



**Belton Independent School District
Campus Improvement Plan
2016-2017**

**BELTON EARLY CHILDHOOD
SCHOOL**

Summary

This 2016-2017 plan for Belton Early Childhood School was developed with the input of the campus leadership team and the site-based decision making committee. The primary focus of this plan is to increase the achievement of all students attending the Belton Early Childhood School so that they are ready to begin kindergarten.

This plan may be modified throughout the year as needed to change strategies and/or activities in such a way that campus goals may be met. Changes will be reviewed on a frequent basis with the site-based decision making committee.

Vision

The vision of Belton Early Childhood School is to provide a safe, respectful, and caring environment, which will create a pathway for successful learning for all students.

Mission Statement

The mission of Belton Early Childhood School is to develop successful, lifelong learners today and leaders tomorrow.

Belief Statements

- 1** We believe that everyone has the right to be treated with dignity and respect in a safe and positive learning environment.
- 2** We believe that shared decision-making among staff, parents, and community members will allow us to reach our goals.
- 3** We believe that a positive attitude and high expectations set the foundation for growth and that higher expectations promote higher achievement.
- 4** We believe that accepting responsibility fosters self-worth.
- 5** We believe that success is based on a common vision and mission and that it is imperative to celebrate success.

Needs Assessment Data Documentation

The following data was used to verify the comprehensive needs assessment analysis.

- * Review of district goals
- * Review of campus goals
- * Professional learning communities discussions
- * Results of benchmark assessments
- * Attendance data
- * Community and/or parent surveys and feedback
- * Staff surveys and/or feedback
- * State and/or federal planning requirements
- * Campus leadership and/or department meetings
- * Campus faculty meeting discussions
- * Prior year campus and/or district improvement plans
- * Staff development evaluations, surveys, and/or needs assessments
- * Study of best practices
- * Action research results
- * Analysis of Special Education population
- * Analysis of At-Risk population
- * Analysis of homeless population
- * Disaggregation of current-year state assessment data
- * Campus needs assessment
- * HB5 Community and Engagement Rating data

Goals & Strategies

Goal # 1:

Belton Early Childhood School will achieve success on the State's student achievement and quality of learning indicators to prepare students to live, learn, and lead in an ever-changing global economy.

Resources:

Math Intervention, Leveled Literacy Instruction, Campus Paraprofessionals, Student Assessment Data, Teachers



Strategy 1 Implementation of Pre-Kindergarten Curriculum

BECS teachers and staff will implement a locally developed Pre-Kindergarten curriculum that is aligned and centered around the state Pre-Kindergarten guidelines. The curriculum will guarantee that all Pre-K students gain knowledge and skills that are age appropriate and equivalent throughout the campus. The curriculum will also ensure that teachers are targeting instruction. It will include a non-negotiable vocabulary list to ensure vocabulary development for all students.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: 100% of teachers will be trained on Pre-K Curriculum and walkthrough data will indicate curriculum implementation in each classroom.

Funds: Local Funds

Costs: \$67,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Implement updated Pre-K curriculum.	Sue Banfield, Carolyn Marks, Classroom Teachers	Written curriculum in Eduphoria	October
2 Plan and provide professional development on the updated curriculum for all Pre-K staff.	Sue Banfield, Carolyn Marks, Sheila Surovik	Agenda, sign-in sheets	October
3 Provide instructional coaching for teachers centered around the updated curriculum.	Carolyn Marks	Coaches calendar, coaching observation tool	October
4 Monitor curriculum implementation through monitoring lesson plans and conducting classroom walkthroughs.	Sue Banfield, Sheila Surovik, Carolyn Marks	Lesson plans, walkthrough data, coaching observations, planning meetings	October

Strategy 2 Instructional Curricular Resources and Practice

Appropriate instructional and assessment material aligned to Pre-K Guidelines is vital and sets the foundation for student achievement. BECS will use the Conscious Discipline framework and Scholastic Big Day curriculum to address the instructional and social emotional needs of students. CIRCLE Progress Monitoring Assessment and the Pre-K report card scored with a rubric will ensure that students are mastering state objectives.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Conscious Discipline framework written and provided to teachers, CLI licenses provided by CLI engage.org, Scholastic Big Day curriculum provided, Conscious Discipline training dates set for professional development.

Funds: Local Funds

Costs: \$6,000

FTES: None

Item	Responsible	Evaluation	Dates
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1	Work with the Director of ELA to analyze and revise reading blocks to ensure balanced literacy is going well in each classroom. Ensure that teachers protect their effective literacy blocks of time per position statement and align resources with district curriculum.	Sue Banfield, Sheila Surovik, Carolyn Marks, Lauren Brisbin	Outlook calendar, meeting dates and agendas, classroom observations	October
2	Work with the Elementary Facilitator to analyze and revise math instruction to ensure alignment of resources and professional development for instructional coach and teachers.	Sue Banfield, Sheila Surovik, Carolyn Marks, Dawn Schiller, Susie Langford	Lesson plans, meeting agendas, observations, sign-in sheets	October
3	Implement Writers Workshop that follows the Balanced Literacy model. Training will be provided by Matt Glover. Teachers will provide weekly mini-lessons focusing on composition, conventions or processes followed by individual student conferences.	Sue Banfield, Sheila Surovik, Carolyn Marks, Teachers	Lesson plans, sign-in sheets, observations	October
4	Continue to implement the Conscious Discipline program through the integration of classroom management and social-emotional learning. Teachers will learn to use daily conflict in the classroom as teaching moments. These moments will be used to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying and develop pro-social behaviors.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Agendas, sign-in sheets, observations, walkthroughs	October
5	Continue to implement Scholastic Big Day curriculum. Each day will include whole-group, small group, and center experiences that will provide an anchor for conversation, play and learning in the classroom.	Carolyn Marks, Classroom Teachers	Lesson plans, observations, walkthroughs	October
6	Continue to utilize a report card to inform parents of student progress. Revise the report card to align with Pre-K Guidelines and the Conscious Discipline Framework. Report cards will be sent home in October, February, and June. Teachers will maintain communication with parents through progress reports.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Sign-in sheets, meeting documentation, finalized report card and rubric.	October
7	Continue to conduct classroom walkthroughs and provide teachers meaningful feedback about instruction.	Sue Banfield, Sheila Surovik	Walkthrough data, Outlook calendars	October
8	Work with the Coordinator of Math to enhance and refine math curriculum to ensure alignment of resources and implementation of Pre-K guidelines.	Carolyn Marks, Sue Banfield, Sheila Surovik, Dawn Schiller, Susie Langford	Outlook calendar, meeting agendas, agendas, invoice of purchased materials	October
9	Utilize the instructional coach, lead teachers and content experts to improve instruction on campus.	Carolyn Marks, Sue Banfield, Sheila Surovik	Sign-in sheets, agendas, agendas, planning logs	October



10	Develop a detailed plan for field trips to ensure trips are aligned with the curriculum.	Sue Banfield, Sheila Surovik, Lead Teachers	Agendas, master calendar, Scope and Sequence	October
11	Enhance instruction for vocabulary and language development based on the CIRCLE progress monitoring results from 2015-2016.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Lesson plans, observations, walkthroughs	October

Strategy 3 Enrichment Activities

Enrichment activities provide a channel for reinforcing the lessons learned in the classroom. Participation in enrichment activities can lead to success in school by helping students make connections to text and other instructional material. Field trips, specialty classes, sensory exploration through a Block and Science Lab, outdoor sand and water stations, and a tricycle track will provide students with concrete experiences to base their learning.

- Leaders:** Sue Banfield, Sheila Surovik, Carolyn Marks
- Benchmark:** 100% student participation in enrichment activities.
- Funds:** Local Funds
- Costs:** \$80,000
- FTES:** 2

Item	Responsible	Evaluation	Dates	
1	Continue to provide a tricycle track, motor lab, recess and PE for students to work on both physical and social development.	Sue Banfield, Sheila Surovik, Teachers	Master schedule, observations	October
2	Continue to provide a Block Lab to encourage children to think, plan, and problem-solve as they share space, materials, and ideas to create their various structures with blocks.	Sue Banfield, Sheila Surovik, Carolyn Marks, Teachers	Lesson plans, observations, walkthroughs	October
3	Continue to provide a Science Lab to capitalize on the natural curiosity of students and provide opportunities to engage in scientific inquiry through language experiences, observations and hands-on explorations.	Sue Banfield, Sheila Surovik, Carolyn Marks, Teachers	Lesson plans, observations, walkthroughs	October
4	Continue to engage students in sand and water play through sensory table explorations where students investigate materials to develop and refine skills.	Sue Banfield, Sheila Surovik, Carolyn Marks, Teachers	Lesson plans, observations, walkthroughs	October
5	Continue to plan and provide opportunities for student field trips that help students gain experiences and make connections to new learning.	Sue Banfield, Sheila Surovik, Teachers	Field trip plan	October
6	Adjust Pre-K schedule to provide additional enrichment activities and add art instruction for all students through a certified teacher.	Sue Banfield, Sheila Surovik, Teachers	Master schedule, participation in art classes and other enrichment activities	October



7	Provide art Instruction for all BECS Pre-K students so that students are both involved in making art, and appreciating the art of others.	Sue Banfield, Sheila Surovik, Rebekah Nichols, Classroom Teachers	Master schedule, art lesson plans, observations	October
8	Provide library time for students to explore books and participate in story time.	Sue Banfield, Shannon Ferguson, Teachers	Master schedule, observations, teacher schedules	October

Strategy 4 Data Analysis

With appropriate analysis and interpretation of data, Pre-K teachers can make informed decisions that will positively affect student outcomes. Data will be analyzed to inspect and transform classroom instruction. Pre-K teachers will gather several forms of data to include anecdotal notes, CIRCLE progress monitoring data, report card assessments, and student portfolios.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Increase in student achievement data.

Funds: Local Funds

Costs: \$5,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Continue to implement progress monitoring three times a year. A beginning, middle, and end of year assessment will be conducted on each child. The results will be used to plan instruction.	Carolyn Marks, Classroom Teachers	CIRCLE progress monitoring data reports	October
2	Continue to provide report cards to parents three times a year. A beginning, middle, and end of year assessment will be conducted on each child. The results will be used to plan classroom and small group instruction.	Carolyn Marks, Classroom Teachers	Report cards	October
3	Continue to use observational data to redirect instruction and validate student successes.	Carolyn Marks, Classroom Teachers	Checklists, anecdotal records, student portfolios	October
4	Utilize a Response to Intervention (RtI) Committee to assist in the development of targeted strategies, accommodations, and services that will enable students to be successful in school. This group will address concerns about academic and behavioral difficulties.	Sue Banfield, Sheila Surovik, Jennifer Whitley, RtI Committee	Meeting logs, documentation in Eduphoria	October



Strategy 5 Technology

Technology will be used in the Pre-K classroom to support both teaching and learning. By providing classrooms with computers, MimioTeach software, and iPads, student engagement and motivation will increase.

Leaders: Sue Banfield, Sheila Surovik, Donna Bounds, Debbie Alston

Benchmark: Increase in use of technology in the classroom.

Funds: Local Funds

Costs: \$22,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Continue to provide iPads and ebooks for Pre-K students to gain additional read aloud time.	Sue Banfield, Sheila Surovik, Shannon Ferguson, Sonia Holleman	Lesson plans, observations, walkthroughs	October
2 Continue to provide MimioTeach in classrooms so that students can experience a hands-on approach to learning. Students will gain technology skills by maneuvering large icons projected on white boards.	Sue Banfield, Sheila Surovik, Sonia Holleman	Lesson plans, observations, walkthroughs	October
3 Continue to provide books for students with pictures that come to life through the use of Augmented Reality. Student creations can be augmented to become more life-like and provide for increased student engagement.	Sue Banfield, Sheila Surovik, Sonia Holleman	Lesson plans, student products, observations, walkthroughs	October
4 Facilitate the use of technology in the classroom and provide instructional assistance to teachers so that students are gaining technology skills.	Sue Banfield, Sonia Holleman	Outlook calendar, feedback from teachers, observations	October

Strategy 6 Special Education/PPCD

BECS will provide effective differentiated academic and social instruction to students experiencing a broad spectrum of disabilities. In order to provide access to the general curriculum to students with disabilities to the greatest extent possible, BECS will provide a PPCD self-contained model, an inclusion model, and a co-teach model for students.

Leaders: Sue Banfield, Sheila Surovik, Tracy Dorsey

Benchmark: Increase number of students served in inclusive settings.

Funds: Local Funds

Costs: 215,000

FTES: 8

Item	Responsible	Evaluation	Dates
1	Continue to provide co-teaching instruction for PPCD students to allow special education students access to both a teacher trained in content and a special education teacher to help modify the content.	Tracy Dorsey, Angela Frausto, Kim Beshansky	Observations, lesson plans October
2	Continue to provide inclusion for PPCD students who are not able to participate in a full day co-teach model. Students will have access to the general content a portion of the day according to their IEP.	Tracy Dorsey, Nicole Chapman, Christine Linklater	Observations, lesson plans October
3	Continue to provide early intervention services to children with special needs. Services may include speech therapy, occupational therapy and physical therapy as designated in the student's IEP.	Tracy Dorsey, PPCD Teachers	Observations, lesson plans October

Strategy 7 Student Attendance

Attendance is essential for students to benefit from school activities. BECS will encourage and provide support to students and parents so that student attendance is consistent and regular. BECS personnel will work to partner with parents to encourage students to attend school and avoid unnecessary absences.

Leaders:	Sue Banfield, Sheila Surovik, Marciela Barrios
Benchmark:	Increase in attendance rate and increase in parent communication.
Funds:	Local Funds
Costs:	\$19,000
FTES:	1

Item	Responsible	Evaluation	Dates
1	Increase communication with parents regarding the importance of attendance through parent monthly meetings.	Sue Banfield, Sheila Surovik, Parent Liaison, Marciela Barrios	Agendas, sign-in sheets October
2	Adapt Pre-K schedule to provide breakfast at the BECS campus so that parents can drop students off at an earlier time.	Sue Banfield, Sheila Surovik	Completed school schedule October
3	Provide bus transportation for Pre-K students who live distances further than 1 mile from the campus.	Lucy Kerley, Sue Banfield, Sheila Surovik	Bus system in place and followed October



4	Provide student attendance incentives for perfect attendance. Students will qualify for incentives if they receive perfect attendance for the entire month. All attendance incentives will be communicated to Pre-K parents through notes home, monthly meetings and phone calls.	Sue Banfield, Sheila Surovik, Attendance Clerk	Correspondence to parents	October
5	Track attendance daily and contact parents when students are absent. Conduct home visits when students have had excessive absences.	Sue Banfield, Sheila Surovik, Attendance Clerk	Attendance records, parent phone logs, home visit schedules, Outlook calendar, monthly newsletters	October
6	Hire an attendance clerk to lead the attendance committee, make parent contacts, run absence reports, and provide attendance incentives.	Sue Banfield, Sheila Surovik, Attendance Clerk	Attendance records, parent phone logs, home visit schedules, Outlook calendar, monthly newsletters	October
7	Recognize students with perfect attendance at school-wide assemblies and during morning announcements. Distribute BECS Brags to students to validate coming to school.	Sue Banfield, Sheila Surovik, Attendance Clerk	Attendance records, assembly agendas, BECS Brag duplicates, attendance reports	October

Strategy 8 ELL Instruction

BECS will provide effective instruction in language development for ELL students through a Bilingual and an ESL program. Children will receive explicit instruction in both the home language and the English language. Targeted vocabulary and opportunities to hear and speak language throughout the day will be implemented.

- Leaders:** Sue Banfield, Sheila Surovik, Carolyn Marks, Lauren Brisbin
- Benchmark:** Teacher lesson plans, classroom observations indicating use of ELL strategies.
- Funds:** Local Funds, Bilingual Allotment, Title III A
- Costs:** \$189,000
- FTES:** 6

Item	Responsible	Evaluation	Dates	
1	Continue to provide bilingual instruction for students who qualify as ELL and have a home language of Spanish indicated on the home language survey.	Sue Banfield, Sheila Surovik, Bilingual Teachers	Lesson plans, observations, walkthroughs	October
2	Continue to provide targeted vocabulary for ELL students through the use of sentence stems. Students will participate in word of the day activities and word work activities.	Sue Banfield, Sheila Surovik, Carolyn Marks, Bilingual Teachers	Lesson plans, observations, walkthroughs	October
3	Continue to implement the use of measurable content and language objectives in all Pre-K classrooms.	Sue Banfield, Sheila Surovik, Carolyn Marks, Bilingual Teachers	Lesson plans, observations, walkthroughs	October



4 Adjust the instructional schedule to allow a block time for language development where specific instruction on new vocabulary and language is taught through total body movement.	Sue Banfield, Sheila Surovik, Carolyn Marks	Schedules, observations, walkthroughs	October
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Goal # 2:

Belton Early Childhood School will attract and retain high performing administration, faculty, and staff who reflect the values of the community, serve as positive role models, exhibit moral excellence and are committed to achieving excellence for all students.

Resources:

Campus Retention Data, Staff Development Records, Professional Development Materials

Strategy 1 Professional Development

Continuous growth and improvement of teacher practice will be supported through professional development which will enable teachers to offer students the learning opportunities that will prepare them to master objectives from the Pre-K Guidelines, transition into kindergarten, and gain skills for life. Professional development will deepen and broaden teacher knowledge of content, best practices, behavior management, vocabulary development, and technology.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Improved student assessment results and increased staff participation in professional development.

Funds: Local Funds, Work Force Funds

Costs: \$10,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Attend the Elementary Learning Expo in July and implement and monitor new learning throughout the school year.	Sue Banfield, Sheila Surovik, Carolyn Marks, Teachers	Sign-in sheets, agendas, walkthroughs and observations	October
2 Implement a Momentum Plan for Instructional Rounds that includes all teachers observing, collecting and analyzing classroom data. Participate in Network Rounds and Internal Rounds on campus.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom teachers	Calendar, agendas, classroom observations	October
3 Continue to provide training for teachers in Conscious Discipline to better support students in social emotional development. The staff will participate in two group sessions of Conscious Discipline training and begin a new book study, Managing Emotional Mayhem.	Sue Banfield, Sheila Surovik, Carolyn Marks	Framework for implementation, agendas, sign-in sheets	October
4 Provide continued training and support for teachers and instructional aides on Mimio Teach, Augmented Reality and iPads.	Sue Banfield, Sheila Surovik, Carolyn Marks	Agendas, sign-in sheets	October
5 Continue to enhance teacher knowledge of language development in Pre-K through training opportunities provided during campus PD days. Teachers will learn fun ways to incorporate language into lessons so children become verbal and enhance their vocabulary.	Sue Banfield, Sheila Surovik, Carolyn Marks	Agendas, sign-in sheets, lesson plans	October
6 Continue to ensure teachers learn to write and implement measurable learning objectives so teaching is aligned to the desired outcome.	Sue Banfield, Sheila Surovik, Carolyn Marks	Lesson plans, posted objectives in classrooms, walkthroughs, observations	October
7 Provide training on extreme behavior to teachers and instructional aides during campus PD days.	Sue Banfield, Sheila Surovik, Carolyn Marks, Amber Crocker	Agendas, Eduphoria records, walkthroughs and observations	October



8	Provide teachers with training on the SAMR model so that appropriate technology instruction is provided to students.	Sue Banfield, Sonia Holleman, Debbie Alston, Donna Bounds	Agendas, sign-in sheets, walkthroughs, observations	October
9	Provide professional development to include implementing writing in the PK classroom (Matt Glover), Language Development (Josie Fields), and Conscious Discipline (Lauren Osborne).	Sue Banfield, Sheila Surovik	Professional development contracts, agendas, sign-in sheets	October
10	Provide training to teachers on the new T-TESS evaluation system one day in August and during Wednesday after school staff meetings.	Sue Banfield, Sheila Surovik	Agendas, teacher sign-in sheets, walkthroughs and observations	October
11	Provide 30 hours of training to new teachers and teachers who have not participated in two years of eCIRCLE training. This training will address the 10 domains of pre-literacy included in the Pre-K guidelines.	Carolyn Marks, Sue Banfield	Agendas, schedule of trainings, sign-in sheets	October

Strategy 2 Instructional Coaching

BECS will utilize an instructional coach to increase instructional effectiveness by monitoring current on-going professional development delivered through staff meetings.

Leaders: Carolyn Marks
Benchmark: Coaching agendas, increase in number of collaborative cycles completed, and classroom walkthrough data.
Funds: Local Funds
Costs: \$60,000
FTES: 1

Item	Responsible	Evaluation	Dates
1 Continue to offer the Collaborative Cycle to teachers as a means to provide objective feedback. The cycle will include a pre-conference, an observation and a post conference.	Carolyn Marks, Teachers	Measurable Objective Form, monthly calendar	October
2 Continue to provide side-by-side coaching to help teachers learn how to adapt their instruction to more effectively meet children's needs.	Carolyn Marks, Teachers	Measurable Objective Form, lesson plans	October
3 Continue to provide modeling to ensure teachers know what good performance looks like.	Carolyn Marks, Teachers	Short Term Goal Report, lesson plans, video tapes	October
4 Continue to provide reflective feedback to teachers linked to data from observations, the Classroom Environment Checklist, or the Classroom Observation Tool.	Carolyn Marks, Teachers	Classroom Environment Checklist, Measurable Objective Form	October



5	Continue to facilitate the eCIRCLE professional development model designed to provide teachers with a common experience that allows for conversation and learning.	Carolyn Marks, Teachers	Sign-in sheets, agendas, teacher participation	October
6	Continue to provide co-teaching to engage teachers in all aspects of a well-planned lesson. The coach will start the lesson modeling instruction and then, using the gradual release model, the teacher will continue the lesson on her own with the coach there for support if needed.	Carolyn Marks, Teachers	Measurable Objective Form, co-teach calendar	October

Strategy 3 Professional Learning Communities

Professional learning communities (PLCs) is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep learning and higher levels of student achievement.

- Leaders:** Sue Banfield, Sheila Surovik, Carolyn Marks, Tracy Dorsey
- Benchmark:** Consistent implementation of PLCs, improved student assessment scores.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Continue to provide time for teachers to meet within their POD groups to analyze student data, collaborate, and share resources.	Sue Banfield, Sheila Surovik, Carolyn Marks, Teachers	Scheduled meetings, agendas, minutes	October
2	Continue to provide scheduled time for teachers to meet in focus groups to improve areas at BECS that impact instruction. Teachers will collect data on the effectiveness of the Science Lab, the Block Lab, Sand and Water activities, PE classes, and the outdoor learning areas.	Sue Banfield, Sheila Surovik, Carolyn Marks, Teachers	Scheduled meetings, agendas, minutes	October

Goal # 3:

Belton Early Childhood School will sustain a safe and supportive environment to provide a secure, nurturing, non-threatening, respectful, and disciplined learning environment where all members excel and exhibit moral excellence.

Resources:

LifeSkills Prevention Curriculum, Safe and Civil Schools Materials, CHAMPS Initiative, Crisis Plan, Common Area Rules and Procedures, Conscious Discipline

Strategy 1 Safe and Supportive Campus Environment

A safe and supportive school environment that fosters the emotional intelligence of teachers and students and encourages parent involvement will be established through implementation of Safe & Civil Schools and Conscious Discipline. BECS will lay a foundation utilizing these programs to help improve safety across all school settings, engage students, enhance learning, and empower staff/parents with techniques to help students behave responsibly and respectfully.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Decrease in number of student discipline events and number of safety concerns.

Funds: Local Funds

Costs: \$4,000

FTEs: None

Item	Responsible	Evaluation	Dates	
1	Promote safety on campus through the use of a badge system and clear/consistent procedures for campus transitions.	Sue Banfield, Sheila Surovik, Jennifer Whitley	Consistent use of badge system, campus guidelines and procedures	October
2	Continue to ensure emergency preparedness through an updated emergency and crisis intervention plan, monthly safety drills, MERT, and ongoing collaboration among the Foundations committee regarding campus procedures and guidelines.	Sue Banfield, Sheila Surovik, Foundations Committee	Campus Emergency Plan, Completion of Crisis Intervention Plan, Foundations meeting notes	October
3	Continue to promote pro-social behavior and prevent discipline issues by implementing a comprehensive social and emotional intelligence classroom management program known as Conscious Discipline.	Sue Banfield, Sheila Surovik, Carolyn Marks, Jennifer Whitley, Staff	Lesson plans, walkthroughs, observations	October
4	Provide consistent positive contacts to parents through parent-teacher conferences, parent newsletters, parent events/activities, and purposeful parent phone calls.	Sue Banfield, Sheila Surovik, Parent Liaison, Jennifer Whitley, Staff	Parent contact documentation	October
5	Boost faculty morale by reviewing data from a campus needs survey, creating a sense of togetherness at staff meetings and luncheons, providing staff with professional learning experiences and curriculum guidance, and through additional staff appreciation methods.	Sue Banfield, Sheila Surovik, Cheer Committee	Campus needs survey, staff meeting notes/agenda	October
6	Designate a Campus Behavior Coordinator to complete responsibilities outlined in the 2015 legislative session.	Sue Banfield	Discipline records, agendas	October
7	Establish a Campus Threat Assessment Team (CTAT). Work with the CTAT and the Director of Student Services to analyze and respond to student or other threats.	Sue Banfield, Sheila Surovik	Agendas, Outlook dates, sign-in sheets	October



<p>8 Establish a Crisis Prevention Intervention (CPI) Team. Members of the team will help work through emergency behavior crises. A team member will be stationed in each hall to help with student behavior and crisis situations during the school day. Team members will help to educate staff on appropriate management strategies. Members will receive CPI training through the district trainer. They will participate in yearly refresher courses.</p>	<p>Sue Banfield, Sheila Surovik</p>	<p>Training records in Eduphoria, Crisis Prevention Team meeting agendas</p>	<p>October</p>
<p>9 Implement Safe and Civil Schools. Develop school wide procedures using MAC. MAC posters will be placed in common areas and teachers will educate students on procedures for common areas.</p>	<p>Sue Banfield, Sheila Surovik, Jennifer Whitley, Safe and Civil (PEACE) Committee</p>	<p>Sign-in sheets, agendas, posters visible</p>	<p>October</p>

Strategy 2 Safe and Supportive Classroom Environment

Self-discipline will be a developmental goal for students at BECS. This goal will be achieved through the implementation of Conscious Discipline which develops social-emotional awareness for students. Conscious Discipline allows students to identify and verbalize emotions and empowers them to work through emotions to reach more productive behavior.

- Leaders:** Sue Banfield, Sheila Surovik, Carolyn Marks
- Benchmark:** Completion of Conscious Discipline lesson plans, posting of visuals for CHAMPS, procedures posted.
- Funds:** Local Funds
- Costs:** \$4,000
- FTES:** None

Item	Responsible	Evaluation	Dates
<p>1 Continue to promote pro-social behavior and prevent discipline issues by implementing a classroom management program known as Conscious Discipline.</p>	<p>Sheila Surovik, Carolyn Marks, Jennifer Whitley, Teachers</p>	<p>Lesson plans, walkthroughs, observations</p>	<p>October</p>
<p>2 Continue to provide a safe and positive school climate through implementation of CHAMPS and Safe & Civil Schools.</p>	<p>Sheila Surovik, Carolyn Marks, Jennifer Whitley, Teachers</p>	<p>CHAMPS classroom visuals, lesson plans</p>	<p>October</p>
<p>3 Continue to implement behavioral Rtl strategies for students who need additional behavioral support. Individualized behavior plans will be developed and implemented for identified students.</p>	<p>Sheila Surovik, Jennifer Whitley, Rtl Committee</p>	<p>Rtl and discipline documentation</p>	<p>April</p>



Strategy 3 Comprehensive Guidance and Counseling Program

The goal of the BECS guidance and counseling program is to provide specialized counseling and guidance within the TEA Developmental Guidance and Counseling Program Model to address the special needs of students in order to fully develop each student's academic, career, personal, and social abilities.

- Leaders:** Jennifer Whitley
- Benchmark:** Reduction in number of discipline referrals and interventions needed for behavior.
- Funds:** Local Funds
- Costs:** \$25,000
- FTES:** .5

Item	Responsible	Evaluation	Dates
1 Implement a guidance curriculum that includes implementation of a monthly district-wide guidance focus, lessons promoting a safe and positive learning environment, and guidance based on Conscious Discipline. BECS will also provide guidance on special issues based on individual student needs.	Jennifer Whitley, Sue Banfield, Sheila Surovik	Counselor schedules, observations, student behavior records, Campus Needs Assessment	October
2 Provide responsive services to students in need of counseling and guidance.	Jennifer Whitley, Sue Banfield, Sheila Surovik	Counselor schedules, observations, student behavior records, referrals, RTI minutes, records of home visits	October
3 Engage in individual planning by consulting with teachers and parents about students, responding to discipline issues, and reviewing individual student needs.	Jennifer Whitley, Sue Banfield, Sheila Surovik	Counselor schedules, parent contact documentation, student behavior records, Campus Needs Assessment	October
4 Provide system support by completing daily duties, reviewing the Campus Plan, identifying needy families, and planning activities/events which promote pro-social behavior such as Red Ribbon Week, United Way, Texas Public School Week, and career exploration.	Jennifer Whitley, Sue Banfield, Sheila Surovik	Counselor schedules, at-risk data, Campus Needs Assessment	October

Strategy 4 Bullying Prevention & Response

BECS will promote positive learning experiences for all students by engaging in bullying prevention measures and investigative follow-up procedures to bullying/harassment concerns. Students and parents will be informed of bullying/harassment policies and resources which can be found on the BISD anti-bullying website. Additionally, all school staff will be trained on preventing bullying occurrences on campus and the appropriate steps one should pursue in response to bullying/harassment complaints.



Leaders: Jennifer Whitley
Benchmark: Completion and implementation of guidance lessons, decrease in student behavior issues and decrease in number of reported instances of bullying.
Funds: Local Funds
Costs: \$25,000
FTES: .5

Item	Responsible	Evaluation	Dates
1 Ensure student safety, provide bullying awareness information, and promote positive learning experiences through the anti-bullying guidance curriculum. Provide students with tools to handle bullying issues through Tier 1 lessons and Tier 2 and 3 interventions for bullying.	Jennifer Whitley	Counselor schedules, guidance lesson plans	October
2 Increase awareness of bullying/harassment prevention and response by informing students and parents of policies and resources on the BISD anti-bullying website.	Sue Banfield, Sheila Surovik, Jennifer Whitley	Documented anti-bullying awareness efforts, agendas	October
3 Continue to train school staff on bullying prevention and response procedures.	Sue Banfield, Sheila Surovik, Jennifer Whitley	Staff meeting notes, agendas	October

Strategy 5 Celebrating Diversity

Provide activities that are culturally diverse and celebrate cultural and community interests.

Leaders: Sue Banfield, Classroom teachers, Maredeth Robinson,
Benchmark: October
Funds: 0
Costs: 0
FTES: 0

Item	Responsible	Evaluation	Dates
1 Provide parent learning opportunities to collaborate and participate in cultural diversity sessions.	Maredeth Robinson, Sue Banfield	Increase cultural awareness as measured by the attendees and topics presented	October
2 Provide student learning of Hispanic Heritage by providing awareness of Cinco de Mayo and Dieciséis de Septiembre through celebrations on these days.	Sue Banfield, Classroom Teachers, Custodial Staff	Student discussions on Hispanic cultural awareness	October



3	Provide a cultural awareness presentation with student and parent participation so that students have an opportunity to learn traditions and customs practiced in other countries.	Classroom Teachers, Sue Banfield, Sheila Surovik	Student participation and presentations of other countries dances and songs	October
4	Provide awareness through children's books about the lives of children with other cultural experiences.	Classroom Teachers, Carolyn Marks	Student discussions and self to self connections of how the characters are alike and different	October

Goal # 4:

Belton Early Childhood School will promote shared partnerships of students, parents, schools, community, and alumni to include clear, informative, timely, concise communications and recognition of the achievements of all stakeholders.

Resources:

Up-To-Date Website, Student Awards, Items for Faculty Recognition, Parental Involvement

Strategy 1 Communication to Parents, Community and Stakeholders

Clear communication to all stakeholders is essential to maintain positive partnerships in our community. BECS will communicate and market through banners, flyers and participation at public events.

Leaders: Sue Banfield, Sheila Surovik, Parent Liaison

Benchmark: Increase in event participation, increase in positive feedback from parents, increase in number of communications with stakeholders.

Funds: Local Funds

Costs: \$60,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Develop and distribute a BECS Parent Handbook.	Sue Banfield, Jennifer Johnson, Parent Liaison	Printed and distributed handbook	October
2 Develop and distribute a Parent and Family Engagement Policy that is collaboratively written with parents.	Sue Banfield, Sheila Surovik, Parent Liaison	CIT agendas and minutes, Parent Involvement Policy	October
3 Maintain positive relationships with parents and community members through multiple methods. Teachers and staff will make positive phone calls home and the school will participate in marketing activities to establish positive relationships with parents and the community.	Sue Banfield, Sheila Surovik, Parent Liaison	Attendance at events, flyer distribution count, parent contact documentation	October
4 Distribute information through flyers, Skylerts, monthly newsletters and Facebook so that information is delivered in a timely manner and reaches interested parties.	Sue Banfield, Jennifer Johnson, Sheila Surovik, Parent Liaison	Skylerts, announcements, copies of monthly newsletters, flyer distribution count, Facebook posts	October
5 Continue to facilitate monthly parent meetings to allow for face-to-face communication with parents on topics of interest. Meeting topics have been chosen from suggestions made on parent surveys.	Sue Banfield, Celia Ray, Sheila Surovik, Parent Liaison	Attendance sheets, agendas, training logs	October
6 Continue to facilitate monthly parent trainings to increase knowledge and expertise in appropriate pre-k instructional strategies.	Carolyn Marks, Sue Banfield, Parent Liaison	Attendance sheets, agendas, communication logs	October
7 Maintain consistent communication with elementary principals to allow for alignment of instructional processes for students among all campuses. Provide opportunities in the spring for Pre-K students to visit their designated kindergarten campus.	Sue Banfield, Sheila Surovik, Jennifer Johnson, Parent Liaison	Emails, meeting agendas	October



8	Utilize a parent liaison to generate greater and more positive connections between parents and their children's school. This person will facilitate the involvement of parents in the education of their children.	Parent Liaison, Sue Banfield, Sheila Surovik	Emails, meeting agendas	October
9	Provide opportunities for the parents to participate in their students learning. Provide opportunities to deepen relationships between staff, parents and community partners.	Parent Liaison, Sue Banfield, Sheila Surovik	Sign-in sheets, event calendar, agendas, visitor logs	October

Strategy 2 Business and Community Partnerships

Becoming a Partner In Education is an opportunity for the academic and business community to unite in a way that enhances the learning environment for students. Resources offered by businesses and community organizations positively impact student achievement and enrich the lives of students.

- Leaders:** Sue Banfield, Sheila Surovik, Carolyn Marks
- Benchmark:** Number of partners developed and maintained throughout the school year, increase in community involvement on campus.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Conduct monthly parent meetings/trainings to allow parents to learn school procedures and routines and stay informed concerning school activities so that they do not miss participation opportunities.	Sue Banfield, Sheila Surovik, Parent Liaison	Sign-in sheets, meeting agendas, flyers	October
2	Develop and implement an effective parent volunteer system to assist in classrooms, field trips and school activities.	Sue Banfield, Sheila Surovik, Parent Liaison	Sign-in sheets, flyers	October
3	Continue partnerships with child care centers to assist in providing high quality early childhood education programs that coordinate Pre-k resources among public school districts and child care providers.	Carolyn Marks	Sign-in sheets, short term goal reports, classroom checklists	October
4	Continue to grow and develop partnerships with businesses to help develop and deliver lessons for parent learning sessions.	Sue Banfield, Celia Ray, Parent Liaison, Jennifer Whitley	Agendas, scheduled learning sessions and meetings	October
5	Continue to work with the Kiwanis Club to provide independent reading support for students.	Sue Banfield, Shannon Ferguson, Parent Liaison	Sign-in sheets, observations	October



6 Continue the mentor program with the Adopt a School unit so that students receive individualized attention and support.

Sue Banfield, Sheila Surovik, Jennifer Whitley, Parent Liaison

Visitor logs, sign-in sheets, scheduled times with students

October

Goal # 5:

Belton ISD will comply with all state and federal guidelines regarding instructional programs including but not limited to Title I, Special Education, Dyslexia, State Compensatory Education, Bilingual/English as a Second Language, Migrant, Career and Technical Education, and Gifted and Talented Education.

Resources:

Title I Funds, State Comp Funds, State GT Funds, and Special Education Funds

Strategy 1 Title I Part A, No Child Left Behind Act: Improving Basic Programs

The purpose of Title I Part A funding is to provide supplemental resources to help schools with high concentrations of students from low-income families meet Texas and District performance standards. Belton Early Childhood School, Chisholm Trail, High Point, Lakewood, Leon Heights, Miller Heights, Southwest, Tarver, LBMS, and SBMS, as school-wide Title I campuses, will serve all students in order to close the achievement gap for economically disadvantaged students.

Leaders: Deanna Lovesmith, Celia Ray

Benchmark: 90% or above of all students will meet or exceed state assessments in reading, writing, math, social studies and science.

Funds: Title I Part A

Costs: \$175,000

FTES: 9.0

Item	Responsible	Evaluation	Dates	
1	Provide opportunities for all children to meet the state's proficient or advanced levels of student performance through high quality, research-based instruction and intervention.	Deanna Lovesmith	Increased student achievement	June
2	Conduct a comprehensive needs assessment in order to determine educational strengths and areas in need of improvement.	Deanna Lovesmith, Celia Ray	DWEIC minutes, STAAR/EOC data, readiness data, attendance data, discipline referral data, parent surveys, public hearing minutes	January
3	Supplement instructional resources and staff development for teachers, principals, and paraprofessionals serving on Title I campuses to improve student achievement.	Celia Ray	Eduphoria "Workshop" reports, travel records, lesson plans, summative evaluation data	June
4	Attract and retain state certified teachers in all core academic subject areas through website advertisement, college and ESC job fairs, and salary based incentives for bilingual teachers.	Todd Schiller, Celia Ray	Texas Educator Certificates	June
5	Provide supplemental support for effective parental involvement/learning activities to the campuses.	Celia Ray, Noemi Berumen	Parent sign-in sheets, parent service logs, parent surveys	June
6	Ensure that parents are involved by providing information to parents in their native language, reviewing the Parent Compact during parent conferences, and providing parents with academic achievement data.	Campus Principals, Celia Ray	Sign-in sheets, agendas, minutes, Parent Compact document, website, Skylert	June
7	Conduct annual campus meetings to inform parents of Title I program requirements and their right to be involved.	Campus Principals, Celia Ray	Parent surveys, agendas, sign-in sheets, minutes	June



8	Conduct regular meetings of the Federal Programs Parent Advisory Committee to review the current program and recommend improvements.	Celia Ray	Agenda, sign-in sheets, minutes	June
9	Plan for assisting preschool children in the transition from early childhood programs such as Head Start or a state-run preschool program to kindergarten at each campus.	Campus Principals, Celia Ray	Teacher training logs	June
10	Collaborate with classroom teachers regarding academic assessment results and improved student achievement.	Campus Principals, Instructional Coaches, Title I Teachers	Agendas, teacher meetings/PLC, parent conference documentation	June
11	Provide activities at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	Celia Ray, Campus Principals, Title I Teachers	STAAR/EOC scores, progress monitoring data	June
12	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components. Provide Title I teachers at Chisholm Trail (4), High Point (2), Lakewood (1), Miller Heights (2), Southwest (2), Tarver (2); Instructional aides at BECS (9), Chisholm Trail (4), Lakewood (1), Miller Heights (1), and Southwest (2).	Celia Ray, Campus Principals	Purchase orders, invoices	June

Strategy 2 Title II, Part A

The purpose of Title II, Part A funding is to increase student achievement through improving teacher and principal quality and to hold districts and schools accountable for improving student academic achievement.

- Leaders:** Deanna Lovesmith, Celia Ray, Sue Banfield
- Benchmark:** 90% of students at each campus will meet or exceed state standards in all subject areas tested.
- Funds:** Title II Part A
- Costs:** \$12,000
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Provide additional funds for professional development opportunities for teachers to improve instructional practices and student achievement.	Celia Ray	Improved summative and formative assessment scores and nine weeks grades, Title II expenditures, lesson plans	June



2	Use Title II, Part A funds to provide professional development activities for administrators and teachers to address instructional strategies.	Deanna Lovesmith, Celia Ray	Agendas, minutes, summative evaluation data	June
3	Use Title II, Part A funds to provide support as needed to teachers through test reimbursement so that they can attain ESL certification.	Celia Ray	Skyward records, increased number of teachers holding multiple certifications	June
4	Provide sign-on bonuses to teachers who are new to the District and teaching in positions requiring bilingual certification.	Celia Ray, Lauren Brisbin	Skyward records	June

Strategy 3 Title III Part A Language Instruction for Limited English Proficient and Immigrant Students

The purpose of Title III, Part A funding is to provide supplemental funding for instruction to limited English proficient (LEP) and immigrant students with a goal of English proficiency in order to meet the same challenging State academic content and academic achievement standards that all children are expected to meet.

Leaders:

Deanna Lovesmith, Lauren Brisbin, Yolanda Sarinana

Benchmark: Increase Bilingual/ESL STAAR State Assessment Scores in Reading, Math and Writing to 75%. Increase Bilingual/ESL STAAR scores for Science and Social Studies to 70%.

Funds: Title III Part A

Costs: \$74,330

FTES: None

Item	Responsible	Evaluation	Dates
1 Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Lauren Brisbin, Yolanda Sarinana	OLPT test scores, LPAC minutes	October
2 Identify students as immigrants if they are age 3-21, were born outside the US and are in their first 3 full academic years in a US school.	Lauren Brisbin, Yolanda Sarinana	PEIMS data, parent interviews	October
3 Identify ELL student needs by conducting a needs assessment.	Lauren Brisbin, Yolanda Sarinana	PBMAS report, TELPAS and STAAR results	October
4 Provide high quality instruction for ELL and immigrant students to develop English proficiency. Identify student needs and strategically provide interventions for students.	Lauren Brisbin	STAAR assessments	October
5 Ensure that teachers in bilingual language instruction programs are fluent in both English and any other language used for instruction.	Lauren Brisbin, Calvin Itz	Bilingual certifications, BTLPT, local assessment	October



6	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process and involving them in the LPAC process, providing ESL parent classes, and informational classes for student college entry.	Yolanda Sarinana	LPAC training sign-in, parent volunteer list, documents of translated material for parents	October
7	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for ELL students.	Lauren Brisbin	STAAR assessments, TELPAS, professional development records	June
8	Provide training and support to teachers so that they can attain ESL and Bilingual certification.	Lauren Brisbin, Yolanda Sarinana	Sign-in sheets from ESL preparation courses, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
9	Provide funding for teachers to attend conferences specific to ESL instruction.	Lauren Brisbin	Budget and expenditure reports	October
10	Notify parents of language program placement of their child, and provide them with their child's language progress.	LPAC Committee, Teachers, Yolanda Sarinana	Signed parent notification form, student progress report	October
11	Allocate funds to provide supplemental supplies to campuses according to the ELL numbers at the campus.	Lauren Brisbin	Budget and expenditure reports	October
12	Ensure participation of an LPAC representative at all ARD meetings for ELL students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Lauren Brisbin, Campus Principals, LPAC Representative	Minutes of ARD and LPAC meetings	October
13	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Lauren Brisbin, Yolanda Sarinana	Sign-in sheets	October

Strategy 4 Migrant Education

The purpose of the Migrant program is to provide service to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

- Leaders:** Deanna Lovesmith, Celia Ray
- Benchmark:** Students advancing to the next grade level, passing state assessments, regular school attendance, passing grades.
- Funds:** Title I Part C
- Costs:** \$7439
- FTES:** Shared Service Agreement ESC 12

Item	Responsible	Evaluation	Dates
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1	Contract with ESC 12 to train District Staff and Parents on Priority for Services (PFS) criteria.	ESC 12 MEP Coordinator/Yolanda Rollins, MSC/Maricela Hernandez, PFS Instructor	Application supports Shared Service Arrangement, MEP overview session sign-in, agenda, handout	October
2	Ensure that Migrant Priority for Service Student Reports are run monthly. Each monthly PFS report will be mailed and also sent electronically to the Superintendent by the second Friday of each month.	NGS Data Specialist/Cecilia Payan	Copies of emails with PFS Reports attached and sent to Superintendent	June
3	On a monthly basis, the ESC 12 MEP Staff will review the PFS reports to determine possible academic intervention(s) needed. In consultation with principals, counselors, and teachers a Migrant Individualized Education Plan (MIEP) will be developed for each PFS student.	MEP Coordinator/Yolanda Rollins, MSC/Maricela Hernandez, PFS Instructor	Report cards, teacher observations	June
4	Review the academic status of each PFS student after each nine week grade reporting period. The MIEP will be revised to address the needs of each student at risk of or not meeting all academic standards.	MEP Coordinator, Migrant Counselor, PFS Instructor, MSC, Campus Staff	Report cards, teacher observations	June
5	Include services, strategies, and interventions by non-migrant funded programs in the MIEP of each PFS student.	MEP Coordinator, MEP Counselor, PFS Instructor, Campus Principal, Counselor, Teachers	Migrant Individualized Education Plan, Title 1 A, Title III A	June
6	Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.	MEP Coordinator, MEP Counselor, PFS Instructor, Campus Principal, Counselor, Teachers	MSC and MEP staff logs, time and effort reflecting services/time spent with students	June

Strategy 5 Dyslexia

The goal of the Dyslexia program is to provide an appropriate instructional program for students identified as having the characteristics of dyslexia. Teachers, in collaboration with the Response to Intervention (RTI) Team and District dyslexia personnel, will identify students suspected of having dyslexia. When formal assessment is recommended, the District will notify parents of the proposal to assess the student for dyslexia, inform them of their rights under Section 504, and obtain permission to assess the student. The Section 504 committee determines the identification of dyslexia and placement for services after reviewing all accumulated data.

Leaders: Vickie Dean

Benchmark: Number and percentage of students identified as having the characteristics of dyslexia, academic improvement gains of students.

Funds: Local Budget, State Compensatory Program

Costs: \$302,000**FTES:** 8.0

Item	Responsible	Evaluation	Dates
1 Identify students as active or monitored depending upon the level of intervention and services needed.	Campus Principal, 504 Committee, Teacher(s)	504 Committee documentation	October
2 Provide instruction for dyslexic students utilizing individualized, intensive, multisensory, phonetic methods (ie. Dyslexia Training Program, Take Flight, or Dyslexia Intervention Program).	Vickie Dean, Campus Principal	504 Committee documentation	April
3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.	Campus Principal, Sandra Velo	504 Committee documentation	April

Strategy 6 State Compensatory Education

State funds are provided for the purpose of improving the academic achievement and graduation rates of at-risk students.

Leaders: Deanna Lovesmith, Kim Christy-Anderson, Celia Ray**Benchmark:** 90% of all students will meet or exceed state standards in reading, writing, math, science and social studies.**Funds:** State Compensatory Education Funds**Costs:** \$3,000,000**FTES:** 121.15

Item	Responsible	Evaluation	Dates
1 Conduct a needs assessment to determine areas requiring assistance prior to building the State Compensatory Education budget.	Celia Ray, Deanna Lovesmith	Test results, progress monitoring data	June
2 Identify students at-risk of dropping out of school by using the State's 13 at-risk criteria. Identified students will be reported in PEIMS and a listing of identified students will be kept by teaching staff. Periodic review and updates will be entered.	Celia Ray, Counselors	PEIMS at-risk report, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3 Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.	Celia Ray	PEIMS at-risk report, completed at-risk student profile sheets	June
4 Coordinate funding sources (local, state and federal) to meet students' needs in order to increase achievement.	Deanna Lovesmith, Celia Ray	Increased student achievement	June



5	Communicate student progress to parents through formative information (three-week progress reports, report cards, benchmark data and student progress toward district academic goals), and final Readiness results.	Celia Ray, Campus Principal	Progress reports, report cards, District goal reports	June
6	Support funding for full day pre-kindergarten program.	Deanna Lovesmith, Phil Haggerty, Celia Ray	mClass reports, increased student readiness for transition into kindergarten	October

Strategy 7 Special Education

The District's Special Education program is designed to provide services to meet the unique needs of students ages three to twenty-one with disabilities in the least restrictive environment. Belton ISD will comply with all state and federal guidelines as it serves identified students.

Leaders: Jennifer Ramirez

Benchmark: 80% of special education students will meet or exceed state assessment standards in reading, writing, math, science and social studies. Belton ISD will also meet compliance requirements on indicators outlined in the State Performance Plan.

Funds: IDEA-B Grant, State Special Education Funds, Local Budget

Costs: \$9,500,000

FTES: 204

Item	Responsible	Evaluation	Dates	
1	Develop plans and budgets to comply with SB507 regarding videotaping in special education classrooms where students are served for at least 50% of the instructional day.	Jennifer Ramirez	Video recording plan developed and budgeted	October
2	Carefully monitor the number of days special education students are out of placement due to behavior.	Jennifer Ramirez, Campus Principals	Processes in place, appropriate placement of students	June
3	Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.	Jennifer Ramirez, Campus Principals, Intervention Team Members, Assessment Personnel	Special education software reports, intervention team meeting logs, State Performance Plan Indicators	June
4	Train staff to participate in the ARD decision-making process.	Jennifer Ramirez, Jennifer Letts, Sandra Nagy	Sign-in sheets	April
5	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Jennifer Ramirez, Campus Principal	Sign-in sheets, employee certification documentation	June
6	Address appropriate instruction and activities that lead to successful transitioning of students with disabilities.	Jennifer Ramirez	Documentation in Individual Education Plan (IEP), State Performance Plan Indicators	June



7	Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Jennifer Ramirez, Campus Principals	Employee certification documentation	June
8	Serve all students referred by Part C special education services prior to age 3, who are found eligible for Part B services, by developing an individual education plan by their third birthday.	Jennifer Ramirez	State Performance Plan Indicators, ARD documentation	June
9	Implement strategies to ensure the academic needs of students with disabilities are met by providing TEKS instruction at the appropriate grade level in the least restrictive environment. Monitor growth on a monthly basis with emphasis placed on closing the gap between current performance and grade level standards.	Jennifer Ramirez, Campus Principals	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
10	Improve practices to monitor residential facilities in order to maintain compliance with the RF Tracker system.	Jennifer Ramirez	100% compliance in RF Tracker system	June
11	Ensure individual education plan progress reports are provided to parents at each reporting period when report cards are issued.	Jennifer Ramirez, Campus Principals, Sandra Nagy, Jennifer Letts, Special Education Teachers	eSped documentation	June
12	Ensure teachers who provide specially designed instruction receive professional development on grade level TEKS and standards.	Jennifer Ramirez, Jennifer Letts, Campus Principals	Professional development attendance logs, lesson plans	April

Strategy 8 Section 504

Section 504 is a federal law to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students. Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially-limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for, or receive, special education services.

Leaders: Jennifer Ramirez, Sandra Velo, Sue Banfield

Benchmark: Documented students meeting 504 criteria, student achievement data as measured by STAAR/EOC and local assessments.

Funds: Local Funds

Costs: \$100,000

FTES: 1

Item	Responsible	Evaluation	Dates
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1	Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
2	Evaluate students referred by administrators, Rtl Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
3	Identify students for services based on eligibility as determined by four committee questions regarding student impairment and substantial limitation(s) in the classroom.	Sandra Velo, Campus 504 Committee	Section 504 eligibility documentation	June
4	Review student individual academic plans at least tri-annually to determine level of service and accommodations needed. If student progress indicates a need for review, the 504 Committee will reconvene to revise the individual academic plan.	Sandra Velo, Campus 504 Committee	Section 504 annual meeting documentation	June
5	Carefully monitor the number of days identified 504 students are out of placement.	Sandra Velo, Campus Administrators	Appropriate student placements	June

Strategy 9 General Education Homebound

The goal for General Education Homebound (GEH) is to provide continuity of instruction and to facilitate the transition back to a school-based setting. The length of the transition period must be determined by the GEH committee based on current medical information. Any student served through the GEH program must meet the following three criteria: 1) The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks need not be consecutive; 2) The student is confined at home or hospital bedside for medical reasons only; or 3) The student's medical condition is documented by a physician licensed to practice in the United States.

Leaders: Sue Banfield, Vickie Dean, Classroom Teacher(s), Campus Counselor

Benchmark: Student(s) identified and receiving appropriate services.

Funds: Local Funds

Costs: \$75,000

FTES: 2

Item	Responsible	Evaluation	Dates	
1	Implement campus procedures for referring students to General Education Homebound Instruction (GEHI), including 504 committee meetings. Campuses will work with the Director of Interventions and Testing to coordinate homebound services.	Vickie Dean	Student identified as needing services	October



2	Provide GEHI to eligible students a minimum of four hours per week. The homebound teacher will coordinate lessons and assignments with the classroom teacher and schedule times of service with the parent during the 504 meeting.	Vickie Dean, GEH Instructor	GEHI log, schedule of services	October
3	Maintain documentation on GEHI at the campus and submit appropriate reports to the PEIMS office.	Vickie Dean, Judy Stapper, GEH Instructor	GEHI log, schedule of services	October

Strategy 10 Homeless Education (Project HEARTBEAT)

The McKinney-Vento Homeless Education Assistance Improvement Act and Texas state law protect the rights of homeless children and youth and ensure that students who are homeless receive a free and appropriate public education.

- Leaders:** Celia Ray, Noemi Berumen
- Benchmark:** 80% of HEARTBEAT students graduate on the Recommended or Distinguished high school diploma plan, STAAR Scores, attendance records, report card grades
- Funds:** TEXSHEP Grant
- Costs:** \$27,502
- FTES:** 1

Item	Responsible	Evaluation	Dates	
1	Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless Liaison.	Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
2	Provide the federal meal program for homeless students.	Cafeteria Managers, Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
3	Use Title I funds to provide services for homeless students on all campuses.	Celia Ray	PEIMS records, case management files, family reports	June
4	Coordinate additional services for homeless students. These services may include transportation, medical, dental or mental health services that meet student need.	Noemi Berumen, Celia Ray	Attendance records, doctor notes, discipline referrals, family reports	June
5	Present staff development on homeless issues to administrators, counselors, auxiliary and front-line personnel.	Noemi Berumen, Celia Ray	Sign-in sheets, agendas, presentation materials, minutes	January

Appendix A: Student Indicators



Attendance

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	92.9	95.0	95.0	2016 ADA Report

mClass Math**GRADE: All Grades**

Student Group	Current	Annual	Long-Term	Notes
BOY	65	70	70	
MOY	80	85	85	
EOY	93	95	95	

mClass PA**GRADE: All Grades**

Student Group	Current	Annual	Long-Term	Notes
BOY	62	70	70	
MOY	80	85	85	
EOY	94	95	95	

