



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

HIGH POINT ELEMENTARY

Summary

This 2016-2017 plan for High Point Elementary is a working document that was developed with input from administration, teachers, and the site-based decision-making committee. The primary focus of this plan is to increase the achievement of all students attending High Point 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 High Point Elementary is to be a leader in preparing every student to excel in tomorrow's world.

Mission Statement

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

Belief Statements

- 1 Students are the priority. Building relationships and treating others fairly and with respect are our expectations.
- 2 Parent relationships are important. Trust and partnerships are important as we keep a two way line of communication open.
- 3 All of us have expertise in different areas. The expectation is that adults work together in an effort to combine that expertise to create a solid team of knowledge.
- 4 We have high expectations for children. We set the bar high from the beginning and stay committed to it. When students are struggling, we look for ways to effectively intervene, not ways to lower the expectation.
- 5 School staff members must be flexible, receptive, tolerant, and understanding. The expectation is that we are open to change, growth, and constant improvement for ourselves as well as the campus as a whole.
- 6 Collaborative planning is important. The expectation is that staff members share ideas and talk about instruction in a giving, and non-threatening way.
- 7 Flexible grouping, when done correctly, is an effective way to intervene for students. The expectation is that teachers constantly plan and revise flexible grouping within their grade level.
- 8 Asking the right questions at the right time will improve thinking and analyzing skills. The expectation is that teachers deliberately plan and implement questioning strategies to maintain a high level of rigor.
- 9 Positive recognition is more powerful than consequences when trying to change behavior. The expectation is that our behavior plans will include a positive component and follow the CHAMPS model.
- 10 Everyone contributes to the goals of the school and gives 100% everyday - even when we do not feel like it. We remain focused on the kids and remember we are here for them.

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
- * 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
- * Student failure and/or retention rates
- * 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

- * Analysis of gifted 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
- * Campus needs assessment
- * HB5 Community and Engagement Rating data
- * End of year student and parent surveys

Goals & Strategies

Goal # 1:

High Point 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:

Compensatory Education EOY Reports, Leveled Literacy Intervention Kits, Compensatory Education and Title I Teachers, Campus Paraprofessionals, STAAR Results, Comprehensive Needs Assessment

Strategy 1 Instructional /Curricular Resources & Practice

High Point Elementary will utilize the BISD curriculum to provide an aligned, guaranteed and viable foundation for student achievement. The instructional coach will be used to support teachers and improve instruction.

Leaders: Amy Armstrong, Brooke Holt, Becky Lea

Benchmark: 85% of all students will meet or exceed state assessment standards in reading, writing, math, science, and social studies.

Funds: Title I, Part A, State Compensatory Education

Costs: \$119, 500

FTES: 5

Item	Responsible	Evaluation	Dates
1 Utilize the Director of Literacy to analyze and revise reading blocks to ensure balanced literacy is effectively implemented in each reading classroom. Ensure that teachers protect their effective literacy blocks of time per position statement and align resources with district curriculum.	Amy Armstrong, Brooke Holt, Becky Lea, Lexie Newberry, Lauren Brisbin	Master schedule, meeting agendas	April
2 Work with the Coordinator of Math to enhance and refine math curriculum to ensure alignment of resources, TEKS, and professional development for instructional coaches and teachers in all grade levels.	Amy Armstrong, Brooke Holt, Becky Lea, NiCole Sterk, Susie Langford	Master schedule, meeting agendas	April
3 Provide consistent professional development to increase vertical alignment in all core subjects and deepen teacher understanding of assessment expectations at each grade level.	Becky Lea	Benchmark results, common assessment results, training sign-in and agendas	January
4 Monitor the alignment of state standards and taught curriculum through walkthroughs, weekly PLC conversations, and curriculum debriefs.	Becky Lea, Amy Armstrong, Brooke Holt	Lesson plans, PLC agendas and minutes, walkthrough data	October
5 Schedule weekly communication meetings with the High Point Administrative Team to review campus goals, plan instructional impact, identify areas of concern, and design professional development to meet campus goals.	Amy Armstrong, Brooke Holt, Tiffany Rathbun, Becky Lea	Outlook calendar, walkthrough data, lesson plans, benchmark scores	October
6 Implement a school wide, vertically aligned, vocabulary system for all grade levels.	Amy Armstrong, Becky Lea, Ryan Young	Professional development agendas and sign-in sheets, walkthrough data	January



Strategy 2 Improvement of Writing Instruction

There is a need for increased focus on writing instruction. This focus will extend to all content areas.

Leaders: Amy Armstrong, Brooke Holt, Becky Lea
Benchmark: Evidence of the writing process in all classrooms, 85% or above of all 4th grade students will meet or exceed state expectations in writing.
Funds: None
Costs: None
FTES: None

Item	Responsible	Evaluation	Dates
1 Review state writing assessment data and curriculum unit plans with teachers to build awareness of mandated writing activities and emphasize the need for monitoring and oversight of the writing process.	Becky Lea, Amy Armstrong	Writing data reviewed, discussions in campus meetings regarding writing	October
2 Require teachers to use writing rubrics to assess student writing as outlined in the District's curriculum unit plans.	Becky Lea	Lesson plans, walkthrough data	October
3 Purchase Empowering Writers resources, provide related professional development and monitor consistent use within the classrooms.	Becky Lea, Amy Armstrong	Resources purchased, sign-in sheets, PLC minutes	January

Strategy 3 Special Populations

High Point Elementary will address student achievement in areas identified through the TEA Accountability System as a missed performance system safeguard. Activities will be put in place to meet the needs of students in an effort to close the achievement gap as well as meet individual needs of students through differentiation.

Leaders: Amy Armstrong, Brooke Holt
Benchmark: 85% or more of all students will meet or exceed state expectations in reading, writing, math, and science.
Funds: IDEA-B, Special Education Funds, Local Budget, Title I, Part A, State Compensatory Education
Costs: \$300,000
FTES: 10

Item	Responsible	Evaluation	Dates
1 Post identification board in a confidential place that identifies students with specific needs as a quick reference.	Brooke Holt, Lexie Newberry, NiCole Sterk	Rtl documentation, reference board	October

2	Meet every Monday as an RtI team to review teacher referrals and student data to make necessary instructional changes and schedule students for appropriate intervention.	Amy Armstrong, Brooke Holt, Elaine Crawley, Kristen Lee, Angela Labaj, Tiffany Rathbun	RtI agendas, PLC agendas, lesson plans	October
3	Disaggregate common assessment data for special populations and discuss in RtI meetings. Use this information to guide ARD, 504, and accommodation decisions.	Amy Armstrong, Brooke Holt, Robin Lawrence, NiCole Sterk, Lexie Newberry	RtI agendas, PLC agendas, intervention documentation, lesson plans	January
4	Continue using daily flex time to schedule intervention for students who are identified through RtI as needing specialized instruction. Focus PLC conversations at least once every six weeks on re-evaluating the placement of each student.	Amy Armstrong, NiCole Sterk, Lexie Newberry	Master schedule	October
6	Cross reference SPED student data for accommodations, modifications, inclusion/resource services, and achievement.	Amy Armstrong, Brooke Holt, Kristen Lee	RtI documentation, Eduphoria log-ins, eSPED	October
7	Design specialized instruction for students receiving SPED services in such a way that student need is met and grade level expectations are achieved.	Amy Armstrong, Elaine Crawley, Kristen Lee	Lesson plans, walkthrough and observation data	October
8	Utilize daily flex time to group GT students together and provide at least 160 minutes of specialized instruction.	Amy Armstrong, Heidi Morgan	Master schedule	October
9	Evaluate the status of our campus GT program semi-annually using the campus level evaluation form.	Amy Armstrong, Sam Wilds	Evaluation form	January
10	Use STAR data to identify areas of weakness for ESL students. Design instruction to meet these needs through flexible intervention time at least four times per week.	Brooke Holt, NiCole Sterk, Lexie Newberry	RtI agendas, PLC agendas, intervention documentation, lesson plans	October

Strategy 4 Data Analysis/Campus Support for Students in Need

Students master content at varying rates and need different levels of intervention to meet learning targets. High Point staff members will identify and implement effective interventions including monitoring of student data and will utilize the instructional coach to assist with the improvement of classroom instruction.

Leaders: Amy Armstrong, Brooke Holt, Robin Lawrence

Benchmark: 85% of all students will meet or exceed state assessment standards in reading, writing, math and science. Progress will be tracked through common assessments, benchmarks, and data collection from campus interventions.

Funds: None

Costs: None



FTEs: None

Item	Responsible	Evaluation	Dates
1 Implement subject-focused PLC data meetings for teachers to discuss strengths, weaknesses, adjustments, and needs according to common assessment data. Give time for teachers to share and collaborate vertically in staff meetings.	Amy Armstrong, Brooke Holt, Robin Lawrence, Becky Lea	Sign-in sheets, agendas, Teacher Data Analysis Form	January
2 Using the current RTI system, ensure teacher understanding and follow through for students in need of intervention.	Brook Holt, NiCole Sterk, Robin Lawrence, Lexie Newberry, Heidi Morgan	Sign-in sheets, agendas	October
3 Identify populations and sub-populations whose data fall below 70% in each area of the STAAR assessments.	Amy Armstrong, Brooke Holt, Robin Lawrence	Eduphoria spreadsheets, STAAR results	October
4 Implement intervention for each student within an identified population as falling below 70% based on specific need. Provide professional development and resources for teachers working with these groups.	Amy Armstrong, Brooke Holt, Robin Lawrence, NiCole Sterk, Lexie Newberry, Heidi Morgan	Intervention (flex time) schedule, lesson plans	October

Strategy 5 Student Attendance

Student attendance contributes to increased student achievement. The district receives funding based on the average daily attendance of all students. During the 2013-2014 school year, High Point student attendance decreased by 0.6%. During the 2014-2015 school year, High Point student attendance decreased by 0.2%. During the 2015-2016 school year, High Point student attendance decreased by 0.3%. Increasing student attendance will be an area of focus for High Point Elementary for the 2016-2017 school year.

Leaders: Brooke Holt, Robin Lawrence, Tiffany Rathbun

Benchmark: Increased attendance rates by grading period and at the end of the year.

Funds: Local, State, Federal Funds, Activity Fund

Costs: \$25,000

FTEs: 1

Item	Responsible	Evaluation	Dates
1 Provide individual perfect attendance incentives at awards ceremonies each nine weeks and at the end of the school year.	Brooke Holt, Robin Lawrence, Tiffany Rathbun	Attendance reports, nine week awards ceremonies	October
2 Highlight the grade level with best attendance on the announcements and display attendance graph in a central location. Provide incentive to the grade level with the highest attendance percentage each nine weeks.	Amy Armstrong, Jolene Guillen, Brooke Holt, Robin Lawrence, Tiffany Rathbun	Attendance reports, attendance graph	October



3	Require teachers to provide an incentive of their choosing for student attendance in each classroom.	Brooke Holt, Robin Lawrence	Attendance reports, teacher reports	October
4	Contact parents/guardians when a student is absent.	Jolene Guillen, Brooke Holt, Robin Lawrence	Parent contact log	October
5	Monitor student attendance regularly. Utilize attendance behavior plans and district attendance officers as needed.	Brooke Holt, Robin Lawrence	Attendance reports, individual attendance behavior plans	October

Goal # 2:

High Point 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, Articles and Readings for the Year, Coaching Record, Campus Needs Assessment

Strategy 1 Instructional Support for Teachers in All Subject Areas

The collaborative work of the instructional coach is imperative to the growth of teacher capacity in all content areas. The Instructional Coach will spend 40% of her time on campus doing classroom observations.

Leaders: Amy Armstrong, Brooke Holt, Robin Lawrence, Becky Lea

Benchmark: 85% of all students will meet or exceed passing standards on the end of year assessment in grades k-2nd and on STAAR in grades 3rd-5th.

Funds: Local Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Utilize the instructional coach (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.	Becky Lea, Lauren Brisbin	IC calendar, planning notes, benchmark scores	January
2 Utilize the IC to continue formal and informal professional development for implementation of the math TEKS.	Becky Lea	IC calendar, planning notes, benchmark scores	January
3 Attend grade level, subject area planning sessions weekly to provide support and coaching while sharing unit debriefs to outline the specific standards to be covered. The IC will look for opportunities to help teachers with unpacking the TEKS and planning instruction.	Becky Lea	IC calendar, planning notes, benchmark scores	January
4 Assist with monitoring the alignment of instruction with the District's curriculum documents. Provide instructional support to individual teachers through one-on-one observation, model lessons, and side-by-side coaching. Also provide additional campus professional development that supports formative assessment and specific content objectives.	Becky Lea	IC calendar, planning notes, benchmark scores	October
5 Check lesson plans weekly to ensure evidence of campus goals and implementation of BISD initiatives.	Becky Lea, Brooke Holt, Robin Lawrence, Amy Armstrong	Lesson plans	October



6	Communicate with principal and assistant principal through weekly administrative team meetings by providing updates and summarizing initiatives as well as reviewing the IC's weekly calendar. The principal and assistant principal will follow up to ensure teachers are making necessary changes.	Becky Lea, Amy Armstrong, Brooke Holt, Robin Lawrence	Meeting notes	October
7	Use video equipment to record new teachers, as well as others identified by the administrative team, and use as a coaching tool to improve instruction.	Amy Armstrong, Brooke Holt, Becky Lea	Video recordings, coaching debrief documents	April

Strategy 2 Professional Development

High Point Elementary, with assistance from the Special Education and Curriculum Departments, will provide quality professional development for teachers and paraprofessionals.

- Leaders:** Amy Armstrong, Brooke Holt, Robin Lawrence, Becky Lea
- Benchmark:** 85% or more of all students will meet or exceed standard on the state assessments in reading, writing, math, and science.
- Funds:** Local Funds
- Costs:** \$1,000
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Conduct professional development in the area of classroom management that reduces the number of discipline referrals.	Brooke Holt, Robin Lawrence	Discipline referrals	January
2	Conduct professional development outlining campus expectations for when and how to write discipline referrals verses using other data collection tools.	Brooke Holt, Robin Lawrence	Discipline referrals	January
3	Attend professional development sessions during the Elementary Learning Expo and implement new learning during the school year. Provide opportunity for teachers to discuss and share their learning during the August in-service week.	Amy Armstrong, All Staff	Sign-in sheets	October
4	Follow up with teachers during planning and after classroom observations to identify needs and seek input regarding continued professional development needs in the areas of math and science.	Amy Armstrong, Brooke Holt, Becky Lea, Robin Lawrence	PLC notes, IC documentation	October
5	Participate in Instructional Rounds training at the district level to increase collaboration, instructional knowledge and expertise.	Amy Armstrong, Brooke Holt, Robin Lawrence	Sign-in sheets	October



6	Participate in Instructional Rounds training at the campus level to identify areas in need of growth and develop the next steps for teachers in their classrooms.	Amy Armstrong, Brooke Holt, Robin Lawrence	Staff meeting agendas	October
7	Conduct formal and informal professional development on differentiation in instruction and assessment.	Becky Lea, Amy Armstrong	Agendas	January
8	Address campus and teacher needs, according to data, through professional development beginning with writing and science.	Becky Lea, Amy Armstrong	Agendas	April
9	Review classroom walkthrough data and use data to inform professional development decisions for the campus.	Amy Armstrong, Brooke Holt, Becky Lea	Agendas and minutes	January
10	Monitor lesson plans and classrooms for evidence of daily use of content and language objectives. Share and discuss the findings in weekly PLC meetings.	Amy Armstrong, Brooke Holt, Becky Lea, Robin Lawrence	Lesson plans, walkthrough data, PLC minutes	April

Strategy 3 Recruitment and Retention of Highly Qualified Staff

The campus will implement best practices for developing and retaining highly qualified personnel.

- Leaders:** Amy Armstrong
- Benchmark:** Teacher retention data, 85% or more of all students will meet or exceed standards on the state assessments in reading, math, writing and science.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Implement a peer observation program in which every teacher visits one other classroom for a 15 minute observation. Share results during a staff meeting.	Amy Armstrong, Becky Lea, Teachers	Agendas, lesson plans, Peer Observation Forms	January
2	Continue to conduct classroom walkthroughs and provide teachers meaningful feedback about instruction and learning.	Amy Armstrong, Brooke Holt, Robin Lawrence	Walkthrough data	January
3	Utilize formative and summative assessment to guide instruction by using running records, guided reading and math logs, CUA and embedded formative assessments to plan measurable objectives and instruction.	Amy Armstrong, Brooke Holt, Lawrence, Becky Lea, Teachers	PLC meeting notes, lesson plans	January



4	Assign informal mentors to each new teacher. Support the mentors with resources and time to meet with the staff member.	Amy Armstrong, Becky Lea	IC documentation	October
5	Monitor the communication and interaction between mentor and mentee to ensure support is provided in the appropriate areas.	Becky Lea	IC documentation	October

Strategy 4 Implementatiuon of T-TESS

The Texas Teacher Evaluation and Support System (T-TESS) focuses on providing continuous, timely and formative feedback to educators so they can improve their practice.

- Leaders:** Amy Armstrong, Brooke Holt, Robin Lawrence
- Benchmark:** 85% of all students will meet or exceed passing standards on the end of year assessment in grades k-2nd and on STAAR in grades 3rd-5th.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Participate in professional development to understand how to effectively implement T-TESS on the campus.	Amy Armstrong, Brooke Holt, Robin Lawrence	August training sign-in October
2	Train teachers in T-TESS and explain the campus process for 2016-2017.	Amy Armstrong, Brooke Holt, Robin Lawrence	In-service agendas and minutes October
3	Revisit T-TESS one time per month during staff meetings to remind teachers of the important pieces, as well as provide reminders of due dates.	Amy Armstrong, Brooke Holt, Robin Lawrence	Staff meeting agendas and minutes April
4	Utilize T-TESS data to inform decisions for school improvement and make necessary adjustments.	Amy Armstrong, Brooke Holt, Robin Lawrence, Becky Lea	High Point administrative team meeting agendas and minutes June

Goal # 3:

High Point 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:

LifeSkills Prevention Curriculum, Safe and Civil Schools Materials, Common Area Expectations, Routines and Procedures, Foundations Committee, Counselor, Staff

Strategy 1 Positive Behavior Support

Positive behavior is important for the learning environment. Students demonstrate increased academic performance when monitored and given feedback on expectations. Behavioral strategies that are flexible and meet the needs of a culturally diverse population of students and those with attention difficulties will be needed to minimize the time students are out of placement.

Leaders: Amy Armstrong, Brooke Holt

Benchmark: Positive student behavior demonstrated in all areas, 100% of students participate in instructional time, and out of placement settings (discretionary placement) for any student subgroup varies less than 10%.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Analyze and monitor student discipline data specifically for ISS, OSS, or DAEP placements for subgroups that vary by more than 10% from any student subgroup.	Brooke Holt, Robin Lawrence, Tiffany Rathbun	Discipline referrals	October
2 Develop and implement positive strategies to use with students who consistently struggle with behavior and miss instructional time due to removal from the classroom. Individualized behavior plans will be developed and implemented for identified students.	Tiffany Rathbun, Brooke Holt	Rtl documentation, Rtl team minutes	October
3 Designate a Campus Behavior Coordinator to complete responsibilities outlined in the 2015 legislative session.	Amy Armstrong	Discipline records	October
4 Identify staff currently trained in TBSI/CPI. Provide training for key staff members not currently trained.	Brooke Holt	TBSI/CPI training certificates	October
5 Monitor discipline data to specifically identify patterns in behavioral difficulties.	Brooke Holt	Discipline referrals, Rtl documentation	October
6 Identify priorities for improvement of common area procedures and expectations. Meet monthly as a Foundations Team to discuss campus concerns and manage maintenance of Foundations and CHAMPS practices.	Brooke Holt	Survey data, Walkthrough data, discipline referrals	January
7 Continue implementation of a positive behavior reinforcement system (Pride Passes). Revise menus as needed. Train and expect staff to focus on and recognize positive behavior.	Tiffany Rathbun	Discipline referrals	January

Strategy 2 Safe and Orderly Environment

High Point will maintain a safe and supportive environment where students feel safe, welcomed and nurtured each day. Our practices will reflect a culture of caring and a secure environment for students.

Leaders: Amy Armstrong, Brooke Holt

Benchmark: Safety plans and requirements are in place and fully implemented. Student behavior demonstrates positive behavior in all areas. End of year survey data reflects this goal.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Analyze school survey data from 2015-2016 and address problem areas.	Amy Armstrong, Brooke Holt, Becky Lea	Foundation Team notes, survey data	October
2 Update and review safety and crisis planning documents, including Emergency Operations Plan and Emergency Procedures Plan. Send a campus representative to Safety and Security Committee meetings, and complete required drills.	Brooke Holt, Tiffany Rathbun	Foundation Team notes, meeting agendas, safety documents, drill logs	October
3 Communicate campus beliefs, procedures, services, and expectations to parents through verbal, written and electronic means.	Tiffany Rathbun	Counselor documentation, website, Facebook, newsletters	October
4 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.	Brooke Holt, Robin Lawrence	Agenda, minutes	January

Strategy 3 Bullying Prevention and Response

High Point is committed to providing a safe and supportive environment where students feel free from bullying by peers or adults.

Leaders: Amy Armstrong, Brooke Holt, Tiffany Rathbun

Benchmark: Students demonstrate positive behavior in all areas. Student survey data supports a safe and supportive feeling at school.

Funds: Local Funds

Costs: \$200

FTES: None



Item	Responsible	Evaluation	Dates
1	Tiffany Rathbun	Parent sign-in, counselor data	October
2	Brooke Holt, Tiffany Rathbun	Training sign-in, training documents	October
3	Tiffany Rathbun	Counselor logs	June
4	Brooke Holt, Robin Lawrence, Tiffany Rathbun	Lesson plans, announcement documentation, individual conference documentation	January
5	Tiffany Rathbun	Counselor logs, intervention documentation	June

Strategy 4 Counseling and Prevention Programs

The counselor provides guidance and counseling to all students and coordinates various support services and prevention programs to ensure a safe and secure atmosphere for all students to promote academic achievement.

Leaders: Amy Armstrong, Tiffany Rathbun

Benchmark: 100% of teachers and classrooms will receive training from the campus counselor.

Funds: Local Funds, State Funds

Costs: \$65,500

FTES: 1

Item	Responsible	Evaluation	Dates
1	Tiffany Rathbun, Brooke Holt	Sign-in sheets	October
2	Tiffany Rathbun	Calendar of events, counselor logs	October
3	Tiffany Rathbun	Counselor logs, Rtl documentation	October



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|---|---|-----------------|--|-------|
| 4 | Conduct regularly scheduled classroom guidance lessons in all grade levels to improve student self-esteem and prevent violence, bullying, and use of drugs and alcohol. | Tiffany Rathbun | Counselor logs, calendar, discipline reports | April |
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Strategy 5 Diversity Awareness

High Point will provide varied activities that promote kindness, dignity, and respect towards all community members.

- Leaders:** Amy Armstrong, Brooke Holt
Benchmark: Reduction in student and parent concern
Funds: None
Costs: None
FTES: None

Item	Responsible	Evaluation	Dates
1	Incorporate heritage awareness learning and quotes into the daily morning announcements during the corresponding months.	Amy Armstrong, Katie McRae	Daily Announcement Sheets April
2	Provide professional development activities for teachers using strategies learned at the Courageous Conversations Conference, as well as ideas from Corwin's resource: We Can't Lead Where We Won't Go.	Amy Armstrong	Staff Meeting agendas and minutes April
3	Conduct student and staff surveys to collect information about culture and race that is represented on this campus. Use this information to plan activities to celebrate and learn more about this diversity.	Amy Armstrong	Survey copies April
4	Begin planning activities for the school year 2017-2018 designed to incorporate High Point diversity into No Place for Hate program.	Brooke Holt	Campus plan activities June

Goal # 4:

High Point 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:

Spot Light on Learners Posters, Awards, Ribbons, Pencils, Food

Strategy 1 Comprehensive Communication Plan

Communication with all stakeholders is critical to the success of students and the campus. High Point will focus on communicating effectively and consistently with all stakeholders.

Leaders: Amy Armstrong, Brooke Holt, Robin Lawrence, Tiffany Rathbun

Benchmark: Increased number of parents and students attending school events, increase in usage of electronic media.

Funds: Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Increase the number of parents/guardians who have opted to receive text messages via Skylert.	Amy Armstrong	Skylert messages	October
2 Continue monthly newsletters that communicate important events and information from the campus to families. Use LPAC information to determine if newsletters need to be translated and sent home in parent's native language.	Amy Armstrong, Brooke Holt, Robin Lawrence	Newsletters	October
3 Update High Point Facebook page with events and celebrations.	Brooke Holt, Katie McRae, Olivia Goodman	Facebook posts, likes, and comments	October
4 Send Skylert email and text messages to communicate brief but important information.	Amy Armstrong, Katie McRae	PTA minutes, sign-in documents	October
5 Schedule PTA Parent Nights that encourage conversation and time to get to know others in our learning community.	Amy Armstrong, Brooke Holt, Robin Lawrence, Tiffany Rathbun	PTA minutes, sign-in documents	October
6 Update the website often and provide important information for parents and guardians that can be accessed at any time. Include information such as, mission, vision, important events, and emergency information.	Mayo Hebert, Katie McRae	Website	October
7 Continue Reading Night, Science Fair, Math Night, GT Showcase and test preparation activities in order to involve parents in learning how to help their children.	Amy Armstrong, Becky Lea, Ryan Young, Tiffany Rathbun	Sign-in documents	April
8 Use Remind 101 to communicate with staff members.	Amy Armstrong	Remind 101 text messages	October



Strategy 2 Parent Involvement Activities

High Point Elementary will provide opportunities for parents to build relationships with the school.

Leaders: Amy Armstrong, Brooke Holt, Robin Lawrence, Tiffany Rathbun
Benchmark: Increased involvement in school activities and improved parent survey data.
Funds: Local Funds
Costs: \$1,000
FTES: None

Item	Responsible	Evaluation	Dates
1 Develop and implement a parent volunteer plan to make it easy yet safe to have parents volunteer their time and efforts.	Amy Armstrong, Brooke Holt, Robin Lawrence	Parent volunteer logs	October
2 Update and share Parent Involvement Policy with CIT as well as grade level leaders. Post the Parent Involvement Policy on the High Point website.	Amy Armstrong	Website	October
3 Send weekly Skylert messages with a brief synopsis of upcoming events and celebrations. Include a contact person within each email to provide parents opportunity to ask questions.	Amy Armstrong	Skylert messages	January
4 Use morning announcements to highlight happenings and celebrations on campus. Invite students from different school clubs to be guest speakers for special holidays and events.	Amy Armstrong, Katie McRae	Morning announcement documents	January
5 Use Periscope to provide live streaming for parents who cannot attend nine-week award ceremonies in person.	Amy Armstrong, Olivia Goodman	Live stream events	April

Strategy 3 Staff Recognition

High Point Elementary will make it a priority to recognize staff excellence and the implementation of positive change that promotes the academic achievement of students and the overall culture of the campus.

Leaders: Amy Armstrong, Brooke Holt
Benchmark: Improved survey results from staff, increased achievement results on benchmarks and state assessments.
Funds: Local Budget, Activity Fund

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Choose, submit, and recognize staff members for Temple Kiwanis and Belton Rotary teacher recognition.	Amy Armstrong	Emails to BISD HR	October
2	Create an inviting area in the lounge for staff to recognize peers, post positive notes, and words of encouragement.	Brooke Holt, Katie McRae	Notes posted in lounge	October
3	Allow time at meetings for staff to share celebrations, funny events, and positive changes.	Amy Armstrong	Meeting agendas	October
4	Highlight staff accomplishments using shout-outs on weekly agendas, morning announcements, personal notes, notes on doors, and postings in the lounge.	Amy Armstrong, Brooke Holt, Robin Lawrence, Tiffany Rathbun, Becky Lea	Weekly agendas, bulletin board in lounge, morning announcement documents	January
5	Ask staff members to provide feedback and input for the administrative team at least one time per nine weeks.	Amy Armstrong, Brooke Holt, Robin Lawrence	Staff meeting agendas	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

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: \$60,000

FTES: 1.0

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, Amy Armstrong
- Benchmark:** 90% of students at each campus will meet or exceed state standards in all subject areas tested.
- Funds:** Title II Part A
- Costs:** \$16,000
- 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



<p>6 Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.</p>	<p>MEP Coordinator, MEP Counselor, PFS Instructor, Campus Principal, Counselor, Teachers</p>	<p>MSC and MEP staff logs, time and effort reflecting services/time spent with students</p>	<p>June</p>
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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
<p>1 Identify students as active or monitored depending upon the level of intervention and services needed.</p>	<p>Campus Principal, 504 Committee, Teacher(s)</p>	<p>504 Committee documentation</p>	<p>October</p>
<p>2 Provide instruction for dyslexic students utilizing individualized, intensive, multisensory, phonetic methods (ie. Dyslexia Training Program, Take Flight, or Dyslexia Intervention Program).</p>	<p>Vickie Dean, Campus Principal</p>	<p>504 Committee documentation</p>	<p>April</p>
<p>3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.</p>	<p>Campus Principal, Sandra Velo</p>	<p>504 Committee documentation</p>	<p>April</p>

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.

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 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, Amy Armstrong

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: Amy Armstrong, 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: Amy Armstrong, Vickie Dean, Classroom Teacher(s)

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

Strategy 13 Disciplinary Alternative Educational Program

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, Amy Armstrong, 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



Attendance

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	96.1	97.0	97.0	2016 ADA Reports

STAAR Math

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	79	85	100	
Male	79	85	100	
Female	78	85	100	
Hispanic	76	80	100	
White	79	85	100	
Eco Disadv	74	80	100	
Gifted	100	100	100	
At Risk	65	75	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	86	90	100	
Male	84	90	100	
Female	89	90	100	
African-American	50	75	100	
Hispanic	78	85	100	
White	91	95	100	
Eco Disadv	74	80	100	
Gifted	100	100	100	
At Risk	61	75	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	82	85	100	
Male	81	85	100	
Female	83	85	100	
African-American	60	75	100	
Hispanic	87	90	100	
White	83	85	100	
Eco Disadv	73	75	100	
Gifted	100	100	100	



At Risk

63

75

100

STAAR Reading

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	78	85	100	
Male	81	85	100	
Female	75	85	100	
Hispanic	75	80	100	
White	82	90	100	
Eco Disadv	72	75	100	
Gifted	100	100	100	
At Risk	66	75	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	78	85	100	
Male	69	75	100	
Female	89	90	100	
African-American	56	72	100	
Hispanic	63	75	100	
White	84	90	100	
Eco Disadv	72	75	100	
Gifted	100	100	100	
At Risk	43	75	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	78	85	100	
Male	69	80	100	
Female	88	95	100	
African-American	60	75	100	
Hispanic	73	80	100	
White	79	85	100	
Eco Disadv	77	80	100	
Gifted	100	100	100	



At Risk

57

75

100

STAAR Science**GRADE: 5**

Student Group	Current	Annual	Long-Term	Notes
All Students	77	80	100	
Male	75	80	100	
Female	78	85	100	
African-American	67	75	100	
Hispanic	60	75	100	
White	82	85	100	
Eco Disadv	69	75	100	
Gifted	100	100	100	
At Risk	53	75	100	

STAAR Writing
GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	72	80	100	
Male	63	75	100	
Female	82	85	100	
African-American	50	75	100	
Hispanic	62	75	100	
White	75	80	100	
Eco Disadv	61	75	100	
Gifted	100	100	100	
At Risk	27	75	100	

