional Staff Technology Integration Specialist	August 2017- May 2018	Instructional Staff Apple laptops	Laptop distribution records
2,9	17. Transportation to and from events in a handicap accessible bus will be provided to ensure needs of all students are met.	Campus Principals Bus Drivers Teachers Paraprofessionals	August 2017 – Ongoing	Handicap-accessible Bus IDEA-B Funds	Smooth transition into primary school/ junior high school

GOAL 5: By May 2019, Ballinger Elementary will provide staff development designed to improve student performance and behaviors.

OBJECTIVE 1: By May 2018, Ballinger Elementary students will demonstrate improved behavior and performance.

Summative Evaluation: *Improved results on state assessments; Reduced number of discipline referrals for student misbehavior.*

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,4,9	1.TBSI will build campus level knowledge and skills on the use of positive behavioral supports.	Campus Crisis Team Campus Principal Counselor Special Ed. Counselor	August 2017-May 2018	Texas Behavior Support System In-service	Campus Team
1,8	2. Staff will review AEIS and State Accountability Reports to assess areas needing improvement.	Campus Crisis Team Campus Principal Counselor	Annually	2017 Assessment Reports In-service PBMAS AEIS	Test Results Progress reports
2,4	3. Teachers will establish classroom procedures and routines incorporating student perspectives and unspoken norms and assumptions about classroom behavior.	Campus Principal Instructional staff	Yearly (each August)	Continued professional development in classroom management ESC Region 15	Classroom Management Plans Posted classroom procedures
2,4	4. Summer inservice will include an annual refresher course on Fundamental Five (best instructional practices).	Campus Principal	Yearly (each August)	Scheduled time during August inservice	Staff sign-in sheets

GOAL 6: By May 2019, Ballinger Elementary will provide equitable access to technological, instructional resources for all students and instructional staff.

OBJECTIVE 1: By May 2018, Ballinger Elementary School will enhance student acquisition of knowledge through integration of curriculum with technology tools.

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

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2,9	1. All students in grades K-5 will practice proper keyboarding skills and techniques.	Keyboarding Teacher Instructional Staff	Weekly	Software	Periodic evaluation of skills by instructional staff
2	2. All students will follow acceptable use policy as outlined in Ballinger Elementary handbook.	Campus Principal Instructional Staff	Daily	Acceptable use policy Ballinger Elementary Handbook	Periodic review of software reports Smoothwall
2,9	3. Technology integrated into instruction will provide enriched learning opportunities to all students.	Campus Principal Instructional Staff Keyboarding Teacher Technology Staff	Daily	WAN, LAN Internet Title II Part D – Member of shared service arrangement ESC Region XV	Increased use of technology in instructional setting
1,4,8,9	4. Instructional staff will be trained to use technology to track student progress.	Campus Principal Counselor Technology Staff	Annually	AR Reports AM Reports STAR Evaluation Reports TPRI reports Title II Part D – – Member of shared service arrangement ESC Region XV Eduphoria	Individualization of expectations for all students
2,9	5. Technology integrated into instruction will be provided and maintained by the technology staff in order to provide technological opportunities for all students.	Campus Principal Technology Staff Technology Coordinator Instructional Staff	As needed	WAN, LAN Internet Title II Part D –Member of shared services arrangement with ESC Region XV	Increased use of technology in instructional setting
4,9	6. Instructional staff will be trained on minor	Campus Principal	As needed	Title II Part D –	Increased use of

	problem solving techniques prior to intervention by technology staff.	Technology Staff Technology Coordinator Instructional Staff		Member of shared services arrangement ESC Region XV Tech help desk	technology in instructional setting Tech help desk data
1,2,9	7. 5th Grade Students will use Apple Laptop Computers. 1st-4th grade will have access to desktops in the classroom.	Campus Principal Technology Staff Technology Coordinator Instructional Staff	Daily	Laptops Network	Scores Evaluation
1,2,9	8. Students will be provided access to a 25-station Mac lab on a regular basis.	Campus Principal Technology Staff Technology Coordinator Instructional Staff Computer Teacher	Every Six Weeks	Member of Shared Services arrangement	Six Weeks Grades

GOAL 7: By May 2019, the average attendance at Ballinger Elementary will be maintained at 99% of actual enrollment of all students.

OBJECTIVE 1: By May 2018, Ballinger Elementary will provide incentives to maintain student attendance.

Summative Evaluation: *Decrease in number of chronic absentees, as defined by the State, increased Average Daily Attendance rate.*

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

GOAL 8: By May 2019, Ballinger Elementary will coordinate and integrate federal, state and local programs to provide optimal instruction for all students.

OBJECTIVE 1: By May 2018, Ballinger Elementary will provide individualized instruction for students and/or parents when applicable.

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

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
2,9,10	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 Intervention teachers paraprofessionals	Weekly (Mon.- Thur.) Daily	State Compensatory Ed. Fund 199	Master schedule Teacher lesson plans
1,2,9	2. Curriculum alignment will ensure that students receive instruction based on identified needs.	Campus Principal Instructional staff	Daily	State Compensatory Ed. Fund 199 TEKS Resource System YAG	PLC minutes Teacher lesson plans
6	3. A student handbook, updated annually, will be available on the BISD website or a hardcopy upon request to all parents explaining the procedures required for available nutrition programs.	Campus Principal SBDM committee Food Services Director	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 Head Start Family Services Director	As needed throughout grading periods	Social Services CRCG	Number of students receiving social services
1,2,9	6. Identified students will be placed in the ESL program with parental permission.	ESL Coordinator ESL Certified Teachers	As assessments show a need	Federal funds	TELPAS
1,2,9	7. Identification of migrant students will be made within three weeks of their enrollment through the Priority for Services processes and identified students will be placed in the migrant program with parental permission Intervention, if needed will be provided within six weeks of enrollment.	Migrant Coordinator	As identified	Federal funds Achieve 3000 Region XV	NGS

GOAL 9: By May 2019, will ensure the development of socio-economically disadvantaged (SES) children.

OBJECTIVE 1: By May 2018, Ballinger Elementary will provide opportunities for Early Childhood learning environments for socio-economically disadvantaged children.

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

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
7	1. Teacher will operate a full-day Pre-kindergarten program.	Superintendent	Daily	Head Start Grant Fund 205 - teacher salaries and benefits	TxEIS Enrollment
7	2. The curriculum of the Pre-kindergarten program will facilitate transition into the learning environment.	Campus principal Curriculum Coordinators Pre-K Teachers	Daily	Big Day for PK curriculum	Teacher lesson plans
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	Rider 78 Fund	TxEIS Enrollment
2,9	4. The school will contribute toward providing socio-economically disadvantaged students with school supplies.	Counselor	As needed by students	Community donations Operating budget	School counselor documentation
2,9	5. The school will provide students with a free breakfast.	Cafeteria Staff	Daily	National School Lunch Program	TxEIS data
2,7,9	6. The District will operate a 6-hour Head Start Curriculum-based program.	Head Start Teacher	Daily	Head Start Grant Fund 205	TxEIS Enrollment