

Balmorhea ISD 2016-2017

District Improvement Plan

2016-2017 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Espino, Manuel	Superintendent	Balmorhea ISD	
Barragan, Teri	Principal	Balmorhea ISD	
Humphries, Donna	Teacher	Balmorhea ISD	5-2017
Dominguez, Elena	Special Education Teacher	Balmorhea ISD	5-2018
Caswell, Karen	Teacher	Balmorhea ISD	5-2017
Garcia, Mary	Teacher	Balmorhea ISD	5-2018
Villanueva, Cherry	Teacher	Balmorhea ISD	5-2017
Dame, Stacey	Teacher	Balmorhea ISD	5-2018
Mendoza, Marcos	Teacher	Balmorhea ISD	5-2018
Garcia, Carol	Counselor	Balmorhea ISD	5-2018
Iniquez, Cielo	Student Member	Balmorhea ISD	5-2018
Dominguez, Chloe	Student Member	Balmorhea ISD	5-2017
Mendoza, Jamie	Parent	Balmorhea ISD	5-2017
Pena, Edith	Parent	Balmorhea ISD	5-2017
Galindo, Richard	Community Representative	Balmorhea ISD	5-2017
Brijalba, Pat	Community Representative	Balmorhea ISD	5-2017
Mata, Nancy	Business Representative	Balmorhea ISD	5-2017
Humphries, Larry	Business Representative	Balmorhea ISD	5-2017

Names of People Responsible For Implementation

Name	Title	Campus / District
Espino, Manuel	Superintendent	Balmorhea ISD
Barragan, Teri	Principal	Balmorhea ISD
Garcia, Carol	Counselor	Balmorhea ISD
Rivera, Rosela	Business Manager	Balmorhea ISD
Valerio, Dora	Superintendent's Secretary	Balmorhea ISD
Vasquez, Marisa	Secretary/Attendance Clerk	Balmorhea ISD
Lujan, Mary Lou	Nurse	Balmorhea ISD
Owens, Kathy	Librarian	Balmorhea ISD
Garlick, Gina	Library Aide	Balmorhea ISD
Galindo, Richard	Technology Technician	Balmorhea ISD
Garcia, Carol	Testing Coordinator	Balmorhea ISD
Espino, Gloria	Early College High School Facilitator	Balmorhea ISD
Garcia, Carol	Early College High School Director	Balmorhea ISD
Jones, Robert Vance	Instructional Coach/Mentor	Balmorhea ISD
Ceniceros, Grace	PK/K Teacher	Balmorhea ISD
Villanueva, Cherry	First Grade Teacher	Balmorhea ISD
Dame, Stacey	Second Grade Teacher	Balmorhea ISD
Jimenez, Norma	Third Grade Teacher	Balmorhea ISD
Johnson, Hayley	Fourth Grade	Balmorhea ISD
Caswell, Karen	Fifth Grade Teacher	Balmorhea ISD
Mendoza, Veronica	Sixth Grade Teacher	Balmorhea ISD
Garcia, Adolfo	English Teacher	Balmorhea ISD
Matta, Jourmain	Math Teacher	Balmorhea ISD
Villanueva, Richard	7th/8th Grade Math Teacher	Balmorhea ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Villanueva, Richard	Science Teacher	Balmorhea ISD
Mendoza, Marcos	Science Teacher	Balmorhea ISD
Humphries, Donna	Social Studies Teacher	Balmorhea ISD
Garcia, Mary	Technology Teacher	Balmorhea ISD
Espino, Gloria	Music Teacher	Balmorhea ISD
Garcia, Abel	Spanish Teacher	Balmorhea ISD
Garcia, Abel	ESL Teacher	Balmorhea ISD
Garcia, Abel	LEP Teacher	Balmorhea ISD
Dominguez, Elena	Special Education Teacher	Balmorhea ISD
Jones, Robert Vance	Athletic Director	Balmorhea ISD
Garcia, Abel	PE Teacher	Balmorhea ISD
Matta, Jourmain	PE Teacher	Balmorhea ISD
Virdell, Chris	PE Aide	Balmorhea ISD
Garcia, Mary	AVID Coordinator	Balmorhea ISD
Villanueva, Richard	AVID Teacher	Balmorhea ISD
Matta, Jourmain	AVID Teacher	Balmorhea ISD
Humphries, Donna	AVID Teacher	Balmorhea ISD
Garcia, Adolfo	AVID Teacher	Balmorhea ISD
Garcia, Abel	AVID Teacher	Balmorhea ISD
Lopez, Rosario	Instructional Aide	Balmorhea ISD
Mendoza, Ana Lisa	Instructional Aide	Balmorhea ISD
Virdell, Chris	Special Education Aide	Balmorhea ISD
Garza, Maria	Cafeteria Personnel	Balmorhea ISD
Rodriguez, Maria	Cafeteria Personnel	Balmorhea ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Mendoza, Elida	Custodian	Balmorhea ISD
Quintana, Jacob	Custodian	Balmorhea ISD
Ward, Tommy	Custodian	Balmorhea ISD
Llanez, Mesinda	588 Co-Op	Balmorhea ISD

District Improvement Plan
Balmorhea ISD 2016-2017

Attendance

Attendance

Goal: **100%**

	2008	2009	2010	2011	2012	2013	2014	2015
All Students	96.00	96.10	95.60	95.70	96.00	95.60	96.10	96.30
Economically Disadvantaged	95.90	95.80	95.50	95.60	95.90	95.50	96.10	96.30
Hispanic	96.10	96.20	95.70	95.80	96.10	95.60	96.10	96.40
Limited English Proficient	96.70	96.70	0.00	96.80	0.00	96.60	96.70	95.80
Special Education	95.00	95.40	96.50	94.50	93.10	93.50	94.70	96.50
White	95.10	95.40	94.80	94.60	94.40	95.30	96.20	96.10

District Improvement Plan
Balmorhea ISD 2016-2017

Dropouts

Dropouts

Goal: **0%**

	2008	2009	2010	2011	2012	2013	2014	2015
All Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

STAAR

Grade: **5th, 8th-12th**

STAAR Science

100%

	2013	2014	2015	2016	2017
All Students	94.00	58.00	60.00	79.00	100.00
Economically Disadvantaged	93.00	56.00	57.00	78.00	100.00
Hispanic	0.00	58.00	59.00	78.00	100.00

Grade: **3rd-12th**

All Subjects

100%

	2013	2014	2015	2016	2017
All Students	78.00	71.00	68.00	65.00	100.00
Economically Disadvantaged	76.00	70.00	65.00	64.00	100.00
English Language Learners	0.00	0.00	0.00	50.00	100.00
Hispanic	78.00	71.00	66.00	64.00	100.00
Special Education	50.00	59.00	41.00	38.00	100.00
White	83.00	70.00	86.00	77.00	100.00

Grade: **3rd-12th**

STAAR Mathematics

100%

	2013	2014	2015	2016	2017
All Students	74.00	71.00	92.00	55.00	100.00
Economically Disadvantaged	73.00	70.00	88.00	54.00	100.00
Hispanic	74.00	70.00	92.00	54.00	100.00
White	0.00	0.00	0.00	67.00	100.00

STAAR

Grade:**3rd-12th**

STAAR Reading

100%

	2013	2014	2015	2016	2017
All Students	73.00	75.00	70.00	72.00	100.00
Economically Disadvantaged	71.00	74.00	69.00	70.00	100.00
Hispanic	73.00	75.00	69.00	71.00	100.00
Special Education	0.00	64.00	45.00	0.00	100.00
White	82.00	79.00	83.00	80.00	100.00

Grade:**4th-7th**

STAAR Writing

100%

	2013	2014	2015	2016	2017
All Students	73.00	68.00	48.00	54.00	100.00
Economically Disadvantaged	71.00	70.00	42.00	52.00	100.00
Hispanic	71.00	77.00	39.00	52.00	100.00

Grade:**8th-12th**

STAAR Social Studies

100%

	2013	2014	2015	2016	2017
All Students	87.00	80.00	75.00	67.00	100.00
Economically Disadvantaged	86.00	80.00	72.00	69.00	100.00
Hispanic	0.00	76.00	72.00	65.00	100.00

About Balmorhea ISD

Mission Statement:

Balmorhea ISD staff, students, parents & community are striving together for excellence in academic achievement & character development.

Grade Span:

PK – 12

Enrollment:

140

Accountability Ratings:

2016 State Accountability Rating:

Balmorhea ISD Met Standard

Demographics

2015 – 2016 Enrollment:

1 – Early Childhood (4 years old)
9 – Prekindergarten
11 – Kindergarten
10 – First Grade
15 – Second Grade
5 – Third Grade
17 – Fourth Grade
9 – Fifth Grade
10 – Sixth Grade
20 – Seventh Grade
10 – Eighth Grade
17 – Ninth Grade
12 – Tenth Grade
7 – Eleventh Grade
12 – Twelfth Grade

2015 – 2016 Ethnic Distribution:

0 (0.0%) – African American
152 (92.1%) – Hispanic
13 (7.9%) – White
0 (0.0%) – American Indian
0 (0.0%) – Asian
0 (0.0%) – Pacific Islander
0 (0.0%) – Two or More Races

2015 – 2016 Student Groups:

145 (87.9%) – Economically Disadvantaged
12 (7.3%) – English Language Learners (ELL)
0 (0.0%) – Students with Disciplinary Placements
94 (57.0%) – Students Meeting "At-Risk" Criteria
57 (34.5%) - Career and Technical Education
2 (1.2%) - Gifted and Talented Education
18 (10.9%) - Special Education

2015 – 2016 Students per Teacher:

11.0 – Kindergarten

12.5 – Grade 1

0.0 – Grade 2

5.0 – Grade 3

17.0 – Grade 4

9.0 – Grade 5

10.0 – Grade 6

8.6 – English/Language Arts

9.0 – Foreign Languages

11.1 – Mathematics

12.2 – Science

10.1 – Social Studies

Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that—
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
 - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Schoolwide Program Components

Balmorhea ISD conducts a Title I Schoolwide Programs on the campus. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. A comprehensive needs assessment of the entire school.
 - Goal #2: District Performance Objectives Strategy
 - Goal #2: Technology Integrated Curriculum Activity
2. Schoolwide reform strategies.
 - Goal #2: Foundation Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
3. Instruction by highly qualified teachers.
 - Goal #4: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
 - Goal #4: Professional Development Program Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Goal #4: Professional Development Program Strategy
 - Goal #4: Recruitment and Retention Initiatives Strategy
6. Strategies to increase parental involvement.
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #1: Communications and Information Dissemination Strategy
 - Goal #1: Evaluation of Parent Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - Goal #2: Early Intervention Program Strategy
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #1: District Planning and Decision-Making committee (DPDMC) Strategy
 - Goal #2: TEKS-based Curriculum Strategy
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Foundation Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
 - Goal #2: Career and Technical Education Strategy
 - Goal #2: Ancillary Services Strategy
 - Goal #5: Safe Schools Initiatives Strategy
 - Goal #5: Counseling Responsive Services Strategy

Migrant Education Program

2016-2017 Priority for Service (PFS) Action Plan

I. Provide training to all MEP administrators and other staff on the significance and requirement by TEA to generate, print, and share "Priority for Services" Reports with all instructional personnel working with migrant students.

Person(s) Responsible: All MEP Staff

Timeline: By September 30, 2016

II. Conduct a presentation at the district's beginning of the school year required staff development to inform all district personnel of the definition of PFS students and significance of prioritizing all instructional services for these students for compliance issues.

Person(s) Responsible: District Migrant Contact

Timeline: By September 30, 2016

III. Determine individual needs of every migrant identified student and family for instructional and support services; identify available resources to address said needs; coordinate with campus administrators, other district staff, and local entities to ensure that each child and family has access to the appropriate services; and follow-up to monitor and document progress.

Person(s) Responsible: All MEP Staff; District Migrant Contact

Timeline: Within the first grading period of the school year that the child who is eligible for migrant services is in the district.

IV. Coordinate training for migrant students' teachers and campus administrators to inform them of individual needs of migrant students in their class and on their campus. Stress the significance of prioritizing all instructional services for these students to meet specific needs.

Person(s) Responsible: District Migrant Contact

Timeline: Within the first grading period of the school year that the child is in the district.

V. Make periodic home visits to update parents on the academic progress of their children.

Person(s) Responsible: All MEP Staff; District Migrant Contact

Timeline: Ongoing throughout the year.

VI. Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework, which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes.

Person(s) Responsible: All MEP Staff; District Migrant Contact

Timeline: Ongoing throughout the year as needed.

VII. Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.

Person(s) Responsible: All MEP Staff; District Migrant Contact

Timeline: Ongoing throughout the year.

VIII. Monitor academic progress of migrant students while working cooperatively with district administrators and staff to implement a total instructional and supportive program that addresses the specific needs of migrant students. Maintain documentation of services provided for Compliance Reporting.

Person(s) Responsible: All MEP Staff; District Migrant Contact

Timeline: Ongoing throughout the year.

IX. Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed STAAR in any content area are accessing local,

intrastate, remediation.

Person(s) Responsible: All MEP Staff; District Migrant Contact

Timeline: Before migrant student's early withdrawal and/or end of the school year.

X. Appropriate campus personnel receive a copy of the PFS report

Person(s) Responsible: District Migrant Contact

Timeline: Monthly from July 1 to June 30

XI. Provide campus administrators, appropriate campus staff, and parents the PFS criteria and updated PFS reports.

Person(s) Responsible: All MEP Staff; District Migrant Contact

Timeline: Monthly from July 1 to June 30

Needs Assessment Process

Comprehensive Needs Assessment Process

Throughout the year, the Comprehensive Needs Assessment (CNA) is discussed at staff meetings. The Principal holds Principal/Teacher Conferences every six weeks to discuss a wide range of topics including attendance, assessment, intervention plans, six-week goals, lesson plans, and curriculum.

Areas of Concern:

1. Demographics:

Superintendent and Principal meet bi-annually

a. Data Sources Reviewed:

- * Enrollment
- * Daily attendance
- * Mobility/Stability
- * Socioeconomic status
- * Special Program participation

b. Summary of Strengths:

- * Enrollment numbers/student population have remained stable

c. Summary of Weaknesses/Needs:

- * Low parent participation in parent sessions

d. Possible Actions:

- * Parent Workshops once a month hosted by teachers at their grade level

2. Student Achievement, Curriculum, Instruction, and Assessment:

Principal, Teachers, and Counselor meet every six weeks, monthly, and as needed

a. Data Sources Reviewed:

- * Academic Performance - Report card grades, Student work, Benchmark, STAAR tests
- * Completion Rates - Promotion/graduation rates and Retention rates
- * Post-Secondary - Number/Percent of students attending/completing post-secondary schools and Being accepted in the armed forces
- * Instructional Programs/Activities - Monitoring, evaluating, and modifying programs and Maximize student engagement and learning
- * Instructional Materials - Amount/quality of textbooks and Supplemental resources
- * Support Personnel - Available professional and paraprofessional staff

b. Summary of Strengths:

- * Met Standard
- * Earned 3 Distinction Designation
- * Grade 8 had good STAAR Math scores
- * Grades 9 – 12 maintained good STAAR EOC scores

c. Summary of Weaknesses/Needs:

- * Low STAAR scores in grades 3 – 5 in Reading, Math, Writing, Science, and Social Studies
- * More Special Education students identified and taking regular STAAR tests
- * Increase Accelerated Reading accuracy level to 90% for all students

d. Possible Actions:

- * Intervention Program for grades 3 – 8 – Istation Reading
- * Continue Comprehensive School Support through Region 18 to provide training in core subject areas
- * Academies after school for 30 minutes
- * Reading Training by Carolyn Johnson
- * Explicit Phonics Instruction in grades PK – 2 using Saxon Phonics Daily

3. Parent and Community Involvement:

Superintendent, Principal, and Teachers meet monthly

a. Data Sources Reviewed:

- * Parental involvement including available opportunities and activities - Volunteering and Open house
- * Frequency of information disseminated
- * Involvement of parents and community in school decisions
- * Types of community partnerships
- * Parent training workshops
- * Health services
- * SHAC workshop offerings

b. Summary of Strengths:

- * Parents participate and volunteer when their child is directly involved

c. Summary of Weaknesses/Needs:

- * Low parent participation in parent sessions

d. Possible Actions:

- * Parent Workshops once a month hosted by teachers at their grade level

4. Staff Quality, Professional Development, Recruitment, and Retention:

Superintendent and Principal met bi-annually, annually, and as needed

a. Data Sources Reviewed:

- * Certification status and personnel
- * Professional development opportunities and resources
- * Number and experience of school administrators
- * Recruitment and retention strategies

b. Summary of Strengths:

- * 100% fully certified teachers and staff
- * High staff attendance, greater than 5 years
- * Ability to offer retention bonuses

c. Summary of Weaknesses/Needs:

- * Need additional staff due to increasing numbers of ESL and Special Education students
- * Raises for all staff

d. Possible Actions:

- * Find funding for an additional Special Education Aide
- * Find funding for ESL Certification for teachers
- * Continue to provide release time to teachers in grades K – 6 for planning and data disaggregation

5. Technology:

Superintendent, Principal, Technology Director, and Teachers meet annually and as needed

a. Data Sources Reviewed:

- * Amount, quality, and availability of equipment and software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to-date/out-of-date hardware and software
- * Barriers preventing effective use of technology
- * Technology professional development opportunities

b. Summary of Strengths:

- * Increase use of technology in the classroom

c. Summary of Weaknesses/Needs:

- * Technology training

d. Possible Actions:

- * Bi-monthly technology training

6. School Context, Organization, Culture, and Climate:

Superintendent and Principal meet quarterly, annually, and as needed

a. Data Sources Reviewed:

- * Average class size
- * School climate - Quality of student-teacher relationships and Teacher job satisfaction
- * Student discipline and behaviors - Discipline referrals, Suspensions, Expulsion, Attendance, and Tardiness
- * Extracurricular activities and clubs
- * Classroom management and organization
- * Students', teachers', parents', and community perceptions of the school (meetings)

b. Summary of Strengths:

- * School culture remains positive
- * All teachers are willing to work very hard to be successful

c. Summary of Weaknesses/Needs:

- * Aging facilities

* Lack of teacher housing

d. Possible Actions:

* Find funding to buy more houses for teachers to rent

Needs Assessment Summary

Balmorhea ISD received a State Accountability Rating of Met Standard from TEA in 2016. The Met Standard Rating requires that the district met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

Balmorhea ISD earned the following Distinction Designations:

- * Academic Achievement in Science
- * Academic Achievement in Social Studies
- * Postsecondary Readiness

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2016 were at Level II.

Reading/ELA: 72% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 70% for Economically Disadvantaged students to 80% for White students.

Writing: 54% of All Students met the passing standard in Writing. Passing rates for other subgroups were at 52% for Hispanic and Economically Disadvantaged students.

Math: 55% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 54% for Economically Disadvantaged and Hispanic students to 67% for White students.

Science: 79% of All Students met the passing standard in Science. Passing rates for other subgroups were at 78% for Hispanic and Economically Disadvantaged students.

Social Studies: 67% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 65% for Hispanic students to 69% for Economically Disadvantaged students.

Interventions:

Balmorhea ISD has programs at every grade level in place to address the identified needs of its students. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

- * Prekindergarten Program for eligible students
- * Class Size Reduction in 1st and 2nd grades
- * Reading Academy for grades K - 12
- * Tutorial Program for grades K - 12
- * AVID Program for grades 7 - 12
- * Small Group and Individualized Instruction for grades PK, K, 4 - 6
- * Summer School for grades K - 12
- * LEP students are supported by the ESL Program, which includes after school tutorials as needed.

Attendance:

Attendance rates slightly increased from 96.1% in 2013-2014 to 96.3% in 2014-2015. The District has several activities and incentives in place that are designed to increase student

attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

The 2014-2015 dropout rates for seventh through twelfth grade students remained stable at 0%. Several programs including parental involvement activities and counseling programs are in place to ensure the campus maintains the 0% dropout rate.

Summary of SCE Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in the Balmorhea ISD during the 2015-2016 school year:

- 1) Individualized Instruction was provided for students in Prekindergarten, Kindergarten, and fourth through sixth.
- 2) Class Size Reduction (CSR) was provided for students in first and second grade.
- 3) A Tutorial Program was provided for students in Kindergarten through twelfth grade.
- 4) A Reading Academy was provided for students in Kindergarten through twelfth grade.
- 5) An Advancement Via Individual Determination (AVID) Program was provided for students in seventh through twelfth grade.
- 6) Summer School was provided for students in Kindergarten through twelfth grade.

Evaluation:

Most of the above programs proved to be very successful in meeting the needs of those students in Balmorhea ISD who were at risk of dropping out of school. Those that were not will be modified in the 2016-2017 school year. If those modifications do not improve the programs' success rates, they will be discontinued.

1) Individualized Instruction produced the following results:

- the following success rates, as measured by the number of students who were promoted to the next grade:
 - * 100% for At-Risk students in Prekindergarten
 - * 100% for At-Risk students in kindergarten
- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Reading tests:
 - * 0% of participating At-Risk students in fourth grade met the passing standard. This is less than the 11% passing rate for all At-Risk students and the 83% passing rate for Non At-Risk students.
 - * 33% of participating At-Risk students in fifth grade met the passing standard. This is less than the 38% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.
 - * 60% of participating At-Risk students in sixth grade met the passing standard. This is less than the 71% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.
- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Math tests:
 - * 0% of participating At-Risk students in fourth grade met the passing standard. This matches the 0% passing rate for all At-Risk students and is less than the 50% passing rate for Non At-Risk students.
 - * 22% of participating At-Risk students in fifth grade met the passing standard. This is less than the 25% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

* 0% of participating At-Risk students in sixth grade met the passing standard. This is less than the 29% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Writing tests:

* 0% of participating At-Risk students in fourth grade met the passing standard. This matches the 0% passing rate for all At-Risk students, but is less than the 67% passing rate for Non At-Risk students.

- the following success rate, as measured by the number of students who achieved passing scores on the STAAR Science test:

* 22% of participating At-Risk students in fifth grade met the passing standard. This matches the 22% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

2) CSR produced the following results:

- the following success rates, as measured by the number of students who were promoted to the next grade:

- * 100% for At-Risk students in first grade
- * 75% for At-Risk students in second grade

3) The Tutorial Program produced the following results:

- the following success rates, as measured by the number of students who were promoted to the next grade:

- * 100% for At-Risk students in Kindergarten
- * 100% for At-Risk students in third grade
- * 100% for At-Risk students in fourth grade
- * 100% for At-Risk students in fifth grade
- * 100% for At-Risk students in sixth grade
- * 92% for At-Risk students in seventh grade
- * 100% for At-Risk students in eighth grade

- the following success rates, as measured by the number of students who achieved on-time credit accrual:

- * 100% for At-Risk students in ninth grade
- * 100% for At-Risk students in tenth grade
- * 100% for At-Risk students in eleventh grade

- success rate of 100% for At-Risk students in twelfth grade, as measured by number of students who completed high school

4) The Reading Academy produced the following results:

- the following success rates, as measured by the number of students who were promoted to the next grade:

- * 100% for At-Risk students in kindergarten
- * 100% for At-Risk students in first grade
- * 75% for At-Risk students in second grade

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Reading tests:

- * 33% of participating At-Risk students in third grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students and Non At-Risk students.
- * 0% of participating At-Risk students in fourth grade met the passing standard. This is less than the 11% passing rate for all At-Risk students and the 83% passing rate for Non At-Risk students.
- * 33% of participating At-Risk students in fifth grade met the passing standard. This is less than the 38% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.
- * 60% of participating At-Risk students in sixth grade met the passing standard. This is less than the 71% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.
- * 58% of participating At-Risk students in seventh grade met the passing standard. This is less than the 71% passing rate for all At-Risk students and the 83% passing rate for Non At-Risk students.
- * 100% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 50% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Writing tests:

- * 0% of participating At-Risk students in fourth grade met the passing standard. This matches the 0% passing rate for all At-Risk students, but is less than the 67% passing rate for Non At-Risk students.
- * 67% of participating At-Risk students in seventh grade met the passing standard. This exceeds the 64% passing rate for all At-Risk students, but is less than the 100% passing rate for Non At-Risk students.

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate STAAR EOC Exams:

- * 33% of participating At-Risk students passed the English I exam. This is less than the 77% passing rate for all At-Risk students and the 100% passing rate for Non At-Risk students.
- * No participating At-Risk students took the English II exam.

• the following success rates, as measured by the number of students who achieved on-time credit accrual:

- * 100% for At-Risk students in ninth grade
- * No participating At-Risk students in tenth grade
- * No participating At-Risk students in eleventh grade

• success rate of 100% for At-Risk students in twelfth grade, as measured by number of students who completed high school

5) The AVID Program produced the following results:

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Reading tests:

* 58% of participating At-Risk students in seventh grade met the passing standard. This is less than the 71% passing rate for all At-Risk students and the 83% passing rate for Non At-Risk students.

* 100% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 50% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Math tests:

* 33% of participating At-Risk students in seventh grade met the passing standard. This is less than the 36% passing rate for all At-Risk students and the 100% passing rate for Non At-Risk students.

* 83% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 67% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Writing tests:

* 58% of participating At-Risk students in seventh grade met the passing standard. This is less than the 64% passing rate for all At-Risk students and the 100% passing rate for Non At-Risk students.

• the following success rate, as measured by the number of students who achieved passing scores on the STAAR Science test:

* 83% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 71% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

• the following success rate, as measured by the number of students who achieved passing scores on the STAAR Social Studies test:

* 17% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 14% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate STAAR EOC Exams:

* 50% of participating At-Risk students passed the English I exam. This is less than the 77% passing rate for all At-Risk students and the 100% passing rate for Non At-Risk students.

* 100% of participating At-Risk students passed the English II exam. No data was reported for At-Risk students. This exceeds the 89% passing rate for Non At-Risk students.

* 75% of participating At-Risk students passed the Algebra I exam. This matches the 75% passing rate for all At-Risk students, but is less than the 100% passing rate for Non At-Risk students.

* 100% of participating At-Risk students passed the Biology exam. This matches the 100% passing rate all At-Risk and Non At-Risk students.

* 100% of participating At-Risk students passed the US History exam. This matches the 100% passing rate all At-Risk and Non At-Risk students.

• the following success rates, as measured by the number of students who achieved on-time credit accrual:

* 100% for At-Risk students in ninth grade

* 100% for At-Risk students in tenth grade

* 100% for At-Risk students in eleventh grade

• success rate of 100% for At-Risk students in twelfth grade, as measured by number of students who completed high school

6) The Summer School Program produced the following results:

- the following success rates, as measured by the number of students who were promoted to the next grade:
 - * No At-Risk students participated in Kindergarten through fourth and seventh grade
 - * 100% of At-Risk students in fifth grade
 - * 100% of At-Risk students in sixth grade
 - * 100% of At-Risk students in eighth grade

- the following success rates, as measured by the number of students who achieved on-time credit accrual:
 - * 100% of At-Risk students in ninth grade
 - * No At-Risk students participated in tenth grade
 - * No At-Risk students participated in eleventh grade

Evaluation:

There are no comparisons to previous years' scores as higher performance standards for the STAAR tests were in place for the 2015-2016 school year.

The majority of the programs proved to be successful in meeting the needs of those students in the Balmorhea ISD at risk of dropping out of school. Those that were not will be modified in the 2016-2017 school year. If modifications do not improve a program's success rate, the program will be discontinued.

Balmorhea ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Due to the small number of student test scores, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success.

Balmorhea ISD will continue to offer supplemental programs next year because the district believes strategies such as one-on-one tutoring, small class sizes, reading programs, and summer school help increase academic achievement among students who are at risk of dropping out of school. Balmorhea ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2016-2017 school year.

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001(b)(1)]						
Objective(s): PK-12th Balmorhea ISD will stress the importance of communication and cooperation between the school and parents to improve the progress made by the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Community Involvement (TI, A SW #6) - The Balmorhea ISD Superintendent and the District Planning and Decision-Making Committee (DPDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>Balmorhea ISD stakeholders (staff, students, parents, community members and business representatives) will be informed of reports, upcoming conferences, campus-level events, meetings and programs impacting the Balmorhea campus.</p> <p>Stakeholders are notified through the Balmorhea ISD website, marquee postings, district calendar, newspapers and letters from the district and campus in English and Spanish.</p> <p>With parental input, the district will develop a parental involvement calendar. Balmorhea ISD will continue to update parents on student performance and newly planned initiatives for implementation.</p>	7/2016 - 6/2017	Superintendent - Manuel Espino	<p>Local Funds - Parental Involvement Resources</p> <p style="text-align: right;">\$500.00</p> <p>Local Funds - Community Service Supplies</p> <p style="text-align: right;">\$500.00</p>	<p>Documents :District Calendar - 08/16: An approved district, parental and community involvement calendar will have been distributed to the DPDMC for scheduling of timely announcements to parents and community members.</p> <p>Documents :Anecodotal Reports and Surveys - 01/17: All stakeholder groups report precise, timely and meaningful communication from the campus.</p>	Increased number of stakeholders participating in Balmorhea ISD events.	<p>Documents :Parent Involvement Records - 06/17: Parent and community involvement records will reflect an increase in participation in campus activities as compared to the previous year.</p> <p>Documents :Anecodotal Reports and Surveys - 06/17: All stakeholder groups report precise, timely and meaningful communication from the campus.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001(b)(1)]						
Objective(s): PK-12th Balmorhea ISD will stress the importance of communication and cooperation between the school and parents to improve the progress made by the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Communications and Information Dissemination [TI, A SW #6] - Balmorhea ISD conducts a variety of events and programs geared towards including parents and other stakeholders in their educational system. Events include: * Open House in October * Back to School Social * Award Assemblies - scholarships and honor awards * College Career Night - financial-aid opportunities are provided to parents and students * STAAR Orientations for 5th and 8th grade parents * Local area business representatives are invited to the campus to speak to various classes on their areas of expertise and on desirable employability skills. * Community access to the Distance Learning Lab for college courses * Monthly Calendar	8/2016 - 6/2017	Principal - Teri Barragan Counselor - Carol Garcia	Local Funds - Communication Vehicles		Increased student achievement with the support of Balmorhea ISD parents.	Documents :Parent Involvement Records - 06/17: Parent and community involvement records will reflect an increase in participation in campus activities as compared to the previous year.

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001(b)(1)]						
Objective(s): PK-12th Balmorhea ISD will stress the importance of communication and cooperation between the school and parents to improve the progress made by the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Campus Webpage - The Balmorhea ISD webpage is an invaluable communication vehicle for parents and other stakeholders. Some the areas of interest include: *announcements about upcoming and important events * News flashes * Parent resources * Calendar of events including a testing calendar * Photo album * Sports Zone with pictures and team schedules * Clubs and groups * Parent portal which provides access to Grade Book * Access to teacher websites * Family Reading Night * Back to School Schedule Pick Up and Parent Orientations * Balmorhea Parent Booster Club	8/2016 - 6/2017	Technology Technician - Richard Galindo AVID Coordinator - Mary Garcia	Local Funds - Campus Webpage Resources Local Funds - Parentlink \$350.00	Documents :Parent Involvement Records - - 01/17: 10% increase in parental participation at district and campus-level events. Documents :Anecdotal Reports and Surveys - - 01/17: A majority of parental feedback indicates communication was precise, timely, and meaningful and in a language (English, Spanish) and verbiage that was easily understandable.	Parents informed in a timely and appropriate manner contributing to an increase in parental involvement.	Documents :Parent Involvement Records - - 06/17: 10% increase in parental participation at district and campus-level events. Documents :Anecdotal Reports and Surveys - - 06/17: A majority of parental feedback indicates communication was precise, timely, and meaningful and in a language (English, Spanish) and verbiage that was easily understandable.

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001(b)(1)]						
Objective(s): PK-12th Balmorhea ISD will stress the importance of communication and cooperation between the school and parents to improve the progress made by the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Conferences, School Visits, Phone Calls and Home Visits - A parent may request a conference at any time. Parents may schedule conferences with the principal, counselor and/or nurse. The district invites parents to visit the campus and, on occasion, eat with their child. Classrooms have a phone system that teachers use for parent communications. District personnel and parents use phone calls daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs and other pertinent issues. Teachers make home visits to communicate with hard-to-reach parents.	8/2016 - 6/2017	Principal - Teri Barragan	Local Funds - Time Contributions of Faculty and Staff Local Funds - Parent Involvement Resources	Documents :Parent Involvement Records - - 12/16: 100% of all parents have attended one conference during the fall semester.	Increased student achievement and parents actively involved in their student's education.	Documents :Parent Involvement Records - - 06/17: 5% increase in communication between the parents and school from the previous year.

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001(b)(1)]						
Objective(s): PK-12th Balmorhea ISD will stress the importance of communication and cooperation between the school and parents to improve the progress made by the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) (TI, A SW #8) - Balmorhea ISD will review board policies and procedures bi-annually to ensure a positive impact on student performance and will recommend revisions if necessary. The local education agency (LEA) will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the DPDMC will participate in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The DPDMC will review assessment requirements of the federal and state programs annually in which Balmorhea ISD participates, to ensure that district-level and campus-level assessment programs are in compliance with appropriate mandates. Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Balmorhea ISD.</p> <p>The DPDMC will coordinate services available at the district with other agencies providing services to students, youths and families, including health and social services.</p> <p>District personnel will notify the parents about the special programs and support programs available to their students.</p>	8/2016 - 6/2017	Superintendent - Manuel Espino	Local Funds - Time Contributions of Committee Members	Documents :Agendas and Meeting Notes - 12/16: The Board of Trustees and superintendent, or designee, will review the minutes of prior DPDMC meetings, analyzing the efficiency and productivity of the committee, and recommend revisions to board policies and procedures to ensure a positive impact on student learning and a reduction in dropout rates.	All students and all student groups of Balmorhea ISD participate in an educational process that ensures they will have the same opportunity to meet the same challenging state content standards and challenging state student performance standards that all students are expected to meet.	<p>Informal Assessment :Classroom Assessments - 06/17: 100% of all Prekindergarten students will master the state's prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - 06/17: 100% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - 06/17: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001(b)(1)]						
Objective(s): PK-12th Balmorhea ISD will stress the importance of communication and cooperation between the school and parents to improve the progress made by the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Inclusion of the Principal and Other Appropriate Staff - The Balmorhea ISD superintendent and DPDMC will conduct an annual meeting to solicit input regarding allocation of supplemental federal and state program funds to Balmorhea ISD, i.e.: Title I, Part A, Title II, Part A - Teacher and Principal Training and Recruitment (TPTR) and State Compensatory Education (SCE).</p> <p>Central administrators will review, with the principal, services provided by funds centralized at the LEA and plan determinations for the future. They will additionally review contracts with the education service center (ESC) to ensure services meet identified needs.</p> <p>The LEA will coordinate services with other such programs as represented in the contracts and evaluation data of services warrant continued service.</p>	5/2016 - 9/2016	Principal - Teri Barragan Superintendent - Manuel Espino	Local Funds - Time Contributions of Faculty, Staff and Committee Members	<p>Documents :Applications - - 08/16: All federal and state applications submitted to Texas Education Agency (TEA) following appropriate timelines.</p> <p>Documents :Agendas and Meeting Notes - - 06/16: DPDMC agenda and minutes will reflect that principal and appropriate staff participated in the allocation planning of the supplemental federal funds.</p>	Administration bases campus allocations of supplemental federal and state funds on results of the comprehensive needs assessment process and regulations governing the funding sources.	Documents :NOGA - - 09/16: TEA issues Notice of Grant Award (NOGA) to all applications, which is available through TEA's automated eGrants system.

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001(b)(1)]						
Objective(s): PK-12th Balmorhea ISD will stress the importance of communication and cooperation between the school and parents to improve the progress made by the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The DPDMC, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the DPDMC are cognizant of the regulations governing Schoolwide programs, understand the ten components of a Title I Schoolwide Program, and includes these components in the Balmorhea ISD District Improvement Plan (DIP).</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p> <p>Strategy:</p> <p>Development, Review and Evaluation of DIP - The DPDMC, that includes parents, community and business representatives, will review the District Improvement Plan several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the Plan as needed and recommended by the committee.</p>	<p>7/2016 - 6/2017</p>	<p>Superintendent - Manuel Espino</p>	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$1,525.00</p> <p>Federal - Title II, Part A TPTR - SECCA, Inc. Consulting Services \$600.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$4,670.00</p>	<p>Documents :Agendas, Minutes and Sign-In Sheets - - 12/16: Balmorhea ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Balmorhea ISD will be in compliance with all federal regulations governing Title I, Part A schoolwide campuses.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 06/17: Balmorhea ISD will meet the state accountability standards.</p>
<p>Development, Review and Evaluation of DIP - The DPDMC, that includes parents, community and business representatives, will review the District Improvement Plan several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the Plan as needed and recommended by the committee.</p>	<p>5/2016 - 6/2017</p>	<p>Superintendent - Manuel Espino</p>	<p>Local Funds - Time Contributions of Faculty, Staff, Parents and Committee Members</p> <p>State - State Compensatory Education (SCE) - DIP Update \$1,000.00</p>	<p>Documents :DIP - 11/16: A current DIP approved by the Balmorhea ISD Board of Trustees.</p>	<p>A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Balmorhea ISD</p>	<p>Documents :Agendas and Meeting Notes - 06/17: DPDMC minutes will reflect that the activity has been implemented as prescribed and revisions have been made to the DIP as needed.</p>

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001(b)(1)]						
Objective(s): PK-12th Balmorhea ISD will stress the importance of communication and cooperation between the school and parents to improve the progress made by the students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Evaluation of Parental Involvement Program [TI, A SW #6] - Parents participate in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy and Compact between the school, parents and student. Parents may vote to amend the policy if necessary.	8/2016 - 6/2017	Principal - Teri Barragan	Local Funds - Time Contributions of DPDMC	Documents :Parental Involvement Policy - 08/16: An approved district Parental Involvement Policy and School, Parent and Student Compact for distribution to parents, faculty and staff.	State of the Art Parental Involvement Program.	Documents :Parental Involvement Policy - 06/17: Continuously update the Parental Involvement Policy and School, Parent and Student Compact to reflect any revisions discussed at meetings by incorporating meeting sign-in sheets, agendas and minutes.
Activity: Parent, Student and Teacher Compact - As a Title I, Part A schoolwide campus, the parents and faculty annually re-adopt or modify the Balmorhea ISD Compact - a compact that shares the responsibility for student performance and success. The district will review and sign all compacts. The district will distribute copies of the Parental Involvement Policy and Parent, Student and Teacher Compacts through the Student Handbook.	5/2016 - 10/2016	Principal - Teri Barragan	Coordinated Funds - Time Contributions of Faculty, Staff and Parents and Committee Members		Parents as full partners in the educational system of Balmorhea ISD.	Documents :Agendas, Minutes and Sign-In Sheets - - 10/16: The district gave parents a meaningful opportunity to review and comment on the current parent, student and teacher compact.

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.).
PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: District Performance Objectives (TI, A SW #1) - Balmorhea ISD bases districtwide performance objectives on data available through the comprehensive needs assessment process. Balmorhea ISD will adopt performance objectives reflective of their students' unique needs.</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Teri Barragan</p>	<p>Coordinated Funds - Assessment Instruments/Evaluations Local Funds - Contracted Aware Suite Services \$2,564.00</p>	<p>Informal Assessment :Classroom Assessments - 12/16: 80% of students will achieve passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - 05/17: 100% of all PK students will master the state's prekindergarten goals. Informal Assessment :Classroom Assessments - 05/17: 100% of all students in grades K - 2 will pass all assessments given to continue to next grade level. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]						
Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.). PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Balmorhea ISD participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB). The State of Texas Assessments of Academic Readiness (STAAR) program will measure the following subjects: Math and Reading (grades 3 – 8), Writing (grades 4 and 7), Science (grades 5 and 8), and Social Studies (grade 8).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through 5 End-Of-Course (EOC) assessments: Algebra I, English I, English II, Biology, and US History. Students in grades 9 - 12 will participate in STAAR EOC testing.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). The district will administer the appropriate grade-level and subject-area STAAR tests in line with the state issued student assessment calendar.</p>	1/2017 - 6/2017	Principal - Teri Barragan Testing Coordinator - Carol Garcia	Local Funds - Assessment Instruments \$700.00 Local Funds - Contracted Test Scoring \$500.00	Informal Assessment :Classroom Assessments - 01/17: 80% of students will achieve passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/17: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]						
Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.). PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Foundation Program (TI, A SW #2, #9) - Balmorhea ISD bases their curriculum for prekindergarten through twelfth grade on the TEKS. The district disaggregates the previous year's STAAR results, Texas Primary Reading Inventory (TPRI), STAR Tests, and TELPAS data. The district uses these results to plan effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment. These provide opportunities for all students to succeed which is the foremost focus of Balmorhea ISD.	8/2016 - 5/2017	Principal - Teri Barragan	Local Funds - Time Contribution of Instructional Staff <p style="text-align: right;">\$629,914.00</p> Local Funds - Time Contribution of Substitute Teachers <p style="text-align: right;">\$12,000.00</p> Local Funds - TPRI Testing Materials <p style="text-align: right;">\$1,200.00</p> Local Funds - Elementary Student Travel <p style="text-align: right;">\$1,350.00</p>	Informal Assessment :Classroom Assessments - 12/16: 80% of students will achieve passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups succeed academically as the educational system meets the needs of all students.	Informal Assessment :Classroom Assessments - 05/17: 100% of all PK students will master the state's prekindergarten goals. Informal Assessment :Classroom Assessments - 05/17: 100% of all students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

District Improvement Plan
Balmorhea ISD 2016-2017

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>TEKS-based Curriculum - Balmorhea ISD bases their curriculum on and vertically aligns it with TEKS. They offer a scope and sequence continuum that lends itself to individualized instruction as teachers identify students' strengths and deficiencies through informal and formal assessments.</p> <p>Teachers may prescribe special supplemental programs and services for the deficiencies while Special Population Staff levels the playing field for students experiencing difficulties.</p> <p>Kindergarten through fifth grade use Stemscoptes activities that focus on Science TEKS.</p> <p>TEKS Resource System is used in grades Kindergarten through 12 to provide lesson plans, activities and year at a glance that focuses on Math, English Language Arts, Science and Social Studies TEKS.</p>	8/2016 - 5/2017	Principal - Teri Barragan	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Instructional Resources</p> <p style="text-align: right;">\$17,000.00</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - - 12/16: 80% of students will achieve passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - - 05/17: 100% of all PK students will master the state's prekindergarten goals.</p> <p>Informal Assessment</p> <p>:Classroom Assessments - - 05/17: 100% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test</p> <p>:STAAR Tests - - 05/17: 100% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Technology Integrated Curriculum (TI, A SW #1) - The comprehensive needs assessment, indicate the need to expand the use of technology in student learning including professional development and an increase in hardware and software such as Computer Labs, Laptops, and Smartboards.</p> <p>Balmorhea ISD classroom teachers use technology as an alternative instructional tool. Activities include:</p> <p>1) Using instructional software programs, such as My Reading Coach, Istation Reading (grades 3 - 8), and Edmentum Study Island (grades 3 - 8) to support student learning within the classroom for drill and reinforcement exercises and to provide media that complements tactile-kinesthetic learning styles and self-paced progression.</p> <p>2) Using computer software and Internet access to support instruction, teachers access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson.</p> <p>3) The district provides reading programs such as Accelerated Reader and Reading Renaissance to assist students. Students may take the tests in the classroom, computer labs or library and will receive timely feedback regarding their own reading skills to share with their teacher.</p> <p>4) Online courses allow students to pursue dual-credit college classes.</p>	8/2016 - 5/2017	Principal - Teri Barragan Librarian - Kathy Owens	<p>Local Funds - Library Books and Media Resources \$3,000.00</p> <p>Local Funds - ESC Discovery Streaming \$385.00</p> <p>Local Funds - Supplies/Inventory \$500.00</p>	<p>Documents :Inventory - - 12/16: The district will provide appropriate hardware and software for classrooms, labs and library so that teachers may begin training on integrating technology into instruction.</p> <p>Documents :Lesson Plans - - 12/16: Teachers' lesson plans will indicate that 100% of the classroom teachers have integrated technology into instruction.</p>	Balmorhea ISD will expand their educational system to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and the community.	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of all PK students will master the state's prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 100% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass the appropriate grade-level and subject-area STAAR tests.</p>

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5) Students in grades 8 - 11 will use Learn Pad Tablets to integrate technology in the classroom.						

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<p>Activity:</p> <p>College Readiness - Balmorhea ISD has several activities and programs in place to prepare and encourage students for post secondary education:</p> <p>The counselor and educational consultant provide students in grades eight through twelve with information about various colleges and encourage them to communicate with college recruiters. The district also provides students with opportunities for college visits for immersion of college life.</p> <p>The district offers concurrent classes/dual credit classes to students in grades eleven and twelve. Students are able to attend college courses and receive both high school credit and college credit for their work. Participating colleges include Odessa College, Texas State Technical College (TSTC), and University of Texas Permian Basin (UTPB).</p> <p>A College Prep Facilitator is available who will work with students and college instructors to ensure students have success in dual credit courses. Time management strategies are provided to students so they will be able to manage the increased time demand of college level courses. As the quality of work that is required at the college level is higher than what is usually required in high school, students are provided with assistance that will ensure their success.</p> <p>Balmorhea ISD offers test preparation through UTPB Summer Bridge and ACT Boot Camp to students to help</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Teri Barragan Counselor - Carol Garcia Early College High School Director - Carol Garcia Early College High School Facilitator - Gloria Espino</p>	<p>Federal - Title I, Part A - Time Contributions of Instructional Coach/Mentor FTE: 0.50 \$24,400.24</p> <p>Local Funds - SAT/PSAT Testing Materials and ACT Fees \$1,100.00</p> <p>Local Funds - Career Materials \$900.00</p> <p>Local Funds - Distance Learning Fees and Textbooks \$7,500.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students achieve passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p> <p>Documents :Student Records - - 12/16: Student copies of College Applications on file.</p> <p>Copies of Scholarship Applications on file.</p> <p>Documents :Student Records - - 12/16: Free Application for Federal Student Aid (FAFSA) completed.</p>	<p>All students and all student groups succeed academically as the educational system meets the needs of all students.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: The number of students making the Honor Roll list increases by 10% every six weeks, and 50% of all students taking STAAR tests achieve commended performance.</p> <p>Documents :Student Records - - 05/17: Students have received Acceptance Letters from colleges; copies on file.</p> <p>Documents :Student Records - - 05/17: Copies of the students' most recent/highest ACT or SAT test scores in student folders.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of Students enrolled in Dual Credit classes will receive a B or better in the classes.</p>

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<p>familiarize them with the two national tests, Scholastic Assessment Test (SAT) and American College Test (ACT).</p> <p>The district offers Ready Step for 8th graders, PSAT for 9th - 11th graders as preparation for the SAT/ACT as 11th and 12th graders.</p> <p>Balmorhea ISD encourages students to meet their educational potential so the number of students making the A-AB Honor Roll increases every six weeks and the number of students achieving commended performance on the STAAR increases every year.</p> <p>Balmorhea ISD is a 2016-2017 TEA Early College High School and this designation allows all students to take college classes.</p>						

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<p>Activity:</p> <p>AVID Classes - Balmorhea ISD has implemented the Advancement Via Individual Determination (AVID) Program in the district. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. This is done through a college readiness system for elementary through postsecondary that is designed to increase schoolwide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development and acts as a catalyst for systemic reform and change.</p> <p>Teachers place students in advanced classes and provide them with an elective class that prepares them to succeed in rigorous curricula, enter mainstream activities in school and increase their opportunities to enroll in college.</p> <p>Supplemental supplies and materials are an essential part of the AVID program. Student binders, purchased through the Quill Corporation, are supplied to each student to support the Cornell System for Note Taking. This system supports student's critical thinking skills and organization skills by providing them with an effective note-taking system and a means of combining class handouts, class notes and other information in an organized fashion.</p> <p>Secondary Staff will receive training in the AVID program</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Teri Barragan Counselor - Carol Garcia AVID Coordinator - Mary Garcia AVID Teacher - Abel Garcia AVID Teacher - Adolfo Garcia AVID Teacher - Jourmain Matta AVID Teacher - Donna Humphries AVID Teacher - Richard Villanueva</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of AVID Teachers FTE: 0.60 \$31,030.13</p> <p>State - State Compensatory Education (SCE) - AVID Program Licensing and Support \$4,500.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students tested will master six-week benchmark tests.</p>	<p>Students will be prepared to be successful in Dual Credit courses as well as High School course work.</p> <p>Students will be able to manage time wisely as they participate in rigorous class work and extracurricular activities.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of Students enrolled in Dual Credit Course will achieve a B or better in the classes.</p>

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<p>through both in district training and a summer conference.</p> <p>Strategy:</p> <p>Early Intervention Program (TI, A SW #7) - Balmorhea ISD will conduct a Prekindergarten Program through coordination of state and local funds and make it available to all students meeting the state eligibility criteria for participation in the National Free and Reduced-Priced School Lunch Program, who are limited English proficient, who are children of an active member of the military, who have been in the conservatorship of Department of Family and Protective Services (DFPS) or who are homeless.</p>	8/2016 - 5/2017	PK/K Teacher - Grace Cenicerros Instructional Aide - Ana Lisa Mendoza	<p>State - State Compensatory Education (SCE) - Time Contributions of PK/K Aide FTE: 1.00 \$21,418.09</p> <p>Local Funds - Time Contributions of PK Teacher \$3,911.00</p> <p>Local Funds - Instructional Supplies \$250.00</p> <p>Local Funds - Student Travel Expenses \$50.00</p> <p>State - PK Supplemental Funding - PK Resources \$456.00</p>	<p>Informal Assessment :Classroom Assessments - 12/16: 80% of all students perform at 70% level of will master appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in kindergarten.</p> <p>Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - 05/17: 100% of all PK students will master the state's prekindergarten goals.</p>

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<p>Activity:</p> <p>Prekindergarten Transition [TI, A SW #7] - Prekindergarten and Head Start students and their families participate in Kindergarten Roundup at Balmorhea School.</p> <p>Activities to ensure smooth transitioning from prekindergarten to kindergarten will include class visits, student teaming, team teaching and parent meetings.</p> <p>Prekindergarten teachers will introduce early kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for kindergarten.</p>	8/2016 - 5/2017	PK/K Teacher - Grace Cenicerros	Coordinated Funds - Time Contributions of PK and Kindergarten Staff	Informal Assessment :Classroom Assessments - - 6 Weeks: Progress reports will indicate increased skill levels, and appropriate behavior and hygiene.	Students and parents will familiarize themselves with the Kindergarten Program. Students' will have prerequisite behavioral skills and hygiene practices for success in kindergarten.	Informal Assessment :Classroom Assessments - - 05/17: 100% of all PK students will master the state's prekindergarten goals.
<p>Strategy:</p> <p>Accelerated Instruction [TI, A SW #2, #9] - Balmorhea ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive or accelerated instructional services for students.</p> <p>These services enable students to perform at grade level at the conclusion of the next regular school term.</p>	8/2016 - 5/2017	Principal - Teri Barragan	<p>Coordinated Funds - Time Contributions of Accelerated Instruction Staff</p> <p>Federal - Title I, Part A - Supplemental Instructional Resources</p> <p style="text-align: right;">\$313.00</p>		<p>Students will increase their academic performance.</p> <p>Students meeting the state-adopted at-risk criteria will participate in an educational process that ensures they will have the same opportunity to meet the same challenging state content and performance standards that the state expects all students to meet.</p>	Documents :Student Records - 05/17: The district identifies 100% of at-risk students in a timely manner and implements appropriate programs and interventions.

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<p>Activity:</p> <p>"Students At Risk of Dropping out of School" Assessment - Balmorhea ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]</p> <p>For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:</p> <p>(1) was not advanced from one grade level to the next for one or more school years;</p> <p>(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</p> <p>(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</p> <p>(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</p> <p>(5) is pregnant or is a parent;</p>	<p>8/2016 - 5/2017</p>	<p>Counselor - Carol Garcia</p>	<p>Coordinated Funds - Time Contributions of Counselor</p> <p>Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of the students meeting the state-adopted at-risk criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	<p>Students and all student groups will increase academic performance.</p>	<p>Documents :Student Records - - 05/17: The district will identify 100% of at-risk students in a timely manner and implement appropriate programs and interventions.</p>

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<p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

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<p>Activity:</p> <p>At-Risk Counseling Interventions - The counselor encourages students to set personal goals at an early age and provides them with supplemental programs and activities such as tutorials and credit recovery classes to assist them in their academic success. The counselor provides one-on-one review of STAAR scores with students scoring below district expectations to assist with individual student planning.</p> <p>The counselor prepares a four-year graduation plan for at-risk students to help them stay on track. These plans are reviewed and revised annually as students' needs change. The plans will incorporate remedial classes a student may have to take and any other assistance that is being provided so students will meet all graduation requirements.</p> <p>The counselor will review cumulative folders of all students retained in the previous school year and will review retention rates to determine a trend or pattern, or any specific factors leading up to the retentions.</p> <p>Balmorhea ISD will conduct research to find reform strategies that they can implement to benefit students, best meet the needs of students at-risk of dropping out of school and serve to reduce the retention rates in prekindergarten through twelfth grade.</p>	8/2016 - 5/2017	Counselor - Carol Garcia	<p>Federal - Title I, Part A - Time Contributions of Counselor FTE: 0.50</p> <p style="text-align: right;">\$33,690.56</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of the students meeting the state-adopted at-risk criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	Students and all student groups will increase academic performance.	<p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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<p>Activity: Response to Intervention (RtI) (TIA SW #2, #9) - RtI, a Continuum of Services Model, provides:</p> <ul style="list-style-type: none"> * quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need * frequent monitoring of student progress to make results-based academic or behavioral decisions * data-based school improvement * the application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, instructional goals and methodologies) 	8/2016 - 5/2017	Principal - Teri Barragan	Coordinated Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Activity: Supplemental Programs - Balmorhea ISD will provide the following supplemental programs for students who have difficulty in core subject areas:</p> <ul style="list-style-type: none"> * KhanAcademy.org * Istation for grades 3 - 5 * Study Island for grades K - 12 * Sharon Wells Math for grades 2 - 5 * ESL Reading Smart <p>These programs provide a curriculum that adjusts based on each student's performance, allowing students to spend more time in areas where they demonstrate weakness.</p>	8/2016 - 5/2017	Principal - Teri Barragan	State - State Compensatory Education (SCE) - Istation Site Licensing and Support \$7,500.00	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/17: 100% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject area STAAR tests.

District Improvement Plan
Balmorhea ISD 2016-2017

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<p>Activity: Tutorial Program - Balmorhea ISD provides a Tutorial Program to students in grades K - 12 who meet the state-adopted at-risk criteria to increase academic achievement and reduce drop-out rates.</p> <p>Teachers offer 30 minute tutorial sessions during the school day for students having difficulty in any of the core subject areas.</p> <p>Science tutorials are also available after school to students in grades 9 - 12.</p>	8/2016 - 5/2017	Principal - Teri Barragan Third Grade Teacher - Norma Jimenez Fourth Grade - Hayley Johnson Fifth Grade Teacher - Karen Caswell Sixth Grade Teacher - Veronica Mendoza 7th/8th Grade Math Teacher - Richard Villanueva	<p>State - State Compensatory Education (SCE) - Time Contributions of Tutorial Teachers FTE: 1.07 \$50,261.33</p> <p>Federal - Title I, Part A - Time Contributions of Science Tutorial Teacher \$1,623.68</p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity: Core Subject Area Academies - Students in grades K - 12 who are struggling in any of the core academic areas have an opportunity to attend an academy for Reading, Math, Writing or Science. These academies will meet October through May and provide accelerated assistance to struggling students.</p>	8/2016 - 5/2017	Principal - Teri Barragan	<p>State - State Compensatory Education (SCE) - Time Contributions of Reading Academy Teachers \$6,771.30</p> <p>State - State Compensatory Education (SCE) - Measuring Up Supplemental Resources \$5,000.00</p> <p>State - State Compensatory Education (SCE) - Reading Resources \$2,500.00</p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity: Class Size Reduction (CSR) - In order to ensure that each student is receiving the individualized instruction and personal attention that he or she needs, Balmorhea ISD will reduce class sizes in first and second grade at the elementary level to focus on core academic subject areas. This will ensure students are provided with more individualized and intensive instruction.</p>	8/2016 - 5/2017	Principal - Teri Barragan First Grade Teacher - Cherry Villanueva Second Grade Teacher - Stacey Dame	<p>State - State Compensatory Education (SCE) - Time Contribution of CSR Teachers FTE: 1.00 \$43,423.80</p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Report Card Grades - - 05/17: 100% of students will be promoted to the next grade.

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<p>Activity:</p> <p>Supplemental Individualized Instruction - Instructional aides will provide small group and individualized assistance to students in grades K - 12 who are experiencing difficulty with mastering concepts in core subject areas, or experiencing difficulties passing core subject area STAAR tests.</p>	8/2016 - 5/2017	Principal - Teri Barragan	<p>State - State Compensatory Education (SCE) - Time Contributions of Aide FTE: 1.00 \$21,525.81</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.</p>	<p>Students have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Summer Program - Two fully certified teachers will provide instruction in core subject areas for students in grades K – 12 during the summer session for four hours each day for 20 days to those students who are at risk of dropping out of school because of a failure on the STAAR tests.</p>	June 2017	Principal - Teri Barragan	<p>Local Funds - Extra Duty Pay for Summer School Staff \$5,000.00</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School Teachers \$5,745.35</p>		<p>Students have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Report Card Grades - - 06/17: The district will promote 100% of students to the next grade.</p>
<p>Strategy:</p> <p>Special Education Program - Balmorhea ISD will provide special education services to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	8/2016 - 5/2017	Principal - Teri Barragan	<p>Coordinated Funds - Time Contributions Of Faculty and Staff</p>	<p>Diagnostic Test :ARD Assessment - 12/16: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Diagnostic Test :ARD Assessment - 05/17: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs, and will pass the state required assessment instrument at the end of the school year.</p>

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<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2016 - 5/2017	Principal - Teri Barragan	State - State Special Education Block Grant - Assessment instruments	Informal Assessment :Classroom Assessments - - 12/17: 100% of all referrals for special education services have proceeded through the process in compliance with federal regulation and Commissioner's Rules.	<p>The district will complete the Full and Individual Initial Evaluations and Reevaluations in a legal and timely manner so as to not delay special education services.</p> <p>The district will accurately diagnose students' needs, and the special programs and modifications reflect the needs of individual students as described in the students' IEPs.</p>	Informal Assessment :Classroom Assessments - - 05/17: 100% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.

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<p>Activity:</p> <p>Special Education Modifications - In compliance with special education regulations, Balmorhea ISD serves students with disabilities in many instructional arrangements, ensuring that they serve students in the "Least Restrictive Environment" (LRE).</p> <p>1) The district bases supplementary support and services specified in the student's IEP on student need. They consistently implement the support, which should result in student placement in less restrictive settings, as dictated by IEPs.</p> <p>2) Balmorhea ISD provides a continuum of placement options at all levels, including Special Education Inclusion. Placement decisions are driven by student need and LRE considerations.</p> <p>3) Every 6 weeks the district completes an IEP Report Card for all related services to ensure that they meet the needs of students.</p> <p>4) Reevaluation will occur no less than every three years. School personnel, parents and professionals will evaluate the student's progress. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2016 - 5/2017	Principal - Teri Barragan Special Education Teacher - Elena Dominguez	<p>State - State Special Education Block Grant - Time Contributions of Special Education Staff \$101,884.00</p> <p>State - State Special Education Block Grant - Special Education Resources \$500.00</p> <p>State - State Special Education Block Grant - Student Travel Expenses \$150.00</p>	Diagnostic Test :ARD Assessment - - 12/16: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Diagnostic Test :ARD Assessment - - 05/17: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs and will pass the state required assessment instrument at the end of the school year.

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<p>Activity:</p> <p>Related Services - Balmorhea ISD ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from special education services, as well as general education activities and classes.</p> <p>1) The ARD Committee assures that they consider the need for related services for each student with disabilities and have evidence of the link between the need for the related service and educational benefit to the student.</p> <p>2) Faculty provides related services to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include occupational therapy, physical therapy, speech therapy, psychological services, social work services and counseling services. The Special Education Co-Op, which includes Balmorhea ISD as a member, provides these services.</p>	8/2016 - 5/2017	Principal - Teri Barragan 588 Co-Op - Mesinda Llanez	State - State Special Education Block Grant - Special Education Co-Op Fee \$14,400.00	Diagnostic Test :ARD Assessment - - 12/16: 100% of the students with disabilities receive related services, as dictated in their IEP.	Students with disabilities participate in an educational process that ensures they will have the same opportunity to meet the same challenging state content standards and challenging state student performance standards that the state expects all children to meet.	Diagnostic Test :ARD Assessment - - 05/17: 100% of the students with disabilities receive related services, as dictated in their IEPs.

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<p>Activity:</p> <p>Child Find - The district primarily implements the Child Find Activities at the district level, but all staff participates in the effort. Balmorhea ISD puts forth a comprehensive and proactive effort to find anyone needing special education services.</p> <p>Activities for Child Find include:</p> <ul style="list-style-type: none"> * regional television commercials * countywide: contact each school district and talk with each contact person * developing a comprehensive Child Find Calendar to ensure district makes all contacts (i.e., nursing homes, home schools, private schools) and conducts activities (i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters). 	<p>7/2016 - 6/2017</p>	<p>Principal - Teri Barragan 588 Co-Op - Mesinda Llanez</p>	<p>State - State Special Education Block Grant - Child Find Resources</p>	<p>Documents :School Records - - 12/16: Balmorhea ISD completes 100% of the activities posted on the Child Find Calendar.</p> <p>The district will refer any child found to need services as required.</p>	<p>Balmorhea ISD will identify 100% of the students eligible for special education assistance and will provide required services within the required time frames.</p>	<p>Documents :School Records - - 05/17: Balmorhea ISD completes 100% of the activities posted on the Child Find Calendar.</p> <p>The district will refer any child found to need services as required.</p>

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<p>Activity:</p> <p>Transition Services - Balmorhea ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.</p> <p>1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study, such as participation in advanced-placement courses or a vocational education program.</p> <p>2) Beginning at age 16 and younger if determined appropriate by the IEP team, each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages.</p> <p>The ITP focuses attention on how the student's educational program can help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When the ARD Committee considers a transition, their notice to parents indicates that one of the purposes of the meeting is transition and that they will invite the student.</p> <p>The ARD Committee provides students and parents with transition planning information prior to the meeting. The Committee encourages representatives from social</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Teri Barragan Special Education Teacher - Elena Dominguez</p>	<p>Coordinated Funds - Time Contributions of ARD Committee</p>		<p>Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.</p>	<p>Diagnostic Test :ARD Assessment - - 05/17: Transition activities remain 100% in line with students' IEPs.</p>

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<p>services agencies, such as Mental Health and Mental Retardation (MHMR), Texas Rehabilitation, the 588 Coop and Region 18 to participate so they can provide information about services available to students and parents.</p> <p>Strategy:</p> <p>English as a Second Language (ESL) Program - Balmorhea School offers an ESL whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods.</p> <p>The ESL program will emphasize the mastery of English language skills, as well as Mathematics, Science and Social Studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.</p>	8/2016 - 5/2017	Principal - Teri Barragan ESL Teacher - Abel Garcia	<p>State - Bilingual Block Grant - Time Contributions of ESL Staff</p> <p>State - Bilingual Block Grant - ESL Stipend \$1,535.00</p> <p>Federal - Title III, Part A, Language Instruction for LEP and Immigrant Students - Region 18 SSA \$1,172.00</p>	See Activities Below	<p>Students exiting LEP designation by the Language Proficiency Assessment Committee (LPAC).</p> <p>Smaller achievement gap between LEP students and non-LEP students.</p>	See Activities Below

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<p>Activity:</p> <p>Limited English Proficient (LEP) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs).</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K – 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2016 - 5/2017	Principal - Teri Barragan	<p>Local Funds - Testing Resources \$500.00</p> <p>Local Funds - ESC Consulting Services \$500.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.</p>	<p>Students will transition from LEP designation by LPAC.</p> <p>Smaller achievement gap between LEP students and non-LEP students.</p>	<p>Documents :Student Records - - 05/17: The district will identify 100% of LEP students in a timely manner and implement appropriate programs and interventions.</p>

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<p>Activity:</p> <p>Modifications for Limited English Students - All LEP students participate in a daily Sheltered English Instruction Program with content support. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students.</p> <p>Peers will tutor LEP students in prekindergarten through twelfth grade in the classrooms as needed. The district provides after school tutorials from 3:39 – 4:09 for all ESL students on an as needed basis. Teachers use STAR Reading to measure progress.</p> <p>The ESL Teacher and Classroom Teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.</p>	<p>8/2016 - 5/2017</p>	<p>LEP Teacher - Abel Garcia</p>	<p>State - Bilingual Block Grant - ESL Resources \$500.00</p> <p>State - Bilingual Block Grant - Student Travel Expenses</p>	<p>Documents :Student Records - - 12/16: ESL students progress at the rate set by the LPAC.</p>	<p>Students will exit LEP designation by LPAC.</p> <p>Smaller achievement gap between LEP students and non-LEP students.</p>	<p>Language Assessment :Language Assessments Scales (LAS) - - 05/17: Individual students meet LPAC's expectations based on results of an oral language proficiency test.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 100% of PK students will master the state's prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 100% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of LEP students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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<p>Activity:</p> <p>LEP Exit Criteria -- Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Teri Barragan LEP Teacher - Abel Garcia</p>	<p>State - State and Local Funds - Time Contributions of Staff and LPAC</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.</p>	<p>Increase in number of students eligible to exit the Bilingual/ESL Program.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.).

PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Migrant Program - Balmorhea ISD provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Balmorhea ISD will provide services for migrant students and their families through a Shared Service Arrangement (SSA) with Region 18 Educational Service Center (ESC).</p> <p>See Priority for Service Plan (PFS) for more details.</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Teri Barragan</p>	<p>Federal - Title I, Part C (Migrant) - Migrant Education Program SSA Region 18 \$3,131.00</p>	<p>Informal Assessment :Classroom Assessments - 12/16: In a comparison of assessment data of migrant and non-migrant students, migrant students make equitable academic gains.</p>		<p>Criterion-Referenced Test :STAAR Tests - 05/17: 100% of Migrant students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.).
 PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Dyslexia Program - Balmorhea ISD will provide treatment for any student determined to have dyslexia or a related disorder, as defined below.</p> <p>"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>"Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	8/2016 - 5/2017	Principal - Teri Barragan	Local Funds - Time Contributions of Faculty and Staff	See Activities Below	Students participating in the Dyslexia Program will perform equally with their non-dyslexic peers.	See Activities Below

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<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.).</p> <p> PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Balmorhea ISD assesses students for Dyslexia and related disorders beginning with kindergarten. Students identified with Dyslexia may have difficulty reading, writing and spelling. The district tests students within mandated timelines once recommended for assessment.</p> <p>Diagnosticians give students several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, their understanding of what they read, their understanding of what the teacher reads to them and how well they are able to organize their thoughts in writing.</p> <p>The results of the evaluation determine the most appropriate instructional program for the child. The teachers develop IEPs for students that will include modifications or accommodations that they may need.</p>	8/2016 - 5/2017	Principal - Teri Barragan Special Education Teacher - Elena Dominguez	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/16: 80% of all students will make appropriate progress through the Dyslexia Program, as reflected in student report card grades.	The district accurately and promptly diagnoses the students' needs and provides services, special programs and modifications.	Documents :Student Records - - 05/17: The district will identify 100% of students with Dyslexia and Related Disorders in a timely manner and implement appropriate programs and interventions.

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Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.).
 PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Dyslexia Modifications - The Dyslexia Program serves students in all grades at Balmorhea ISD. Teachers provide students with individualized assistance as prescribed by the appropriate assessment, 504 or ARD Committee.</p> <p>Balmorhea ISD designs their intervention program to provide students with strategies to help them become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The teacher uses My Reading Coach Software Program, Herman Method and Saxon Phonics to provide guided practice for students, assess their skills, provide additional practice and advance students as they master concepts.</p> <p>The teacher may recommend reevaluation for monitored students not progressing in line with their peers. If necessary, the teacher will prescribe a more intensive specialized program.</p> <p>The counselor will monitor students who have exited the Dyslexia Program.</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Teri Barragan Counselor - Carol Garcia Special Education Teacher - Elena Dominguez</p>	<p>Local Funds - Time Contributions of Dyslexia Teacher</p> <p>Local Funds - Herman Method Dyslexia Resources \$4,000.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level.</p>	<p>Students participating in the Dyslexia Program will perform equally with their non-Dyslexic Peers.</p>	<p>Criterion-Referenced Test :STAAR Reading - - 05/17: 100% of all students with dyslexia in grades 3 – 12 will achieve a passing score on the STAAR Reading/STAAR EOC English Exams.</p>

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.).</p> <p> PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. Testing accommodations may include the following: individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2016 - 5/2017	Principal - Teri Barragan Counselor - Carol Garcia	Local Funds - Time Contribution of Faculty and Staff		504 students receive an equitable education compared to their non-504 peers.	Documents :Counselor Records - 05/17: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, according to the counselor's records.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>G/T Modifications - Balmorhea ISD clusters G/T students within their regular foundation classroom, and classroom teachers provide a differentiated instructional program.</p> <p>The program provides a differentiated curriculum and focuses on opportunities for high level learning, thinking, research and communication skills.</p> <p>Honor classes available for students include:</p> <ul style="list-style-type: none"> * 11th - 12th grade Physics * 12th grade Calculus * 11th - 12th grade Anatomy and Physiology <p>Balmorhea High School offers dual credit classes including:</p> <ul style="list-style-type: none"> * English * Government/Economics * US History * Music History * Communications: Intro to Speech * Medical Terminology * Welding * College Algebra * Psychology * BIM I * BIM II 	8/2016 - 5/2017	Principal - Teri Barragan Counselor - Carol Garcia	<p>State - State Gifted and Talented Block Grant - Time Contributions of G/T Teacher</p> <p style="text-align: right;">\$2,019.00</p> <p>State - State Gifted and Talented Block Grant - G/T Supplies</p> <p style="text-align: right;">\$300.00</p>	<p>Documents :Counselor Records - - 12/16:</p> <p>Counselor's records indicate all students referred for consideration have completed the process in a timely manner, and the district has served those identified as G/T within the regular education classroom.</p>	<p>The district identifies G/T students in a timely basis and provides the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - - 05/17: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.</p>

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Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.). PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Career and Technology Education (TI, A SW #10) - While Balmorhea ISD implements age-appropriate career guidance activities at all grade levels, their primary focus for career and technology is at the High School where staff conducts structured programs and activities.</p> <p>All campuses participate in Career Day, where Balmorhea ISD invites speakers of myriad occupations, including nontraditional occupations, to speak with their students.</p> <p>High School Career and Technology Education (CTE) Courses: Each student has an equal opportunity to participate in the CTE courses that support their career aspirations or as an exploration effort to determine a future career pathway.</p> <p>A. Extent of Integration: CTE Teachers integrate English, Math, Science and Social Studies TEKS into the CTE Courses as it creates a natural correlation between subject area report card grades and experiences of students that learn core subject area curriculum in an applicable, real-world situation.</p> <p>B. Methods of Integration:</p> <p>* CTE Teachers identify academic competencies in basic and higher-order skills and incorporate them into the curriculum, including instructional activities that lead students from theory to application.</p> <p>* Academic and CTE Teachers participate in jointly planned staff development activities.</p> <p>* Balmorhea ISD incorporates academic competencies into CTE Courses through administrative directives to teachers, the adoption</p>	8/2016 - 5/2017	Principal - Teri Barragan Counselor - Carol Garcia	<p>State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff \$101,310.00</p> <p>State - State Career and Technology Education Block Grant - Contracted Maintenance and Repair \$300.00</p> <p>State - State Career and Technology Education Block Grant - CTE Resources \$4,900.00</p> <p>State - State Career and Technology Education Block Grant - Travel Expenses \$750.00</p> <p>Federal - Carl D. Perkins Vocational & Applied Technology - Region 18 SSA \$1,592.00</p>		The district will expose students to the career opportunities available so that they, along with their parents, may make informed decisions regarding their course of study.	Informal Assessment :Report Card Grades - 05/17: High school students will meet minimum expectations in Career and Technology Classes as reflected on end of semester report card grades.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>of new curriculum materials or the development of a model curriculum.</p> <p>* Teachers modify the academic curriculum to incorporate CTE applications and examples so the curriculum becomes more relevant to students.</p> <p>C. Staff Development: CTE Teachers receive staff development in the development and implementation of coherent sequence of courses, integration of academic and CTE Courses and curriculum, instructional modifications for special population students, individual student learning styles and technology.</p> <p>D. Nontraditional Activities: Faculty utilizes the following activities to encourage students to pursue nontraditional occupations:</p> <p>* Materials</p> <p>* Presentations by school guidance counselor</p> <p>* Presentations by individuals in nontraditional occupations</p> <p>E. Career Considerations: The program gives students and parents the opportunity to explore career opportunities in the following areas:</p> <p>* Vocational Agriculture</p> <p>* Vocational Office Education</p> <p>* Technology Education including Microsoft Office System (MOS) Certification</p>						

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Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.). PK-12th Balmorhea students will achieve college readiness and will be able to participate in dual credit classes.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Ancillary Services (TI, A SW #10) - Balmorhea ISD provides ancillary services or "related services" to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2016 - 5/2017	Principal - Teri Barragan	Coordinated Funds - Time Contributions of Ancillary Staff	Documents :School Records - 12/16: The ancillary staff will serve 70% of students referred for ancillary services as indicated in campus records.	All students and all student groups participate in an equitable education, with ancillary services available to "help level the playing field."	Documents :School Records - 05/17: The ancillary staff will serve 100% of students referred for ancillary services as indicated in campus records.
Activity: Counseling Services - The counselor's responsibilities include: * One-on-one and small group counseling sessions * Focused informal groups regarding behavior and attendance * Assistance with testing coordination * STAAR presentations The counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/prescriptive services * Coordination of services - academic and related services * Child Find Activities * ARD Meetings * Parent Training * Student planning and transition services * Training Balmorhea ISD foundation staff on modifications for special education students.	8/2016 - 5/2017	Counselor - Carol Garcia	Federal - Title I, Part A - Time Contributions of Counselor FTE: 0.50 Local - Time Contributions of Counselor FTE: 0.50 <div style="text-align: right;">\$34,251.00</div> Local Funds - Counseling Resources <div style="text-align: right;">\$500.00</div>	Documents :Counselor Records - - 12/16: The counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The counselor has completed the calendar of events and activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution, prevention and/or intervention.	Balmorhea ISD will address issues related to the Counseling and Guidance Program to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Informal Assessment :Classroom Assessments - - 05/17: 100% of all students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-12th Balmorhea ISD will improve yearly to attain 100% passing standards on assigned state assessments for 2015-2016 (i.e., TPRI, STAAR, etc.).

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Career Guidance and Counseling (TI, A SW #10) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities</p> <p>*Personal/Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior</p> <p>The counselor will disseminate the following information to students, students' teachers and students' parents:</p> <p>* Higher education admissions and financial aid opportunities to ensure that all students have an equal opportunity to participate in higher education</p> <p>* The Towards Excellence, Access and Success (TEXAS) Grant Program and the Teach for Texas Grant Program established under Subchapter M, Chapter 56</p> <p>* The need for students to make informed curriculum choices to prepare for success beyond Balmorhea school</p> <p>* Source of information on higher education</p>	<p>8/2016 - 5/2017</p>	<p>Counselor - Carol Garcia</p>	<p>Local Funds - Career Materials \$400.00</p> <p>Local Funds - Travel Expenses \$400.00</p>		<p>Students demonstrate positive attitudes, and the district holds students accountable for their present and future actions and accomplishments.</p>	<p>Documents :Counselor Records - - 05/17: 100% of students will have participated in career awareness activities.</p>

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<p>Activity: Library Services - A contracted, certified librarian conducts the Library-Media Services at Balmorhea ISD. The Library is open daily from 8am to 4pm. Available resources include:</p> <ul style="list-style-type: none"> * Full-scale library facilities available to students * Accelerated Reader Books and Tests * Computers with internet access * Electronic encyclopedias and references * Interactive Language Arts, Math, Science and Social Studies software 	8/2016 - 5/2017	Librarian - Kathy Owens Library Aide - Gina Garlick	<p>Local - Time Contributions of Library Staff \$29,413.00</p> <p>Local Funds - Contracted Media Services \$2,070.00</p> <p>Local - Library Resources \$1,500.00</p> <p>Local Funds - AR Store, Testing Materials and Field Trip \$3,200.00</p> <p>Local Funds - Reading Materials \$1,000.00</p>	<p>Documents :School Records - - 12/16: All Balmorhea ISD students have access to the library on a regularly scheduled basis.</p> <p>Documents :Librarian and Teacher Records - - 12/16: Librarian and teacher records indicate that at least 90% of the students have participated in library activities.</p>	The Balmorhea ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documents :Librarian and Teacher Records - - 05/17: Librarian and teacher records indicate that 100% of the students have participated in library activities.
<p>Activity: Homeless Services - The Balmorhea ISD Homeless Liaison will work with the district administrators, and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure nothing disrupts the student's education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student, and strategies and activities she/he may implement at the district level, on the campus level and at the individual level. Balmorhea ISD will comply with federal homeless regulations.</p>	8/2016 - 5/2017	Principal - Teri Barragan	Local Funds - Homeless Resources	Documents :Agendas, Minutes and Sign-In Sheets - - 12/16: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the homeless students.	No student will suffer an interruption in his/her education because of homelessness. Homeless students are involved in an educational process that ensures they will have the same opportunity to meet the same challenging state content standards and challenging state student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments - - 05/17: The district promoted 90% of the homeless students identified to the next grade, and students achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): PK-12th Balmorhea ISD will modify/change the curriculum to address the students' needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dropout Prevention Program (TI, A SW #2, #9) - Dropout prevention and intervention efforts at Balmorhea ISD begin in prekindergarten and continue through high school. Through enhanced dropout prevention efforts, 100% of Balmorhea ISD students will remain in school until they obtain a diploma.</p> <p>The counselor encourages students to set personal goals at an early age and provides them with supplemental programs and activities such as tutorials and Texas Virtual High School to assist them in their academic success. The counselor prepare a four-year graduation plan for at-risk students to help them stay on track.</p> <p>These plans are reviewed and revised annually as students' needs change. The plans will incorporate remedial classes a student may have to take and any other assistance that is being provided so students will meet all graduation requirements.</p>	8/2016 - 5/2017	Counselor - Carol Garcia	Coordinated Funds - Time Contributions of Counselor	Informal Assessment :Classroom Assessments - 12/16: 80% of students tested will master six-week benchmark tests.	Maintain a dropout rate of 0%.	Informal Assessment :Classroom Assessments - 05/17: 100% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): PK-12th Balmorhea ISD will modify/change the curriculum to address the students' needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Extracurricular Activities - Balmorhea ISD provides UIL activities for students to ensure that they develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents, social skills and leadership. The district recruits and encourages students to participate in all extracurricular activities available. At the High School level these include: * Boys and Girls Basketball * Football * High School Cheerleaders * Track/Cross Country * Tennis * Volleyball * Future Farmers of American (FFA) * National Honor Society * Business Professionals of America (BPA) * Academic UIL * One Act Play * Spanish Club * AVID Club	8/2016 - 6/2017	Principal - Teri Barragan	Local Funds - Time Contributions of Extracurricular Staff <p style="text-align: right;">\$30,316.00</p> Local Funds - Contracted Services <p style="text-align: right;">\$14,140.00</p> Local Funds - Extracurricular Supplies <p style="text-align: right;">\$17,000.00</p> Local Funds - Dues, Fees and Awards <p style="text-align: right;">\$12,950.00</p> Local Funds - Travel Expenses <p style="text-align: right;">\$50,450.00</p>	Informal Assessment :Report Card Grades - 12/16: Students participating in UIL competitions achieved a score of no less than 70 on core academic classes (No Pass, No Play).	All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Report Card Grades - 06/17: Students participating in UIL competitions achieved a score of no less than 70 on core academic classes (No Pass, No Play).

Goal: 4 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]**

Objective(s): PK-12th Balmorhea ISD will actively recruit, develop and retain qualified personnel.
 PK-12th The district will provide ample opportunities and support for all school personnel in the area of staff development.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal: 4 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]

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<p>Strategy:</p> <p>Professional Development Program (TI, A SW #4, #5) - The Balmorhea ISD Professional Development (PD) Coordinator, DPDMC and principal design and support professional development programs and activities that:</p> <ul style="list-style-type: none"> * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will relate to the TEKS and STAAR; * will enable all children to meet the same challenging state content standards and challenging state student performance standards that all children are expected to meet and * will apply research to meet the learning needs of all students. <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Gifted and Talented training through Region 18 * Special education pre referral, referral and related services training through the SPED Coop * Administrating STAAR assessments training for teachers * TPRI administer training for K – 2nd grade teachers through Region 18 * ESL certification through Region 18 * Sheltered Instruction Observation Protocol (SIOP) training for the ESL Staff through Region 18 * Early Literacy training through 	<p>8/2016 - 5/2017</p>	<p>Superintendent - Manuel Espino Principal - Teri Barragan Technology Teacher - Mary Garcia</p>	<p>Federal - Title I, Part A - Substitutes for PD \$2,164.91</p> <p>Federal - Title I, Part A - Extra Duty Pay for PD \$2,014.12</p> <p>Federal - Title I, Part A - Eduphoria Training \$1,700.00</p> <p>Federal - Title I, Part A - Region 18 Contracted PD Services \$7,086.00</p> <p>Federal - Title II, Part A TPTR - Region 18 Contracted PD Services \$2,623.00</p> <p>Federal - Title II, Part A TPTR - PD Travel and Registration \$2,445.00</p> <p>State - State Compensatory Education (SCE) - AVID Summer Training \$7,000.00</p> <p>Local Funds - PD Travel and Registration \$18,400.00</p> <p>Local Funds - Inservice Training Supplies and Subsistence \$1,380.00</p> <p>Local Funds - Contracted Region 18 STAAR 3di Training \$2,300.00</p>	<p>Documents :Agendas, Minutes and Sign-In Sheets - 12/16: A professional development program will have been designed that meets the needs of Balmorhea ISD.</p>	<p>A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.</p> <p>Faculty, students and resources help to increase student performance as professional development activities focus on weaknesses in the educational system.</p>	<p>Documents :PD records - 05/17: Balmorhea ISD and the DPDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.</p>

<p>Goal: 4 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12th Balmorhea ISD will actively recruit, develop and retain qualified personnel. PK-12th The district will provide ample opportunities and support for all school personnel in the area of staff development.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Region 18</p> <ul style="list-style-type: none"> * TEKS Resource System Cohort trainings * Eduphoria training * Data Dig through Region 18 to plan tutorials and instructional strategies for students * Comprehensive School Support (CSS) training by Region 18 * Campus training to provide teachers with strategies for instructional strategies, lesson planning, and tutorial strategies * Technology Training opportunities * AVID Summer Training <p>Activity: Evaluation of Professional Development Program - Balmorhea ISD will evaluate the Professional Development Program in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	May 2017	Principal - Teri Barragan	Local Funds - Time Contributions of Faculty and Staff		The PD Program will establish a direct correlation between increased student achievement and professional development training.	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of all PK students will master the state's prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 100% of all students in grades K – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 4 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]**

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [TI, A SW #3, #5] - Faculty implemented their strategies at the central administration level. Balmorhea ISD recruits teachers through area college and university job fairs and online job postings. Balmorhea ISD also utilizes the Region 18 Personnel Coop and Continuing Professional Education (CPE) Services.</p> <p>Recruiting activities will ensure that Balmorhea ISD has 100% fully certified faculty in each teaching position.</p> <p>Balmorhea ISD ensures they provide professional development opportunities for staff to maintain and enhance their certification status.</p> <p>Balmorhea ISD also provides housing for teachers and assists with improvements on existing housing.</p> <p>Title II, Part A funds will be used to provide Retention bonuses for the teachers, aides, principal, and counselor.</p>	<p>8/2016 - 5/2017</p>	<p>Superintendent - Manuel Espino</p>	<p>Local Funds - Housing Assistance</p> <p>Federal - Title I, Part A - Region 18 Personnel & CPE Services \$1,724.00</p> <p>Federal - Title II, Part A TPTR - Retention Bonuses \$11,735.21</p>		<p>100% fully certified faculty.</p>	<p>Documents :HR Records - 05/17: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals.</p>

<p>Goal: 4 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12th Balmorhea ISD will actively recruit, develop and retain qualified personnel.</p> <p>PK-12th The district will provide ample opportunities and support for all school personnel in the area of staff development.</p>						
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A regulations, Balmorhea ISD notifies parents of situations that ultimately impact their student's education, providing the opportunity for parental input and feedback. They provide communication in an understandable format and in the parent's primary language.</p> <p>Notifications include:</p> <ul style="list-style-type: none"> - the availability of teachers' qualifications - when a child has been assigned or taught for 30 consecutive instructional days by a teacher who is not fully certified in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. 	<p>8/2016 - 5/2017</p>	<p>Principal - Teri Barragan</p>	<p>Local Funds - Parental Notification Resources</p>	<p>Documents :Contact Logs - 12/16: The district contacted 100% of all applicable parents in a timely manner. They documented parental feedback with each contact.</p>	<p>The district contacted 100% of applicable parents.</p> <p>Parents will engage in their student's education by participating in a meaningful and informed manner.</p>	<p>Documents :Contact Logs - 05/17: The district contacted 100% of all applicable parents in a timely manner. They documented parental feedback with each contact.</p>

Goal: 5 **A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

- Objective(s): PK-12th Balmorhea ISD will implement programs and policies to provide a safe environment.
 PK-12th Balmorhea ISD will implement an effective Violence Prevention/Intervention Program.
 PK-12th Balmorhea ISD will implement programs to improve the overall wellness of students, staff and community members by promoting healthy lifestyles and awareness.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

<p>Goal: 5</p> <p>Objective(s):</p> <p>PK-12th</p> <p>PK-12th</p> <p>PK-12th</p>	<p>A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Balmorhea ISD will implement programs and policies to provide a safe environment.</p> <p>Balmorhea ISD will implement an effective Violence Prevention/Intervention Program.</p> <p>Balmorhea ISD will implement programs to improve the overall wellness of students, staff and community members by promoting healthy lifestyles and awareness.</p>
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - Balmorhea ISD designs the CSHP of the district to promote healthy behaviors and help students establish and practice healthy habits throughout and beyond their school years.</p> <p>The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving students' overall health and academic achievement.</p> <p>The CSHP integrates the following eight components into health instruction:</p> <ul style="list-style-type: none"> * A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy * Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care * A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being * Counseling services designed to improve the mental, emotional and social health of students * Opportunities for campus and district staff to improve their personal health through health education and fitness activities * School, parent and community involvement in the health and well-being of students 	<p>8/2016 - 5/2017</p>	<p>Superintendent - Manuel Espino Principal - Teri Barragan</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :School Records- 12/16: School records will reflect that the activity has been implemented as prescribed.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :School Records- 05/17: Student records will reflect a decrease in discipline referrals and health-related risk behaviors in comparison to the previous year.</p>

Goal: 5 **A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

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<p>* A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development</p> <p>* A health education curriculum that focuses on the personal (mental, physical and emotional) and social aspects of health.</p>						

Goal: 5 A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

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<p>Activity: Health Services - The Health Services program of Balmorhea ISD includes prevention, intervention, promotion and health education. The district maintains Coordinated Approach to Child Health (CATCH) to implement the Coordinated School Health Program. Students' educational opportunities are enhanced by promoting wellness and removing health-related problems that may hinder learning. Services include health counseling, referral, health education and health promotion that facilitate the educational process by creating healthy lifestyles and responsible decision making regarding self-care. (Local Policy FFA)</p> <p>In order to ensure that all students receive primary health care services and understand the importance of preventative care, Balmorhea ISD offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. The nurse is available to ensure that students receive basic health services including screening activities such as vision, height, weight and scoliosis. Parents will be informed of the need of students identified through any screening programs as needing treatment or further examination and referred to appropriate health agencies.</p>	<p>8/2016 - 6/2017</p>	<p>Nurse - Mary Lou Lujan</p>	<p>Local Funds - Contracted Medical Services \$5,000.00</p> <p>Local Funds - Nursing/Medical Resources and Repair Services \$1,400.00</p> <p>Local Funds - Travel, Dues, and Other Services \$100.00</p>	<p>Documents :Nursing Records - - 12/16: Nurse's records indicate all screening has been conducted as required and everyday medical assistance has been provided.</p> <p>Documents :Nursing Records - - 12/16: Nurse has referred students with needs beyond the nurse's certification to the appropriate professional(s) for treatment.</p>	<p>Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups.</p>	<p>Documents :Nursing Records - - 05/17: Nurse's records indicate all screening has been conducted as required and everyday medical assistance has been provided.</p> <p>Documents :Nursing Records - - 05/17: Students with needs beyond the nurse's certification have been referred to the appropriate professional(s) for treatment.</p>

Goal: 5 **A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

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<p>Activity:</p> <p>School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC) monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to collaborate with parents and community members to ensure community values are reflected in the health education curriculum of Balmorhea ISD.</p> <p>The SHAC is responsible for recommending the number of hours of instruction the district provides in health education, the appropriate grade-level health and physical education curriculum, the appropriate grade levels and methods of instruction for human sexuality instruction and substance use prevention, and coordinating the school health program by integrating health and physical education curriculum with school health services, counseling and guidance services, safe and healthy environment activities, and school employee wellness (TEC §28.004).</p>	<p>8/2016 - 5/2017</p>	<p>Superintendent - Manuel Espino Principal - Teri Barragan Nurse - Mary Lou Lujan</p>	<p>Local Funds - Time Contributions of SHAC</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Agendas and Meeting Notes - - Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed.</p>

Goal: 5	A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]					
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<p>Activity:</p> <p>School Based Medicaid - Through the School Health and Related Services Program (SHARS), Balmorhea ISD may obtain Medicaid reimbursements for specified health services for students in special education.</p> <p>These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation.</p> <p>In order for the district to consider students eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> * Medicaid eligible * Under 21 years of age * Meet eligibility requirements for special education described in the Individuals with Disabilities Education Act (IDEA) * Have Individual Education Plans (IEPs) that prescribe the needed services 	8/2016 - 5/2017	Special Education Teacher - Elena Dominguez	Local Funds - Contracted Medical Services		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records -- 05/17: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

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<p>Strategy:</p> <p>Safe School Initiatives (TI, A SW #10) - The health and safety of Balmorhea ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Balmorhea ISD will promote special initiatives and activities that support the safe school environment. Activities include:</p> <ul style="list-style-type: none"> * Campus safety rules * Campus dress and discipline codes * Building good citizens curriculum * Regularly scheduled fire drills * Fire Prevention Week * Safety lessons on fire safety, stranger danger, Halloween safety, lab safety and bus safety * Parenting and Paternity Awareness (PAPA) Program * A Crisis Management Plan (CMP) is in place, supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment. 	8/2016 - 5/2017	Principal - Teri Barragan Counselor - Carol Garcia	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - ESC Safety Program</p> <p style="text-align: right;">\$800.00</p>	<p>Documents :School Records - 12/16: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.</p> <p>Documents :School Records - 12/16: The district will establish a log for emergency drill and safety inspections and update them on a regular basis.</p>	Community and parents will commit to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documents :School Records - 05/17: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. Staff and students will review and update the Student Code of Conduct annually.</p> <p>Balmorhea ISD will place students who have violated the Student Code of Conduct in the DAEP. DAEP Staff will provide computer assisted instruction and counseling services for any student who is at risk of dropping out of school.</p>	8/2016 - 5/2017	Principal - Teri Barragan	Local Funds - DAEP Expenses	Documents :Student Records - - 12/16: 50% reduction in infractions of the Balmorhea ISD Student Code of Conduct, as reflected on the Principal's records.	Dropout rate will remain at 0%. Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.	Documents :School Records - - 05/17: Fewer incidents of illegal and/or disorderly activities. Documents :Student Records - - 05/17: 75% reduction in infractions of the Balmorhea ISD Student Code of Conduct, as reflected on the Principal's records.
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Balmorhea ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>The counselor and principal will conduct an annual review of tobacco, alcohol and other drug use incident data and use the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Dating Violence Policy (see Board Policy FFH-Local) 	8/2016 - 5/2017	Principal - Teri Barragan	Local Funds - Time Contributions of Faculty and Staff	Documents :Agendas, Minutes and Sign-In Sheets - - 08/16: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year. Documents :Counselor Records - - 12/16: Counselor's Summary Report will indicate that 80% of the Balmorhea ISD students have a heightened awareness of the dangers of substance use and abuse.	A drug-free student body, faculty and staff. Reduction in PEIMS 425 Incidents.	Documents :Counselor Records - - 05/17: Counselor's Summary Report will indicate that 100% of the Balmorhea ISD students have a heightened awareness of the dangers of substance use and abuse.

Goal: 5	A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Child Sexual Abuse and Other Maltreatment of Children Policy - The district has established a plan for addressing child sexual abuse and maltreatment of children, which may be accessed at the superintendent's office. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures</p>	8/2016 - 5/2017	Superintendent - Manuel Espino Principal - Teri Barragan	Coordinated Funds - Time Contributions of Staff	Documents :School Records -- 08/16: Sexual Abuse policy has been distributed to staff, parents and students.	Staff, parents and students have an increase awareness of issues regarding the sexual abuse and other maltreatment of children.	Documents :School Records -- 05/17: Sexual Abuse policy will have been implemented.

Goal: 5	A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]					
Objective(s):	PK-12th	Balmorhea ISD will implement programs and policies to provide a safe environment.				
	PK-12th	Balmorhea ISD will implement an effective Violence Prevention/Intervention Program.				
	PK-12th	Balmorhea ISD will implement programs to improve the overall wellness of students, staff and community members by promoting healthy lifestyles and awareness.				

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child sexual abuse:</p> <p>http://sapn.nonprofitoffice.com</p> <p>http://www.taasa.org/member/materials2.php</p> <p>http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</p> <p>http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> <p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at http://www.txabusehotline.org).</p>						

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Safe Technology Policies - Every Balmorhea ISD faculty member, student and parent having access to Balmorhea ISD computers, networked, Internet connected or not, must have an Acceptable Use Policy (AUP) form on file. Students and parents or legal guardian must sign their AUP, as well as a parent permission form.</p> <p>Balmorhea ISD complies with the Children's Internet Protections Act (CIPA). Under the CIPA, Balmorhea ISD developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Balmorhea ISD School Board Policy CQ (Local).</p>	8/2016 - 5/2017	Principal - Teri Barragan	Local Funds - Technology Policy Resources	Documents :School Records -- 08/16: 100% of the students at Balmorhea ISD that will have access to the Internet will have an Acceptable Use Policy and parental permission form signed and on file.	Responsible students will have access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records -- 06/17: The district will not report any incidents of students breaking the AUP.

Goal: 5 **A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s): PK-12th Balmorhea ISD will implement programs and policies to provide a safe environment.
 PK-12th Balmorhea ISD will implement an effective Violence Prevention/Intervention Program.
 PK-12th Balmorhea ISD will implement programs to improve the overall wellness of students, staff and community members by promoting healthy lifestyles and awareness.

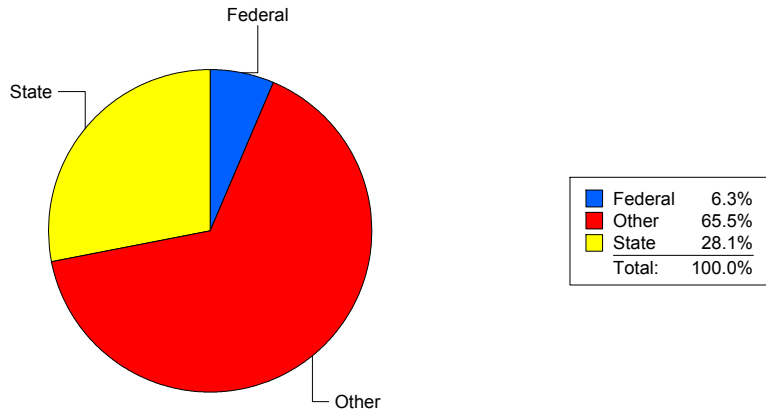
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Professional Development for Safe School Environment - Balmorhea ISD staff will attend professional development activities that support the health and safety of students. Professional development activities for staff include: * Crisis Prevention/Intervention, which provides training on how to safely manage disruptive and assaultive behavior. * Crisis Management Training, which provides training on how to implement emergency procedures and manage potential crisis situations. * Cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) training * First Aid training	8/2016 - 5/2017	Principal - Teri Barragan	Local Funds - PD Resources		Balmorhea ISD will maintain a safe and disciplined school environment for all students, staff and community members.	Documents :PD records - - 05/17: Balmorhea ISD will have reviewed the list of PD activities determining that 100% of the staff have participated in activities that support a safe school environment.

<p>Goal: 5</p> <p>Objective(s):</p> <p>PK-12th</p> <p>PK-12th</p> <p>PK-12th</p>	<p>A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Balmorhea ISD will implement programs and policies to provide a safe environment.</p> <p>Balmorhea ISD will implement an effective Violence Prevention/Intervention Program.</p> <p>Balmorhea ISD will implement programs to improve the overall wellness of students, staff and community members by promoting healthy lifestyles and awareness.</p>
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW #10) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	<p>8/2016 - 5/2017</p>	<p>Counselor - Carol Garcia</p>	<p>Coordinated Funds - Time Contributions of Counselor</p>	<p>Documents :Counselor Records - 12/16: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Counselor Records - 05/17: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.</p>

Goal: 6 The district will maintain or raise the attendance rate to 97%. Objective(s): PK-12th Balmorhea ISD will develop strategies to improve attendance.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Balmorhea ISD will provide parents with attendance requirements through the dissemination of the Student Code of Conduct and Student/Parent Handbook during open house and parent meetings.</p> <p>Procedures to promote student attendance for prekindergarten through twelfth grade will include Perfect Attendance Certificates for students with no absences or tardies for the six week period and Perfect Attendance Certificates for the classes with the best attendance average each six weeks. Each teacher will have an incentive plan to curb absences and enhance attendance.</p> <p>Parent Link is used to notify parents of student absences. In addition, teachers and administration will notify parents of students who are chronically absent through phone calls, home visits and/or conferences.</p>	8/2016 - 6/2017	Principal - Teri Barragan Secretary/Attendance Clerk - Marisa Vasquez	Local Funds - Time Contributions of Administration \$101,812.00 Local Funds - Attendance Awards \$4,200.00	<p>Documents :Contact Logs - 08/16: Balmorhea ISD will provide parents with attendance requirements through the dissemination of the Student Code of Conduct and Student/Parent Handbook during open house and parent meetings.</p> <p>Informal Assessment :Parent Contact - 12/16: The district will maintain communication with at least 95% of the parents/guardians of students who are absent on a particular day and with 100% of parents/guardians of students who have excessive absences.</p>	Through the use of positive reinforcements, Balmorhea ISD faculty will encourage academic growth and increased student attendance.	<p>Documents :Attendance Records - 06/17: Attendance records will indicate that all students and all student groups have an attendance rate of more than 97%.</p> <p>Informal Assessment :Parent Contact - 06/17: The district will maintain communication with 100% of parents/guardians of students who have excessive absences.</p>

Funding Values By Program



District Improvement Plan
Balmorhea ISD 2016-2017

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins		
Vocational & Applied		
Technology		
Region 18 SSA	0.00	\$1592.00
Title I, Part A		
Region 18 Personnel & CPE Services	0.00	\$1724.00
Substitutes for PD	0.00	\$2164.91
Extra Duty Pay for PD	0.00	\$2014.12
Eduphoria Training	0.00	\$1700.00
Region 18 Contracted PD Services	0.00	\$7086.00
Supplemental Instructional Resources	0.00	\$313.00
Time Contributions of Instructional Coach/Mentor	0.50	\$24400.24
SECCA, Inc. Consulting Services	0.00	\$1525.00
Time Contributions of Science Tutorial Teacher	0.00	\$1623.68
Time Contributions of Counselor	0.50	\$33690.56

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Time Contributions of Counselor	0.50	\$0.00
Title I, Part C (Migrant)		
Migrant Education Program SSA Region 18	0.00	\$3131.00
Title II, Part A TPTR		
SECCA, Inc. Consulting Services	0.00	\$600.00
Retention Bonuses	0.00	\$11735.21
PD Travel and Registration	0.00	\$2445.00
Region 18 Contracted PD Services	0.00	\$2623.00
Title III, Part A, Language Instruction for LEP and Immigrant Students		
Region 18 SSA	0.00	\$1172.00
		\$99,539.72
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Accelerated Instruction Staff	0.00	\$0.00
Time Contributions Of Faculty and Staff	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Time Contributions of PK and Kindergarten Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Faculty, Staff and Parents and Committee Members	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Local		
Time Contributions of Counselor	0.50	\$34251.00
Time Contributions of Library Staff	0.00	\$29413.00
Library Resources	0.00	\$1500.00
Local Funds		
Campus Webpage Resources	0.00	\$0.00
Parentlink	0.00	\$350.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Parent Involvement Resources	0.00	\$0.00
Time Contributions of Faculty, Staff and Committee Members	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Instructional Resources	0.00	\$17000.00
Library Books and Media Resources	0.00	\$3000.00
ESC Discovery Streaming	0.00	\$385.00
Supplies/Inventory	0.00	\$500.00
SAT/PSAT Testing Materials and ACT Fees	0.00	\$1100.00
Career Materials	0.00	\$900.00
Distance Learning Fees and Textbooks	0.00	\$7500.00
Extra Duty Pay for Summer School Staff	0.00	\$5000.00
Testing Resources	0.00	\$500.00
ESC Consulting Services	0.00	\$500.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
Herman Method Dyslexia Resources	0.00	\$4000.00
Assessment Instruments	0.00	\$500.00
Assessment Instruments	0.00	\$0.00
Counseling Resources	0.00	\$500.00
Career Materials	0.00	\$400.00
Travel Expenses	0.00	\$400.00
AR Store, Testing Materials and Field Trip	0.00	\$3200.00
Reading Materials	0.00	\$1000.00
Homeless Resources	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Contracted Medical Services	0.00	\$5000.00
Nursing/Medical Resources and Repair Services	0.00	\$1400.00
Travel, Dues, and Other Services	0.00	\$100.00
Time Contributions of SHAC	0.00	\$0.00
Contracted Medical Services	0.00	\$0.00
DAEP Expenses	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Technology Policy Resources	0.00	\$0.00
PD Resources	0.00	\$0.00
Contracted Media Services	0.00	\$2070.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contribution of Faculty and Staff	0.00	\$0.00
Time Contributions of DPDMC	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Contracted Aware Suite Services	0.00	\$2564.00
Assessment Instruments	0.00	\$700.00
Contracted Test Scoring	0.00	\$500.00
Time Contribution of Instructional Staff	0.00	\$629914.00
Time Contribution of Substitute Teachers	0.00	\$12000.00
TPRI Testing Materials	0.00	\$1200.00
Elementary Student Travel	0.00	\$1350.00
Parental Involvement Resources	0.00	\$500.00
Community Service Supplies	0.00	\$500.00
Communication Vehicles	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Faculty, Staff, Parents and Committee Members	0.00	\$0.00
Time Contributions of PK Teacher	0.00	\$3911.00
Instructional Supplies	0.00	\$250.00
Student Travel Expenses	0.00	\$50.00
Time Contributions of Extracurricular Staff	0.00	\$30316.00
Contracted Services	0.00	\$14140.00
Extracurricular Supplies	0.00	\$17000.00
Dues, Fees and Awards	0.00	\$12950.00
Travel Expenses	0.00	\$50450.00
PD Travel and Registration	0.00	\$18400.00
Inservice Training Supplies and Subsistence	0.00	\$1380.00
Contracted Region 18 STAAR 3di Training	0.00	\$2300.00
Housing Assistance	0.00	\$0.00
Parental Notification Resources	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
ESC Safety Program	0.00	\$800.00
Time Contributions of Administration	0.00	\$101812.00
Attendance Awards	0.00	\$4200.00
		<u>\$1,027,656.00</u>
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Block Grant		
ESL Resources	0.00	\$500.00
Student Travel Expenses	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
ESL Stipend	0.00	\$1535.00
PK Supplemental Funding		
PK Resources	0.00	\$456.00
State and Local Funds		
Time Contributions of Staff and LPAC	0.00	\$0.00
State Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$101310.00
Contracted Maintenance and Repair	0.00	\$300.00
CTE Resources	0.00	\$4900.00
Travel Expenses	0.00	\$750.00
State Compensatory Education (SCE)		

Funding Values By Program

State	FTE	DollarValue
State Compensatory Education (SCE)		
DIP Update	0.00	\$1000.00
Time Contributions of PK/K Aide	1.00	\$21418.09
AVID Summer Training	0.00	\$7000.00
SECCA, Inc. Consulting Services	0.00	\$4670.00
Extra Duty Pay for Summer School Teachers	0.00	\$5745.35
Time Contributions of AVID Teachers	0.60	\$31030.13
AVID Program Licensing and Support	0.00	\$4500.00
Istation Site Licensing and Support	0.00	\$7500.00
Time Contributions of Tutorial Teachers	1.07	\$50261.33
Time Contributions of Reading Academy Teachers	0.00	\$6771.30
Measuring Up Supplemental Resources	0.00	\$5000.00
Reading Resources	0.00	\$2500.00
Time Contribution of CSR Teachers	1.00	\$43423.80
Time Contributions of Aide	1.00	\$21525.81
State Gifted and Talented Block Grant		
Time Contributions of G/T Teacher	0.00	\$2019.00
G/T Supplies	0.00	\$300.00
	0.00	\$0.00
State Special Education Block Grant		
Assessment instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$101884.00
Special Education Resources	0.00	\$500.00
Student Travel Expenses	0.00	\$150.00
Special Education Co-Op Fee	0.00	\$14400.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Special Education Block Grant		
Child Find Resources	0.00	\$0.00
		<hr/>
		\$441,349.81
	Grand Total:	\$1,568,545.53