

2015-16 Campus Improvement Plan

Ben Bolt Middle School

School Name

Ben Bolt-Palito Blanco Independent School District

District Name

Mission Statement

Ben Bolt-Palito Blanco Independent School District's Mission Statement

It is the mission of Ben Bolt-Palito Blanco ISD that all students be provided with the best educational opportunity possible. We believe all students can learn and succeed given the opportunity. The district is responsible for providing all students with the Texas Essential Knowledge and Skills needed to become contributing members in our society.

Ben Bolt Middle School's Mission Statement

Rising to a Higher Standard

Ben Bolt Middle School believes that all students can and deserve to learn to read and write. It is the intention of Ben Bolt Middle School to uphold the English/Language Arts standards of the state of Texas and to provide interventions to students who demonstrate assessed need. In order to accomplish this task, the following non-negotiable items will be followed by all instructional staff at Ben Bolt Middle School.

Ben Bolt Middle School Campus Improvement Plan

2015-16 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Ben Bolt Middle School conducted a comprehensive needs assessment for the 2014-15 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Ben Bolt Middle School include 16 teachers, 5 paraprofessionals, and 1 administrators. The student population is 0.4% African American, 88.1% Hispanic, 10.6% White, 0.8% American Indian, 0% Asian, 0% Pacific Islander, 0% Two or More Races. Additionally, the campus serves 74.3% economically disadvantaged students, 12.7% special education students, and 4.6% Limited English Proficient students. Attendance rates include 0% African American, 94.7% Hispanic, 96.2% White, and 94.9% economically disadvantaged. The most current data indicate the campus has a 9.3% mobility rate.

The following data were reviewed in relation to campus demographics:

Texas Education Agency PEIMS Snapshot Data, Texas Academic Performance Report, Demographics Report, Attendance Rate, Discipline Referral Rate, AYP Report, STAAR Test Results, Six-Weeks Failure Report, Nine-Weeks Report Cards, Benchmark Results, Past Campus Improvement Plans, Longitudinal Data, Staff Interviews, Staff Demographics, Plan of Action by departments and grade levels

Upon review of these data, several findings were noted. These findings include:

Percentage performances for Economically Disadvantaged students are a concern in all academic areas

Areas of need include:

Improve incentives to increase student attendance and involve parents in an effort to do so; The Campus needs 2.5 teachers to meet student educational needs: Recommendation for an additional 4th Grade teacher, a full-time elective teacher for 6th, 7th, and 8th grades, and a writing teacher for 7th and 8th grades.

Student Achievement

The following data were reviewed in relation to Student achievement:

Texas Education Agency PEIMS Snapshot Data, Demographics Report, Attendance Rate, Discipline Referral Rate, AYP Report, Three-Week Progress Reports, Six-Weeks Failure Report, Nine-Weeks Report Cards, Benchmark Results, Past Campus Improvement Plans, Longitudinal Data, Staff Interviews, Staff Demographics, Plan of Action by departments and grade levels

Upon review of these data, several findings were noted. These findings include:

Percentages of students meeting proficiency in Social Studies have significantly decreased; Writing percentages have decreased; need to improve compositions; need to explore and implement strategies to increase the students interest and motivation to excel in math and science; **Campus Performance: Improvement Required**

Areas of need include:

Target areas of 8th Grade Social Studies, Reading, Science, and Writing; reading interventionist to target the low-performing 5th grade cohort.

School Culture and Climate

The following data were reviewed in relation to School Culture, Climate, and Organization:

Texas Education Agency PEIMS Snapshot Data, Demographics Report, Attendance Rate, Discipline Referral Rate, AYP Report, Nine-Weeks Failure Report, Benchmark Results, Past Campus Improvement Plans, Longitudinal Data, Staff Interviews, Staff Demographics, Plan of Action by departments and grade levels

Upon review of these data, several findings were noted. These findings include:

The 8th Grade class had the most referrals with 33% of the referrals; 4th Grade followed with 29% of the referrals; 5th Grade with 18% of the referrals; 7th Grade with 14% of the referrals; and 6th Grade with 6%. Male students comprised 93% of the referrals, and 35% of the referrals are taking place during 1st Period.

Areas of need include:

Consistent enforcement of Discipline Management Plan and school policies, Create bullying prevention program and disseminate information to the students, staff, and community

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

Texas Education Agency PEIMS Snapshot Data, Demographics Report, Attendance Rate, Discipline Referral Rate, AYP Report, Three-Weeks Progress Report Cards, Six-Weeks Failure Report, Nine-Weeks Report Cards, Benchmark Results, Past Campus Improvement Plans, Longitudinal Data, Staff Interviews, Staff Demographics, Plan of Action by departments and grade levels

Upon review of these data, several findings were noted. These findings include:

Staff has a high turn-over rate. The campus hired five new teachers and one teacher was transferred from the high school. One of the teachers is working towards the highly-qualified status. The teacher is enrolled in an alternative certification program. One teacher requested a transfer to the elementary.

Areas of need include:

Retention of highly-qualified staff

Curriculum, Instruction and Assessment

The following data were reviewed in relation to Family and Community Involvement:

Texas Education Agency PEIMS Snapshot Data, Demographics Report, Attendance Rate, Discipline Referral Rate, AYP Report, Three-Weeks Progress Reports, Six-Weeks Failure Report, Nine-Weeks Report Cards, Benchmark Results, Past Campus Improvement Plans, Longitudinal Data, Staff Interviews, Staff Demographics, Plan of Action by departments and grade levels

Upon review of these data, several findings were noted. These findings include:

Need to ensure that tutoring and extended day opportunities are adequately accelerating student achievement and learning

Areas of need include:

Effective after school tutoring

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

Texas Education Agency PEIMS Snapshot Data, Demographics Report, Attendance Rate, Discipline Referral Rate, AYP Report, Three-Week Progress Reports, Six-Weeks Failure Report, Nine-Weeks Report Cards, Benchmark Results, Past Campus Improvement Plans, Longitudinal Data, Staff Interviews, Staff Demographics, Plan of Action by departments and grade levels

Upon review of these data, several findings were noted. These findings include:

Need for a partnership between school and parents, parent activities

Areas of need include:

Communication between school and parents, parent activities

School Context and Organization

The following data were reviewed in relation to Family and Community Involvement:

Texas Education Agency PEIMS Snapshot Data, Demographics Report, Attendance Rate, Discipline Referral Rate, AYP Report, Three-Weeks Progress Reports, Six-Weeks Failure Report, Nine Weeks Report Cards, Benchmark Results, Past Campus Improvement Plans, Longitudinal Data, Staff Interviews, Staff Demographics, Plan of Action by departments and grade levels

Upon review of these data, several findings were noted. These findings include:

the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school. Each of these factors may present barriers to change or a bridge to long-lasting implementation of school improvement.

Areas of need include:

Shared goals -- clarity and commitment to intellectual goals for students.

A school organization and policies that encourage academic achievement and a degree of flexibility.

A strong basic and academic curriculum with student grades based on a large sample of student work including cumulative quarterly exams.

A widely shared school culture that supports respect for individuals, provides safety, and places priority on academic work.

A school-community relationship that is supportive due to a positive image of the school in the community.

Technology

The following data were reviewed in relation to Family and Community Involvement:

Classroom inventories, Technology equipment and facilities report

Upon review of these data, several findings were noted. These findings include:

Infrastructure needs improvement, Wireless access, Update technology

Areas of need include:

Use of technology and software, electronic readers, wireless routers and infrastructure for internet access, update technology for teachers and students, new computers

**Ben Bolt Middle School
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Academic vocabulary • Promote and improve Accelerated Reading program • Promote critical thinking skills • Reading Extended Classroom Opportunity (ECO) 	Reading achievement increased in grades 6,7,8 2013-2014 Campus: Met Standard (State Accountability) 2014-2015 Campus: Met Standard in Student Progress and Postsecondary Readiness
		Writing	Provide writing activities across the curriculum	Writing achievement increased in grade 6 2014-2015 Campus: Met Standard in Student Progress and Postsecondary Readiness
		Math	Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Math projects • Math Extended Classroom Opportunity (ECO) • Spiraling (warm-ups) • Build vocabulary • STAAR classes • Math Awards 	No Standards Established for 2014-2015 2013-2014 Campus: Met Standard (State Accountability) 2014-2015 Campus: Met Standard in Student Progress and Postsecondary Readiness
		Science	Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Vocabulary • Hands-on projects 	Science achievement increased by twenty-three percentage points for the 2013-2014 School Year: 2013-2014 Campus: Met Standard (State Accountability) 2014-2015 Campus: Met Standard in Student Progress and Postsecondary Readiness
		Social Studies	Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Vocabulary building • Sponge activities 	Met Standard (State Accountability) 2013-2014 Campus: Met Standard and received a Gold Award in Social Studies for Advanced Achievement (State Accountability) 2014-2015 Campus: Met Standard in Student Progress and Postsecondary Readiness

STP	Area	Indicator	Description of Activity	Evidence of Success
	Subgroups	All		
	Social/ Emotional	Discipline		
		Extracurricular		
Teachers	Professional Development			
	New Staff		Stipends for Areas of High Needs	
	Retention		Retention Stipends	
	Qualifications			
Parents	Participation			
	Communication			

2015-16 Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Throughout the 2015-2016 academic year, the Ben Bolt Middle School will implement a vertically and horizontally aligned curriculum which is characterized by a high degree of rigor and challenges all students to performance at higher levels of achievement.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Study Island		All	Teachers, Curriculum Director	Study Island Online Curriculum Technology	August 2015-May 2016
2 Saturday STAAR Math, Science, Social Studies, Reading, Writing Camps		All	Administrator, counselor, teachers	Assessment data, benchmark results	September 2015-May 2016
3 STAAR Math, Science, Social Studies, Reading, Writing after school programs		All	Administrator, Counselor, teachers, ACE Program	Assessment data, benchmark results	August 2015-May 2016
4 Istation		All	Teachers, Curriculum Director	Istation Online Curriculum Technology	August 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Leadership Team Meetings		All	Administrator, Curriculum Director, Central Office Staff	Meeting agendas	August 2015-May 2016
2 Professional Learning Communities		All	Administrator, Curriculum Director, Central Office Staff	Materials from ESC-2 Principals' Leadership Community	August 2015-May 2016
3 5E Model Lesson Plan Design		All	Administrator, Curriculum Director, Central Office Staff	Lesson Plans, Observation, Documentation	August 2015-May 2016
4 Retain and recruit Certified and highly qualified staff		All	Administrator, Curriculum Director, Central Office Staff	High Qualified Handbook, Certification Programs, Transcripts, Performance – based Academic Coaching Teams (PACT), Retention Stipends	August 2015-May 2016
5 Data Disaggregation Utilizing DMAC and Lead4ward resources		All	Administrator, counselor, teachers	Assessment results, DMAC Information, Technology, Lead4ward Resources	August 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
6 Continuous Adjustments to Instructional Timelines		All	Teachers	Instructional Timelines, TEKS Resource System, new math TEKS, Phase 2 Standards	August 2015-May 2016
7 Ongoing TEKS Resource System Staff Development		All	Teachers	ESC-2 consultants	August 2015-May 2016
8 Research driven Walk Throughs		All	Administrator	University of Texas Dana Center forms, DMAC	August 2015-May 2016
9 Benchmarking and Nine Weeks Exams		All	Administrator, counselor, teachers	Nine Weeks Exams, DMAC test banks, TEKS Resource System test banks, test maker software, technology	September 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Data-Driven ARD Meetings		All	Administrator, counselor, teachers, parents, Special Education director	Assessment results, teacher information, individualized education plans	August 2015-May 2016
2 Instructional Progress Conversation Meetings		All	Administrator, counselor, teachers, parents	Meeting agendas, nine week assessment results, benchmarks	August 2015-May 2016

2015-16 Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Student Safety

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Throughout the 2015-2016 academic year, the Ben Bolt Middle School will utilize various discipline management techniques to encourage all students to consistently demonstrate positive behavior characteristics that contribute to increased student achievement.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 All staff will model safe and socially-acceptable behaviors		All	Administrator, Campus Staff, 21st Century ACE Program	Employee Handbook, Human resources	August 2015-May 2016
2 Review Student Handbook during a general session during the start of school		All	Administrator, Teachers, Counselor	Students Handbooks	August 2015
3 Grade level Motivational, Discipline, and Drug-Free assemblies		All	Administrator, Teachers, Counselors, Guest speakers, 21st Century ACE Program, Red Ribbon Week	Student Body, Red Ribbon Resources	August 2015-May 2016
4 Morning, transition period, after school, extracurricular activity duties		All	Administrator, Teachers, Counselors, coaches, directors	Human Resources	August 2015-May 2016
5 Discipline Referrals		All	Administrator, Campus Staff	Discipline Referral Forms	August 2015-May 2016
6 Notice of Concerns		All	Administrator, Campus Staff	Notice of Concern letters or forms	August 2015-May 2016
7 School-home Contacts		All	Administrator, Teachers, Counselors	Various Communication Tools	August 2015-May 2016
8 Progress reports, report cards		All	Administrator, Teachers, Counselors	Grade Speed Technology	August 2015-May 2016
9 Campus Counseling Services		All	Counselor, 21st Century ACE Program	Campus Counselor	August 2015-May 2016
10 Other Counseling Services		All	Non-campus counselors	Outside Counselors	August 2015-May 2016
11 Effective display and communication of classroom rules		All	Teachers	Technology, General Supplies	August 2015-May 2016
12 Positive reinforcement of proper behavior		All	Administrator, Campus Staff	Various Incentives, Positive Behavior Tickets	August 2015-May 2016
13 Probation and Campus Resource Officers		All	Probation and Campus Resource Officer	Law Enforcement Agencies	August 2015-May 2016
14 Campus safeguards		All	Administrator, Campus Staff, 21st Century ACE Program, Campus Resource Officer	Campus Security Audit Report	August 2015-May 2016

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
15 Emergency plan		All	Administrator, Campus Staff	Emergency Plan, fire drills, evacuation drills, lock-down drills, tornado drills	August 2015-May 2016
16 Pinnacle Drug Testing		All 7th Grade and 8th Grade in extracurricular activities	Administrator, Campus Staff	Pinnacle Medical Management Corporation Personnel	August 2015-May 2016
17 Security Cameras		All	Administrator, Campus Resource Officer	Security System Technology and Monitor	August 2015-May 2016
18 Bullying prevention activities		All	Administrator, Teachers, Counselor, 21st Century ACE Program	Bullying Guidance Lessons, wristbands, posters, general sessions with grade levels	August 2015-May 2016
19 Diabetic Training		All	Administrator, Teachers, Counselor, School Nurse	ESC-2 Training	August 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Nonviolent Crisis Intervention Training		All	CPI Team	Special Education Department	August 2015-May 2016
2 CPR/AED Training		All	All Campus Staff	CPR/AED Certified Trainer	August 2015-May 2016
3 Diabetic Training		All	Health Management Team	ESC-2 Training	September 2015- October 2015
4 Child Abuse Training		All	Department of Family and Protective Services	DFPS Online Training	August 2015-September 2015

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 School-home Contacts		All	Administrator, Teachers, Counselor, parents	Various Communication Tools	August 2015-May 2016

2015-16 Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Attendance

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Throughout the 2015-2016 academic year, the Ben Bolt Middle School will utilize various communication strategies to support increased student achievement by focusing on improved student attendance.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Attain an overall attendance rate of 95% or higher		All	Administrator, Counselor, Teacher, Attendance Clerk, 21st Century ACE Program	Student Attendance Handbook, Attendance Records, Preventive Truancy Measures	August 2015-May 2016
2 Increase standard fitness performance levels on Fitnessgram Assessments		All	Administrator, Coaches, Physical Education Teachers	Fitness Gram Assessment Materials and equipment	August 2015-May 2016
3 New Student Registration		All	Administrator, Counselor, Nurse	Registration Materials, 2012-2013 Student Handbook	August 2015
4 Current Student Registration		All	Administrator, Counselor, Nurse	Registration Materials, 2012-2013 Student Handbook	August 2015
5 Open House		All	Administrator, Counselor, ACE Personnel, Teachers	Campus Facilities, Technology	Fall 2015
6 Campus Calendar of Events		All	Administrator	Campus Staff emails, announcements	August 2015-May 2016
7 District Web Page		All	Web Master, Technology Personnel	District Web Page, Web Page Creator program	August 2015-May 2016
8 Extracurricular Schedules		All	Administrator, Counselor, Coaches, Directors, Sponsors	Technology	August 2015-May 2016
9 Positive Phone Calls		All	Administrator, Counselor, Teachers	District Phone System	August 2015-May 2016
10 Parent-Teacher-Student Conference and notes		All	Administrator, Counselor, Teachers	Technology, Various Forms of Communication	August 2015-May 2016
11 Progress Reports, Report Cards		All	Administrator, Counselor, Teachers	Grade Book, Technology	August 2015-May 2016
12 Attendance Spirit Award		All	Teachers, cheerleader sponsor	Pep Rally spirit stick, recognition during announcements	August 2015-May 2016
13 Student of the Month Recognition		All	Administrator, Counselor, Teachers	Teacher information	August 2015-May 2016

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
14 8th-Grade End of the Year Assembly/Trip		All	Administrator, Counselor, Teachers, Sponsors	School Records, Technology, Certificates, Transportation, tickets	May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Open House		All	Administrator, Counselor, ACE Personnel, Teachers	Campus Facilities, Technology	Fall 2015
2 Progress Reports, Report Cards		All	Administrator, Counselor, Teachers	Grade Book, Technology	August 2015-May 2016
3 Positive/Proactive Phone Calls and emails		All	Administrator, Counselor, Teachers	District Phone System, district emails	August 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parent-Teacher-Student Conference and notes		All	Administrator, Counselor, Teachers	Technology, Various Forms of Communication	August 2015-May 2016
2 Open House		All	Administrator, Counselor, ACE Personnel, Teachers	Campus Facilities, Technology	Fall 2015

2015-16 Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: College and Career Readiness

District Priority:

Help students plan for life beyond graduation (1B-7)

Campus Performance Objective:

Throughout the 2015-2016 academic year, the Ben Bolt Middle School will implement a program designed to increase the number of students who are prepared to enter and succeed in postsecondary education.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide services for academic readiness		6 th , 7 th , 8 th Grade Students	Administrator, teachers, counselor, 21st Century ACE Program	Advanced Academic Courses, PAP English and PAP Math Classes, Training materials in STEM Fields, Texas Instruments Inspire Calculators, electronic readers for iBooks	August 2015-May 2016
2 Provide services for student assessment		8th Grade Students	Administrator, teachers, counselor	ACT Explorer, Orleans-Hanna Algebra Prognosis Exam, STAAR Exam	August 2015-May 2016
3 Provide services for college readiness		8th Grade Students	Administrator, teachers, counselor	College financial aid materials, College campus visits	August 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide services for academic readiness		8th Grade Students	Administrator, teachers, counselor, 21st Century ACE Program	Advanced Academic Course, Honors English Class, Training materials in STEM Fields, Texas Instruments Inspire Calculators, electronic readers for iBooks	August 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide services for parental involvement		8th Grade Students	Administrator, teachers, counselor, 21st Century ACE Program	Counseling Services, financial aid information, college workshops	August 2015-May 2016

Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Science

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
5	All	36	22	41	51	1	3	
5	Hispanic	33	21	-		1	3	
5	Am. Indian	0						
5	African Am.	0						
5	Pac. Islander	0						
5	Two or More	0						
5	Eco. Dis.	26	15	-		1	4	
5	LEP Current	1						
5	LEP M1	2						
5	LEP M2	0						
8	All	55	39	59	70	8	15	
8	Hispanic	45	31	-		6	13	
8	Am. Indian	1						
8	African Am.	0						
8	Pac. Islander	0						
8	White	9	7	-		2	22	
8	Two or More	0						
8	Eco. Dis.	36	24	-		3		
8	SPED	7	2	-		0		
8	LEP Current	1						
8	LEP M1	0						
8	LEP M2	0						

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

By 2015, Ben Bolt Middle School will be on track in meeting NCLB's 2015 expectation that 100% of all students will achieve proficiency on their state assessments. All students will master at or above state averages on STAAR science objectives.

All student groups in Science, Social Studies and Writing will score at or above 80% mastery on STAAR tests. All student groups in Math and Reading will score at or above 80% mastery on STAAR tests, with 15% of all students achieving Advanced Academic status.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Use mini benchmarks/nine weeks tests to frequently monitor progress of specific STAAR skills		All	Core Area Teachers	Student test scores, posting of benchmarks as needed	As scheduled (end of nine weeks)
2 Vertical alignment meeting as needed		All	Core Area Teachers	Vertical alignment documents per grade level	As needed
3 Prepare and adjust timelines		All	Core Area Teachers	Student data, TEKS/STAAR Categories	August 2015
4 Create profiles of student performances and focus instruction on areas of weakness		All	Core Area Teachers	Action plans, student lists by special population	August 2015
5 Identify the special population students so teachers are aware of subgroups		All	Counselor	Action plans, student lists by special population	August 2015
6 Conduct classes with bell-to-bell instruction		All	Core Area Teachers	Informal and formal walk-through	August 2015
7 Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Vocabulary • Hands-on projects 		All	Core Area Teachers	Inventory resources and manipulatives, list of online resources	August 2015

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide extended day tutorials		All	Core Area Teachers Principal, ACE Program personnel, 21st Century ACE Program	Tutorial lists & attendance documentation, TEKS/STAAR mastery	August 2015-May 2016

Parents					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parent contact on student progress during the nine week period (at least by the 3rd week and 6 th week within that nine weeks period)		All	Core Area Teachers	Contact logs, DMAC	August 2015-May 2016
2 Staff will be involved in conducting a Family Night to engage parents in their child's education		All	Campus-wide Staff, ACE Program	Parent sign-in sheets	Fall 2015

Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Mathematics

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	Hispanic							
3	Am. Indian							
3	African Am.							
3	Pac. Islander							
3	Two or More							
3	Eco. Dis.							
3	LEP Current							
4	All	33	20	61	NSE	4	12	NSE
4	Hispanic	31	19	61	NSE	4	13	NSE
4	Am. Indian	0						
4	African Am.	0						
4	Pac. Islander	0						
4	Two or More	0						
4	Eco. Dis.	22	11	50	NSE	3	14	NSE
4	LEP Current	2						
4	LEP M1	0						
4	LEP M2	0						

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
5	All	36	27	75	NSE	4	11	NSE
5	Hispanic	33	25	76	NSE	4	12	NSE
5	Am. Indian	0						
5	African Am.	0						
5	Pac. Islander	0						
5	Two or More	0						
5	Eco. Dis.	26	19	73	NSE	3	12	NSE
5	LEP Current	1						
5	LEP M1	2						
5	LEP M2	0						
6	All	49	33	67	NSE	5	10	NSE
6	Hispanic	44	28	64	NSE	4	9	NSE
6	Am. Indian	1						
6	African Am.	0						
6	Pac. Islander	0						
6	Two or More	0						
6	Eco. Dis.	38	26	68	NSE	5	13	NSE
6	LEP Current	3						
6	LEP M1	4						
6	LEP M2	2						

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
7	All	55	22	40	NSE	0	0	NSE
7	Hispanic	49	19	39	NSE	0	0	NSE
7	Am. Indian	0						
7	African Am.	1						
7	Pac. Islander	0						
7	White	5	2	40	NSE	0	0	NSE
7	Two or More	0						
7	Eco. Dis.	44	17	39	NSE	0	0	NSE
7	SPED	5	0	0	NSE	0	0	NSE
7	LEP Current	3						
7	LEP M1	0						
7	LEP M2	0						
8	All	53	43	81	NSE	1	2	NSE
8	Hispanic	43	35	81	NSE	0	0	NSE
8	Am. Indian	1						
8	African Am.	0						
8	Pac. Islander	0						
8	White	9	7	78	NSE	1	11	NSE
8	Two or More	0						
8	Eco. Dis.	35	26	74	NSE	1	3	NSE
8	SPED	6	1	17	NSE	0	0	NSE
8	LEP Current	1						
8	LEP M1	0						
8	LEP M2	0						

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

By 2015, Ben Bolt Middle school will be on track in meeting NCLB's 2015 expectation that 100% of all students will achieve proficiency on their state assessments. All students will master at or above state averages on STAAR math objectives.

All student groups in Science, Social Studies and Writing will score at or above 80% mastery on STAAR tests. All student groups in Math and Reading will score at or above 80% mastery on STAAR tests, with 15% of all students achieving Advanced Academic status.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Create mini benchmarks/nine weeks tests to frequently monitor progress of specific STAAR skills		All	Core Area Teachers	Student test scores, posting of benchmarks as needed	As scheduled (end of nine weeks)
2 Vertical alignment meeting as needed		All	Core Area Teachers	Vertical alignment documents per grade level, TEKS Resource System	Per Nine Weeks Year at a Glance
3 Prepare and adjust timelines for new math objectives		All	Core Area Teachers	Student data, TEKS/STAAR Categories	August 2015
4 Create profiles of student performances and focus instruction on areas of weakness		All	Core Area Teachers	Action plans, student lists by special population	August 2015
5 Identify the special population students so teachers are aware of subgroups		All	Counselor	Action plans, student lists by special population	August 2015
6 Conduct classes with bell-to-bell instruction		All	Core Area Teachers	Informal and formal walk-through	August 2015
7 Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Math projects • Block schedule/8 Period Day with interventions • Spiraling (warm-ups) • Build vocabulary • STAAR classes • Math Awards 		All	Core Area Teachers	Inventory resources and manipulatives, list of online resources	August 2015

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide extended day tutorials		All	Core Area Teachers Principal, ACE Program	Tutorial lists & attendance documentation, TEKS/STAAR mastery	September 2015-August 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Staff will offer STAAR Talks for parents and students		All	Principal Counselor & Grade Level Teachers, ACE Program	Parent sign-in sheets, technology	Fall 2015
2 Parent contact on student progress during the six week period (at least by the 3rd week within that six weeks period)		All	Core Area Teachers	Contact logs, DMAC, Grade book	August 2015-May 2016
3 Staff will be involved in conducting a Family Night to engage parents in their child's education		All	Campus-wide Staff, ACE Program	Parent sign-in sheets,	Fall 2015
4 4th Grads Parent Orientation for transition		All	Principal Counselor & Grade Level Teachers, ACE Program	Parent sign-in sheets, technology, STAAR Media Kit	Fall 2015

Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Reading/English Language Arts

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2015 %	2016 Target %	2014 #	2014 %	2015 Target %
3	Hispanic							
3	Am. Indian							
3	African Am.							
3	Pac. Islander							
3	Two or More							
3	Eco. Dis.							
3	LEP Current							
4	All	33	15	34	50	3	9	
4	Hispanic	31	15	48		3	10	
4	Am. Indian	0						
4	African Am.	0						
4	Pac. Islander	0						
4	Two or More	0						
4	Eco. Dis.	22	9	41		2	9	
4	LEP Current	2						
4	LEP M1	0						
4	LEP M2	0						

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2015 %	2016 Target %	2014 #	2014 %	2015 Target %
5	All	36	18	55	65	2	6	
5	Hispanic	33	16	48		2	6	
5	Am. Indian	0						
5	African Am.	0						
5	Pac. Islander	0						
5	Two or More	0						
5	Eco. Dis.	26	12	46		1	4	
5	LEP Current	1						
5	LEP M1	2						
5	LEP M2	0						
6	All	49	32	67	77	5	10	
6	Hispanic	44	29	66		5	11	
6	Am. Indian	1						
6	African Am.	0						
6	Pac. Islander	0						
6	Two or More	0						
6	Eco. Dis.	38	22	58		3	8	
6	LEP Current	3						
6	LEP M1	4						
6	LEP M2	2						

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2015 %	2016 Target %	2014 #	2014 %	2015 Target %
7	All	55	33	70	80	3	5	
7	Hispanic	49	29	59		3	6	
7	Am. Indian	0						
7	African Am.	1						
7	Pac. Islander	0						
7	White	5	3	60		0	0	
7	Two or More	0						
7	Eco. Dis.	44	25	57		2	5	
7	SPED	5	2	40		0	0	
7	LEP Current	3						
7	LEP M1	0						
7	LEP M2	0						
8	All	54	43	85	95	11	20	
8	Hispanic	44	36	82		8	18	
8	Am. Indian	1						
8	African Am.	0						
8	Pac. Islander	0						
8	White	9	6	67		3	33	
8	Two or More	0						
8	Eco. Dis.	36	28	78		5	14	
8	SPED	7	2	29		0	0	
8	LEP Current	1						
8	LEP M1	0						
8	LEP M2	0						

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

By 2015, Ben Bolt Middle school will be on track in meeting NCLB's 2015 expectation that 100% of all students will achieve proficiency on their state assessments. All students will master at or above state averages on STAAR Reading objectives.

All student groups in Science, Social Studies and Writing will score at or above 80% mastery on STAAR tests. All student groups in Math and Reading will score at or above 80% mastery on STAAR tests, with 15% of all students achieving Advanced Academic status.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Use benchmarks/six weeks tests to frequently monitor progress of specific STAAR skills		All	Core Area Teachers	Student test scores, posting of benchmarks as needed	As scheduled (end of nine weeks)
2 Vertical alignment meeting		All	Core Area Teachers	Vertical alignment documents per grade level	Per nine weeks
3 Prepare and adjust timelines		All	Core Area Teachers	Student data, TEKS/STAAR Objectives	August 2015
4 Create profiles of student performances and focus instruction on areas of weakness		All	Core Area Teachers	Action plans, student lists by special population	August 2015
5 Identify the special population students so teachers are aware of subgroups		All	Counselor	Action plans, student lists by special population	August 2015
6 Conduct classes with bell-to-bell instruction		All	Core Area Teachers	Informal and formal walk-through	August 2015
7 Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Academic vocabulary • Promote and improve Accelerated Reading program • Promote critical thinking skills 		All	Core Area Teachers	Inventory resources and manipulatives, list of online resources	August 2015
8 Provide extended day tutorials		All	Core Area Teachers Principal ACE Program	Tutorial lists & attendance documentation, TEKS/STAAR mastery	October 2015
9 Parent contact on student progress during the nine week period (at least by the 3rd week and 6 th week within that nine weeks period)		All	Core Area Teachers	Contact logs, DMAC	August 2015
10 Staff will be involved in conducting a Family Night to engage parents in their child's education		All	Campus-wide Staff ACE Program	Parent sign-in sheets,	Fall 2015

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
11 Use of 5-E Model of instruction		All	Core Area Teachers	5-E Model Lesson Plan Template	August 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Writing

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015#	2015%	2016 Target %	2014 #	2014 %	2015 Target %
4	All	47	16	36	50	0	0	
4	Hispanic	31	16	52		0	0	
4	Am. Indian	0						
4	African Am.	0						
4	Pac. Islander	0						
4	Two or More	0						
4	Eco. Dis.	22	10	45		0	0	
4	LEP Current	2						
4	LEP M1	0						
4	LEP M2	0						
7	All	55	33	61	71	0	0	
7	Hispanic	49	30	61		0	0	
7	Am. Indian	0						
7	African Am.	1						
7	Pac. Islander	0						
7	White	5	2	40		0	0	
7	Two or More	0						
7	Eco. Dis.	44	25	57		0	0	
7	SPED	5	1	20		0	0	
7	LEP Current	3						
7	LEP M1	0						
7	LEP M2	0						

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

By 2015, Ben Bolt Middle school will be on track in meeting NCLB's 2015 expectation that 100% of all students will achieve proficiency on their state assessments. All students will master at or above state averages on STAAR Writing objectives.

All student groups in Science, Social Studies and Writing will score at or above 80% mastery on STAAR tests. All student groups in Math and Reading will score at or above 80% mastery on STAAR tests, with 15% of all students achieving Advanced Academic status.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Use mini benchmarks/six weeks tests to frequently monitor progress of specific TAKS skills		All	Core Area Teachers	Student test scores, posting of benchmarks as needed	As scheduled (end of nine weeks)
2 Vertical alignment meeting as needed		All	Core Area Teachers	Vertical alignment documents per grade level	As needed
3 Prepare and adjust timelines		All	Core Area Teachers	Student data, TEKS/STAAR Objectives	August 2015
4 Create profiles of student performances and focus instruction on areas of weakness		All	Core Area Teachers	Action plans, student lists by special population	August 2015
5 Identify the special population students so teachers are aware of subgroups		All	Counselor	Action plans, student lists by special population	August 2015
6 Conduct classes with bell-to-bell instruction		All	Core Area Teachers	Informal and formal walk-through	August 2015
7 Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Writing vocabulary (e.g., transitional words) • Figurative language 		All	Core Area Teachers	Inventory resources and manipulatives, list of online resources	August 2015

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide extended day tutorials		All	Core Area Teachers Principal ACE Program	Tutorial lists & attendance documentation, TEKS/STAAR mastery	August 2015-May 2016
2 Teacher Staff Development		Parent sign-in sheets, technology	Core Area Teachers	Writing Academy, Writing Curriculum	August 2015

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parent contact on student progress during the nine week period (at least by the 3rd week and 6 th week within that six weeks period)		All	Core Area Teachers Principal ACE Program	Contact logs, DMAC	August 2015-May 2016
2 Staff will be involved in conducting a Family Night to engage parents in their child's education		All	Campus-wide Staff ACE Program	Parent sign-in sheets,	Fall 2015

Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Social Studies

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
8	All	67	25	24	50	7	13	
8	Hispanic	-	19	-		4	9	
8	Am. Indian	1						
8	African Am.	0						
8	Pac. Islander	0						
8	White	9	6	-		3	33	
8	Two or More	0						
8	Eco. Dis.	36	14	-		4	11	
8	SPED	7	2	-		0	0	
8	LEP Current	1						
8	LEP M1	0						
8	LEP M2	0						

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

By 2015, Ben Bolt Middle School will be on track in meeting NCLB's 2015 expectation that 100% of all students will achieve proficiency on their state assessments. All students will master at or above state averages on STAAR social studies objectives.

All student groups in Science, Social Studies and Writing will score at or above 80% mastery on STAAR tests. All student groups in Math and Reading will score at or above 80% mastery on STAAR tests, with 15% of all students achieving Advanced Academic status.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Use mini benchmarks/six weeks tests to frequently monitor progress of specific STAAR skills		All	Core Area Teachers	Student test scores, posting of benchmarks as needed	As scheduled (end of nine weeks)
2 Vertical alignment meeting as needed		All	Core Area Teachers	Vertical alignment documents per grade level	As needed
3 Prepare and adjust timelines		All	Core Area Teachers	Student data, TEKS/STAAR Categories	August 2015
4 Create profiles of student performances and focus instruction on areas of weakness		All	Core Area Teachers	Action plans, student lists by special population	August 2015
5 Identify the special population students so teachers are aware of subgroups		All	Counselor	Action plans, student lists by special population	August 2015
6 Conduct classes with bell-to-bell instruction		All	Core Area Teachers	Informal and formal walk-through	August 2015
7 Provide a variety of appropriate content area curriculum <ul style="list-style-type: none"> • Vocabulary building • Sponge activities 		All	Core Area Teachers	Inventory resources and manipulatives, list of online resources	August 2015
8 5-E Model of Instruction		All	Core Area Teachers	5-E Model Lesson Plans	August 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide extended day tutorials		All	Core Area Teachers Principal ACE Program	Tutorial lists & attendance documentation, TEKS/STAAR mastery	August 2015-May 2016

Parents					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parent contact on student progress during the nine week period (at least by the 3rd week and 6 th week within that nine weeks period)		All	Core Area Teachers	Contact logs, DMAC	August 2015-May 2016
2 Staff will be involved in conducting a Family Night to engage parents in their child's education		All	Campus-wide Staff ACE Program	Parent sign-in sheets	Fall 2015

2015-16 Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: STAAR Assessment for Special Education

District Priority:

All students receiving special education services will master at or above state averages on all STAAR assessments

Campus Performance Objective:

All special education students will meet or exceed ARD expectations. All STAAR-Accommodated testers will master STAAR assessments.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Ensure that special education students are exposed to grade level curriculum		All	ARD committee Teacher Principal	Informal and formal walk through; progress grades; STAAR objectives mastery	August 2015
2 Ensure that all special education students receive appropriate accommodations and modifications		All	ARD committee Teacher Principal	Informal and formal walk through; progress grades; STAAR objectives mastery	August 2015
3 Ensure that STAAR-Accommodated testers are provided accommodations during benchmarking		All	ARD committee Teacher Principal	Testing set-up; progress grades; STAAR objectives mastery	August 2015
4 Ensure that STAAR-A testers are exposed to testing strategies which will familiarize students to structure of test		All	ARD committee Teacher Principal	Testing set-up; progress grades; STAAR objectives mastery	August 2015
5 Provide professional development for all staff on assessment procedures: <ul style="list-style-type: none"> • STAAR-L • STAAR-A, Alt 		All	Spc. Ed. Dir. Principal	Principal walk-throughs; Periodic review of student performance records	August 2015
6 Professional development will be conducted for the following: <ul style="list-style-type: none"> • pre-referral guidelines and procedures • supplementary aides and services • LRE placement options 		All	Spc.Ed. Dir	Review of referrals and services plans and placements	August 2015

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
7 Disaggregate STAAR performances for students served by special education: STAAR-L; STAAR-A; STAAR-Alt		All	Teachers Counselor	I.E.P. documentation Teacher lists/notes for reference	August 2015
8 Provide teacher in-service so that the staff is knowledgeable of: <ul style="list-style-type: none"> • Modifications • RTI –referral process • ARD decision making 		All	Principal Ed. Diag.	Sign in sheets; certificates of completion	August 2015 As needed throughout the year
9 Distribute modifications and accommodations to teachers		All	Sp.Ed. teacher Diagnostician	Verification of receiving IEP [signature of teacher]	August 2015 and as needed

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Meet every 3 rd , 6 th , and 9 th week to discuss passing rate for each special education student		All	Sp.Ed. Teacher Principal	Documentation of meeting; sign in sheet	Every 3 rd , 6 th , and 9 th week of nine weeks grading cycle

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Review existing data to determine if any adjustments are needed to the IEP		All	ARD committee	Full individual evaluation ARD committee forms	60 calendar days from assessment

2015-16 Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Special Education

District Priority:

Special education students who are served in the Life Skills Program will experience growth and demonstrate mastery on TAKS-Alt

Campus Performance Objective:

Implement the Life Skills Program which will foster growth for students with special needs

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Self-contained Life Skills students will utilize the Life Skills program to demonstrate abilities in the four domains of domestic, vocational, community, and recreation/leisure tasks and activities, as well as functional academics-math, communication, reading, and grammar.			Self-contained teacher ARD committee	Walk-throughs;	August 2015
2 Self-contained Life Skills students and students with learning disabilities will be reevaluated every 3 yrs.			Ed. Diagnostician Teacher	Student performance data	According to timelines
3 All Special Education students will be administered the Brigance annually to show student academic growth.			Life Skills Teacher Resource Teacher	Student performance data	End of year 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2015-16 Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Financial Integrity of the District

District Priority:

The financial integrity of the district will be maintained while providing an acceptable fund balance which supports staff, facilities, and student programs.

Campus Performance Objective:

Throughout the 2015-2016 academic year, the Ben Bolt Middle School will rely on various strategies to ensure that school funds are effectively monitored and strategically spent to support increased student achievement.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Secure 2015-2016 Board-Approved District Budget from Central Office		All	Administrator	Board Approved District Budget	July 2015-August 2016
2 Review Purchase Requisitions Procedures with all staff		All	Administrator	Purchase Requisition Forms, Teacher Packet	August 2015-May 2016
3 All Budget Purchases Requisitions Need Administrative Approval		All	Administrator	Purchase Requisition Forms, Student Success Initiative Funds	August 2015-May 2016
4 All Activity Fund Purchase Requisitions Need Administrative Approval		All	Administrator, sponsors	Purchase Requisition Forms, Activity Funds Report	August 2015-May 2016
5 Monthly Budget Reports From Central Office		All	Administrator, Central Office Personnel	Technology, Central Office Staff	August 2015-May 2016
6 Campus-wide fundraisers/bake sales		All	Administrator, sponsors	Baked goods, beverages, fundraiser catalogs, T-shirts, concession stands	August 2015-May 2016
7 Submit Proposed 2015-2016 Campus Budget to Central Office		All	Administrator, teachers, sponsors, coaches, directors	Campus Budget Worksheets	August 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 All Activity Fund Purchase Requisitions Need Administrative Approval		All	Administrator, sponsors	Purchase Requisition Forms, Activity Funds Report	August 2015-May 2016
2 Campus-wide fundraisers/bake sales		All	Administrator, sponsors	Baked goods, beverages, fundraiser catalogs, T-shirts, concession stands	August 2015-May 2016

Parents					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Campus-wide fundraisers/bake sales		All	Administrator, sponsors,	Baked goods, beverages,	August 2015-May 2016

2015-16 Campus Improvement Plan for Ben Bolt Middle School

Area of Focus: Gifted and Talented Program

District Priority:

Gifted and Talented students who are served in the Gifted/Talented Program will experience growth and maximize their potential

Campus Performance Objective:

Identify Gifted/Talented students and Implement a Gifted/Talented Program which will foster an academically challenging education that enables them to maximize their potential

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Written policies on student identification for gifted/talented services		G/T Students	G/T coordinator and teachers	Qualitative and quantitative data and assessments, Teacher referrals, Parent referrals	August 2015-May 2016
2 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities		G/T Students	G/T coordinator and pull-out teacher(s)	Contests, Academic Recognition, Camps, Community Programs, Volunteer opportunities	August 2015-May 2016
3 Challenging curriculum and instruction in each of the four foundation curricular areas		G/T Students	G/T coordinator and core teachers	Pull-out program, GT Classes, PAP Classes, Self-directed learning, thinking, research, communication, innovative products, field trips, and performances	August 2015-May 2016
4 Professional development for teacher(s) who provide instruction and services		G/T Students	G/T coordinator and pull-out teacher(s)	ESC-2 Training	August 2015-May 2016
5 Parents are informed of all gifted/talented services and opportunities		Family/Community	G/T coordinator	Student handbook	September 2015

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Professional development for teacher(s) who provide instruction and services		G/T Students	G/T coordinator and pull-out teacher(s)	ESC-2 Training, Online training, 30-hour clock training and updates	August 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parents are informed of all gifted/talented services and opportunities		Family/Community	G/T coordinator	Student handbook	September 2015

*** Legend for Codes**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.
BP	Bullying Prevention	prevention of bullying behavior on the campus.

CIP PART II: ASSURANCE ADDENDUM

Ben Bolt Middle School
Fernando Robert Galvan, Principal
2015-16 Campus Improvement Plan
Ben Bolt-Palito Blanco Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Ben Bolt Middle School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Mary Elizabeth Kalinec	Teacher
Sara Guevara	Teacher
Fernando R. Galvan	Principal
Maria Valverde	Counselor
Lisa McCrea	Teacher
Sondra Mungia	Teacher
Lucy Hernandez	Parent
Anna Charles	Parent

CPOC Meetings* for 2015-16			
#	Date	Time	Location
1	June 17, 2015	9:00 am	BBMS
2	July 20, 2015	9:00 am	BBMS
3	August 5, 2015	9:00 am	BBMS
4	November 19, 2015	3:30 pm	BBMS
5	February 25, 2016	3:30 pm	BBMS
6	March 4, 2016	3:30 pm	BBMS
7	April 29, 2016	3:30 pm	BBMS

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2015-16, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2015-16, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2015-16, the percent of parents and community members attending VIPs meetings will increase by 50%.	At the end of the first semester, the percent of parents and community members attending VIPs meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPs meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2015-16, discipline referrals for drugs, alcohol, and tobacco will be maintained at 2%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2015-16, the discipline referrals for offenses will be reduced by 25% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for all students.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2015-16, the percent of students meeting ARD expectations will be at or above 80%.	Each grading period, students’ progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	Goal	Description	Formative	Summative	Strategy
X	7) Highly Qualified Teacher	For 2015-16, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2015-16, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2015-16 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2015-16 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2015-16, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2015-16, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2015-16, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2015-16, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
	14) High School CTE	For 2015-16, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing TAKS) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

X	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
X	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
X	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
X	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
X	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
X	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
X	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART II: ASSURANCE ADDENDUM

**Ben Bolt Middle School
Ben Bolt-Palito Blanco Independent School District
Staff Development Plans
2015-16**

Date	Audience	Responsible for Planning	Purpose/Content
August 2 & 3	Leadership Conference	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
August 10	Teacher Leader Conference	Secondary Curriculum Staff	STAAR Testing, New Accountability Standards, TEKS Resource System, DMAC
August 14	New Staff Orientation	District and Campus Administrative Staff	Review District Policies, Grade Speed, TEKS Resource System, DMAC Training
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	STAAR Testing, New Accountability, Special Education, Differentiated Instruction
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	STAAR Testing, New Accountability Standards, TEKS Resource System, DMAC, Classroom Management
August 19	**Secondary Campus	Campus Administrative Staff	STAAR Testing, New Accountability Standards, TEKS Resource System, DMAC, Classroom Management
August 19	Elementary District (Cluster Groups 1-4)	Elementary Curriculum Staff	
August 19	Secondary District	Secondary Curriculum Staff	STAAR Testing, New Accountability Standards, TEKS Resource System, DMAC, Special Education, Differentiated Instruction
August 19	Elementary District (Cluster Groups 5-8)	Elementary Curriculum Staff	
August 20	**Elementary and Secondary Campus	Campus Administrative Staff	STAAR Testing, New Accountability Standards, TEKS Resource System, DMAC, Special Education, Differentiated Instruction
October 11	Elementary Parent Conferences	Campus Administrative Staff	
October 11	Secondary District	Secondary Curriculum Staff	STAAR Testing, New Accountability Standards, TEKS Resource System , DMAC, Special Education, Differentiated Instruction
January 3	Elementary District	Elementary Curriculum Staff	

Date	Audience	Responsible for Planning	Purpose/Content
January 3	**Secondary Campus	Campus Administrative Staff	STAAR Testing, New Accountability Standards, TEKS Resource System , DMAC, Special Education, Differentiated Instruction
January 4	**Elementary and Secondary Campus	Campus Administrative Staff	STAAR Testing, New Accountability Standards, TEKS Resource System, DMAC, Special Education, Differentiated Instruction
*February 21	Elementary and Secondary Campus	Campus Administrative Staff	STAAR Testing, New Accountability Standards,, TEKS Resource System, DMAC, Special Education, Differentiated Instruction
*June 2	Elementary and Secondary Campus	Campus Administrative Staff	STAAR Testing, New Accountability Standards, TEKS Resource System, DMAC, Special Education, Differentiated Instruction

** The following dates have been identified as inclement weather days: March 10, 2015; March 11, 2015.
These dates MAY NOT BE USED AS CAMPUS TIME EQUIVALENCY.

** A campus may choose a maximum of two Campus Time Equivalency days.
No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.