



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

**CHISHOLM TRAIL ELEMENTARY**

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## Summary

This 2016-2017 plan for Chisholm Trail Elementary was developed with the input of the site-based decision-making committee as well as members of the entire faculty. While there are several goals and many strategies, the primary focus of this plan is to increase the achievement of all students attending Chisholm Trail Elementary.

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 Chisholm Trail Elementary is to be a leader in preparing every student to excel in tomorrow's world.

## Mission Statement

The mission of Chisholm Trail Elementary is to provide an education that challenges all of our students to excel.

In essentials, unity;  
in non-essentials, liberty;  
in all things, love.

## Belief Statements

- 1 We believe all students deserve a stimulating learning environment that will prepare them for a diverse and technological society.
- 2 We value a collaborative team approach for teachers and students.
- 3 We pledge to create trusting and respectful relationships.
- 4 We strive for every student to feel safe, loved, respected, and excited about learning.

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## Needs Assessment Data Documentation

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

- \* Professional learning communities discussions
- \* Results of benchmark assessments
- \* Number of students assigned to special programs and their academic achievements
- \* Attendance data
- \* Discipline records
- \* Student surveys
- \* Staff surveys and/or feedback
- \* State and/or federal planning requirements
- \* Campus leadership and/or department meetings
- \* Campus faculty meeting discussions
- \* DWEIC committee meeting discussions
- \* Prior year campus and/or district improvement plans
- \* Staff development evaluations, surveys, and/or needs assessments
- \* Study of best practices
- \* Disaggregated TELPAS results
- \* Analysis of Special Education population
- \* Analysis of At-Risk population
- \* Analysis of LEP population
- \* Disaggregation of current-year state assessment data
- \* STAAR test results

- \* Disaggregated STAR Early Literacy results
- \* Disaggregated State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) results
- \* Parent Surveys
- \* Campus needs assessment
- \* HB5 Community and Engagement Rating data
- \* End of year student and parent surveys

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## Goals & Strategies

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### Goal # 1:

**Chisholm Trail Elementary 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:**

Title I Teachers, Intervention Specialist, Special Education Staff, Classroom Teachers, Intervention Team, GT Teachers, Campus Paraprofessionals, Instructional Resources, Accelerated Math Tutors, Campus Paraprofessionals, Common Unit Assessment Data, Benchmark Data, STAAR Scores, Communities in Schools (CIS)



**Strategy 1 Response to Intervention (RTI)**

Response to intervention is a framework for addressing the needs of students who are struggling academically and behaviorally. The framework is composed of Tier 1 (good instruction and behavioral strategies for all students), Tier 2 (specific interventions implemented and progress monitored), Tier 3 (more intense interventions implemented and monitored), and Tier 4 (special education, 504, or dyslexia referrals).

**Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Tammie Baggerly, Christy Jones, Gwen French, Emily Cooper, Amanda Curylo

**Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math and science. Evaluation and progress will be measured through individual assessment data, observation, district common assessments, benchmarks, and STAAR results.

**Funds:** Local Funds

**Costs:** \$200,000

**FTES:** 4

Item	Responsible	Evaluation	Dates
1 Review student data after utilizing a universal screening (Star Enterprise Math/Reading/Early Literacy, F&P benchmark assessments, and common unit assessment data). Identified students will receive interventions based on assessment data.	Tammie Baggerly, Teachers	Star Enterprise, CUA data, F&P data reports	October
2 Assign struggling readers to more frequent guided reading sessions targeting identified skills from running records, Star Enterprise assessments, guided reading logs, and district assessments.	Teachers	Guided reading logs, CUA data, RTI documentation	January
3 Require students who continue to struggle with reading extra reading support through LLI, Marie Carbo, Education Galaxy, iStation and/or other reading programs with intervention staff support.	Christy Jones, Gwen French, Emily Cooper	Documentation of interventions received, CUA data, F&P data reports	January
4 Assign students struggling in math to a math intervention group based on student performance data (Star Enterprise and CUA data).	Amanda Curylo	Intervention tracking forms, RTI documentation	October

**Strategy 2 Instructional/Curricular Resources and Practice**

Chisholm Trail teachers will utilize available student data on an ongoing basis to make instructional decisions that are tailored to meet the needs of individual students. Campus administrative staff and the instructional coach will provide resources and job imbedded professional development to support identified targeted areas of focus.

**Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz, Classroom Teachers

**Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math, science and social studies. Evaluation and progress will be measured through individual assessment data, observations, common assessments, benchmarks, and STAAR results.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1	Provide training focused on good traits of writing and Writer's Workshop. Trainings will take place throughout the year through PLCs and campus planning days.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz, Lauren Brisbin	Meeting agendas, sign-in sheets April
2	Utilize the Director of English Language Arts, Lauren Brisbin, to analyze and revise reading blocks to ensure balanced literacy is effectively being implemented in each reading classroom.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz, Lauren Brisbin	Meeting agendas April
3	Utilize the Coordinator of Mathematics, Susie Langford, to analyze and revise math instruction and data to ensure that effective math instruction is taking place in each math classroom.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz, Susie Langford	Meeting agendas April
4	Continue to conduct classroom walkthroughs and to provide teachers meaningful feedback about instruction and learning.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Walkthroughs documented in Eduphoria April
5	Continue to utilize Instructional Rounds as a method of increasing professional collaboration and instructional knowledge and expertise.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Walkthrough documentation in Eduphoria April
6	Maintain a focus on developing and fostering students' application of academic vocabulary in classroom dialogue through Network and Internal Rounds and classroom walkthroughs.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Meeting agendas, instructional rounds debrief forms, walkthrough documentation in Eduphoria April
7	Connect planning and professional development for content area teachers along with support from the IC through a collaborative PLC time, in order to participate in unit debriefs and analyze common unit assessment data to guide instructional practices.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Schedule reflecting the sheltered time, data talk instructional plans April
8	Conduct observations and make individualized plans with teachers to support instructional needs, including professional development, side-by-side coaching, model lessons, and observation opportunities.	Elizabeth McMurtry, Wendy Munz	Instructional coaching logs April
9	Maintain a focus on professional learning through sheltering Wednesday meetings for PLC data meetings and professional development.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Meeting agendas April



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 Strategy **3 Student Attendance**

Research consistently shows that student attendance is linked to increased student performance. Chisholm Trail will establish routines, incentives, and an educational environment that promotes student attendance in such a way that we attain an attendance rate of 97%.

**Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Cindy Petter, Communities in Schools

**Benchmark:** Chisholm Trail will achieve a 97% attendance rate for the school year.

**Funds:** Activity Funds, Local Funds

**Costs:** \$500

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Provide non-cumulative perfect attendance incentives each nine weeks and at the end of each semester.	Elizabeth McMurtry, Cindy Petter, CIS	Attendance rate of 97%	June
2 Conduct individual conferences with students, and families, regarding attendance to set goals for improving attendance. Utilize District attendance officer to conduct home visits.	Julie Green, Becky Vaughn, CIS	Attendance rate of 97%, conference documentation, attendance BIP documentation	June
3 Provide attendance incentives for students meeting attendance goals as determined in attendance conferences.	Julie Green, Becky Vaughn	Attendance rate of 97%	June
4 Incorporate a school-wide bar graph to track each grade level's number of days leading attendance for the school. Provide an incentive to the winning grade level each nine weeks.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Cindy Petter, CIS	Attendance rate of 97%, attendance BIP documentation	June
5 Reward classrooms demonstrating the highest attendance rate by hanging an attendance banner outside classroom.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Possession of attendance banner	June
6 Incorporate earning "stripes" for each day that the entire class is present. Extra stripes will be given for perfect attendance on Fridays. This incentive program will be tied into all common areas and will support attendance and positive behavior.	Classroom Teachers	Attendance rate of 97%	June
7 Increase communication with parents regarding the importance of attendance by communicating campus goals and recognizing grade levels and classroom attendance through monthly principal memo, Facebook posts and Skylert messages.	Elizabeth McMurtry	Facebook posts, Skylert messages	January
8 Submit an initial attendance log by 8:15 to allow the office staff to make phone calls to homes and encourage students and parents to come to school.	Classroom Teachers, Annette Quinones	Attendance rate of 97%, call logs	June



**Strategy 4 Special Education**

Chisholm Trail will provide instructional support to students receiving special education services through a collaborative process of planning between the classroom teacher and special education staff. Professional development will be provided to special education staff to ensure that instruction is designed to meet the needs of the learner in such a way that 90% of special education students meet or exceed state standards in math, reading, writing, and science.

**Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Special Education Staff, Classroom Teachers

**Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math, and science. Track progress through common assessments, benchmarks, and data collected from interventions.

**Funds:** Local Funds, IDEA- B Grant

**Costs:** \$325,000

**FTES:** 10

Item	Responsible	Evaluation	Dates
1 Meet every three weeks to review individual student data and determine if a referral to 504 or special education is needed.	Julie Green, Becky Vaughn, RTI Committee	RTI documentation, RTI meeting notes	April
2 Provide meaningful professional development focusing on differentiated instruction (for students who are eligible for STAAR or STAAR-A) while providing a high level of rigor. Utilize the campus IC, special education staff, and/or the Region Service Center as resources for training.	Elizabeth McMurtry, Special Education Teachers, Julie Green, Becky Vaughn, Wendy Munz	Documentation of training	January
3 Review student levels of performance and assessment data to determine if specially designed instruction is needed or if 504 support will meet the needs of the student.	RTI and ARD Committees	Meeting minutes	June
4 Schedule time for special education staff to collaboratively plan with grade level teachers in order to ensure instruction is aligned with grade level expectations.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Meeting agendas	January
5 Provide overview of AIMS program to ensure staff understand the services provided to the students.	Elizabeth McMurtry	Meeting agendas	October

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**Strategy 5 Bilingual/ESL Program**


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Improving the language development and background knowledge for students from various language backgrounds continues to be a top priority for students on our campus and in our district.

**Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Lauren Brisbin

**Benchmark:** 90% of ELL students will demonstrate progress on state standards in TELPAS and STAAR assessments.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1	Implement a school-wide vocabulary program that will enrich classroom instruction and provide experiences and exposure to students learning the English language. Word walls in the classrooms and common areas will be used to reinforce and practice new vocabulary.	Elizabeth McMurtry, Classroom Teachers	Word walls in classrooms and common areas October
2	Provide tutoring for ELL students in grades 2-5 who are identified based on F&P reading levels and other assessment data. Tutoring will consist of small group guided practice, guided reading, and language practice.	Elizabeth McMurtry, Bilingual Teachers	Tutoring logs April
3	Provide targeted staff development focused on academic vocabulary, formative assessment and writing specific content objectives. Ongoing focused professional development will take place throughout the year at the campus and district.	Elizabeth McMurtry	Agenda from district and campus-wide professional development days June
4	Provide ELL students who are not meeting academic expectations in reading or who are at the beginning ELPS level with added support through guided practice and small group instruction.	Elizabeth McMurtry, Tammie Baggerly, Christy Jones, Gwen French, Emily Cooper, Bilingual Teachers, Bilingual Tutor	Intervention documentation, tutoring logs from bilingual tutor April
5	Provide bilingual students with a self-contained classroom environment with a bilingual teacher to maximize learning time.	Elizabeth McMurtry	Schedule, rosters October

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**Strategy 6 Advanced Academic Services**


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The purpose of the Advanced Academics program is to provide services for identified students in accordance with the State Plan for Gifted Students. Lessons will be differentiated and identified students will have multiple opportunities for product and performance development.

**Leaders:** Elizabeth McMurtry

**Benchmark:** Full Implementation of the State Plan for Gifted and Talented.

**Funds:** State Funds

**Costs:** \$640

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Shelter time in weekly schedule for identified students to meet with designated teacher/class to work on TPSP or other GT project.	Elizabeth McMurtry	Schedule	October
2 Incorporate a GT performance and/or demonstration night at the campus level in spring semester.	Elizabeth McMurtry, GT Teachers	Agenda, sign-in sheets	June
3 Introduce and provide all teachers an overview to the Texas Performance Standards Project (TPSP) website which contains tasks for K-5th grade. Demonstrate how the TPSP meets all the requirements of the Texas State Plan for the education of gifted students and enhances academic opportunities for all students.	Elizabeth McMurtry	GT products, performances	April
4 Implement a GT Newsletter to be sent home with identified GT students each reporting period.	GT Committee	Copies of newsletters	June
5 Provide planning time to ensure that the TPSP is being implemented and one GT project per semester at each grade level is completed.	Elizabeth McMurtry, GT Teachers	Meeting agenda, minutes	April
6 Implement GT projects at each grade level which incorporate a flexible group time in which GT students can collaborate with other GT students on projects incorporating the four foundational curricular areas.	Elizabeth McMurtry, Classroom Teachers	GT products, performances	April
7 Provide differentiated instruction to identified students using the embedded GT resources and lessons in the BISD curriculum documents.	Classroom Teachers	Lesson plans	January



**Strategy 7 Technology Integration and Application**

Chisholm Trail Elementary will continue to improve student outcomes through the integration of technology. Each student in fourth and fifth grade will have access to an iPad for daily instruction in all core subjects. New and already existing technology will be utilized to implement the District curriculum that incorporates the Technology Application TEKS.

**Leaders:** John Greiner, Donna Bownds, Elizabeth McMurtry, Marty Gober

**Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math and science. Evaluation and progress will be measured through individual assessment data, observation, district common assessments, benchmarks and STAAR results.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Place refurbished iPads in all 4th and 5th grade classrooms to be used 1:1 by teachers on a daily basis in all core subjects.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Marty Gober	Documentation of iPad distribution through Destiny Manager system	October
2 Explore and discuss effective use of apps during varied lesson components.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Agendas, PLC minutes	April
3 Introduce and begin using SAMR model to analyze and evaluate the level of technology integration and effectiveness in the classroom.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Meeting agendas, minutes	June

**Strategy 8 Additional Student Support**

Chisholm Trail staff will utilize Eduphoria to collect and analyze data and make instructional adjustments for students whose STAAR scores fall below 70%. Working with all students in this manner will ensure that our subgroups as identified by TEA will meet expectations of the state.

**Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Christy Jones, Tammie Baggerly, Amanda Curylo, Gwen French, Emily Cooper, Classroom Teachers

**Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math, science and social studies. Common assessments, benchmarks, and intervention data collected will be tracked.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
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1	Implement a flexible schedule that provides instructional support for learners who are not meeting academic expectations. This schedule will allow teachers flexibility to provide more guided practice as identified from common unit assessment data.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Tammie Baggerly, Amanda Curylo, Christy Jones, Gwen French, Emily Cooper, Teachers	RTI documentation	April
2	Provide sheltered computer lab time to ensure that students receive extra time utilizing computer based programs to enhance reading and math development.	Elizabeth McMurtry, Teachers	Schedule and program usage	April
3	Utilize Title and intervention staff to provide added support through LLI, guided reading, Marie Carbo, ABC Mouse, math tutoring, IXL math practice, Education Galaxy and other instructional resources that allow staff to target student needs.	Tammie Baggerly, Amanda Curylo, Christy Jones, Gwen French, Emily Cooper	RTI documentation, student tracking forms, CUA and Benchmark assessment data	April
4	Provide after-school tutoring with bus transportation for students who are not meeting grade level expectations in math and reading.	Elizabeth McMurtry, Classroom Teachers	Documentation of after school tutoring	April

## Goal # 2:

**Chisholm Trail Elementary 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, Campus Facilitator Coaching Log



**Strategy 1 T-TESS (Texas Teacher Evaluation and Support System)**

State-wide implementation of T-TESS is now underway. As campus leaders, we will orient our faculty and staff to the new growth-oriented model of supervision that invites teacher collaboration and provides ongoing feedback regarding professional performance.

- Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz
- Benchmark:** 100% of teachers trained on T-TESS during 2016-2017 school year.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Attend and participate in the required three day training to become certified T-TESS appraisers.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Certificates	October
2 Create schedule to implement T-TESS to meet timelines and support teachers.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Campus calendar, newsletter	October
3 Create flip-books for each teacher to utilize during beginning of year orientation and ongoing staff development.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Flip-books	October
4 Provide ongoing professional development for teachers regarding the specific components of T-TESS and the expectations for teachers.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Agendas, sign-in sheets	June
5 Follow all T-TESS requirements, such as timelines for orientation, goal setting, observations, tracking data, walkthroughs and summative meetings with teachers.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Timelines met	June

**Strategy 2 Instructional Rounds**

Based on CUA and STAAR data, and conversations with teachers, students continue to struggle with the application of academic vocabulary. Classroom observations demonstrate that students' understanding and application of academic vocabulary is limited through dialogue with their teacher and peers. As a result, students struggle to apply it in their learning and on assessments.

- Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz
- Benchmark:** 90% or more of all students will meet or exceed standards on the state assessments in reading, writing, math and science. Increased use of academic vocabulary as observed through network and internal rounds, classroom walkthroughs and observations.
- Funds:** None
- Costs:** None





**FTES:** None

Item	Responsible	Evaluation	Dates
1 Develop Rounds Momentum Plan to guide planning for professional development.	Elizabeth McMurtry	Rounds Momentum Plan	October
2 Provide overview of Instructional Rounds to staff, including a review of the work done in 2015-16 and discussion of the current problem of practice.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Agendas	October
3 Participate in Network Rounds. Gather data to begin analysis of the use of academic vocabulary and the instructional moves by teachers to facilitate its usage.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz, Designated Teachers	Debrief form, data provided by network	October
4 Conduct Internal Rounds a minimum of 4 times during the school year. Provide teachers with timely feedback regarding the data collected during the observations.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz, Designated Teachers	Debrief forms, agendas, sign-in sheets	June
5 Revise the Rounds Momentum Plan as needed to continue to meet the needs of the campus.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz, Designated Teachers	Rounds Momentum Plan	October
6 Seek campus feedback regarding Internal Rounds to assist in determining next steps.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Survey results	April

**Strategy 3 Instructional Coach (IC)/Curricular Resources and Practice**

Chisholm Trail Elementary will focus on the utilization of formative assessment, writing measurable objectives and embedding formative assessment into daily instruction. Chisholm Trail staff will use the Instructional Coach (IC) to provide ongoing staff development in these areas.

**Leaders:** Elizabeth McMurtry, Julie, Green, Becky Vaughn, Wendy Munz  
**Benchmark:** 90% or more of all students will meet or exceed standards on the state assessment in science, writing, math and reading.  
**Funds:** Local Funds  
**Costs:** \$50,000  
**FTES:** 1

Item	Responsible	Evaluation	Dates
1 Collaborate with the IC and curriculum department to ensure all field trips are aligned with the appropriate grade level curriculum.	Elizabeth McMurtry, Wendy Munz, Classroom Teachers	16-17 Field trip outline, field trip request forms	October



2	Continue to conduct classroom walkthroughs and provide meaningful feedback about instruction and learning to teachers.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Walkthroughs documented in Eduphoria	April
3	Continue to participate in professional development and onsite coaching for implementation of math TEKS.	Wendy Munz	Meeting minutes	April
4	Utilize a trainer of trainer model to collaborate and share out professional learning throughout the year during grade level, PLC or faculty meetings.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz, Classroom Teachers	Meeting agendas, minutes, sign-in sheets	April
5	Utilize formative assessment to guide instruction to plan instruction (intervention/enrichment). This data will be discussed with the IC during PLC data talks and lesson planning time.	Elizabeth McMurtry, Wendy Munz, Classroom Teachers	Lesson plans, PLC data talks	April
6	Assist with monitoring the alignment of instruction with the District's curriculum documents by providing instructional support to individual teachers through daily observation, model lessons, and side-by-side coaching.	Wendy Munz	Meeting minutes, sign-in sheets	April
7	Use campus professional development days to target instructional planning with a focus on guided reading, good traits of writing through writer's workshop, and the implementation of math and science best practices.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Meeting agendas, sign-in sheets	April
8	Document the following in lesson plans: specific learning objective (which includes the method of learning and how it is assessed), essential high level questions or statements, and essential academic language/vocabulary.	Elizabeth McMurtry, Classroom Teachers	Lesson plans	October

**Strategy 4 English Language Arts, Reading and Writing Instruction**

Writing continues to be an area requiring growth for our students. We will work within the writing workshop framework utilizing good traits of writing through the Writing Workshop model and Empowering Writers to improve writing instruction and increase student achievement. These methods provide a system of writing that supports K-5.

- Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz
- Benchmark:** 90% or more of all students will meet passing standard on STAAR.
- Funds:** Local Funds
- Costs:** \$500
- FTES:** None

Item	Responsible	Evaluation	Dates
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1	Utilize the IC to provide writing training focusing on the practice of writing in all subject areas and the implementation of good traits of writing through the writing workshop model.	Elizabeth McMurtry, Wendy Munz	Agenda, sign-in sheets	January
2	Provide peer observation opportunities for teachers to observe effective writing workshop instruction and collaboratively develop action plans for the improvement of writing workshop instruction.	Wendy Munz	Observation logs, action plans	April
3	Require teachers to use student writing and writing samples provided by the state to deepen teacher and student understanding of evaluating the quality of writing.	Elizabeth McMurtry	Agenda, sign-in sheets	January
4	Provide professional development on the Writing Workshop model of instruction through the Regional Service Center or other identified sessions. Assigned teachers will follow a trainer of trainers model and share their learning with staff.	Elizabeth McMurtry, Wendy Munz	Professional development logs	April
5	Identify teachers for professional development on the development of writing rubrics consistent with the STAAR/EOC.	Lauren Brisbin, Elizabeth McMurtry, Wendy Munz	Professional development logs	April

**Strategy 5 Math and Science**

Science and Math continue to be an area of focus for the campus. Math standards changed in 2014-2015 and science scores continue to demonstrate a need for growth. Professional development at the campus level will continue to focus on closing the performance gap in both subject areas.

**Leaders:** Dawn Schiller, Susie Langford, Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz

**Benchmark:** 90% of all students will meet or exceed state assessment standards in math and science. Evaluation and progress will be measured through individual assessment data, observations, common assessments, benchmarks, and STAAR results.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1	Identify Tier 2 & 3 science vocabulary terms and concepts that have historically been weak areas for students and incorporate into daily spiraled instruction (announcements, hallway vocabulary, bell ringers, etc.)	Elizabeth McMurtry, Wendy Munz, Classroom Teachers	Agendas, announcements, hallway vocabulary January
2	Attend professional development sessions during the Elementary Learning Expo in July.	Elizabeth McMurtry, Classroom Teachers	Sign-in sheets October



3	Follow up with teachers during planning meetings and after classroom observations to identify needs. Seek input from staff regarding continued professional development needs in the areas of math and science.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Agendas, sign-in sheets	April
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**Strategy 6 Professional Development for Special Programs**

Chisholm Trail has a variety of learners from diverse backgrounds and experiences. Professional development will be a focus for special populations as well as general classroom teachers in the areas of language acquisition, differentiation, formative assessment, guided reading, and specific content objectives.

- Leaders:** Elizabeth McMurtry, Wendy Munz
- Benchmark:** 90% or more of all students will meet or exceed standards on the state assessments in science, writing, math and reading.
- Funds:** Local Funds
- Costs:** \$2,500
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Provide staff development for special education and general education teachers in the areas of guided reading and differentiation through ongoing staff development. The instructional coach will collaborate with campus administration to identify needs and provide ongoing support to teachers.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Wendy Munz	Agendas, sign-in sheets  April
2	Ensure that special programs teachers (Functional Academics, Resource, Dyslexia, and 504) are provided time to collaborate with grade level teachers to effectively plan and communicate student needs and review performance data.	Elizabeth McMurtry	PLC agendas, sign-in sheets  April
3	Provide targeted professional development focusing on guided reading, questioning, differentiation, facilitating the use of academic vocabulary and formative assessment.	Elizabeth McMurtry, Wendy Munz	Sign-in sheets  April

### Goal # 3:

**Chisholm Trail Elementary 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:**

Security Cameras, LifeSkills Prevention Curriculum, Safe and Civil Schools Materials, Raptor Software

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**Strategy 1 Safe and Supportive Schools**


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Chisholm Trail Elementary will provide a safe and supportive environment where students feel safe, welcomed, and nurtured each day. Our practices will promote a culture of caring and a secure environment for students.

**Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn

**Benchmark:** Safety plans and requirements are in place and fully implemented. Student behavior demonstrates positive behavior in all areas.

**Funds:** Local Funds

**Costs:** \$1,000

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Establish a Campus Threat Assessment Team to respond to threats made by students toward the campus and/or other students/staff.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Agenda, minutes	October
2 Ensure all members of the Crisis Prevention Intervention Team have attended the required CPI training and completed TBSI training.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Certificates in eduphoria	October
3 Complete required drills to ensure students and staff are aware of expectations during emergent situations.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Emergency procedure log	June
4 Introduce Restorative Discipline practices, incorporating circles and questioning techniques into established SACS and CHAMPS procedures.	Elizabeth McMurtry	Agendas, sign-in sheets	October
5 Plan crisis and safety meetings every 4-6 weeks to monitor emergency operations, safety plans, emergency drills, and to seek continuous improvement regarding the safety and security of the campus.	Elizabeth McMurtry	Agenda, minutes	June
6 Implement a school-wide positive behavior system (Stripes) that rewards individuals as well as class teams for attendance, following procedures, demonstrating character traits, etc. Each classroom will be provided a chart to track their progress. Provide incentives to each class for every 100 stripes earned (up to 1000). Classes will be recognized on the morning announcements for every 100 stripes earned.	Elizabeth McMurtry	Earned incentives by classroom	April



7	Schedule Safe and Civil Schools team (PEACE team) meetings one time per month to review campus common area procedures and student discipline data to determine if adjustments in procedures and practices are needed.	PEACE Team	Agenda, minutes	January
8	Implement CHAMPS and campus-wide common area procedures to provide a consistent environment of behavioral expectations.	PEACE Team, Classroom Teachers	CHAMPS in every room, common area procedures displayed	October
9	Apply for designation as a 'No Place for Hate' campus.	Elizabeth McMurtry, Cindy Petter	Application, completion of prerequisite activities	June
10	Coordinate and participate in national, designated activities to prevent bullying and promote unity/respect (i.e. Stomp Out Bullying - blue shirts, Mix-It-Up Lunch, Unity Day - orange shirts, Kindness Week - student to student recognitions displayed)	Elizabeth McMurtry, Cindy Petter	Decrease in counselor/office referrals related to student-student disrespect	April
11	Continue Monday Manners, utilizing R-Time format, to promote discussion around situations that have historically caused disruptions to the learning environment.	Cindy Petter	Completion of activities outlined in 'Monday Manners'	June

**Strategy 2 Counseling, Bullying Prevention, and Response to Include Drug and Violence Prevention**

Introduction to drug, violence, and bullying prevention at the elementary level is delivered through guidance lessons and school wide programs. Elementary counselors implement guidance lessons in kindergarten through fifth grade classrooms.

- Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Cindy Petter
- Benchmark:** 100% of classes receive bullying, drug, and violence prevention lessons and understand a common language and system of reporting.
- Funds:** Local Funds, State Funds
- Costs:** \$60,000
- FTES:** 1

Item	Responsible	Evaluation	Dates
1 Utilize Tier 1 lessons and Tier 2 & 3 interventions to address instances of bullying.	Cindy Petter	Counselor logs, bullying documentation	June
2 Conduct regularly scheduled classroom guidance lessons at all grade levels in order to prevent violence, bullying, and the use of drugs and alcohol. Flexibility to address individual teacher and student concerns will be encouraged.	Cindy Petter	Counselor logs	January



<p><b>3</b> Focus on being proactive by teaching a team theme rather than being reactive to bullying. Lessons, morning announcements and individual conferences will focus on the aspects of being a team player and the characteristics of a good teammate. Reports of bullying will be investigated and documented using the District's bullying documentation system.</p>	<p>Elizabeth McMurtry, Julie Green, Becky Vaughn, Cindy Petter</p>	<p>Counselor logs, bullying documentation</p>	<p>October</p>
<p><b>4</b> Provide training for teachers on suicide prevention, sexual abuse awareness, reporting requirements and bullying awareness and prevention. Implement protocols to address concerns.</p>	<p>Elizabeth McMurtry, Cindy Petter</p>	<p>Documentation of training</p>	<p>October</p>
<p><b>5</b> Communicate and inform students and parents of the online bullying website to provide a means of defining and reporting bullying.</p>	<p>Elizabeth McMurtry, Cindy Petter</p>	<p>Documentation of communication</p>	<p>October</p>

**Strategy 3 Special Programs, Special Education, and 504**

Maximizing instructional time will be a focus for all students at Chisholm Trail Elementary. Behavioral strategies that are flexible and meet the needs of a culturally diverse population of students and those with attentional difficulties will be needed to minimize the time students are out of placement.

- Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn
- Benchmark:** 100% of students participate in instructional time, out of placement (discretionary placement) for any subgroup of students varies less than 10%.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
<p><b>1</b> Implement positive behavior support strategies to include a theme for students making positive differences around them, stripes incentives that are designed to focus on positive behavior, counseling lessons focusing on appropriate social behavior, buddy teachers to provide a different environment when needed, and strategic placing of students with the most appropriate staff member.</p>	<p>Elizabeth McMurtry, Julie Green, Becky Vaughn, Cindy Petter, PEACE Team</p>	<p>Discipline records</p>	<p>April</p>
<p><b>2</b> Implement behavioral RTI strategies for students who need additional behavioral support. Individualized behavior plans will be developed and implemented with school-wide support for identified students.</p>	<p>Julie Green, Becky Vaughn</p>	<p>RTI and discipline documentation</p>	<p>April</p>





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<p><b>3</b> Review data for any student (regular education or special program) whose ISS, OSS, or DAEP placement varies by more than 10% from any subgroup. The student will be reviewed at a RTI meeting and a behavior plan will be established.</p>	<p>Julie Green, Becky Vaughn</p>	<p>RTI and discipline documentation</p>	<p>April</p>
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## Goal # 4:

**Chisholm Trail Elementary 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:**

Recognition, incentive activities and/or materials.

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**Strategy 1 Parental Engagement and Communication**


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Parental involvement in student learning will be a focus for Chisholm Trail Elementary. Students demonstrate better behavioral and academic performance when parents are involved in the education of their children. Providing parents with resources and skills to assist their children's classroom performance will be a focus of parental involvement activities.

**Leaders:** Elizabeth McMurtry, Celia Ray

**Benchmark:** Parental engagement in activities and positive parent feedback regarding activities.

**Funds:** Campus Funds, Title I Funds, Part A Parental Involvement

**Costs:** \$1,000

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Implement a Chisholm Trail Difference Maker recognition program where students are recognized on the morning announcements for making a difference in the school community.	Elizabeth McMurtry	Number of Chisholm Trail Difference Makers	October
2 Conduct home visits to assess and address students' needs for students that struggle academically, behaviorally or have indicated a need to staff members.	Cindy Petter, CIS	Documentation of home visits	June
3 Utilize Skylert, Facebook, monthly newsletters, calendars, and memos from teachers, in both English and Spanish, to communicate with parents.	Elizabeth McMurtry, Julie Green, Becky Vaughn, Classroom Teachers	Documentation of letters, posts, and Skylerts	January
4 Develop and implement a campus Parent and Family Engagement Policy that is reviewed and evaluated annually with the Campus Improvement Team.	Elizabeth McMurtry	CIT minutes	January
5 Conduct parent involvement activities on the campus such as PTA meetings, Book Fairs, Family Reading Nights, Fall Carnival, Muffins with Mom, and Donuts with Dad.	Elizabeth McMurtry	Parent participation, feedback	June
6 Provide activities and programs that are culturally diverse and celebrate cultural and community interests. These programs include Heroes at Chisholm Trail, Polar Express Night, and Culture Night.	Elizabeth McMurtry	Parent participation, sign-in sheets	April
7 Provide parent training opportunities in collaboration with teachers focused on guided reading strategies and math strategies to support learning at home. Provide refreshments and resources for families at these trainings.	Elizabeth McMurtry	Parent participation, feedback	January
8 Provide parents with assessment results from Star Enterprise, F&P assessments, and STAAR tests.	Elizabeth McMurtry	Documentation of parent reports	April



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| 9 | Provide teachers with Chisholm Trail postcards to be used to send parents information regarding their child's celebration(s) in the classroom. | Elizabeth McMurtry | Number of postcards | October |
|---|--|--------------------|---------------------|---------|

**Strategy 2 Promoting Shared Partnerships**

Chisholm Trail Elementary recognizes the importance of involving the community and families in a shared partnership in the education of our children.

- Leaders:** Elizabeth McMurtry, Julie Green, Becky Vaughn, Cindy Petter, Communities in Schools (CIS)
- Benchmark:** Number of community and families involved with Chisholm Trail Elementary.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Establish grade-level community service projects that will enhance the students' school environment, furthering the theme of Difference Maker.	Elizabeth McMurtry, PEACE Team, Classroom Teachers	Documentation of service projects October
2	Establish Chisholm Trail University as a campus-wide enrichment program that promotes critical thinking and teamwork. Clubs will have opportunities to connect with local businesses and community members.	Elizabeth McMurtry, Campus Staff	Club schedules, rosters of participants April
3	Implement a Belton Heroes event at Chisholm Trail Day that recognizes community and military contributions of our local heroes. This event will take place around Veterans Day.	Elizabeth McMurtry, Cindy Petter	Community participation in events January
4	Implement a K-Kids (Kiwanis) leadership program for student lead service projects including participation in community sponsored events such as Turtle Fest.	Cindy Petter, CIS	Meeting minutes April
5	Encourage community service projects to give back to the community and the school. Activities may include singing at local nursing homes, raising funds to help local food banks, and supporting military projects.	Cindy Petter, CIS	Number of service projects April

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**Strategy 3 Staff and Student Recognition**


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Chisholm Trail recognizes the importance of celebrating the successes of staff and students and the affect this has on the campus culture and morale. The goal is to recognize individual and team performances in order to replicate success.

**Leaders:** Elizabeth McMurtry

**Benchmark:** Chisholm Trail Elementary will retain highly qualified and well-trained staff that support a campus culture of continuous improvement and student achievement.

**Funds:** Local Funds, Activity Funds

**Costs:** \$2,000

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Recognize students on morning announcements for making a difference in their school community, as reported by students and staff on designated notes to be posted in hallways.	Elizabeth McMurtry	Morning announcements, notes displayed in hallways	October
2 Coordinate activities that celebrate our staff and their efforts such as Teacher Appreciation Week, Reindeer Days, Teacher of the Year, etc.	Elizabeth McMurtry	Documentation of activities	January
3 Utilize the Cheer Committee to coordinate staff luncheons and mini-celebrations and incentives as a way to celebrate our staff.	Elizabeth McMurtry, Cheer Committee	Documentation of events	April
4 Provide staff with affirming emails celebrating staff and student successes.	Elizabeth McMurtry, Julie Green, Becky Vaughn	Record of emails	April
5 Coordinate school-wide assemblies to recognize students that participated in UIL, recognize students with perfect attendance, and post pictures of group on Chisholm Trail Facebook page.	Elizabeth McMurtry	Facebook posts	April
6 Reward students meeting their AR goal, honor roll, and perfect attendance and teacher recognition for character traits by providing a spirit link for their backpack rings.	Elizabeth McMurtry	Documentation of drawings	April

## 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

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


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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:** \$403,500

**FTES:** 10.0

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, Elizabeth McMurtry
- Benchmark:** 90% of students at each campus will meet or exceed state standards in all subject areas tested.
- Funds:** Title II Part A
- Costs:** \$17,500
- FTES:** Instructional Coach K-5 Math

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	Ensure that instructional coaches work directly with teachers to coach and improve instructional practices. Coaches funded by Title II, Part A serve the District's secondary campuses.	Celia Ray, Kim Christy-Anderson	Coaching notes, walkthroughs, PDAS	June
3	Provide Coordinator of Math, K-5 to work directly with principals, instructional coaches and teachers in the areas of math and science.	Celia Ray, Dawn Schiller	Coaching notes, walkthroughs, PDAS	June
4	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
5	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
6	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 and implement strategies to increase ELL achievement on state assessments.	Deanna Lovesmith, Lauren Brisbin	5% gain on all STAAR assessments	June
2	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
3	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
4	Identify LEP student needs by conducting a needs assessment.	Lauren Brisbin, Yolanda Sarinana	PBMAS report, TELPAS and STAAR results	October

5	Provide high quality instruction for ELL and immigrant students to develop English proficiency and help students meet improve on all state assessments by at least 5%. Identify student needs and strategically provide interventions for students.	Lauren Brisbin	STAAR assessments	October
6	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
7	Provide extended learning opportunities such as a Newcomers class, ESOL I and II, and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Lauren Brisbin, Yolanda Sarinana	Lesson plans, TELPAS scores, summer school attendance data, classroom walkthroughs	October
8	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
9	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
10	Continue to encourage secondary English teachers to obtain ESL certification by providing professional development for ESL test preparation.	Lauren Brisbin, Calvin Itz	Sign-in sheets, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
11	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
12	Provide funding for teachers to attend conferences specific to ESL instruction.	Lauren Brisbin	Budget and expenditure reports	October
13	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
14	Allocate funds to provide supplemental supplies to campuses according to the ELL numbers at the campus.	Lauren Brisbin	Budget and expenditure reports	October
15	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



16	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Lauren Brisbin, Yolanda Sarinana	Sign-in sheets	October
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**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	
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
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**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	Celia Ray, Deanna Lovesmith	EOC test results, progress monitoring data	June
2	Celia Ray, Counselors	PEIMS at-risk report, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3	Celia Ray	PEIMS at-risk report, completed at-risk student profile sheets	June
4	Deanna Lovesmith, Celia Ray	Increased student achievement	June
5	Celia Ray, Campus Principal	Readiness test results, STAAR/EOC scores, report cards	June
6	Celia Ray, Campus Principal	Progress reports, report cards, District goal reports	June
7	Deanna Lovesmith, Phil Haggerty, Celia Ray	mClass reports, increased student readiness for transition into kindergarten	October
8	Celia Ray, Kim Christy-Anderson	SCE budgeted items for EOC failures	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.

<b>Leaders:</b>	Jennifer Ramirez
<b>Benchmark:</b>	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.
<b>Funds:</b>	IDEA-B Grant, State Special Education Funds, Local Budget
<b>Costs:</b>	\$9,500,000
<b>FTES:</b>	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 ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	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 to make decisions determining participation of students in STAAR, STAAR-A, or STAAR-Alt 2.	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 to post-secondary placements.	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	Increase the percentage of students with an individual education plan who graduate from high school completing the Foundation Plan and meeting HB 5 EOC passing requirements.	Jennifer Ramirez, Campus Principals	State Performance Plan Indicator, graduation plans	June
9	Increase the proficiency rate for children with disabilities against grade level standards and alternative achievement standards in the subject areas of reading, writing, math, science and writing.	Jennifer Ramirez, Campus Principals	STAAR math, science and writing scores, State Performance Plan Indicators	June



10	Increase the percentage of students (taking STAAR and STAAR-A) with individual education plans served in the general education classroom for more than 60% of the school day to support access to the general education curriculum as necessary to meet standards on the STAAR and STAAR-A test.	Jennifer Ramirez, Campus Principals, ARD Committee Members	Student schedules, State Performance Plan Indicators, STAAR test results	June
11	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
12	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
13	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
14	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
15	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 Gifted and Talented Education**

The goal of Gifted and Talented Education is to provide identified students with appropriate opportunities for access and service in order to meet unique G/T needs in accordance with the State Plan for Gifted Students.

- Leaders:** Sam Wilds
- Benchmark:** 100% of State Plan requirements are implemented, extended learning opportunities for G/T students, satisfaction reflected in G/T annual survey.
- Funds:** Local Funds, State G/T Funds
- Costs:** \$1,500,000
- FTEs:** 10.2 FTEs at secondary level

Item	Responsible	Evaluation	Dates
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1	Provide structured awareness training for all campuses to increase consideration, nomination, and placement of students in underrepresented populations.	Sam Wilds	Increase in student nomination data across underrepresented populations	October
2	Ensure all Campus Placement Committee members have 30 hours of training in gifted education and receive update training on a yearly basis.	Sam Wilds, Campus Principals	Ongoing teacher training records, Eduphoria workshop data	October
3	Ensure all Campus Placement Committee members review individual data prior to student placement committee decisions.	Sam Wilds, Campus Placement Committee Members	Placement meeting signatures	October
4	Conduct creativity assessment of all kindergarten students.	Sam Wilds, Kindergarten Teachers	Increase in student nominations in kindergarten, kindergarten portfolios	October
5	Provide service for identified kindergarten students by March 1st to include three field-based learning opportunities.	Sam Wilds, Principals, Kindergarten Teachers	Parent/Teacher surveys, communication samples, documentation of activities	April
6	Ensure all elementary campuses provide at least 90 minutes per week of designated GT delivery to identified GT students. Differentiation occurs at all other times.	Sam Wilds, Campus Principals	Campus GT plan and annual Campus GT Evaluation	June
7	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Campus Principals	Teacher rosters/schedules, training database	October
8	Require designated G/T teachers to complete appropriate training (30 clock hours of Gifted and Talented training and 6 hours of update training annually).	Sam Wilds, Campus Principals	Teacher training files, teacher staff development records	October
9	Provide campus staff development on an annual basis to review policies regarding the G/T curriculum, program models and acceleration/credit by exam options.	Sam Wilds, Campus Principals	Meeting minutes	October
10	Provide parents/community with information regarding the Gifted and Talented Program. These communications will be provided in English and Spanish when needed and will include parent meetings at the campus, newspaper articles, memos/letters to parents, Gifted and Talented performance reviews and information about G/T services in the classrooms.	Sam Wilds	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
11	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Sam Wilds	PEIMS reports, surveys, lesson plans	October





12	Conduct an annual evaluation of the District GT program.	Sam Wilds	Campus level GT Evaluation Reports, District Level GT Evaluation Report	October
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**Strategy 9 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, Elizabeth McMurtry

**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
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 due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Sandra Velo, Campus Administrators	MDRs scheduled by the 10th day out of placement	June



**Strategy 10 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:** Elizabeth McMurtry, 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 11 Student Success Initiative**

Enacted by the 76th Texas Legislature in 1999, the Student Success Initiative (SSI) grade advancement requirements apply to the STAAR reading and mathematics tests at grade 5 and grade 8. As specified by House Bill 3 in 2009, a student may advance to the next grade level only by passing these tests, completing all accelerated instruction required by the GPC, and by unanimous agreement of his or her Grade Placement Committee that the student is likely to perform at grade level after additional instruction. The law allows students three testing opportunities during the spring and summer, outlines the provision of accelerated instruction after each testing opportunity, and describes parents' rights regarding promotion and retention. The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.

**Leaders:** Elizabeth McMurtry, Vickie Dean, Classroom Teacher(s)

<b>Benchmark:</b>	90% or more of students pass state assessments in reading and math at targeted grade levels, SSI documentation/forms.
<b>Funds:</b>	Local Funds
<b>Costs:</b>	\$100,000
<b>FTES:</b>	8.4

Item	Responsible	Evaluation	Dates	
1	Identify struggling students on each campus and target them to receive instructional interventions. Notify the parent/guardian if the student's needs are to be addressed through an accelerated program.	Campus Principals	Lesson plans, RtI documentation, progress monitoring data	October
2	Provide immediate, intensive, targeted intervention programs for those students in grades K-8 who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Campus Principals, Vickie Dean	Lesson plans, student STAAR scores	October
3	Ensure that students in grades 5 and 8 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Campus Principals, Classroom Teacher(s), GPC Committee Members, Vickie Dean	GPC/ARD meeting minutes, committee documentation	April
4	Provide early notice to parents or guardians of students identified to be at risk of failure on the first administration of the test required for grade advancement the next year. All students at risk of failing an SSI assessment must be provided additional accelerated instruction.	Campus Principals, Vickie Dean	Lesson plans, student STAAR scores	April
5	Honor parent requests that a student not participate in the third testing opportunity due to potential harm to the student. If this request is granted, the student is automatically retained and accelerated instruction will continue to be required.	Campus Principals, GPC Committee Members, Vickie Dean	Parent waiver documentation, accelerated instruction plans (AIP plans)	June
6	Provide thirty to forty-five additional minutes of targeted reading/math instruction for K-8 students during the regular school day, with flexible grouping of up to six students with one adult.	Campus Principals, Vickie Dean	Lesson plans, student STAAR scores, progress monitoring data	April
7	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 5 and/or 8.	Campus Principals, Vickie Dean	GPC/ARD meeting minutes, AIP plans, student STAAR scores, progress monitoring data	June



<p>8 Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 3-8. Students who do not meet standard on STAAR must receive appropriate instructional intervention so that they will be able to make the academic progress necessary to do on-grade-level work at the next grade.</p>	<p>Campus Principals, Vickie Dean</p>	<p>Confidential student reports, accelerated instruction documentation, attendance rosters</p>	<p>June</p>
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**Strategy 12 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
<p>1 Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless Liaison.</p>	<p>Noemi Berumen, Celia Ray</p>	<p>PEIMS records, case management files, family reports</p>	<p>June</p>
<p>2 Provide the federal meal program for homeless students.</p>	<p>Cafeteria Managers, Noemi Berumen, Celia Ray</p>	<p>PEIMS records, case management files, family reports</p>	<p>June</p>
<p>3 Use Title I funds to provide services for homeless students on all campuses.</p>	<p>Celia Ray</p>	<p>PEIMS records, case management files, family reports</p>	<p>June</p>
<p>4 Coordinate additional services for homeless students. These services may include transportation, medical, dental or mental health services that meet student need.</p>	<p>Noemi Berumen, Celia Ray</p>	<p>Attendance records, doctor notes, discipline referrals, family reports</p>	<p>June</p>
<p>5 Present staff development on homeless issues to administrators, counselors, auxiliary and front-line personnel.</p>	<p>Noemi Berumen, Celia Ray</p>	<p>Sign-in sheets, agendas, presentation materials, minutes</p>	<p>January</p>

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**Strategy 13 Disciplinary Alternative Educational Program**


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Students who have behaviors requiring removal from the regular classroom setting will be placed in a Disciplinary Alternative Education Program. Students work on District developed curriculum and grades relate back to a teacher of record. This is a State Compensatory Education funded program which requires collaboration between the home campus and the DAEP.

**Leaders:** Emilio Olivares, Elizabeth McMurtry, Assistant Principals

**Benchmark:** Students will be placed at DAEP according to the Belton ISD Student Code of Conduct guidelines and policies.

**Funds:** State Compensatory Education Funds

**Costs:** \$450,000

**FTES:** 9.0

Item	Responsible	Evaluation	Dates
1 Using the Belton ISD Student Code of Conduct guidelines and policies, building administrators will refer students to the DAEP as necessary.	Campus Principals, Assistant Principals, Emilio Olivares	Number of students referred to DAEP for both discretionary and mandatory placements	June
2 Continue to implement a plan for how to meet the needs of students who previously would have been referred to JJAEP, including the use of a SRO assigned to the DAEP.	Robert Atmar, Emilio Olivares	Number of students served in DAEP, Disciplinary referrals generated from DAEP	January
3 Maintain a MOU with the Bell County JJAEP.	Robert Atmar	MOU developed and enacted	October
4 Continuously improve instruction at all levels through specific lesson cycles, differentiated instruction, and consistent expectations.	Emilio Olivares	Increased student engagement, reduced discipline incidents, improved student success	January
5 Continue the use of CHAMPS and Safe and Civil Schools to reduce discipline incidents and improve student behavior.	Emilio Olivares	Increased student engagement, reduced discipline incidents, improved student success	January

## Appendix A: Student Indicators



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## Attendance

### GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	95.8	97.0	97.0	2016 ADA Reports

## STAAR Math

### GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	73	80	100	
Male	75	80	100	
Female	71	80	100	
African-American	70	75	100	
Hispanic	67	75	100	
White	78	85	100	
Eco Disadv	65	75	100	
LEP	86	90	100	
Gifted	100	100	100	
At Risk	65	75	100	

### GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	75	80	100	
Male	69	75	100	
Female	82	85	100	
African-American	57	75	100	
Hispanic	74	80	100	
White	79	85	100	
Eco Disadv	69	75	100	
LEP	80	80	100	
Gifted	100	100	100	
At Risk	65	75	100	

### GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	82	85	100	
Male	77	80	100	
Female	87	90	100	
Hispanic	76	80	100	
White	92	95	100	



**CHISHOLM TRAIL ELEMENTARY CAMPUS IMPROVEMENT PLAN**



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Eco Disadv	79	80	100
LEP	73	75	100
Gifted	100	100	100
At Risk	73	75	100

## STAAR Reading

### GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	73	80	100	
Male	73	80	100	
Female	73	80	100	
African-American	80	85	100	
Hispanic	65	75	100	
White	80	85	100	
Eco Disadv	65	75	100	
LEP	76	80	100	
Gifted	100	100	100	
At Risk	63	75	100	

### GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	75	80	100	
Male	69	75	100	
Female	82	85	100	
African-American	57	75	100	
Hispanic	77	85	100	
White	75	80	100	
Eco Disadv	69	75	100	
LEP	95	90	100	
Gifted	100	100	100	
At Risk	67	75	100	

### GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	74	80	100	
Male	67	75	100	
Female	83	85	100	
Hispanic	65	75	100	
White	87	90	100	



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Eco Disadv	71	75	100
LEP	53	75	100
Gifted	100	100	100
At Risk	62	75	100

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**STAAR Science**
**GRADE: 5**

<b>Student Group</b>	<b>Current</b>	<b>Annual</b>	<b>Long-Term</b>	<b>Notes</b>
All Students	66	80	100	
Male	56	75	100	
Female	78	85	100	
Hispanic	61	75	100	
White	73	80	100	
Eco Disadv	64	75	100	
LEP	67	75	100	
Gifted	100	100	100	
At Risk	55	75	100	

## STAAR Writing

### GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	68	80	100	
Male	55	75	100	
Female	82	85	100	
African-American	57	75	100	
Hispanic	66	75	100	
White	72	85	100	
Eco Disadv	59	75	100	
LEP	70	75	100	
Gifted	100	100	100	
At Risk	56	75	100	

2016-2017

**CHISHOLM TRAIL ELEMENTARY CAMPUS IMPROVEMENT PLAN**

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