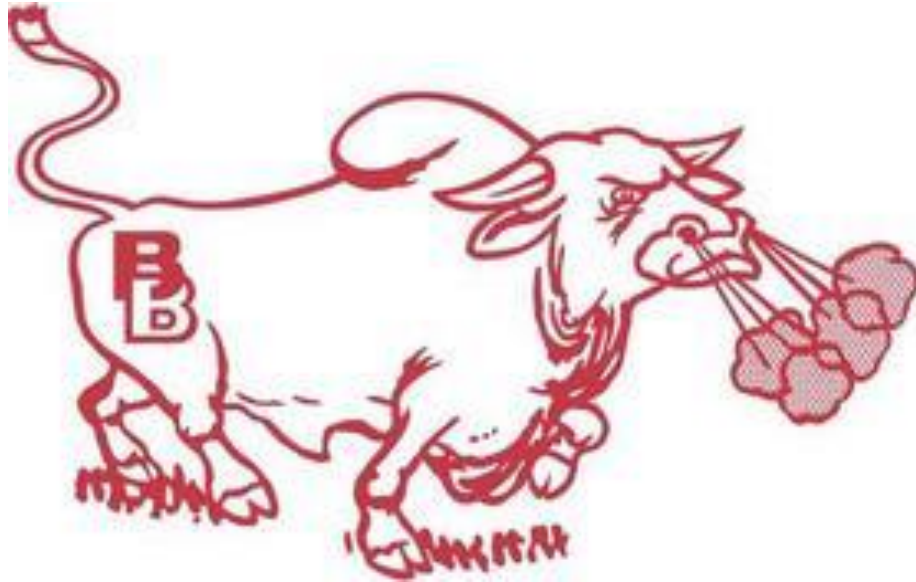


*BELLVILLE JUNIOR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2013-2014*



"Expect Success, Nothing Less!"

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

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

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BELLVILLE INDEPENDENT SCHOOL DISTRICT  
BELLVILLE JUNIOR HIGH SCHOOL  
CAMPUS PLANNING COMMITTEE 2013-2014

Dear Parents and Students of Bellville Junior High School,

The goals, as established by the Campus Planning Committee, outlines within this plan are designed to help students reach their maximum potential. These goals will guide parents, teachers, staff, and students in working together for the 2013-2014 school year. We believe all students can learn and develop skills that will help them become confident, successful, and productive in the future. The goals are aligned with Bellville ISD District Goals and are as follows:

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

Natalie Jones  
Principal, Bellville Junior High School

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

**TEACHERS:**

Jeff Durbin  
Lanthia Lischka  
Sandra McKeown  
Ian Mitchell  
Krystal Rettig

**PARENTS:**

Shawna Powell  
Jennifer Rowe

**COMMUNITY/BUSINESS REPRESENTATIVE:**

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**PARAPROFESSIONAL:**

**NON-TEACHING PROFESSIONALS:**

Natalie Jones, Principal  
Karen Peschel, Counselor

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

**PHILOSOPHY OF EDUCATION**

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

**MISSION STATEMENT**

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

**BELLVILLE JUNIOR HIGH SCHOOL  
NEEDS ASSESSMENT DATA, JUNE 2013**

**Demographics**

Enrollment: 481 students  
Grade 6: 174 36.17%  
Grade 7: 146 30.35%  
Grade 8: 161 33.47%

Ethnic Distribution	#	%
African American	55	11.4
Hispanic	120	25
White	291	60.5
American Indian	1	0.2
Two or More	12	2.5
Asian	2	0.4

Student Group Representation	#	%
Economically Disadvantaged	208	43.24
Limited English Proficient (LEP)	14	2.91
At-Risk	129	26.82
Homeless	2	0.42
Gifted and Talented Education	67	13.93
Special Education	45	9.36
Male	256	53.22
Female	225	46.78

Sources: PEIMS Data

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

**Student Achievement**

STAAR

BJHS did make gains in STAAR in several areas from 2012-2013, but we have a long way to go. Our African American, Hispanic, LEP, M1, M2, and SPED populations tend to struggle the most. We will continue to focus on implementing rigor into our curriculum, and will study the released assessments in depth to make sure we are questioning in our curriculum as they are on the state assessment level. We will continue to service students through RTI in reading and develop in math, as well as provide numerous opportunities in school and after school for tutorials. We will also meet as departments and grade levels regularly to ensure we are making adjustments to meet the needs of all learners.

### STAAR Sixth Grade Mathematics

	<b>2012 Total Students</b>	<b>2013 Total Students</b>	<b>2012 Raw Score</b>	<b>2013 Raw Score</b>	<b>2012 Percent Score</b>	<b>2013 Percent Score</b>	<b>2012 % Met Standard</b>	<b>2013 % Met Standard</b>	<b>2012 % Advanced Performance</b>	<b>2013 % Advanced Performance</b>
All Students	129	164	32	33	61	63	77	82	20	20
Econ. Disadv.	62	66	29	27	55	51	68	67	13	5
Asian		1		20		38		0		0
Black/Af. Am.	13	17	22	20	43	39	46	29	0	0
Hispanic	45	44	30	29	59	56	73	80	18	7
Two or More	5	1	31	48	60	92	60	100	20	100
White	66	101	35	37	67	71	86	92	26	28
Female	64	81	33	33	63	63	78	82	23	16
Male	65	83	31	33	59	63	75	82	17	23
M1	1	1	15	20	29	38	0	0	0	0
LEP	4	8	18	22	35	43	0	63	0	0
M2	7	4	24	29	47	56	57	100	0	0
SPED	8	3	18	16	35	31	38	0	0	0

### STAAR Sixth Grade Reading

	<b>2012 Total Students</b>	<b>2013 Total Students</b>	<b>2012 Raw Score</b>	<b>2013 Raw Score</b>	<b>2012 Percent Score</b>	<b>2013 Percent Score</b>	<b>2012 % Met Standard</b>	<b>2013 % Met Standard</b>	<b>2012 % Advanced Performance</b>	<b>2013 % Advanced Performance</b>
All Students	127	164	35	35	72	73	80	80	28	26
Econ. Disadv.	60	66	32	31	66	65	68	68	12	12
Asian		1		28		58		100		0
Black/Af. Am.	12	17	28	26	62	55	67	47	0	0
Hispanic	44	44	33	33	69	69	77	75	14	16
Two or More	5	1	37	48	76	100	60	100	60	100
White	66	101	37	37	76	78	85	88	40	35
Female	62	82	36	35	75	73	84	82	34	24
M1		82		35		73		79		28
Male	65	1	33	28	70	58	75	100	22	0
LEP	4	8	21	25	45	52	25	38	0	0
M2	7	4	27	31	56	64	57	50	0	0
SPED	7	4	27	21	57	43	57	0	0	0

### STAAR Seventh Grade Mathematics

	<b>2012 Total Students</b>	<b>2013 Total Students</b>	<b>2012 Raw Score</b>	<b>2013 Raw Score</b>	<b>2012 Percent Score</b>	<b>2013 Percent Score</b>	<b>2012 % Met Standard</b>	<b>2013 % Met Standard</b>	<b>2012 % Advanced Performance</b>	<b>2013 % Advanced Performance</b>
All Students	140	140	30	29	55	54	70	64	14	11
Econ. Disadv.	63	64	26	26	48	48	57	52	6	8
American Indian	1		19		35		0		0	
Asian	1		48		89		100		100	
Black/Af. Am.	15	12	21	20	39	37	47	17	0	0
Hispanic	27	49	27	27	49	50	52	61	7	10
Two or More	4	6	34	28	63	51	100	67	0	0
White	92	73	32	32	59	59	78	73	18	13
Female	65	66	30	31	55	57	69	67	12	12
Male	75	74	30	28	56	52	71	61	16	9
M1	1	1	13	15	24	28	0	0	0	0
LEP	2	8	16	21	29	38	0	38	0	0
M2	1	7	14	22	26	40	0	43	0	0
SPED	7	7	18	18	33	33	29	14	0	0

### STAAR Seventh Grade Reading

	<b>2012 Total Students</b>	<b>2013 Total Students</b>	<b>2012 Raw Score</b>	<b>2013 Raw Score</b>	<b>2012 Percent Score</b>	<b>2013 Percent Score</b>	<b>2012 % Met Standard</b>	<b>2013 % Met Standard</b>	<b>2012 % Advanced Performance</b>	<b>2013 % Advanced Performance</b>
All Students	142	141	33	34	67	68	76	79	15	13
Econ. Disadv.	63	64	31	31	62	62	68	73	13	9
American Indian	1		24		48		0		0	
Asian	1		43		86		100		100	
Black/Af. Am.	14	12	28	29	57	59	64	58	7	0
Hispanic	28	48	32	31	63	63	71	75	14	8
Two or More	4	6	31	37	62	74	50	83	0	17
White	94	75	35	36	69	72	81	85	17	19
Female	66	65	35	36	69	72	80	86	18	15
Male	76	76	32	32	65	65	72	74	13	12
M1	1		22		44		0		0	
LEP	3	8	16	23	33	46	0	50	0	0
M2	1	7	31	24	62	49	100	29	0	0
SPED	7	8	23	24	47	48	43	25	0	0



### STAAR Seventh Grade Writing

	2012 Total Students	2013 Total Students	2012 Raw Score	2013 Raw Score	2012 Percent Score	2013 Percent Score	2012 % Met Standard	2013 % Met Standard	2012 % Advanced Performance	2013 % Advanced Performance
All Students	140	142	46	46	64	63	80	75	5	4
Econ. Disadv.	62	65	43	42	60	58	68	62	5	3
American Indian	1		49		68		100		0	
Asian	1		47		65		100		0	
Black/Af. Am.	14	12	42	38	59	53	57	50	7	0
Hispanic	28	48	43	43	60	61	71	73	7	6
Two or More	4	6	43	48	59	67	75	83	0	0
White	92	76	47	47	65	66	86	79	4	4
Female	64	65	48	49	67	69	91	83	9	8
Male	76	77	44	42	61	59	71	68	1	1
M1	1		39		54		100		0	
LEP	3	8	26	35	36	49	0	38	0	0
M2	1	7	51	39	71	55	100	57	0	0
SPED	5	9	37	33	51	46	40	33	0	0

### STAAR Eighth Grade Mathematics

	2012 Total Students	2013 Total Students	2012 Raw Score	2013 Raw Score	2012 Percent Score	2013 Percent Score	2012 % Met Standard	2013 % Met Standard	2012 % Advanced Performance	2013 % Advanced Performance
All Students	105	115	33	30	59	54	89	79	5	3
Econ. Disadv.	49	54	30	29	54	51	80	78	2	2
American Indian	1	1	43	30	77	54	100	100	0	0
Black/Af. Am.	10	16	32	24	57	42	90	50	10	0
Hispanic	30	22	30	31	53	55	83	86	3	5
Two or More	3	3	29	30	52	53	67	100	0	0
White	61	73	35	32	63	57	92	82	5	3
Female	49	53	33	31	59	55	96	81	2	0
Male	56	62	34	30	60	54	82	77	7	5
M1	1	1	39	20	70	36	100	0	0	0
LEP	1		33		59		100		0	
M2	5	1	32	35	57	63	100	100	0	0
SPED	8	9	21	20	38	36	50	33	0	0

<b>STAAR Eighth Grade Reading</b>										
	<b>2012 Total Students</b>	<b>2013 Total Students</b>	<b>2012 Raw Score</b>	<b>2013 Raw Score</b>	<b>2012 Percent Score</b>	<b>2013 Percent Score</b>	<b>2012 % Met Standard</b>	<b>2013 % Met Standard</b>	<b>2012 % Advanced Performance</b>	<b>2013 % Advanced Performance</b>
All Students	139	149	36	37	69	73	81	90	21	22
Econ. Disadv.	55	64	32	35	61	68	67	83	7	14
American Indian	1	1	41	42	79	81	100	100	0	0
Asian		1		41		79		100		0
Black/Af. Am.	11	16	33	32	64	61	64	75	18	6
Hispanic	35	28	32	36	61	69	69	86	9	18
Two or More	4	4	39	37	74	71	75	75	50	0
White	88	99	38	39	73	76	89	94	25	27
Female	72	69	37	39	71	75	83	91	26	28
Male	67	80	34	37	67	70	79	89	15	18
M1	1	1	20	27	38	52	0	0	0	0
LEP	3	1	29	6	56	12	67	0	0	0
M2	5	2	28	39	55	75	60	100	0	50
SPED	8	8	20	29	39	56	25	63	0	13

<b>STAAR Eighth Grade Science</b>										
	<b>2012 Total Students</b>	<b>2013 Total Students</b>	<b>2012 Raw Score</b>	<b>2013 Raw Score</b>	<b>2012 Percent Score</b>	<b>2013 Percent Score</b>	<b>2012 % Met Standard</b>	<b>2013 % Met Standard</b>	<b>2012 % Advanced Performance</b>	<b>2013 % Advanced Performance</b>
All Students	138	149	38	37	70	68	84	83	21	21
Econ. Disadv.	54	64	33	35	61	64	65	77	11	16
American Indian	1	1	45	27	83	50	100	0	0	0
Asian		1		48		89		100		100
Black/Af. Am.	11	17	35	28	64	52	73	53	18	0
Hispanic	34	27	33	36	62	67	65	82	9	19
Two or More	4	4	40	35	74	65	75	75	50	25
White	88	99	40	39	74	72	93	89	25	24
Female	72	69	37	37	68	68	81	84	17	17
Male	66	80	39	37	72	68	88	81	26	24
M1	1	1	29	23	54	43	100	0	0	0
LEP	2		31		57		50		0	
M2	5	2	34	38	62	71	60	100	20	50
SPED	8	9	27	27	49	50	38	56	0	0

### STAAR Eighth Grade Social Studies

	2012 Total Students	2013 Total Students	2012 Raw Score	2013 Raw Score	2012 Percent Score	2013 Percent Score	2012 % Met Standard	2013 % Met Standard	2012 % Advanced Performance	2013 % Advanced Performance
All Students	138	148	29	32	57	62	69	74	14	17
Econ. Disadv.	54	63	25	30	49	58	52	67	6	10
American Indian	1	1	47	25	90	48	100	0	100	0
Asian		1		45		87		100		100
Black/Af. Am.	11	16	27	25	52	47	55	38	9	0
Hispanic	34	27	27	32	52	61	59	78	12	15
Two or More	4	4	34	27	65	52	100	50	0	0
White	88	99	30	33	58	64	73	80	15	20
Female	72	69	27	31	53	60	61	73	8	12
Male	66	79	32	33	61	63	77	75	20	22
M1	1	1	21	22	40	42	0	0	0	0
LEP	2		20		39		50		0	
M2	5	2	25	31	48	59	40	50	20	0
SPED	8	8	21	24	40	46	38	38	0	0

### TELPAS

(All students tested on TELPAS were in the Hispanic, Economically Disadvantaged, and ESL subgroups.)

#### 2011 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
6	7	5	2	3.3	17	0	0	83	3.5
7	10	2	8	4.0	0	0	0	100	4.0
8	4	3	1	2.7					2.6

#### 2012 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
6	15	4	11	3.8	0	0	18	82	3.8
7	7	3	4	3.4	14	0	29	57	3.3
8	9	3	6	2.9	22	11	11	56	3.0

2013 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
6	9	2	7	3.9	0	0	22	78	3.8
7	7	3	4	3.9	0	0	14	86	3.9
8	1	1	0						

The TELPAS data shows while we continue to have some weaknesses in reading with these students. Again, utilizing the Response to Intervention (RTI) Program in Reading with tiered interventions for these students is beneficial as well as having an open Content Mastery (Enrichment Room) and tutorial sessions for them to utilize.

AYP

Bellville Junior High has met AYP the last three years.

PBMAS

In recent years, Bellville Junior High has taken hits related to PBMAS in the number of special education students sent to ISS. Bellville Junior High will continue to help students maintain appropriate discipline and behavior choices through our character education program and counseling sessions. Students will also receive additional support in their classes through inclusion and General Education Content Mastery for 2013-14 so we hope to alleviate academic frustration that ultimately leads to poor behavior choices by providing additional support.

Attendance Rate

Bellville Junior High has a slight decrease in attendance. We are going to provide more attendance incentives for 2013-14 to encourage attendance in school.

Year	Campus	Af. Am.	His.	White	2 or More	American Indian
2012-13	96.2	96.4	96.5	96.1	95.16	97.7
2011-12	96.5					
2010-11	96.1					

Retention Rate

BJHS did have retentions for the 2012-13 school year despite offering the reassess/reteach policy for grades below 70 as well as in-school and after-school tutorial opportunities. In 2012-13, BJHS retained 2 sixth graders. One attended summer school and did not meet passing requirements, one did not attend summer school. In seventh grade, 3 students were retained for not meeting local requirements for promotion and not being eligible for summer school due to the number of courses they failed. In addition, 2 others were retained due to not attending summer school. In eighth grade, 2 students were retained for not meeting passing requirements in summer school.

Data Sources: AEIS reports for 2010, 2011, and 2012; Eduphoria data for 2011, 2012, and 2013; STAAR Scores Reports for 2012 and 2013, TELPAS Reports for 2011, 2012, and 2013; AYP Reports, PEIMS Data, PBMAS Data

## **Program Effectiveness**

### Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2013-14 school year. Inclusion classes at Bellville Junior High will be supported by special education teachers and/or paraprofessional staff members. There will be a need for continued training for our special education and general education staff members throughout the 2013-14 school year in regards to meeting the needs of SPED students on state assessments (STAAR, STAAR Modified, and STAAR Alternate). We will continue to focus on these areas with tutorials. With the numbers of students with severe behaviors (emotionally disturbed and autistic) increasing, we do have a need for a behavioral specialist to work with these students and staff members to ensure environments that are conducive to learning.

### Gifted and Talented

Students at Bellville Junior High School are identified for the gifted and talented program by nominations and testing. Students are served in the program through homeroom while completing semester projects in a core academic area with the help of the core academic teacher and GT teacher meeting with them throughout the semester to assess checkpoints. BJHS currently serves 67 students in the gifted and talented program and these students continue to score at or above standard and achieve advanced performance on district level benchmarks and state assessments. We continue to offer staff development opportunities for all teachers to become GT certified.

### ESL/Bilingual

At BJHS our ESL population continues to grow and our ESL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials with our campus ESL coordinator 30 minutes per day, and are offered opportunities to attend after-school tutorials and Enrichment Room support (General Education Content Mastery). Based on STAAR data, ESL students will need continual support in reading to build fluency, comprehension, and vocabulary which could be achieved through the RTI program. Teachers and/or paraprofessionals will also provide additional classroom support/strategies to help them be successful in all academic areas.

### State Compensatory Education

During the 2012-13 school year, state compensatory resources will continue to be utilized to provide a ½ time counselor, highly-qualified 504 and RTI teachers, tutorials, and summer school. The 504 and RTI teachers assist students in the Enrichment Room for several class periods a day. They help students in small groups as well as one-on-one instruction for core academic classes, help with understanding concepts on reteach/reasses assignments, help on assignments/concepts when students are absent and miss instruction and also for other accommodations such as extended time and oral assistance on assessments. The after-school tutorials were extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our SCE resources in this area as well.

### Safe and Drug Free Schools

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

### Homeless

During the 2012-13 school year, 2 students were identified as homeless based on information gathered on the Student Residency Questionnaire. BJHS assists homeless students in the areas of instructional

supplies, tutoring, and counseling. Homeless students also qualify for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

### Dyslexia

BJHS has a trained Dyslexia Specialist to provide prescriptive, intense interventions on identified students and who also serves as our campus 504 teacher. Students are referred and tested to qualify for admission the dyslexia program. In 2012-13, we served 23 dyslexia students and 33 504 students. We will continue to provide our dyslexia services and would like to use our dyslexia specialist to help provide interventions for students in the RTI Program.

## **Technology**

Bellville Junior High School has a computer lab in which teachers/classrooms can sign up to utilize. All classrooms have at least one computer and all of our core academic classrooms have a SMART board. Teachers integrate technology skills into the academic curriculum. Eighth graders attend a semester long Computer Literacy course in which they integrate technology applications into curriculum. In 2012-13, BJHS received a grant to provide lending programs for chromebooks to our eighth graders to assist in raising test scores. In 2013-14, the chromebooks will be utilized to provide carts with wireless capabilities for teachers to utilize and integrate technology activities in their classrooms. Several teachers use Edmodo, google docs, and flipped classroom learning to enhance the curriculum and interest students. Teachers complete STaR charts annually and have proficient to advanced technology skills. BJHS will continue to provide technology and support for the future with the advancement of technology in newer textbook adoptions and resources for learning.

## **Curriculum and Instruction**

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

## **Discipline/Character Education**

Based on 2012-13 Student Disciplinary Action Summary/PEIMS records, BJHS had a total of 300 recorded discipline incidents for the school year as compared to 377 in 2011-12. The following data shows comparisons of the previous school year in ( ). Of the incidents 48 (46) were full day out of school suspensions, 32 (26) were partial day out of school suspensions, 151 (203) were full day in school suspensions, 58 (93) were partial day in school suspensions, and 11 (9) were DAEP placements. Of those recorded incidents in 2012-13, 75 incidents involved 23 special education students.

In regards to overall discipline referrals, BJHS had 684 total referrals in 2011-12: 216-6<sup>th</sup>, 274-7<sup>th</sup>, and 194-8<sup>th</sup>. In 2012-13, BJHS had significant reduction in overall referrals with a total of 322: 43-6<sup>th</sup>, 195-7<sup>th</sup>, and 84-8<sup>th</sup>.

BJHS staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our character education program and educate students about bullying, its

effects on students, and our no tolerance for bullying. We have a campus core team trained in Non-Violent Crisis Intervention. We also implemented a positive postcards home program in 2012-13 in which every staff member identify and sends at least two students a positive postcard home weekly. This has been an awesome program which leads to better behavior choices, decreased discipline referrals, and increased communication between school and home.

### **Staff Development Needs**

Based on staff surveys, faculty meeting discussions, and summative conferences, BJHS has the need for additional and/or continued training in the areas of implementing rigor into the curriculum, de-escalation strategies for use with our ED/Autistic students, classroom management techniques/ideas, technology and especially training in regards to STAAR..

### **Staff Quality, Recruitment, and Retention**

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

### **Parental Involvement**

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

### **Community Involvement**

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

**BELLVILLE JUNIOR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2013-2014**

**CAMPUS GOAL:** I. BJHS will Meet State Accountability Goals as defined by TEA and Adequate Yearly Progress (AYP) as defined by NCLB.

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

**NCLB GOALS 1, 2**

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

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

**Resources:** Teacher-made exams

**Timeline:** Each six weeks

**Formative Evaluation:** Benchmark exams scheduled by grade level or department

**Summative Evaluation:** STAAR raw score results

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

**Responsibility:** Principal, Teachers

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

**Timeline:** Each semester

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

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

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

**Responsibility:** Principal, Counselor, Teachers

**Resources:** Grade level/Department Chairs, teachers, State Compensatory funds (\$)

**Timeline:** May/June 2014

**Formative Evaluation:** Students identified that meet requirements for summer school

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

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

**Responsibility:** Principal, Executive Director of Special Programs

**Resources:** Grade level/Department Chairs, teachers, State Compensatory Funds (\$)

**Timeline:** Each six weeks

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

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

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

**Responsibility:** Principal

**Resources:** Deputy Supt., teachers, State Compensatory Funds (\$)

**Timeline:** Each six weeks

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

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



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

**Responsibility:** Principal, Executive Director of Special Programs, Deputy Supt.

**Resources:** Principal, counselor, teachers

**Timeline:** Each semester

**Formative Evaluation:** Develop plan for continuation.

**Summative Evaluation:** RTI implemented in Reading and Math (as possible).

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

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

**Resources:** Principal, teachers, Title IA set-aside

**Timeline:** Each six weeks

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

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

**Strategy (8):** Increase commended performance equivalent in the new STAAR test for all subjects.

**Responsibility:** Principal, teachers

**Resources:** Deputy Superintendent, Region VI

**Timeline:** Each six weeks

**Formative Evaluation:** Methods for increasing high levels of achievement identified.

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

**Strategy (9):** Provide necessary instruction for students in the new requirements on the STAAR/EOC Algebra I exams.

**Responsibility:** Principal, teachers

**Resources:** Deputy Superintendent, Region VI

**Timeline:** Each six weeks

**Formative Evaluation:** New requirements and methods for instruction identified.

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

**Strategy (10):** Determine student participation for the STAAR Modified and STAAR Alternate testing to meet AYP standards.

**Responsibility:** Principal, Teachers

**Resources:** AYP specialist, counselor, teachers, Director of Special Education, Director of Special Programs.

**Timeline:** Each semester

**Formative Evaluation:** Students are identified to take the specific STAAR examinations within the 1% and 2% allowable ranges.

**Summative Evaluation:** Evaluate “AYP” results.

**CAMPUS GOAL:** 1. BJHS will Meet State Accountability Goals as defined by TEA and Adequate Yearly Progress (AYP) as defined by NCLB.

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

**NCLB GOALS:** 1,2

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

**Responsibility:** Deputy Supt., Principal, Technology Instructional Specialist

**Resources:** TEKS, Principal, Technology Instructional Specialist

**Timeline:** Each six weeks

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

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

**Strategy (2):** Continue to expand technology availability (where possible) to enhance student learning.  
**Responsibility:** Principal, Director of Technology  
**Resources:** Technology Committee  
**Timeline:** Each six weeks  
**Formative Evaluation:** Technology needs are identified by the campus and sent to district Technology Committee.  
**Summative Evaluation:** Increase of technology skills of all students and state assessment results meet state/federal standards.

**Strategy (3):** Integrate technology TEKS to enhance the academic instruction in the classroom  
**Responsibility:** Principal, Teachers, Technology Instructional Specialist  
**Resources:** IMA Technology Resources, Software Resources  
**Timeline:** Each six weeks  
**Formative Evaluation:** Observations, lesson plans, student work  
**Summative Evaluation:** Increased student application and/or classroom exposure to technology.

**Strategy (4):** Teachers and staff will attain Technology Proficiency of level III as established by the district.  
**Responsibility:** Director of Technology, Technology Instructional Specialist  
**Resources:** Director of Technology, Technology Instructional Specialist, Eduphoria developed courses  
**Timeline:** May 2014  
**Formative Evaluation:** Teachers plan a lesson integrated with technology which will meet the requirements of Proficiency Level III to be observed.  
**Summative Evaluation:** All teachers and staff have attained Level III Technology Proficiency.

**CAMPUS GOAL:** I. BJHS will Meet State Accountability Goals as defined by TEA and Adequate Yearly Progress (AYP) as defined by NCLB.

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

**NCLB GOALS:** 1,2

**Strategy (1):** Junior High students will be directed toward career awareness through designed CTE activities.  
**Responsibility:** CTE Coordinator, counselors  
**Resources:** Principal, teachers, CTE materials  
**Timeline:** Each semester  
**Formative Evaluation:** Activities planned for students.  
**Summative Evaluation:** Documentation of planned career activities that were presented to students.

**Strategy (2):** Provide a variety of career exploration activities and awareness of high school tracks for eighth grade students.  
**Responsibility:** CTE Coordinator, counselors  
**Resources:** Career Fair, Course Selection Guide  
**Timeline:** Each semester  
**Formative Evaluation:** Activities planned for students.  
**Summative Evaluation:** Eighth grade students participate in career exploration activities and eighth grade conferences for high school planning.

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

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

**NCLB GOALS:** 1,2

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

**Responsibility:** Principal, teachers, Director of Special Education

**Resources:** Director of Special Education, Region VI

**Timeline:** Each six weeks

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

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

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

**Responsibility:** Principal, Counselor, Director of Special Education

**Resources:** LSSP, Director of Special Education, Region VI

**Timeline:** Each six weeks

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

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

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

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

**NCLB GOALS:** 1,2

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

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

**Resources:** Region VI ESL mini-academies, local funds

**Timeline:** May 2014

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

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

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

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

**Resources:** Region VI, TEA

**Timeline:** Each six weeks

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

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

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

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

**NCLB GOALS:** 1,2,3

**Strategy (1):** Provide assistance and accommodations to the academic program for students who learn in non-traditional ways.  
**Responsibility:** Teachers, Principal, Counselor, SPED Department, 504 Teacher, RTI Teacher, G/T Teacher, ESL Specialist  
**Resources:** Intervention Programs, 504 Teacher, RTI Teacher, G/T Teacher, ESL, Specialist, Executive Director of Special Programs  
**Timeline:** Each six weeks  
**Formative Evaluation:** Increased student academic performance  
**Summative Evaluation:** State assessment results meet state/federal standards and RTI benchmark results meet local cut-off standards.

**Strategy (2):** Language Enrichment support is offered to dyslexic/504 students as needed.  
**Responsibility:** Dyslexia/504 Teacher, Principal, Counselor  
**Resources:** Local Funds, Existing Curriculum  
**Timeline:** Daily  
**Formative Evaluation:** Student academic progress.  
**Summative Evaluation:** Student academic progress and satisfactory performance on STAAR assessments.

**Strategy (3):** At least 50% of the campus physical education program has moderate rigorous activities built into it.  
**Responsibility:** Athletic Director, Coaches  
**Resources:** Curriculum activities  
**Timeline:** Each semester  
**Formative Evaluation:** At least 50% of the planned activities have moderate rigorous activities.  
**Summative Evaluation:** Students participate in planned activities.

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

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

**NCLB GOALS: 1,2**

**Strategy (1):** Determine individual methods that can be used to identify more African-American, Hispanic, and female students who have GT characteristics.  
**Responsibility:** GT teacher, principal, Executive Director of Special Programs  
**Resources:** TEA  
**Timeline:** May 2014  
**Formative Evaluation:** Research assessment and identification methods that are non-biased.  
**Summative Evaluation:** The gap between the percentage of African-American, Hispanic, and female GT students and their overall representation in the district is narrowed compared to previous years.

**Strategy (2):** Provide each teacher new to the district an orientation to the district's gifted/talented identification processes and the district's services for GT students.  
**Responsibility:** GT teacher, Deputy Superintendent  
**Resources:** BISD GT Handbook, BISD Board Policy  
**Timeline:** August 2013  
**Formative Evaluation:** Orientation is developed.  
**Summative Evaluation:** New teachers are provided orientation at the New Staff In-Service.

**Strategy (3):** BJHS will provide for families an awareness session that is an overview of the assessment procedures and services for GT students.  
**Responsibility:** GT teacher, principal  
**Resources:** BISD GT Handbook, BISD Board Policy, Executive Director of Special Programs, TEA  
**Timeline:** October 2013  
**Formative Evaluation:** Awareness sessions are developed.  
**Summative Evaluation:** Awareness sessions are presented to each campus.

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

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

**NCLB GOALS:** 1, 2

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

**Responsibility:** Principal

**Resources:** Local media, local funds

**Timeline:** Each six weeks

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

**Summative Evaluation:** Improved communication between school and community.

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

**Responsibility:** CTE Coordinator, Principal, Counselor

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

**Timeline:** Each semester

**Formative Evaluation:** Determine recognition and outreach activities.

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

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

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

**NCLB GOALS:** 1,2

**Strategy (1):** Provide an assignment book (student planner) to every student for daily use to encourage increased communication between home and school.

**Responsibility:** Principal, Teachers

**Resources:** Local funds

**Timeline:** All School Year

**Formative Evaluation:** Book seen daily by parent/guardian.

**Summative Evaluation:** Increased communication between school and home.

**Strategy (2):** Provide registration sites for parents that attend school sponsored functions.

**Responsibility:** Principal

**Resources:** Campus activities, teachers, sponsors

**Timeline:** Each semester

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

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

**Strategy (3):** Provide mentoring opportunities through the community-based mentoring program Raising Academic Performance (R.A.P.).

**Responsibility:** Principal

**Resources:** RAP District Coordinator, counselors, teachers

**Timeline:** Each semester

**Formative Evaluation:** Identify students that need a mentor.

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

**Strategy (4):** Conduct parent conferences via phone or personal contact concerning academics, discipline, and positive news.  
**Responsibility:** Principal, Counselor, Teachers  
**Resources:** Local funds  
**Timeline:** All School Year  
**Formative Evaluation:** Phone Logs/Conference Documentation  
**Summative Evaluation:** Decrease in # of students failing and fewer discipline referrals

**Strategy (5):** Promote and recruit volunteers to assist the students/staff members through various activities throughout the school year.  
**Responsibility:** Volunteer Coordinator, Principal  
**Resources:** Local Funds  
**Timeline:** August 2013, Continuous Through School Year  
**Formative Evaluation:** Volunteer Roster and Logs  
**Summative Evaluation:** Volunteer Logs, Volunteers in place for activities

**CAMPUS GOAL:** IV. Bellville Junior High School will recruit and hire highly qualified teachers as required by NCLB and appropriately certified teachers as required by TEA.

**OBJECTIVE:** A. All teachers will attain complete certification and meet the requirements for the highly qualified standard and state certification.

**NCLB GOALS: 3**

**Strategy (1):** Recruit and interview candidates for staff positions at Bellville Junior High School that are highly-qualified and fully certified.  
**Responsibility:** Principal  
**Resources:** Applications submitted to BISD Central Office  
**Timeline:** All School Year  
**Formative Evaluation:** Candidates are highly-qualified and fully certified.  
**Summative Evaluation:** All positions hired are highly-qualified and fully certified.

**Strategy (2):** Attend teacher job fairs to recruit HQ teachers.  
**Responsibility:** Superintendent, Principal  
**Resources:** University job fairs, ESC VI  
**Timeline:** Spring semester  
**Formative Evaluation:** Select opportunities to attend job fairs.  
**Summative Evaluation:** Attend job fairs to attract HQ teachers to BISD.

**CAMPUS GOAL:** IV. Bellville Junior High School will recruit and hire highly qualified teachers as required by NCLB and appropriately certified teachers as required by TEA.

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

**NCLB GOALS: 3**

**Strategy (1):** Professional development programming will be directed to meet the needs of the campus, as well as district-wide needs.  
**Responsibility:** Deputy Superintendent, Executive Director of Special Programs, Principal  
**Resources:** Principal, state/federal requirements, curriculum, AEIS data, Title IIA Funds (\$2,550), local funds  
**Timeline:** May 2014  
**Formative Evaluation:** Input from individual campuses received; state/federal requirements determined.  
**Summative Evaluation:** Professional development program developed based on needs assessment.

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

**Responsibility:** Teachers

**Resources:** Deputy Superintendent, Principal

**Timeline:** Each semester

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

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

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

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

**NCLB GOALS: 4**

**Strategy (1):** Improve communication at BJHS.

**Responsibility:** Principal

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

**Timeline:** All School Year

**Formative Evaluation:** Website/email communication is monitored.

**Summative Evaluation:** Monitoring verifies communication.

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

**Responsibility:** Executive Director of Special Programs

**Resources:** Principals, counselors, teachers, character attributes

**Timeline:** Each semester

**Formative Evaluation:** Character attributes promoted throughout the school district.

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

**Strategy (3):** Improve and expand drug awareness programs such as Red Ribbon Week activities.

**Responsibility:** Principal, Counselor, Teachers

**Resources:** Region VI, Health teachers, counselors

**Timeline:** October 2013, Each semester

**Formative Evaluation:** Drug awareness programs are reviewed and expansion and improvements are planned.

**Summative Evaluation:** Drug awareness programs take place on each campus.

**Strategy (4):** Conduct updated climate survey/staff questionnaire for BJHS.

**Responsibility:** Deputy Superintendent, Executive Director of Special Programs

**Resources:** 2009-2010 climate survey/staff questionnaire, Region VI ESC, Eduphoria

**Timeline:** May 2014

**Formative Evaluation:** Climate survey/staff questionnaire is developed and distributed to staff.

**Summative Evaluation:** Results of climate survey/staff questionnaire are compiled and summarized.

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

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

**NCLB GOALS: 4**

**Strategy (1):** Utilize contracted trained canines to search campuses on an unannounced schedule.

**Responsibility:** Campus Administrators

**Resources:** Contracted canine resources

**Timeline:** Each six weeks

**Formative Evaluation:** Execute contract for trained canine services.

**Summative Evaluation:** Campus searches are conducted throughout the school year.

**Strategy (2):** Monitor student activity on campuses during school day with assistance from security cameras.

**Responsibility:** Campus administrators

**Resources:** Director of Technology, security cameras

**Timeline:** Each six weeks

**Formative Evaluation:** Complete installation of security cameras on all campuses.

**Summative Evaluation:** Monitor multiple areas on each campus with security cameras.

**Strategy (3):** Prevent bullying at school through an awareness campaign.

**Responsibility:** Principal, Counselor, Executive Director of Special Programs

**Resources:** ESC VI, campus administrators

**Timeline:** Each semester

**Formative Evaluation:** Update campus bullying plans.

**Summative Evaluation:** Bullying awareness campaign is implemented.

**Strategy (4):** Address issues related to education about and prevention of dating violence as required by HB121.

**Responsibility:** Deputy Superintendent, Executive Director of Special Programs, Campus Principal and Counselor

**Resources:** Safe Dates Curriculum, ESC Region VI, Department of Family and Protective Services

**Timeline:** Each semester

**Formatted Evaluation:** State and locally developed reports considered

**Summative Evaluation:** Fewer incidence of dating violence reported at end of school year.

**Strategy (5):** Increase teacher, student and parent awareness of issues regarding sexual abuse of children as required by HB1041.

**Responsibility:** Deputy Superintendent, Executive Director of Special Programs, Campus Principal and Counselor

**Resources:** Local curriculum, ESC Region V Specialists, Department of Family and Protective Services

**Timeline:** Each semester

**Formatted Evaluation:** State and locally developed reports considered

**Summative Evaluation:** Fewer incidence of sexual abuse reported at end of school year.

**Strategy (6):** Update the Campus Crisis Management Plan to be in accordance with the District Crisis Management Plan.

**Responsibility:** Principal

**Resources:** ESC VI, campus administrators

**Timeline:** Each semester

**Formative Evaluation:** Conduct review of current crisis management plans.

**Summative Evaluation:** Update crisis management plans as necessary.

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

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

**NCLB GOALS: 4**



**Strategy (1):** Communicate the campus discipline plan to students and parents.

**Responsibility:** Principal, Teachers

**Resources:** Student Handbook, Student Code of Conduct

**Timeline:** August 2013; ongoing throughout the school year

**Formative Evaluation:** Acknowledgement forms signed by parents and students.

**Summative Evaluation:** Awareness; Improved communication resulting in a decrease of discipline referrals.

**Strategy (2):** Provide group and individual counseling for students.

**Responsibility:** Counselor

**Resources:** Local funds

**Timeline:** All School Year

**Formative Evaluation:** Student participation in counseling.

**Summative Evaluation:** Decrease in the number of discipline referrals.

**Strategy (3):** Recognize students with positive referrals and positive postcards and phone calls home.

**Responsibility:** Campus Administrators, Teachers

**Resources:** Local Funds, Postcards

**Timeline:** All school year

**Formative Evaluation:** Recognition of students.

**Summative Evaluation:** Decreased discipline referrals.

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

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

**NCLB GOALS: 4**

**Strategy (1):** Recognize and reward students for academic excellence.

**Responsibility:** Principal, Teachers

**Resources:** Local funds, local media

**Timeline:** Each six weeks, All year awards at end of year assembly

**Formative Evaluation:** Awards, certificates, newspaper honor roll articles.

**Summative Evaluation:** Increased number of students achieving and being recognized.

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

**Responsibility:** Teachers, Principals, Counselors

**Resources:** Local funds

**Timeline:** All School Year

**Formative Evaluation:** Recognition phone calls/postcards home.

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

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

**Responsibility:** Counselor, Principal, All Staff Members Reinforce Daily

**Resources:** Local Funds

**Timeline:** All School Year

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

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

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

**Responsibility:** Counselor, All Staff Members Reinforce Daily

**Resources:** Local Funds, Character Counts Curriculum

**Timeline:** All School Year

**Formative Evaluation:** Presentations to each grade level once every six weeks.

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

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

**Responsibility:** Principal, Teachers, Counselor

**Resources:** Community speakers

**Timeline:** October 2013

**Formative Evaluation:** Agenda of activities planned.

**Summative Evaluation:** Student awareness about drugs.

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

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

**NCLB GOALS:** 5

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

**Responsibility:** Principal, Teachers

**Resources:** Local Funds, PEIMS Attendance Clerk

**Timeline:** Each six weeks

**Formative Evaluation:** Lists for each six weeks on file.

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

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

**Responsibility:** Principal

**Resources:** Campus PEIMS clerk, teachers, parents, students

**Timeline:** Each six weeks

**Formative Evaluation:** Monitor individual student absences.

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

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

**Responsibility:** Principal

**Resources:** Campus PEIMS clerk

**Timeline:** Each week

**Formative Evaluation:** Absence data provided to campus principal.

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

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

**Responsibility:** Deputy Superintendent, Executive Director of Special Programs, Principal

**Resources:** District PEIMS Coordinator, Referral Forms, PEIMS Data Standards

**Timeline:** Each six weeks

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

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

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

**Responsibility:** Principal, counselor

**Resources:** Spicer Assignment Information form

**Timeline:** Each six weeks

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

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

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

**Responsibility:** School Nurse, Counselor, Principal, CEHI

**Resources:** Local Funds, PRS Handbook

**Timeline:** Each semester

**Formative Evaluation:** Progress check of services given.

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

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

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

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

**Responsibility:** Principal

**Resources:** Campus UIL Coordinator, academic coaches

**Timeline:** Each semester

**Formative Evaluation:** Schedule of student participation in each event.

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

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

**Responsibility:** Principal

**Resources:** Campus UIL Coordinator, academic coaches

**Timeline:** Fall semester

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

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

Appendix A

**SCE Summary of Expenditures  
Bellville Junior High School  
2012-2013**

	<b>Position/ Assignment</b>	<b>% Of Time</b>	<b>FTE's</b>	<b>Prog. Code</b>	<b>Total Salary to SCE</b>
<b>BJH</b>	At-risk Teacher (504, RTI)	57%	0.57	24	\$31,514.61
	At-risk Teacher (504)	29%	0.29	24	\$13,132.80
	At-risk Counselor	50%	0.50	24	\$24,220.03
	Tutorials	0%	0.00	24	<b>\$6,000.00</b>
	Summer School	0%	0.00	24	<b>\$3,862.50</b>
					<b>\$78,730</b>