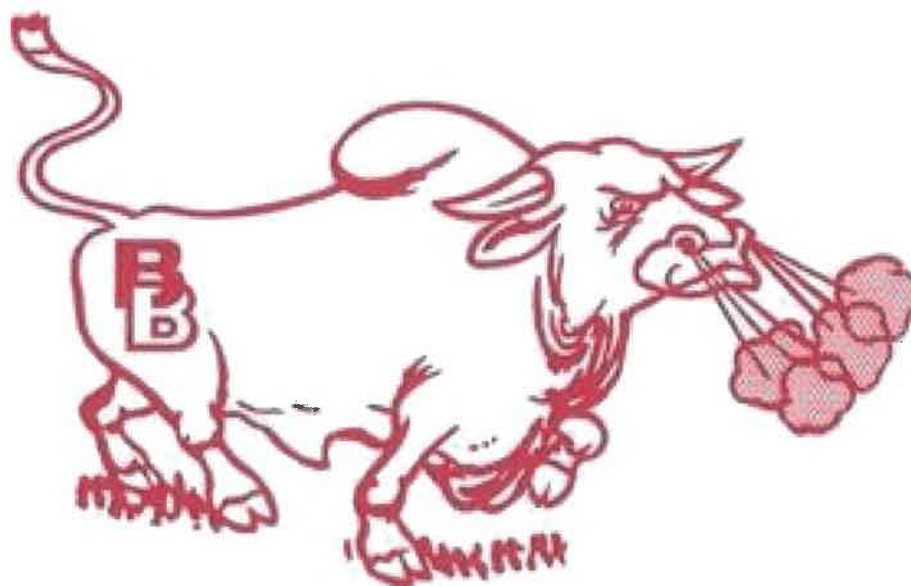


BELLVILLE JUNIOR HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 2019-2020



“Expect Success, Nothing Less!”

BELLVILLE INDEPENDENT SCHOOL DISTRICT
Mailing: 518 S. Mathews Physical: 1305 S. Tesch St.
BELLVILLE, TEXAS 77418
(979) 865-5966

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-5966.

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BELLVILLE INDEPENDENT SCHOOL DISTRICT
BELLVILLE JUNIOR HIGH SCHOOL
CAMPUS PLANNING COMMITTEE 2018-2019

Dear Parents and Students of Bellville Junior High School,

The goals, as established by the Campus Planning Committee, outlines within this plan are designed to help students reach their maximum potential. These goals will guide parents, teachers, staff, and students in working together for the 2018-2019 school year. We believe all students can learn and develop skills that will help them become confident, successful, and productive in the future. The goals are aligned with Bellville ISD District Goals and are as follows:

1. BJHS will Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.
2. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.
3. Bellville Junior High School will encourage opportunities for parental and community involvement that supports the educational processes.
4. Bellville Junior High School will recruit and hire appropriately certified teachers as required by TEA.
5. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.
6. Bellville Junior High School will establish a foundation to successfully graduate 100% of its students from high school.
7. Bellville Junior High School will promote participation in extra-curricular academic competitions.

Daniel Symm
Principal, Bellville Junior High School

**BELLVILLE JUNIOR HIGH SCHOOL
CAMPUS PLANNING COMMITTEE MEMBERS**

TEACHERS:

Melissa Bersche
Jessica Jennings

COMMUNITY/BUSINESS REPRESENTATIVE:

Michelle Castaneda

PARAPROFESSIONAL:

Dawn Brokmyer

NON-TEACHING PROFESSIONALS:

Daniel Symm, Principal
Marcus McLemore, Assistant Principal
Karen Peschel, Counselor
Lisa Schumacher, Librarian
Laura Swearingen, Instructional Technology Specialist
Brian Reid, Technology Director

**BELLVILLE INDEPENDENT SCHOOL DISTRICT
BELLVILLE JUNIOR HIGH SCHOOL**

PHILOSOPHY OF EDUCATION

The staff of Bellville Junior High school is dedicated to the philosophy that education will serve to facilitate the attainment and betterment of the quality of life in our society. In so doing, we will strive to create an atmosphere conducive to meeting the students' social, physical, emotional, and academic needs. This atmosphere will accentuate the belief that all students are capable of learning. This atmosphere will also emphasize that all students be exposed to responsibilities necessary for making sound, moral judgments essential for the establishment of a value system that is conducive to acquiring the skills necessary for citizenship in a democratic society.

MISSION STATEMENT

Bellville Junior High School strives to educate students through high expectations, parental and community involvement combined with a positive educational environment that fosters active learning so that they may be productive and moral citizens for a changing world.

**BELLVILLE JUNIOR HIGH SCHOOL
NEEDS ASSESSMENT DATA, JUNE 2019**

Demographics

Enrollment: 521 students

Grade 6: 173 33.21%
Grade 7: 171 32.82%
Grade 8: 177 33.97%

Ethnic Distribution	#	%
African American	40	7.68
American Indian/Alaskan	1	0.20
Hispanic	150	28.79
White	315	60.46
Hawaiian/Pac Islander	0	0.00
Two or More	11	2.11
Asian	4	0.76

Student Group Representation	#	%
Economically Disadvantaged	230	44.15
Limited English Proficient (LEP)	39	7.49
At-Risk	240	46.07
Homeless	6	1.15
Gifted and Talented Education	67	12.86
Special Education	59	11.32
Dyslexia	29	5.57
Male	281	53.93
Female	240	46.07

Sources: PEIMS Data, 2018-2019 Summer Collection, First Submission

Over the past few years, Bellville Junior High’s Hispanic, Economically Disadvantaged, and At Risk groups have increased in numbers. These students tend to have lower reading levels and need increased support. We will continue to develop our Tier II and III Response to Intervention (RTI) Program for reading for these students as well as other student groups. We offer in-school tutorial opportunities, after-school tutorial opportunities and we have an open General Education Content Mastery (Enrichment) room available to all students.

Student Achievement

STAAR

BJHS made significant gains in STAAR from 2018 to 2019. We saw 9 point gains in science and social studies, and an 11 point gain in writing. We had gains in all but one tested subject. There were areas of struggle as well which are noted in the charts. We did not see the growth we expected in our “Masters Grade Level” percentages overall. Our Economically Disadvantaged, African American, Hispanic, LEP, and SPED populations tend to struggle the most; however, we are making some progress especially in which these subgroups increased in earning “Masters Grade Level” especially in the writing. We will continue to focus on implementing rigor into our curriculum, and will study data and the released

assessments in depth to make sure we are questioning in our curriculum as they are on the state assessment level. We will continue to service students through RTI in reading and develop in math, science and social studies, as well as provide numerous opportunities in school and after school for tutorials. We will make a concerted effort to meet with parents to communicate all of our tutorial options. We will also continue to meet as departments and grade levels regularly to ensure we are making adjustments and aligning vertically to meet the needs of all learners.

STAAR Sixth Grade Mathematics

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017 % Masters Grade Level	2018 % Masters Grade Level	2019% Masters Grade Level
All Students	85	85	80	82	13	20	21	18
Econ. Disadv.	81	76	73	74	6	12	8	11
Black/Af. Am.	64	64	63	42	0	7	13	5
Hispanic	79	71	66	84	8	11	9	14
Two or More	80	88	-	-	0	25	-	-
White	92	93	89	88	19	24	29	21
Female	88	81	79	87	16	19	20	24
Male	82	88	82	77	10	20	21	12
M1	-	100	-	-	-	0	-	-
M2	-	-	80	-	-	-	20	-
LEP	50	64	50	67	0	9	0	7
SPED	0	60	29	30	0	-0	0	0

STAAR Sixth Grade Reading

	2016 % Approaches Grade Level	2017 % Approaches Grade Level	2018 % Approaches Grade Level	2019% Approaches Grade Level	2016 % Masters Grade Level	2017 % Masters Grade Level	2018 % Masters Grade Level	2019% Masters Grade Level
All Students	75	71	75	68	23	21	21	21
Econ. Disadv.	67	55	64	55	12	14	12	7
Black/Af. Am.	47	29	38	37	7	14	0	0
Hispanic	68	53	66	53	15	13	5	9
Two or More	67	50	-	-	17	25	-	-
White	84	86	83	81	31	24	33	29
Female	75	79	83	77	28	23	25	29
Male	75	66	69	59	17	19	18	12
M1	-	-	-	-	-	-	-	-
M2	100	-	100	-	50	-	0	-
LEP	20	27	33	7	0	0	0	0
SPED	50	10	29	15	0	0	0	0

STAAR Seventh Grade Mathematics

	2016 % Approaches Grade Level	2017 % Approaches Grade Level	2018 % Approaches Grade Level	2019% Approaches Grade Level	2016 % Masters Grade Level	2017 % Masters Grade Level	2018 % Masters Grade Level	2019% Masters Grade Level
All Students	79	77	78	85	22	23	25	29
Econ. Disadv.	67	71	68	77	8	10	15	13
Black/Af. Am.	50	56	50	63	0	0	7	13
Hispanic	69	76	72	74	13	9	15	12
Two or More	75	67	50	-	75	11	17	-
White	86	82	85	93	27	35	37	42
Female	78	83	77	82	22	30	27	33
Male	79	71	78	86	22	14	23	26
LEP	0	67	70	64	0	6	10	-
M1	-	-	-	-	-	-	-	-
M2	-	-	-	-	-	-	-	-
SPED	0	35	27	29	0	0	0	0

STAAR Seventh Grade Reading

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018 % Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017 % Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	79	72	76	81	24	19	28	36
Econ. Disadv.	72	63	67	70	12	8	15	26
Black/Af. Am.	50	50	36	63	8	0	0	13
Hispanic	73	67	64	72	17	13	23	17
Two or More	75	56	50	-	50	11	17	-
White	85	81	88	89	29	26	36	51
Female	87	76	83	89	27	23	28	44
Male	73	68	71	75	22	14	29	30
LEP	0	22	50	36	0	0	0	-
M1	-	-	-	-	-	-	-	-
M2	-	-	-	-	-	-	-	-
SPED	50	12	27	29	0	0	0	7

STAAR Seventh Grade Writing

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	81	70	75	86	19	18	16	27
Econ. Disadv.	73	58	63	75	8	11	4	17
Black/Af. Am.	81	44	54	63	0	0	0	13
Hispanic	74	61	59	72	11	15	5	14
Two or More	100	67	33	-	25	11	17	-
White	83	80	86	95	26	24	22	36
Female	91	76	83	95	25	25	21	37
Male	72	64	69	79	14	11	13	19
LEP	0	33	40	27	0	0	0	0
M1	-	-	-	-	-	-	-	-
SPED	67	6	10	14	0	-	10	0

STAAR Eighth Grade Mathematics, April Administration

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	69	79	75	76	1	3	1	3
Econ. Disadv.	63	74	72	74	0	2	0	1
Black/Af. Am.	69	81	60	73	0	0	0	0
Hispanic	62	75	75	73	0	6	0	3
White	73	80	81	82	2	1	2	3
Female	64	81	81	77	2	6	0	4
Male	72	78	70	75	0	0	2	2
LEP	33	13	59	64	0	0	0	9
SPED	67	27	41	27	0	0	0	0

STAAR Eight Grade Algebra I E.O.C., May Administration

	Algebra I EOC 2017% Approaches Grade Level	Algebra I EOC 2018% Approaches Grade Level	Algebra I EOC 2019% Approaches Grade Level	Algebra I EOC 2017% Masters Grade Level	Algebra I EOC 2018% Masters Grade Level	Algebra I EOC 2019% Masters Grade Level
All Students	100	100	100	90	92	78
Econ. Disadv.	100	100	100	100	93	83
Black/Af. Am.	-	-	-	0	-	50
Hispanic	100	100	100	80	88	100
White	100	100	100	91	93	76
Female	100	100	100	95	97	93
Male	100	100	100	86	81	66
LEP	-	-	-	-	-	-
SPED	-	-	-	-	-	-

STAAR Eighth Grade Reading, April Administration

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	89	79	78	80	21	23	25	27
Econ. Disadv.	84	65	70	73	10	14	16	17
Black/Af. Am.	86	50	40	54	7	6	0	8
Hispanic	83	70	73	75	5	17	21	20
Two or More	-	75	63	60	-	50	13	20
White	91	86	87	86	30	28	32	31
Female	96	81	84	83	31	23	31	36
Male	82	77	70	78	12	23	19	21
LEP	25	0	35	36	0	0	0	0
M2	-	100	-	-	-	50	-	-
SPED	67	20	18	18	0	0	0	0

STAAR Eighth Grade Science

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	80	75	73	82	21	16	28	17
Econ. Disadv.	72	65	64	73	9	6	16	10
Black/Af. Am.	69	38	33	54	0	0	0	0
Hispanic	61	66	65	69	15	9	19	9
Two or More	-	-	86	60	-	-	14	0
White	89	83	83	92	27	19	38	22
Female	82	78	78	84	24	14	34	16
Male	78	72	68	81	18	17	28	17
LEP	25	0	35	-	25	0	0	-
SPED	33	7	17	50	0	0	0	0

STAAR Eighth Grade Social Studies

	2016% Approaches Grade Level	2017% Approaches Grade Level	2018% Approaches Grade Level	2019% Approaches Grade Level	2016% Masters Grade Level	2017% Masters Grade Level	2018% Masters Grade Level	2019% Masters Grade Level
All Students	59	58	57	66	7	13	14	8
Econ. Disadv.	51	44	41	57	0	8	8	6
Black/Af. Am.	31	19	7	31	0	0	0	0
Hispanic	50	45	52	49	2	8	6	2
Two or More	-	75	43	40	-	50	14	0
White	66	68	69	79	11	16	20	10
Female	60	56	60	63	7	11	14	1
Male	56	59	54	68	8	15	14	12
LEP	0	0	6	-	0	0	0	-
SPED	0	13	17	25	0	0	0	0

TELPAS

2019 Data

TELPAS Composite Ratings							
Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
6	15	11	4	0	27	67	7
7	11	9	2	0	55	45	0
8	11	2	9	9	0	73	18

2018 Data

TELPAS Composite Ratings							
Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
6	12	9	3	8	17	58	17
7	11	4	7	9	0	73	18
8	15	7	8	0	13	83	7

2017 Data

TELPAS Composite Ratings							
Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
6	12	5	7	0	9	18	73
7	18	10	8	0	11	28	61
8	8	4	4	13	13	50	25

2016 Data

TELPAS Composite Ratings							
Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
6	19	10	9	0	16	47	37
7	10	3	7	10	10	40	40
8	14	9	5	7	7	21	64

The TELPAS data shows we continue to have weaknesses with our ELLs. Our populations of students coming to us with little to no English vocabulary is ever growing. Having our ESL Specialist work with the teachers in understanding and intervening with appropriate accommodations for these students, as well as having a bilingual aide assist them in class, is critical to them making progress and being successful.

AYP

Bellville Junior High has met AYP the last three years.

PBMAS

In recent years, Bellville Junior High has taken hits related to PBMAS in the number of special education students sent to ISS. Bellville Junior High will continue to help students maintain appropriate discipline and behavior choices through our character education program and student counseling sessions. Students will also receive additional support in their classes through inclusion and General Education Content

Mastery for 2019-20. We hope to alleviate academic frustration that often leads to poor behavior choices by providing additional support. This was our second year for the PBIS and R.I.S.E. programs on the BJHS campus. There have been successes and challenges during this year however, overall both aspects of positive behavior supports and behavior training for our students have been successful. As we refine both the PBIS and R.I.S.E. programs, we expect them to be even more effective for 2019-20.

Attendance Rate

Bellville Junior High met our yearly attendance goal of 96% for 2018-19. We did see a slight decrease from 2017-18. We will continue to provide a variety of attendance incentives for 2019-20. We also want to provide some innovative strategies to encourage attendance in school. We plan to develop events and tangible rewards for students who have perfect attendance over specific time frames.

Year	Campus	Af. Am.	His.	White	2 or More
2018-19	96.2	94.8	96.3	96.5	95.9
2017-18	96.7	96.3	96.9	96.7	94.8
2016-17	96.6	96.9	96.8	96.5	96.3
2015-16	96.6	95.7	97.05	96.5	95.3
2014-15	96.5	95.9	96.4	96.6	95.5

Retention Rate

BJHS had 3 retentions for 2018-19. Two of those three instances involve significant extenuating circumstances beyond the role of the school or student. Our reassess/reteach/redo policy for grades below 70, our in-school tutorial opportunities, our after school tutorial opportunities, and our summer school opportunities help to prevent retentions.

Data Sources: Eduphoria data for 2016, 2017, and 2018; STAAR Scores Reports for 2016, 2017 and 2018, TELPAS Reports for 2016, 2017, and 2018; AYP Reports, PEIMS Data, PBMAS Data

Program Effectiveness

Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for 2019-20. Inclusion classes at Bellville Junior High will be supported by special education teachers and/or paraprofessional staff members. There will be a need for continued training for our special education and general education staff members throughout the school year in regards to meeting the needs of SPED students on state assessments. We will continue to focus on these areas with tutorials. We are in the process of hiring a third Special Education teaching position for 2019-20 which would allow us to open up a third resource classroom. This will give us smaller resource room class sizes and allow us to group students more effectively. This position will also give us another Special Education case manager to help reduce the case load per case manager on our campus. Our PBIS and R.I.S.E. programs had an initial roll out in 2017-18. We are heading into our third year for both programs. Despite the challenges of starting two new programs on campus, both have been successful overall. As we refine our both PBIS and R.I.S.E. programs, we expect them to be even more effective for 2019-20. With the numbers of students with severe behaviors increasing, we do have a need for a behavioral specialist to work with these students and staff members to ensure that classroom environments are conducive to learning.

Gifted and Talented

Students at Bellville Junior High School are identified for the gifted and talented program by nominations and testing. Students are served in the program through homeroom while meeting with the GT teacher. BJHS served 67 students in the gifted and talented program for the 2018-19 school year and these students continue to score at or above standard and achieve advanced performance on district level benchmarks and state assessments. We continue to offer staff development opportunities for all teachers to become GT certified. 2017-18 was the first year at BJHS that we have offered Pre-AP classes in all core classes. We offer Pre-AP courses for math, reading, english, science and social studies.

ESL/Bilingual

At BJHS our ESL population continues to grow and our ESL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials with our campus ESL coordinator and are offered opportunities to attend after-school tutorials and Enrichment Room support (General Education Content Mastery). Based on STAAR data, ESL students will need ongoing support in reading to build fluency, comprehension, and vocabulary. Teachers and/or paraprofessionals will also provide additional classroom support/strategies to help them be successful in all academic areas.

State Compensatory Education

During the 2018-19 school year, state compensatory resources were utilized to provide a ½ time counselor, 504 and RTI teachers, content mastery, tutorials, and summer school. The 504 and RTI teachers assist students in the Enrichment Room (content mastery) for several class periods a day. They help students in small groups as well as in one-on-one instruction sessions for core academic classes, help with understanding concepts on reteach/reassess assignments, help on assignments/concepts when students are absent and miss instruction, and also provide for other accommodations such as extended time and oral assistance on assessments. The after-school tutorials were extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our SCE resources in this area as well.

Safe and Drug Free Schools

Safe and Drug Free local resources are used to provide security cameras which are monitored regularly in and around the campus building.

Homeless

During the 2018-19 school year, 6 students were identified as homeless based on information gathered on the Student Residency Questionnaire. BJHS assists homeless students in the areas of instructional supplies, tutoring, and counseling. Homeless students also qualify for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

Dyslexia

BJHS has a trained Dyslexia Specialist to provide prescriptive, intense interventions for identified students and also serves as our campus 504 teacher and PST coordinator. Students are referred and tested to qualify for admission into the dyslexia program. In 2018-19, we served 29 students in our dyslexia program. We will continue to provide our dyslexia services and would like to use our dyslexia specialist to help provide interventions for students in the RTI Program.

Technology

Bellville Junior High School has 2 computer labs which teachers/classrooms can sign up to utilize. All classrooms have at least one computer and all of our core academic classrooms have a SMART board. Teachers integrate technology skills into the academic curriculum. In 2018-19, chrome-carts were utilized to provide wireless capabilities for teachers to integrate technology activities in their classrooms. Several teachers use Edmodo, Google Docs, and Google Classroom learning to enhance the curriculum and interest students. Two teachers have implemented “flipped” classroom models with great results. Teachers have proficient to advanced technology skills. BJHS staff members had the opportunity to attend “lunch-n-learn” sessions throughout the year several of which were technology oriented. We also recognize the need to be better stewards of the technology resources we are granted. We will focus more on teacher training for checking out/checking in our chrome-carts so that the machines can be properly maintained and students can be held accountable for improper use or damage to the machines. BJHS will continue to provide technology and support in the future with the advancement of technology in textbook adoptions and resources for learning.

Curriculum and Instruction

Teachers at Bellville Junior High School will continue to attend trainings and workshops/department meetings throughout the school year to ensure the curriculum they are teaching is aligned with the TEKS. As discussed previously, our teachers are ESL certified or will be obtaining ESL certification. We also highly encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels/needs of students in the classroom. Along with our technology, these tools/strategies help teachers with differentiated learning.

Discipline/Character Education

Based on the 2018-19 Student Disciplinary Action Summary/PIEMS records, BJHS had a total of 209 recorded significant discipline incidents for the school year as compared to 191 in 2017-18. The incidents from 2018-19 resulted in 59 full day out-of-school suspensions, 25 partial day out-of-school suspensions, 144 full day in-school-suspensions, 45 partial day in-school-suspensions, and 10 DAEP placements. Of the recorded incidents in 2018-19, 67 incidents involved 23 special education students.

BJHS staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our character education program. BJHS staff member further are proactive about teaching our students about bullying, its effects on others, and our no tolerance for bullying approach. The district also has an on-line anonymous reporting system which was utilized several times this year. We have a campus core team trained in Non-Violent Crisis Intervention. We have a positive postcard program in which each staff member identifies positive aspects of at least two students every week and mails a positive postcard home for those students. This program has increased communication between the school and home, has led to improved student behavioral choices and decreased the number of discipline referrals. Our PBIS and R.I.S.E. programs had an initial roll out in 2017-18. Overall both aspects of positive behavior supports and behavior training for our students have been successful. As we refine our both PBIS and R.I.S.E. programs, we expect them to be even more effective in 2019-20

Staff Development Needs

Based on staff surveys, faculty meeting discussions, and summative conferences, BJHS has the need for additional and/or continued training in the areas of implementing rigor into the curriculum, technology and training in regards to our strengths/weaknesses with STAAR data, new technology tools and

approaches in the classroom, special education accommodations/modifications/procedures, and training with the TEKS resource system. Teachers have also expressed an interest in campus wide team building and additional training in behavior identification and behavior function.

Staff Quality, Recruitment, and Retention

At BJHS, we recruit and interview prospective teachers and staff members that are fully certified for vacant positions. The principal and district staff also encourages paraprofessionals to become certified classroom teachers.

Parental Involvement

At Bellville Junior High, we provide numerous opportunities throughout the year for parental involvement. Our extra-curricular sporting activities tend to be very well-attended. BJHS conducts a sixth grade orientation, locker/schedule pick –up day, Open House at the beginning of the school year for parents to meet teachers and learn about course syllabus and guidelines. Staff members communicate with parents by phone, email, remind 101, class web pages, notes home, or in person concerning academics, discipline, and student progress and post grades at least weekly that parents can access through the parent portal at any time.

Community Involvement

Like parental involvement, the involvement of the community in the education of its students is critical. BJHS is fortunate to have RAP (Raising Academic Performance) trained mentors working with students. Staff members call upon community/business leaders to come into classrooms as guest speakers.

BELLVILLE JUNIOR HIGH SCHOOL CAMPUS IMPROVEMENT PLAN 2019-2020

CAMPUS GOAL: I. BJHS will Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.

OBJECTIVE: A. All student accountability groups in grades 6-8, will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements.

Strategy(1): Bellville Junior High will schedule benchmark exams for all subject areas assessed on the STAAR tests, as appropriate, and disaggregate data for class performance improvement.

Responsibility: Principal, Grade level/Department Chairs, Core Curriculum Teachers

Resources: Teacher-made exams, released STAAR Tests

Timeline: Each semester

Formative Evaluation: Benchmark exam results

Summative Evaluation: State assessment results will meet state/federal standards

Strategy (2): Students not meeting state standards will be subject to additional, alternative instructional approaches in order to demonstrate mastery of content.

Responsibility: Principal, Teachers

Resources: Grade level/Department Chairs, teachers, counselor, specialized classes

Timeline: Each semester

Formative Evaluation: Students needing additional assistance to meet state standards will be subject to specialized instruction

Summative Evaluation: State assessment results meet state/federal standards

Strategy(3): Students not performing at SSI requirements in reading and/or math in grade 8, other students not meeting passing standards for the next grade level, and students who need additional language acquisition skills will be considered for the district summer school session.

Responsibility: Principal, Counselor, Teachers

Resources: Grade level/Department Chairs, teachers, State Compensatory funds

Timeline: May/June 2020

Formative Evaluation: Students identified that meet requirements for summer school

Summative Evaluation: State assessment results meet state/federal standards

Strategy (4): Students identified as “At-Risk” or “Economically Disadvantaged” will receive supplemental instructional techniques.

Responsibility: Principal, Executive Director of Special Programs

Resources: Grade level/Department Chairs, teachers, State Compensatory Funds

Timeline: Each six weeks

Formative Evaluation: Supplemental instruction provided for “At-Risk” and “Economically Disadvantaged” students through in-school and after-school tutorials

Summative Evaluation: State assessment results meet state/federal standards

Strategy (5): Tutorial programs will be available, as appropriate.

Responsibility: Principal

Resources: Executive Director for Administration, teachers, State Compensatory Funds

Timeline: Each six weeks

Formative Evaluation: Tutorial schedules set for each campus to meet individual needs of students.

Summative Evaluation: Final subject-Area course grades are 70% or greater.

Strategy (6): Continue “Response to Intervention” (RTI) in Reading and develop in Math, Science, and Social Studies (as possible).

Responsibility: Principal, Executive Director of Special Programs, Executive Director for Administration.

Resources: Principal, counselor, teachers

Timeline: Each semester

Formative Evaluation: Develop plan for continuation.

Summative Evaluation: RTI implemented in Reading and Math, Science, and Social Studies (as possible).

Strategy (7): Provide supplemental instructional supplies and/or supplemental tutoring opportunities for students identified as homeless (as needed).

Responsibility: Principal, Executive Director of Special Programs (Homeless Liaison)

Resources: Principal, teachers, Title IA set-aside

Timeline: Each six weeks

Formative Evaluation: Student Residency Questionnaires and Campus follow-up interviews complete and family interest of services noted.

Summative Evaluation: Homeless students’ state assessment results meet state/federal standards.

Strategy (8): Increase Level III: Masters Grade Level on the STAAR test for all subjects.

Responsibility: Principal, teachers

Resources: Executive Director for Administration, Region VI

Timeline: Each six weeks

Formative Evaluation: Methods for increasing high levels of achievement identified; Pre-AP courses in math, reading, English, science, and social studies.

Summative Evaluation: State assessment results meet state/federal commended performance equivalent standards

Strategy (9): Provide necessary instruction to meet the TEA System Safeguards in the African-American mathematics subgroup.

Responsibility: Principal, Mathematics Teachers

Resources: Principal, Teachers, Executive Director for Administration, Region VI.

Timeline: Each semester

Formative Evaluation: Strategies to increase mathematics performance rates are implemented.

Summative Evaluation: State assessment results meet state/federal standards.

CAMPUS GOAL: 1. BJHS will Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.

OBJECTIVE: B. Students will be provided an instructional classroom environment that utilizes technology for the purposes of teaching and learning.

Strategy (1): Technology application skills will be taught in grades 6-8.

Responsibility: Executive Director for Administration, Principal, Technology Instructional Specialist

Resources: TEKS, Principal, Technology Instructional Specialist

Timeline: Each six weeks

Formative Evaluation: Continuous monitoring of skills taught in each grade level.

Summative Evaluation: Student work produced through the use of technology skills taught.

Strategy (2): Continue to expand technology availability (where possible) to enhance student learning.

Responsibility: Principal, Director of Technology

Resources: Technology Committee

Timeline: Each six weeks

Formative Evaluation: Technology needs are identified by the campus and sent to district Technology Committee.

Summative Evaluation: Increase of technology skills of all students and state assessment results meet state/federal standards.

Strategy (3): Teachers and students will follow the campus technology check-in/out procedures in order to better maintain our technology resources and allow for timely repairs, student accountability, and continued use.

Responsibility: Campus administration, Director of Technology, Teachers, Technology Instructional Specialist

Resources: Chrome-carts, computer labs, on-line check out resources, hard copy check-in/out procedures

Timeline: Each six weeks

Formative Evaluation: Technology resources are in good working condition and available to teachers when needed.

Summative Evaluation: Increase of technology skills of all students, decrease in the number of damaged/unusable technology resources.

Strategy (4): Integrate technology TEKS to enhance the academic instruction in the classroom

Responsibility: Principal, Teachers, Technology Instructional Specialist

Resources: IMA Technology Resources, Software Resources

Timeline: Each six weeks

Formative Evaluation: Observations, lesson plans, student work

Summative Evaluation: Increased student application and/or classroom exposure to technology.

Strategy (5): Teachers and staff will attain technology proficiency levels as established by the district.

Responsibility: Director of Technology, Technology Instructional Specialist

Resources: Director of Technology, Technology Instructional Specialist, Eduphoria developed courses

Timeline: May 2019

Formative Evaluation: Teachers plan a lesson integrated with technology which will meet the requirements of proficiency levels to be observed.

Summative Evaluation: All teachers and staff have attained technology proficiencies.

CAMPUS GOAL: I. BJHS will Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESEA.

OBJECTIVE: C. All students will explore and develop career pathways and post-secondary opportunities.

Strategy (1): Junior High students will be directed toward career awareness through designed CTE activities.

Responsibility: CTE Coordinator, counselors

Resources: Principal, teachers, CTE materials, Investigating Careers and Principals of Human Services courses for 8th grade

Timeline: Each semester

Formative Evaluation: Activities planned for students.

Summative Evaluation: Documentation of planned career activities that were presented to students.

Strategy (2): Provide a variety of career exploration activities and awareness of high school tracks for eighth grade students.

Responsibility: CTE Coordinator, counselors

Resources: CTE Fair, Course Selection Guide

Timeline: Each semester

Formative Evaluation: Activities planned for students.

Summative Evaluation: Eighth grade students participate in career exploration activities and eighth grade conferences for high school planning.

CAMPUS GOAL: **II. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **A. All students who are identified as having a disability as defined by Special Education will be provided an instructional classroom environment that meets their individual needs.**

Strategy (1): Continue implementation of inclusion to meet the needs of student's individual educational plans.

Responsibility: Principal, teachers, Director of Special Education

Resources: Director of Special Education, Region VI

Timeline: Each six weeks

Formative Evaluation: Schedule of individual special education student's needs is completed.

Summative Evaluation: Special Education students' course grades, benchmark results, and state assessment results meet local/state/federal standards.

Strategy (2): Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.

Responsibility: Principal, Counselor, Director of Special Education

Resources: LSSP, Director of Special Education, Region VI, R.I.S.E. personnel

Timeline: Each six weeks

Formative Evaluation: Documentation of use of strategies and techniques prior to any discipline placement is completed.

Summative Evaluation: The behavior improvement plans are developed and used.

CAMPUS GOAL: **II. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **B. All students who are identified as English Language Learners will be provided an instructional environment that meets their individual needs.**

Strategy (1): Assist teachers and new hires (within first year) to acquire ESL Certification.

Responsibility: ESL Specialist, principal, Executive Director of Special Programs

Resources: Region VI ESL mini-academies, local funds

Timeline: May 2020

Formative Evaluation: Teachers are notified of the policy and are scheduled to attend ESL mini-academies, and register for appropriate TExES examinations.

Summative Evaluation: All new hires and identified existing teachers are ESL certified.

Strategy (2): Train ESL teachers to help equip them to meet the needs of ELL students.

Responsibility: ESL Specialist, Executive Director of Special Programs, Region VI

Resources: Region VI, TEA

Timeline: Each six weeks

Formative Evaluation: Workshops and other training opportunities are planned or identified and communicated to ESL teachers.

Summative Evaluation: ELL students' TELPAS and student assessment results meet state/federal standards.

CAMPUS GOAL: II. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.

OBJECTIVE: C. Students will be provided an instructional classroom environment that meets their individual needs.

Strategy (1): Provide assistance and accommodations to the academic program for students who learn in non-traditional ways.

Responsibility: Teachers, Principal, Counselor, SPED Department, 504 Teacher, RTI Teacher, G/T Teacher, ESL Specialist

Resources: Intervention Programs, 504 Teacher, RTI Teacher, G/T Teacher, ESL, Specialist, Executive Director of Special Programs

Timeline: Each six weeks

Formative Evaluation: Increased student academic performance

Summative Evaluation: State assessment results meet state/federal standards and RTI benchmark results meet local cut-off standards.

Strategy (2): Language Enrichment support is offered to dyslexic/504 students as needed.

Responsibility: Dyslexia/504 Teacher, Principal, Counselor

Resources: Local Funds, Existing Curriculum

Timeline: Each six weeks

Formative Evaluation: Student academic progress.

Summative Evaluation: Student academic progress and satisfactory performance on STAAR assessments.

Strategy (3): At least 50% of the campus physical education program has moderate rigorous activities built into it.

Responsibility: Athletic Director, Coaches

Resources: Curriculum activities

Timeline: Each semester

Formative Evaluation: At least 50% of the planned activities have moderate rigorous activities.

Summative Evaluation: Students participate in planned activities.

CAMPUS GOAL: II. Bellville Junior High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.

OBJECTIVE: D. All students who are identified as Gifted and Talented will be provided an instructional environment that meets their individual needs.

Strategy (1): Determine individual methods that can be used to identify more African-American, Hispanic students who have GT characteristics.

Responsibility: GT teacher, principal, Executive Director of Special Programs

Resources: TEA

Timeline: May 2020

Formative Evaluation: Research assessment and identification methods that are non-biased.

Summative Evaluation: The gap between the percentage of African-American, Hispanic, and female GT students and their overall representation in the district is narrowed compared to previous years.

Strategy (2): Provide each teacher new to the district an orientation to the district's gifted/talented identification processes and the district's services for GT students.

Responsibility: GT teacher, Executive Director for Administration

Resources: BISD GT Handbook, BISD Board Policy

Timeline: August 2019

Formative Evaluation: Orientation is developed.

Summative Evaluation: New teachers are provided orientation at the New Staff In-Service.

Strategy (3): BJHS will provide information to families about the assessment procedures and services for GT students.

Responsibility: GT teacher, principal

Resources: BISD GT Handbook, BISD Board Policy, Executive Director of Special Programs, TEA

Timeline: October 2020

Formative Evaluation: Awareness sessions are developed.

Summative Evaluation: Awareness sessions are presented to each campus.

CAMPUS GOAL: III. Bellville Junior High School will encourage and provide opportunities for parental and community involvement in the educational process.

OBJECTIVE: A. Maintain the positive relationships developed between the campus and the local business community and other community groups.

Strategy (1): Utilize the local newspaper, district/campus websites, district/campus marquees, and other resources for communication purposes.

Responsibility: Principal

Resources: Local media, local funds

Timeline: Each six weeks

Formative Evaluation: Announcements/articles/information displayed in various sources.

Summative Evaluation: Improved communication between school and community.

Strategy (2): Recognize and develop partnerships with business and community groups to support our students.

Responsibility: CTE Coordinator, Principal, Counselor

Resources: Local News media, emails, letters, phone calls

Timeline: Each semester

Formative Evaluation: Determine recognition and outreach activities.

Summative Evaluation: Business and community partners are recognized for involvement with students at BJHS.

CAMPUS GOAL: III. Bellville Junior High School will encourage and provide opportunities for parental and community involvement in the educational process.

OBJECTIVE: B. Provide opportunities for parental/community involvement in school activities.

Strategy (1): Provide registration sites for parents that attend school sponsored functions when appropriate.

Responsibility: Principal

Resources: Campus activities, teachers, sponsors

Timeline: Each semester

Formative Evaluation: Determine parent sign-in opportunities during the school year.

Summative Evaluation: Keep sign-in rosters on file at the campus.

Strategy (2): Provide mentoring opportunities through the community-based mentoring program Raising Academic Performance (R.A.P)

Responsibility: Principal

Resources: RAP District Coordinator, counselors, teachers

Timeline: Each semester

Formative Evaluation: Identify students that need a mentor.

Summative Evaluation: Match students with a mentor and schedule/attend mentoring sessions.

Strategy (3): Conduct parent conferences via phone or personal contact concerning academics, discipline, and positive news.

Responsibility: Principal, Counselor, Teachers

Resources: Local funds

Timeline: All School Year

Formative Evaluation: Phone Logs/Conference Documentation /Positive Post cards

Summative Evaluation: Decrease in number of students failing and fewer discipline referrals

Strategy (4): Promote and recruit volunteers to assist the students/staff members through various activities throughout the school year.

Responsibility: Volunteer Coordinator, Principal

Resources: Local Funds

Timeline: August 2019, Continuous Through School Year

Formative Evaluation: Volunteer Roster and Logs

Summative Evaluation: Volunteer Logs, Volunteers in place for activities

CAMPUS GOAL: IV. Bellville Junior High School will recruit and hire appropriately certified teachers as required by TE
OBJECTIVE: A. All teachers will complete necessary requirements for appropriate state certification.

Strategy (1): Recruit and interview candidates for staff positions at Bellville Junior High School that are certified.

Responsibility: Principal

Resources: Applications submitted to BISD Central Office

Timeline: All School Year

Formative Evaluation: Candidates meet certification requirements.

Summative Evaluation: All positions hired meet certification requirements.

Strategy (2): Attend teacher job fairs to recruit certified teachers.

Responsibility: Superintendent, Principal

Resources: University job fairs, ESC VI

Timeline: Spring semester/Summer

Formative Evaluation: Select opportunities to attend job fairs.

Summative Evaluation: Attend job fairs to attract certified teachers to BISD.

CAMPUS GOAL: IV. Bellville Junior High School will recruit and hire appropriately certified teachers as required by TE

OBJECTIVE: B. All teachers and support personnel will participate in meaningful professional development based on campus and district needs.

Strategy (1): Professional development programming will be directed to meet the needs of the campus, as well as district-wide needs.

Responsibility: Executive Director for Administration, Executive Director of Special Programs, Principal

Resources: Principal, state/federal requirements, curriculum, TAPR data, Title IIA Funds, local funds

Timeline: May 2020

Formative Evaluation: Input from individual campuses received; state/federal requirements determined.

Summative Evaluation: Professional development program developed based on needs assessment.

Strategy (2): Continue to make teachers aware of the State recertification requirement every five years.

Responsibility: Teachers

Resources: Executive Director for Administration, Principal

Timeline: Each semester

Formative Evaluation: Inform/remind teachers of SBEC requirement for recertification.

Summative Evaluation: Teachers must maintain their own personal documentation file for recertification purposes and apply for recertification as necessary.

CAMPUS GOAL: V. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.

OBJECTIVE: A. Provide a positive school culture and climate.

Strategy (1): Improve communication at BJHS.

Responsibility: Principal

Resources: Campus website, email, faculty meetings, local media

Timeline: All School Year

Formative Evaluation: Website/email communication is monitored.

Summative Evaluation: Monitoring verifies communication.

Strategy (2): Continue emphasis on character development through the "Character Counts" program.

Responsibility: Executive Director of Special Programs, Principal

Resources: Principals, counselors, teachers, character attributes, "character trait" portion of morning announcements

Timeline: Each six weeks

Formative Evaluation: Character attributes promoted throughout the school district.

Summative Evaluation: Character Counts identified attributes are emphasized with all students.

Strategy (3): Improve and expand drug awareness programs such as Red Ribbon Week activities.
Responsibility: Principal, Counselor, Teachers
Resources: Region VI, PHS teachers, counselors
Timeline: October 2019, each semester in Principals of Human Services
Formative Evaluation: Drug awareness programs are reviewed and expansion and improvements are planned.
Summative Evaluation: Drug awareness programs take place on each campus.

Strategy (4): Provide an assignment book (student planner) to every student for daily use to ensure increased communication between home and school.
Responsibility: Principal, Teachers
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Book seen daily by teachers and parent/guardian.
Summative Evaluation: Increased communication between school and home.

Strategy (5): P.B.I.S. Brahma Buck Program for Students and Staff
Responsibility: Principal, Campus Leadership Team, Staff
Resources: Local Funds, Brahma Bucks, Award Passes, Signs, Cash in Program
Timeline: All School Year
Formative Evaluation: Students and Teachers participating in the Brahma P.R.I.D.E Brahma Bucks program
Summative Evaluation: Students and teachers purchase “rewards” with Brahma Bucks they have earned

CAMPUS GOAL: V. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.

OBJECTIVE: B. Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.

Strategy (1): Utilize contracted trained canines to search campuses on an unannounced schedule.
Responsibility: Campus Administrators
Resources: Contracted canine resources
Timeline: Each semester
Formative Evaluation: Execute contract for trained canine services.
Summative Evaluation: Campus searches are conducted throughout the school year.

Strategy (2): Monitor student activity on campuses during school day with assistance from security cameras.
Responsibility: Campus administrators
Resources: Director of Technology, security cameras
Timeline: Each six weeks
Formative Evaluation: Complete installation of security cameras on all campuses.
Summative Evaluation: Monitor multiple areas on each campus with security cameras.

Strategy (3): Prevent bullying at school through an awareness campaign.
Responsibility: Principal, Counselor, Executive Director of Special Programs
Resources: ESC VI, campus administrators, on-line anonymous reporting
Timeline: Each semester
Formative Evaluation: Update campus bullying plans.
Summative Evaluation: Bullying awareness campaign is implemented.

Strategy (4): Address issues related to education about and prevention of dating violence as required by HB121.
Responsibility: Executive Director for Administration, Executive Director of Special Programs, Campus Principal and Counselor
Resources: Dating Dilemmas Curriculum, Department of Health and Texas Agrilife Extension, ESC VI
Timeline: Spring semester
Formatted Evaluation: State and locally developed reports considered
Summative Evaluation: Fewer incidence of dating violence reported at end of school year.

Strategy (5): Increase teacher, student and parent awareness of issues regarding sexual abuse of children as required by HB1041.
Responsibility: Executive Director for Administration, Executive Director of Special Programs, Campus Principal and Counselor
Resources: Local curriculum, ESC Region V Specialists, Department of Family and Protective Services
Timeline: Each semester
Formatted Evaluation: State and locally developed reports considered
Summative Evaluation: Fewer incidence of sexual abuse reported at end of school year.

Strategy (6): Update the Campus Crisis Management Plan to be in accordance with the District Crisis Management Plan.
Responsibility: Principal
Resources: ESC VI, campus administrators
Timeline: Each semester
Formative Evaluation: Conduct review of current crisis management plans.
Summative Evaluation: Update crisis management plans as necessary.

CAMPUS GOAL: V. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.

OBJECTIVE: C. Discipline referrals will decrease 5% from the previous school year.

Strategy (1): Communicate the campus discipline plan to students and parents.
Responsibility: Principal, Teachers
Resources: Student Handbook, Student Code of Conduct
Timeline: August 2019; ongoing throughout the school year
Formative Evaluation: Acknowledgement forms signed by parents and students.
Summative Evaluation: Awareness; Improved communication resulting in a decrease of discipline referrals.

Strategy (2): Provide group and individual counseling for students.
Responsibility: Counselor
Resources: Local funds
Timeline: All School Year
Formative Evaluation: Student participation in counseling.
Summative Evaluation: Decrease in the number of discipline referrals.

Strategy (3): Recognize students with positive referrals and positive postcards and phone calls home.
Responsibility: Campus Administrators, Teachers
Resources: Local Funds, Postcards
Timeline: All school year
Formative Evaluation: Recognition of students.
Summative Evaluation: Decreased discipline referrals.

Strategy (4): Provide students with positive behavior supports and behavior training
Responsibility: Campus Administrators, Teachers, R.I.S.E. personnel
Resources: Local Funds, PBIS, R.I.S.E. personnel
Timeline: All school year
Formative Evaluation: Positive reinforcement of students, R.I.S.E. participation
Summative Evaluation: Decreased discipline referrals

CAMPUS GOAL: V. Bellville Junior High School will provide a safe, drug free, positive learning and teaching environment for students and staff members.

OBJECTIVE: D. Bellville Junior High School will provide an environment with high expectations that places emphasis on personal behavior and positive character development.

Strategy (1): Recognize and reward students for academic excellence.
Responsibility: Principal, Teachers
Resources: Local funds, local media
Timeline: Each six weeks, all year awards at end of year assembly
Formative Evaluation: Awards, certificates, newspaper honor roll articles.
Summative Evaluation: Increased number of students achieving and being recognized.

Strategy (2): Recognize and reward students for good behavior.

Responsibility: Teachers, Principals, Counselors

Resources: Local funds, PBIS

Timeline: All School Year

Formative Evaluation: Recognition phone calls/postcards home, Positive behavior supports.

Summative Evaluation: Improved student self-esteem and decision-making skills as well as fewer discipline referrals.

Strategy (3): Educate all students about Bullying and its effects on students.

Responsibility: Counselor, Principal, All Staff Members Reinforce Daily

Resources: Local Funds

Timeline: All School Year

Formative Evaluation: Hold an assembly and class meetings about bullying.

Summative Evaluation: Number of bullying referrals to counselor, teachers, or principal.

Strategy (4): Expose all students to the Character Education Program.

Responsibility: Counselor, All Staff Members Reinforce Daily

Resources: Local Funds, Character Counts Curriculum, "character trait" portion of morning announcements

Timeline: All School Year

Formative Evaluation: Character traits announced daily, Presentations to each grade level once every six weeks.

Summative Evaluation: Improved student self-esteem and decision making skill as well as fewer discipline referrals.

Strategy (6): Provide activities during Red Ribbon Week.

Responsibility: Principal, Teachers, Counselor

Resources: Community speakers

Timeline: October 2019

Formative Evaluation: Agenda of activities planned.

Summative Evaluation: Student awareness about drugs.

CAMPUS GOAL: VI. Bellville Junior High School will strive to successfully graduate 100% of its students from high school.

OBJECTIVE: A. Bellville Junior High School will achieve a drop-out rate of less than 2.0% and an attendance rate of 96%.

Strategy (1): Promote daily attendance by recognizing and rewarding students for perfect attendance.

Responsibility: Principal, Teachers

Resources: Local Funds, PEIMS Attendance Clerk

Timeline: Each six weeks

Formative Evaluation: Lists for each six weeks on file.

Summative Evaluation: Rewards/recognition given for every six weeks, semester, and all year.

Strategy (2): Communication to parents when the student demonstrates absence tendencies.

Responsibility: Campus Administrators

Resources: Campus PEIMS clerk, teachers, parents, students

Timeline: Each six weeks

Formative Evaluation: Monitor individual student absences.

Summative Evaluation: Contact made with the student and parent to address issues related to excessive absences.

Strategy (3): Provide PEIMS absence data to campus administration on weekly basis.

Responsibility: Campus Administrators

Resources: Campus PEIMS clerk

Timeline: Each week

Formative Evaluation: Absence data provided to campus administrators.

Summative Evaluation: Action taken to address each individual school absence issue.

Strategy (4): Review of all DAEP placements by Central Administration Level committee.

Responsibility: Executive Director for Administration, Executive Director of Special Programs, Campus Administrators

Resources: Referral Forms, PEIMS Data Standards, Region VI PIEMS assistance

Timeline: Each six weeks

Formative Evaluation: Meetings are scheduled and held by central administrators.

Summative Evaluation: Indicators on the Data Validation Monitoring for discipline are met.

Strategy (5): Increase follow-up activities when students return to home campuses in order to deter return to DAEP.

Responsibility: Campus Administrators, counselor

Resources: Spicer Assignment Information form

Timeline: Each six weeks

Formative Evaluation: Follow-up activities are noted on the Spicer Assignment Information form at the Spicer Exit Interview.

Summative Evaluation: Follow-up activities are documented as complete on the Spicer Assignment Information form.

Strategy (6): Provide Pregnancy Related Services when needed.

Responsibility: School Nurse, Counselor, Principal, CEHI

Resources: Local Funds, PRS Handbook

Timeline: Each semester

Formative Evaluation: Progress check of services given.

Summative Evaluation: Completion of services given and student returns to regular classroom.

CAMPUS GOAL: VII. Bellville Junior High School will promote participation in extra-curricular academic competition.

OBJECTIVE: A. Recruit and increase student participation in UIL Academic Contests.

Strategy (1): Recruit students and provide time during the school day as well as before and/or after school for academic coaches to meet periodically with their UIL students.

Responsibility: Principal

Resources: Campus UIL Coordinator, academic coaches

Timeline: Each semester

Formative Evaluation: Schedule of student participation in each event.

Summative Evaluation: Time provided for academic coaches to meet with their students.

Strategy (2): Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic contests.

Responsibility: Principal

Resources: Campus UIL Coordinator, academic coaches

Timeline: Fall semester

Formative Evaluation: Consider materials and equipment needed for UIL academic contests.

Summative Evaluation: Purchase the necessary materials and equipment for UIL academic contests.