



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

MILLER HEIGHTS ELEMENTARY

Summary

This 2016-2017 plan for Miller Heights 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 Miller Heights 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 Miller Heights Elementary is to be the school of choice by preparing every student to be a successful person in a continually changing world through technology, innovation, and globalization.

Mission Statement

The mission of Miller Heights Elementary as a school community is to educate our students in such a way that they are prepared for the future. We do this by teaching with intention through collaboration, modeling, and practice and by maintaining high expectations for our students and the faculty of Miller Heights Elementary.

Belief Statements

- 1 We believe that high expectations promote high achievement.
- 2 We believe that all people have talents to be identified and developed.
- 3 We believe that everyone has the right to be treated with dignity and respect.
- 4 We believe that everyone has the right to a safe environment.
- 5 We believe that success is measured by results.

Needs Assessment Data Documentation

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

- * Review of district goals
- * Review of campus goals
- * Professional learning communities discussions
- * Results of benchmark assessments
- * Attendance data
- * Discipline records
- * Student surveys
- * Staff surveys and/or feedback
- * Campus faculty meeting discussions
- * Student failure and/or retention rates
- * Staff development evaluations, surveys, and/or needs assessments
- * Study of best practices
- * Analysis of Special Education population
- * Analysis of At-Risk population
- * Analysis of homeless population
- * Analysis of gifted population
- * Disaggregation of current-year state assessment data
- * STAAR test results
- * Disaggregated STAR Early Literacy results
- * Disaggregated TEMI Math Assessment results



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- * Disaggregated Tejas LEE 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

Goals & Strategies

Goal # 1:

Miller Heights 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:

LLI Curriculum, IXL Math, Campus Paraprofessionals, Guided Reading, Targeted Math Groups, STAAR Scores



Strategy 1 Data Analysis and Campus Support for Students Through Rtl

Response to Intervention is a comprehensive framework for addressing the needs of students who are struggling academically and/or 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 intensive interventions implemented and monitored), and Tier 4 (special education, 504 or dyslexia services). Eduphoria Aware is the data management program where all student assessment data is stored. Additionally, Professional Learning Communities will meet weekly to engage in the continuous improvement cycle.

Leaders: Jennifer Conner, Hope Orsag, Michelle Mikeska, Becky Shed, Carol Williams

Benchmark: 90% 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: State Compensatory Education

Costs: \$250,000

FTES: 5

Item	Responsible	Evaluation	Dates
1 Assign struggling learners to more frequent guided reading or guided math sessions targeting identified skills from running records, guided reading logs, and and/or district assessments.	Classroom Teachers	Guided reading logs, CUA reports, Rtl documentation	October
2 Use reflective questions during PLCs and grade level planning to enhance planning tasks around standards based on instruction that promotes a high level of student discourse. Through this dialogue, teachers will develop and implement higher order questions and talk moves within their lesson plans.	Hope McCracken, Classroom Teachers	Lesson plans, walkthrough data, district and state assessments	October
3 Review student data after utilizing a universal screener (Star Enterprise, F&P Benchmark Assessments, and Common Unit Assessments). Identified students will receive interventions based on this assessment data.	Jennifer Conner, Hope Orsag, Michelle Mikeska, Classroom Teachers, Becky Shed, Carol Williams, Lanette Wyrick	Star Enterprise, CUA, F&P data reports	October
4 Provide students who continue to struggle with reading, despite classroom interventions, extra reading support through LLI and/or other reading programs with intervention staff.	Carol Williams, Michelle Mikeska	Documentation of interventions received, CUA, F&P data reports	January
5 Assign students who are struggling in math to a math intervention group based on student performance data (Star and CUA).	Rebecca Shed, Michelle Mikeska	Intervention tracking forms, Rtl documentation	October



6	Review the needs of at-risk students on a regular basis. This review will focus on needs of specific sub pops whose scores fall below 70%, such as Eco Dis, LEP, Sped, 504, Hispanic and African American students. Focus will include academic achievement toward SMART goals, attendance, and discipline referrals.	Jennifer Conner, Hope Orsag, Michelle Mikeska, Lanette Wyrick	Increased passing rates, increased Star Enterprise scores, improved attendance rates, decreased discipline referrals	October
7	Provide specified intervention time during the regular school day in order to provide support for at-risk students.	Jennifer Conner, Hope Orsag, Michelle Mikeska	Master schedule, teacher lesson plans, Aware data, increased passing rates, increased Star Enterprise scores, improved attendance rates, decreased discipline referrals	October
8	Continue flexible schedule that provides instructional support for learners who are not meeting academic expectations. The schedule will allow teachers to effectively plan instruction through a sheltered PLC time.	Jennifer Conner, Hope Orsag, Michelle Mikeska	Rtl documentation, Aware data	April
9	Collaborate with district Curriculum Department to ensure all field trips are aligned to the appropriate grade level curriculum.	Jennifer Conner, Hope McCracken, Grade level teachers	Teacher field trip outline	October
10	Schedule regular meetings with new staff and mentors to ensure smooth transition to MH and/or BISD.	Jennifer Conner, Hope Orsag, Hope McCracken, Mentor Teachers	Conversations, end of year survey	October

Strategy 2 Attendance

Student achievement hinges on regular attendance. Miller Heights receives funding based on the average daily attendance of all students. The 2015-16 attendance rate was 95.02% and the state daily rate is 97.5%.

- Leaders:** Jennifer Conner, Hope Orsag, Munirah Tarver, Jennifer Wingo
- Benchmark:** Increased attendance rates by grading period and end of the year.
- Funds:** Local Funds
- Costs:** \$500
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Recognize individual students with perfect attendance and no tardies each nine weeks with spirit tags.	Hope Orsag, Jennifer Wingo, Munirah Tarver	Improved daily attendance	October
2	Provide individual classroom incentives for homeroom classes that reach their individual attendance and punctuality goals.	Classroom Teachers	Increase in attendance rates	June



3	Provide parents information concerning the importance of regular school attendance through presentations at fall/spring Open House/PTA meetings, Skylert messages and fall/spring newsletters.	Jennifer Conner, Hope Orsag, Classroom Teachers	Increase in attendance rates	October
4	Review attendance rates and trends with campus attendance committee once a month to identify excessive tardies and/or absences.	Jennifer Conner, Hope Orsag, Campus Attendance Committee	Meetings held, increased attendance rates	October
5	Award attendance flags to homeroom classes for highest grade level attendance.	Jennifer Wingo	Increased weekly and monthly attendance	October
6	Provide a visual display of attendance progress of all homeroom classes.	Munirah Tarver, Jennifer Wingo	Increase in attendance	October
7	Continue to implement "Never Been Absent Club" (NBA Club) as a school-wide attendance incentive program for students with perfect attendance.	Hope Orsag, Munirah Tarver	Increase in attendance rates	October

Strategy 3 Instructional Practices and the Improvement of Math and Science Instruction

Emphasis will be placed on sheltered instructional time for math and science instruction. Miller Heights will use Eduphoria Forethought as a tool for writing and storing lesson plans. Eduphoria Aware is the data management program where student assessment data on all students is stored. Additionally, teams will meet weekly during Professional Learning Communities to engage in the continuous improvement cycle.

- Leaders:** Dawn Schiller, Jennifer Conner, Hope Orsag, Hope McCracken
- Benchmark:** 90% of all students and subgroups will meet or exceed state standards in mathematics and science.
- Funds:** Local Budget
- Costs:** \$5,000
- FTES:** 4

Item	Responsible	Evaluation	Dates	
1	Work with the Instructional Coach to analyze and revise math instruction.	Dawn Schiller, Susie Langford, Jennifer Conner, Hope Orsag, Hope McCracken	Walkthroughs, lesson plans, IC meetings, team meetings, PLCs	October
2	Submit weekly lesson plans into the Eduphoria Forethought program by Friday 8:00 AM.	Jennifer Conner, Hope Orsag, Hope McCracken	Quality lesson plans submitted in a timely manner	October
3	Evaluate each unit of instruction and send recommended revisions to the scope and sequence and common assessments to the District curriculum office each nine weeks.	Hope McCracken, Classroom Teachers	Revisions submitted	October

4	Continue to implement the Concrete, Pictorial and Abstract approach in K-2nd grade as a way to build mathematical understanding.	Hope McCracken, Classroom Teachers	Increased student achievement on CUA	January
5	Continue to utilize resource books "Why Before How" and "Step-by-Step Model Drawing" in grades 3-5.	Hope McCracken, Classroom Teachers	Increased student achievement on CUA, increased scores on STAAR	October
6	Implement "Math Talks" in all kindergarten classrooms.	Hope McCracken, Classroom Teachers	Increased Star Enterprise scores	January
7	Implement "Math Talks" and "Number Bonds" in all 1st grade classrooms.	Hope McCracken, Classroom Teachers	Increased Star Enterprise scores	January
8	Implement "Number Bonds" and "Model Drawing" in all 2nd grade classrooms.	Hope McCracken, Classroom Teachers	Increased Star Enterprise scores, increased CUA scores	January
9	Implement Step-By-Step Model Drawing method to solve problems in 3rd through 5th grades.	Hope McCracken, Classroom Teachers	Increased Star Enterprise scores, increased CUA scores	October
10	Implement STEMScopes for science instruction in all grade levels.	Hope McCracken, Classroom Teachers	Increased Star Enterprise scores, increased CUA scores, increased STAR scores	October
11	Meet in science vertical teams in grades KG-5 to review TEKS including introductory statements, vocabulary, level of thinking required, and how objectives are tested at 5th grade. Teachers will determine science vocabulary and display vocabulary with visual representation.	Jennifer Conner, Hope McCracken, Classroom Teachers	Increased CUA scores, increased STAR scores	October
12	Meet in math vertical teams in grades KG-5 to review TEKS including introductory statements, vocabulary, level of thinking required, and how objectives are tested at 5th grade. Teachers will determine math vocabulary and display vocabulary with visual representation.	Jennifer Conner, Hope McCracken, Classroom Teachers	Increased CUA scores, increased STAR scores	October
13	Conduct a minimum of five hands on inquiry based science investigations every grading period in all grades.	Hope McCracken, Classroom Teachers	Lesson plans, 90% of students will meet state passing standards in science	April
14	Display and use content objectives that are measurable during instruction. K-5th grades will use content objectives for math and reading and 4th grade will include content objectives in science. Data will be collected through walkthroughs to ensure teachers are writing and referring to content objectives during instruction.	Hope McCracken, Classroom Teachers	Walkthrough data, increased % of met standard on assessments	October



15	Determine appropriate formative assessment strategies to be used during instruction and document these strategies in lesson plans. Walkthroughs will focus on increased use of effective formative assessments.	Hope McCracken, Classroom Teachers	Walkthrough data, increased % of met standard on assessments	October
16	Continue the campus wide math fact fluency program in all math classes.	Hope McCracken, Classroom Teachers	Walkthrough data, increased % of met standard on assessments	October

Strategy 4 Instructional Practices and the Improvement of ELAR and Writing

The Miller Heights staff will focus on Balanced Literacy across all content areas and grade levels. In response to the increasing requirements of the STAAR test, Miller Heights will increase the level of rigor, engagement, and authenticity found within ELAR instruction, specifically in reading and writing workshops. Reading and Writing STAAR scores at Miller Heights have decreased in 3rd, 4th and 5th grades and advanced levels increased slightly. These scores indicate a need to increase our ELAR focus in all grade levels and intervene in specific skill areas. Miller Heights will use Eduphoria Forethought as a tool for writing and storing lesson plans. Eduphoria Aware will be used as a data management tool to analyze student assessment data. Teams will meet weekly during Professional Learning Communities to engage in the continuous improvement cycle.

- Leaders:** Lauren Brisbin, Jennifer Conner, Hope Orsag, Hope McCracken
- Benchmark:** 100% of teachers will use curriculum, assessment, and data management tools to improve instruction. 100% of teachers will participate in professional learning communities (PLC).
- Funds:** Local Funds
- Costs:** \$40,000
- FTES:** 1

Item	Responsible	Evaluation	Dates	
1	Work with the Director of Literacy to analyze and revise reading blocks to ensure effective balanced literacy in each classroom.	Lauren Brisbin, Jennifer Conner, Hope Orsag, Hope McCracken	Walkthroughs, lesson plans, team planning sessions	October
2	Analyze individual student assessment data in team meetings and during PLC meetings using the Eduphoria Aware program. Common unit assessments, benchmarks, and STAAR data will be analyzed in order to focus on student needs and areas of weakness.	Jennifer Conner, Hope Orsag, Hope McCracken, Classroom Teachers	Meetings held, Aware analysis reports	October
3	Evaluate each unit of instruction and send recommended revisions to the scope and sequence and common assessments to the District curriculum office each nine weeks.	Hope McCracken, Grade Level Leaders, Classroom Teachers	Revisions submitted	January
4	Submit weekly lesson plans into the Eduphoria Forethought program by Friday 8:00 AM.	Jennifer Conner, Hope Orsag, Teachers	Quality lesson plans submitted in a timely manner	October
5	Maintain guided reading and reading and writing conferring documentation.	Jennifer Conner, Hope Orsag, Hope McCracken, Teachers	Guided reading notebook, running records, guided reading lesson plans, conference logs	October



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| 6 | Utilize campus instructional coach to meet with all ELAR teachers once per grading period to review all writing TEKS. Teachers will discuss the fourth grade writingn the area of writing state assessment and review how objectives are tested on the assessment. Teachers will focus on Good Traits of Writing through Writers Workshop. | Hope McCracken,
ELAR Teachers | Improved student writing | October |
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Strategy 6 Language Instruction for LEP Students

Improving the language development and background knowledge for students from diverse language backgrounds continues to be a high priority.

- Leaders:** Jennifer Conner
- Benchmark:** 90% of ELL students will demonstrate progress on state standards.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Provide all LEP students with a certified ESL teacher to maximize learning time and provide appropriate language instruction.	Jennifer Conner, Hope Orsag	Schedules, rosters	October
2 Provide targeted staff development focused on language and literacy.	Jennifer Conner, Hope Orsag	Agendas, sign-in sheets	October
3 Work toward 100% ESL certification in all certified teaching staff.	Jennifer Conner, Hope Orsag	SBEC, ESL certification	October

Strategy 7 Technology Integration

Miller Heights will work toward effective technology integration in daily instructional practices.

- Leaders:** Jennifer Conner, Hope Orsag, Bobbie Thomas, Hope McCracken
- Benchmark:** Increase in technology assessment results, student achievement data, attendance data, discipline data, and walkthrough data, increase in positive comments on student, parent, and staff surveys.
- Funds:** Local Funds
- Costs:** \$5,000
- FTES:** 0

Item	Responsible	Evaluation	Dates
1	Create grade level technology contracts which address internet safety and app responsibility (roles for teachers and students).	Jennifer Conner, Hope Orsag, Bobbie Thomas, Classroom Teachers	Teacher and student contract October
2	Provide age appropriate internet safety and digital literacy instruction (student and internet safety) to all students K-5 once each semester.	Bobbie Thomas, Jennifer Conner, Hope Orsag, Hope McCracken	Lessons planned and delivered January
3	Provide iPad professional development (iPad U) for teachers during the 2016-2017 school year.	Jennifer Conner, Hope Orsag, Debbie Alston, Donna Bownds	Training materials, sign-in sheets, lesson plans October
4	Provide opportunities for teachers to collaborate in the development of rigorous, relevant, and engaging lessons that leverage technology for higher levels of student achievement.	Jennifer Conner, Hope Orsag, Hope McCracken, Classroom Teachers	Lesson plans, examples of student work, increased student achievement data October

Strategy 8 Advanced Academic Services

The purpose of the Advanced Academic program is to provide services for identified students in accordance with the State Plan for Gifted Students. Miller Heights will focus on this area in an effort to improve measurable academic success for this population. Lessons will be differentiated and identified students will be involved in a continuum of experiences that result in the development of products and performances using the Texas Performance Standards Project.

Leaders: Jennifer Conner, Hope Orsag, GT Designated Teachers

Benchmark: Evidence of state plan implementation, Eduphoria, student products.

Funds: GT Funds, Local Funds

Costs: \$320

FTES: 8

Item	Responsible	Evaluation	Dates
1	Design and implement vertically aligned lesson plans using the Texas Performance Standards Project (TPSP) website which contains tasks for K-5th grades. Explain how the TPSP includes curriculum differentiation, vertical alignment, student engagement in TEKS based research projects and a focus on student engagement. Teachers will choose tasks at each grade level and implement one per semester.	Hope McCracken, GT Teachers	Implementation of two products per year October
2	Utilize Tiger Time for flexible grouping 50 minutes daily to provide the guided instruction component of the TPSP for each grade level.	Hope McCracken, GT Teachers	Flexible grouping schedule October



<p>3 Display or showcase GT research/products during the campus GT showcase night. GT teachers will invite families to view GT research/products either during the school day or after school.</p>	<p>Hope McCracken, Hope Orsag</p>	<p>GT parent night</p>	<p>January</p>
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Goal # 2:

Miller Heights 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

Strategy 1 Promotion and Retention of Quality Teachers and Staff

Miller Heights has a variety of learners from diverse backgrounds and experiences. Professional development for special populations will be focused in the areas of poverty awareness, language acquisition, differentiation, formative assessment, guided reading and specific content objectives.

Leaders: Jennifer Conner, Hope Orsag, Hope McCracken, Michelle Mikeska

Benchmark: 90% or more of all students will meet or exceed standards on the state assessments in reading, math, writing and science.

Funds: Local Funds

Costs: \$2,500

FTES: None

Item	Responsible	Evaluation	Dates
1	Ensure that special programs teachers are provided time to collaborate with grade level teachers to effectively plan and communicate student needs and review performance data.	Jennifer Conner, Hope Orsag, Hope McCracken, Carol Williams, Rebecca Shed, Lanette Wyrick, Michelle Mikeska	PLC meeting agendas, sign-in sheets April
2	Provide staff development for special education and general education teachers in the areas of guided reading, guided math and differentiation. The Instructional Coach will collaborate with campus administration to identify needs and provide support to teachers through PLCs, one-on-one conferencing, lesson planning and collaboration.	Jennifer Conner, Hope Orsag, Hope McCracken, Michelle Mikeska	Meeting agendas, sign-in sheets April
3	Provide targeted professional development focusing on guided reading, questioning, differentiation and formative assessment.	Jennifer Conner, Hope Orsag, Hope McCracken, Michelle Mikeska	Meeting agendas, sign-in sheets October
4	Provide targeted professional development focusing on Eduphoria training (August & October).	Jennifer Conner, Hope Orsag, Hope McCracken, Michelle Mikeska	Meeting agendas, sign-in sheets October
5	Participate and implement Instructional Rounds both at the district and campus levels to increase student dialogue around the learning standards at a higher level of rigor and student discourse.	Jennifer Conner, Hope Orsag, Hope McCracken	Increased student achievement October
6	Provide campus-wide professional development on Google Docs, Google Notes and One Note to work toward more streamlined online sharing.	Donna Bownds, Bobbie Thomas, Jennifer Conner	Meeting agendas, sign in sheets, shared online documents October



7	Provide professional development on the use of technology and the SAMR model for teachers.	Donna Bownds, Bobbie Thomas, Jennifer Conner, Hope Orsag, Hope McCracken	Increased use of technology embedded into daily instruction	October
8	Provide updated training for all staff regarding students in the AIMS program. Focus on the philosophy of AIMS and correct implementation of the program.	Jennifer Conner, Hope Orsag, Campus Diagnostician	Training agendas, sign-in sheets	January

Strategy 2 Instructional Coach/Curriculum Resources and Practice

Miller Heights Elementary will utilize a campus-based instructional coach (IC) to provide support for teachers as they plan engaging lessons aligned to grade level standards and work to implement research-based instructional strategies to improve student achievement. The IC will also provide on campus staff development and assist in collecting and analyzing data to help make instructional decisions.

Leaders: Jennifer Conner, Hope Orsag, Hope McCracken

Benchmark: 90% of all students will meet or exceed passing standards on end of year district assessments in K-2nd grades and on STAAR in 3rd-5th grades.

Funds: Local Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates	
1	Participate in Instructional Rounds training at the District level to increase collaboration and instructional knowledge and expertise.	Deanna Lovesmith, Jennifer Conner, Hope Orsag, Hope McCracken	Improved student achievement in reading, writing, math and science, training materials, sign-in sheets	October
2	Continue to conduct classroom walkthroughs and provide teachers meaningful feedback about instruction and learning.	Jennifer Conner, Hope Orsag, Dawn Schiller, Lauren Brisbin	Walkthrough documentation, observations	October
3	Embed daily formative assessments aligned to content objectives through collaborative planning during PLCs and grade level lesson planning sessions.	Hope Orsag, Hope McCracken, Jennifer Conner	Lesson plans, PLC agendas, classroom observations, walkthroughs	October
4	Conduct observations and make individualized plans with teachers to support their instructional needs. Identified needs may include professional development, peer coaching, model lessons and peer observations.	Hope McCracken	Improved reading levels, benchmark and STAAR scores	October
5	Attend grade level/subject area planning sessions weekly to provide support and coaching as teachers use backward design to plan units of instruction.	Hope McCracken	Planning sessions attended, improved reading levels, benchmark data, and STAAR scores	April



6	Utilize data from CUA to evaluate the quality of the instructional strategies used to teach the content and make recommendations for adjusting instruction.	Hope McCracken	Improved reading levels, benchmark and STAAR scores	April
7	Communicate weekly with principals to discuss campus needs and provide feedback regarding necessary professional development.	Hope McCracken	Improved reading levels, benchmark data and STAAR scores	April
8	Model lessons for teachers at all grade levels and subject areas to bridge the gap between professional development and implementation.	Hope McCracken	Improved reading levels, benchmark data and STAAR scores	October
9	Continue to participate in professional development and onsite coaching for implementation of math TEKS.	Hope McCracken	Improved student achievement	October
10	Meet with grade level and department teams for in-depth discussions of curricular unit debriefs for ELAR and math.	Hope McCracken	Improved student achievement	October

Strategy 3 Professional Development for Improvement of Math and Science

Miller Heights Elementary is committed to effective math and science instruction for all students. Teachers in grades K-5 will build upon the foundation established during previous Math Solutions professional development with training on Math: The Belton Way, a model developed to emphasize the building of conceptual knowledge through the use of concrete and pictorial models.

- Leaders:** Jennifer Conner, Hope Orsag, Hope McCracken
- Benchmark:** 90% of all students will meet or exceed standards on STAAR Math, increased student achievement on 5th grade STAAR science.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Encourage teacher participation in professional development sessions during the summer at the District's 3 day Learning Expo.	Jennifer Conner, Hope Orsag, Hope McCracken, Teachers	Campus walkthroughs, planning sessions, PLC conversations	October
2	Deliver job-embedded professional development to math teachers on the fact fluency program, observable measurable objectives and formative assessment to focus on student achievement at the correct rigor level of the TEKS. Provide other topics identified collaboratively by teachers and coaches.	Hope McCracken, Rebecca Shed	Increase in math and science scores on all assessments	January
3	Attend and participate in professional development focusing on the math TEKS.	Hope McCracken, Dawn Schiller, Math Teachers	Knowledge of TEKS, common assessment results	June



4	Attend weekly planning sessions at all grade levels to provide job-embedded training, coaching, and support as teachers learn math TEKS, utilize new resources and work to implement Math The Belton Way. Support may be provided through help with planning lesson plans or through modeling classroom lessons.	Hope McCracken	Increased knowledge of TEKS, CUA results	January
5	Ensure that all math teachers understand the District position statement on effective math instruction and are working to fully implement each component within their classroom.	Hope McCracken	Increased knowledge of TEKS, CUA results	January
6	Assist teacher leaders in planning and leading vertical meetings. Teachers will discuss new TEKS, support one another in implementation of math program and continue to discuss and explore new resources such as: Math in Focus adoption, Every Day Counts, Parent Connection, and books "Why Before How" and "Step-By-Step Model Drawing".	Hope McCracken	Increased knowledge of TEKS, CUA results	April
7	Provide professional development to science teachers in STEMscope Curriculum including vocabulary and investigations.	Hope McCracken, Jennifer Conner, Hope Orsag	Training documentation, implementation of STEM Scopes, increased student achievement in science	October

Strategy 4 Professional Development for Improvement of ELAR and Social Studies Instruction

Miller Heights Elementary is committed to effective literacy instruction for all students in every classroom. A comprehensive language and literacy framework serves as a conceptual tool for organization of instruction for reading, writing, and word study. Professional development will target what teachers need to know and be able to do in order to provide authentic literacy instruction. Teachers are expected to study professional books that establish a theoretical and research base for effective literacy teaching.

- Leaders:** Jennifer Conner, Hope Orsag, Hope McCracken
- Benchmark:** 90% or more of all students will meet or exceed standard on the state assessments in reading and writing.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Attend professional development sessions during the summer at the District's 3 day Learning Expo.	Denise Whitley, Jennifer Conner, Hope Orsag, Hope McCracken, Teachers	Walkthroughs, planning sessions, PLC conversations October



2	Provide ongoing professional development on guided reading to improve teacher knowledge and skills in order to deepen understanding and improve instruction.	Jennifer Conner, Hope Orsag, Hope McCracken	Walkthroughs, lesson plans, side-by-side coaching, modeling	October
3	Provide professional development in the area of writing instruction by engaging teachers in the process of calibration of student writing samples.	Jennifer Conner, Hope Orsag, Hope McCracken, Michelle Mikeska, Shelley Potts	Sign-in sheets, improved student achievement on writing assessments	October
4	Provide training for implementation of the Accelerated Reading program at the classroom and campus level.	Carol Williams, Michelle Mikeska	Documentation of trainings, student goal logs, increased student reading levels	October
5	Design and implement the Non-Negotiable Sight Word Fluency Program in every ELAR classroom.	Jennifer Conner, Hope Orsag, Michelle Mikeska, Teachers	Program materials appropriately displayed and utilized in classrooms, increased fluency rates and student reading levels	January

Strategy 5 T-TESS (Texas Teacher Evaluation and Support System)

With the state-wide implementation of T-TESS, campus leaders will orient faculty and staff to the new growth-oriented model of supervision that invites teacher collaboration and provides ongoing feedback regarding professional growth and performance.

- Leaders:** Jennifer Conner, Hope Orsag, Hope McCracken
- Benchmark:** 100% of teachers trained on T-TESS during the 2016-17 school year
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Attend and participate in the required three day training to become T-TESS certified.	Jennifer Conner, Hope Orsag	Certification earned	October
2	Create yearlong schedule to implement T-TESS to meet timelines and support teachers.	Jennifer Conner, Hope Orsag	T-TESS calendar with timelines	October
3	Follow all T-TESS requirements such as timelines for orientation, goal setting, observations, tracking data, walkthroughs and summative meetings with teachers.	Jennifer Conner, Hope Orsag	All timelines and documentation for T-TESS	June

Goal # 3:

Miller Heights 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

Strategy 1 Crisis and Safety Planning

Miller Heights Elementary will maintain and continually review the campus Crisis and Safety Plan that is aligned to the District's plan. The plan will be modified as needed.

Leaders: Robert Atmar, Hope Orsag, Jennifer Conner

Benchmark: Plan submitted to Student Services, 100% of staff trained.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Conduct campus based training on District's Emergency Operations Plan and review all emergency procedures annually with all staff.	Robert Atmar, Hope Orsag, Jennifer Conner	100% of all staff trained, reduced number of incidents reported	June
2	Assign three employees to assist with minor first aid and administration of medication as needed when nurse is not available. Three Unlicensed Assistive Personnel (UAP) will also receive training to be Unlicensed Diabetic Care Assistants (UDCA).	Jennifer Conner, Hope Orsag, Mark Tellwiger	Assignment made, staff members trained	October
3	Convene the Campus Safety and Security Committee a minimum of four times per year to review campus emergency operations plans and campus crisis procedures, plan campus drills and exercises, and conduct mandatory safety assessments.	Robert Atmar, Hope Orsag, Jennifer Conner	Drill schedules, documentation in Web Central	June
4	Establish a Campus Threat Assessment Team (CTAT). This team will work with the Director of Student Services to analyze and respond to student or other threats.	Robert Atmar, Munirah Tarver, Hope Orsag, Jennifer Conner	Team established, team training, reduced number of incidents	October
5	Update the list of teachers and staff that are trained on Crisis Prevention Intervention (CPI) and determine which trained staff make up the CPI team for the campus. Ensure that appropriate staff receive and maintain appropriate TBSI/CPI training. Utilize two way radios/texting procedures to allow CPI group to communicate regarding location and need for CPI team.	Jennifer Conner, Hope Orsag, Jessica Gamino	Team established, team training, reduced number of restraints	October

Strategy 2 Safe and Supportive School Climate

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

Leaders: Jennifer Conner, Hope Orsag

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Continue daily good morning rituals in every grade level classroom.	Classroom Teachers	Decreased number of tardies and absences	April
2 Convene the Foundations Team monthly to review campus common area procedures and student discipline data to determine if adjustments in procedures are necessary.	Hope Orsag, Foundations Team	Meeting agendas, minutes	January
3 Honor CHAMPS and common area procedures to provide a consistent environment of behavioral expectations.	Hope Orsag, Jennifer Conner, Foundations Team, Teachers, Hope McCracken, All Staff	CHAMPS posters, Common area procedures, reduced discipline referrals	October
4 Continue ongoing data analysis of behavior patterns and office referrals with staff.	Jennifer Conner, Hope Orsag, Munirah Tarver	Office referrals, BRtl referrals	April
5 Continue to expand the school-wide positive behavior support system (Tiger Brags) that rewards individuals as well as class teams for attendance, following procedures, demonstrating character traits, etc.	Hope Orsag, Jennifer Conner, Munirah Tarver, Foundations Team	Earning of Tiger Brags by individuals and classrooms	April
6 Teach and reinforce expectations for behavior. Posters will be visible in common areas. Teachers will review classroom expectations daily using the CHAMPS framework and re-teach expectations after significant breaks in the school year.	Hope Orsag, Jennifer Conner, Classroom Teachers	Classroom newsletters, behavior contracts	October
7 Conduct weekly meetings with the principal, assistant principal, counselor, assessment personnel and CIS to discuss academic and behavior concerns. Meetings will include a data review of targeted sub populations.	Jennifer Conner, Hope Orsag, Munirah Tarver, Jessica Zaragoza	Decreased discipline referrals, increased academic and social success of CIS students	October

Strategy 3 Drug, Violence, Bullying Prevention and Response

Introduction to drug, violence and bullying prevention education at the elementary level is provided through guidance lessons and school wide programs. Elementary counselors implement guidance lessons in general classrooms in all grade levels.

Leaders: Jennifer Conner, Hope Orsag, Munirah Tarver

Benchmark: 100% of classes receive bullying, drug and violence prevention lessons and understand a common language and system of reporting.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 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.	Munirah Tarver	Counselor logs	January
2 Focus on being proactive, rather than 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.	Munirah Tarver, Hope Orsag, Jennifer Conner	Counselor logs, bullying documentation	October
3 Communicate and inform students and families of the online bullying website to provide a means of defining and reporting bullying.	Munirah Tarver, Jennifer Conner, Hope Orsag	Documentation of communication	October
4 Provide training for staff on suicide prevention, sexual abuse awareness, reporting requirements and bullying awareness and prevention. Implement protocols to address concerns.	Munirah Tarver	Documentation of training	October

Strategy 4 Counseling and Prevention Programs

Our campus guidance counselor will offer guided group counseling and will coordinate various support services and special events to assist in providing a safe, orderly and nurturing learning atmosphere for all.

Leaders: Munirah Tarver, Jennifer Conner, Hope Orsag

Benchmark: Decrease in the percent of student discipline referrals, decrease in the percent of students receiving small group or individual counseling services, increase in participation in special events.

Funds: Local Funds

Costs: \$50,500

FTES: 1

Item	Responsible	Evaluation	Dates	
1	Implement the District's bullying prevention curriculum and policy.	Munirha Tarver, Jennifer Conner, Hope Orsag	Curriculum reviewed, revisions made as needed	October
2	Communicate bully reporting policy and protocol to staff, parents, and students through guidance lessons and newsletters.	Munirah Tarver, Jennifer Conner, Hope Orsag	System data collection	January
3	Provide guided group counseling sessions with activities designed to provide additional support for students on an as-needed basis.	Munirah Tarver	Counselor logs, guidance lessons plans	April
4	Implement conflict resolution techniques with small groups as needed to reinforce conflict resolution efforts in the classroom and on campus.	Munirah Tarver	Counselor logs, bully curriculum guidelines	June
5	Conduct scheduled classroom guidance lessons at all grade levels in order to improve student self-esteem and prevent violence, sexual abuse, bullying and the use of drugs and alcohol.	Munirah Tarver	Counselor logs	June
6	Continue to introduce students to post secondary education opportunities by coordinating age-appropriate career awareness activities, such as Collegiate (Pay) Days, Explore UT, and field trip to CTE program at BHS.	Munirah Tarver	Career events scheduled	April
7	Provide all staff with annual required training, including "Protecting Our Children."	Munirah Tarver	Annual required training documented and completed	October
8	Provide opportunities for students to conduct Hispanic Heritage research and make presentations to grade levels and campus.	Teachers	Presentation rubrics	October
9	Celebrate African American heritage by researching, exploring lives of AAs who have had significant impact on today's culture, sciences, etc.	Teachers	Pesentation rubrics, writing rubrics, curriculum standards	April
10	Conduct focus meetings with parents to discuss ways school can provide services for family needs to strengthen ties & help children.	Munirah Tarver, Jennifer Conner	Meeting notes, suggestions from parents	January
11	All students and staff will participate in Unity Day, bully awareness activities.	Munirah Tarver, Teachers	Nmber of participating students, decrease in bullying	October



Strategy 5 Special Programs

Maximizing instruction time for all learners will be a focus at Miller Heights Elementary. Behavioral strategies that are flexible and meet the needs of our culturally diverse population of students and those with attention difficulties will be needed to minimize the time students are out of placement.

Leaders: Jennifer Conner, Hope Orsag

Benchmark: 100% of students participate in instructional time and discretionary out of placements for any student subgroup varies less than 10%.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Implement behavioral Rtl strategies for students who need additional behavioral support. Individualized behavior plans will be developed and implemented for identified students.	Munirah Tarver, Hope Orsag, Jennifer Conner, Classroom Teachers	Rtl and discipline documentation	April
2 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.	Munirah Tarver, Hope Orsag, Jennifer Conner	Rtl and discipline documentation	April

Goal # 4:

Miller Heights 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:

Window Clings, Notes, Certificates for Awards



Strategy 1 Parent and Family Engagement

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

Leaders: Jennifer Conner, Hope Orsag, Munirah Tarver

Benchmark: Increased number of parents attending school events

Funds: Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Utilize communication systems such as Skylert, Facebook, monthly calendars, weekly memos from teachers to communicate with parents delivered in the language of the home.	Jennifer Conner, Hope Orsag, Munirah Tarver, Classroom Teachers	Increased parental participation, documentation of letters, posts and Skylerts	January
2 Provide parent training and communication opportunities such as Lunch and Learn with the Principal and Coffee with the Counselor in collaboration with identified needs.	Jennifer Conner, Hope Orsag, Munirah Tarver, Jessica Zaragoza	Agendas, sign-in sheets	January
3 Conduct parent involvement activities on the campus such as PTA meetings, Book Fairs, Family Literacy, Science and Math Nights, Fall Carnival, 911 Remembrance Day and Proud to Be an American Day.	Jennifer Conner, Hope Orsag, Munirah Tarver, PTA, Classroom Teachers	Parent participation and feedback	April
4 Host parent information nights in September to inform parents of grade level academic and behavioral expectations. Also expose parents to programs such as AR, fact fluency, sight words, guided reading, writers workshop and Math the Belton Way.	Jennifer Conner, Hope Orsag, Hope McCracken, Classroom Teachers	Meeting agendas, sign-in sheets	October

Strategy 2 Providing Recognition and Increasing Morale for Students and Staff

Miller Heights Elementary recognizes the importance of celebrating the successes of students and staff and the positive effect this plays on campus morale and culture. Our goal is to recognize individual and team accomplishments in order to replicate these behaviors.

Leaders: Jennifer Conner, Hope Orsag

Benchmark: Retention of highly qualified and well-trained staff that support a campus culture of continuous improvement and achievement.

Funds: Local Funds, Activity Funds

Costs: \$2,000**FTES:** None

Item	Responsible	Evaluation	Dates
1 Continue campus activities that recognize students for their various accomplishments to include Perfect Attendance, No Tardies, A & AB Honor Roll, AR, All E's, BUG (Bringing Up all Grades) and Proud Crowd.	Jennifer Conner, Hope Orsag	Increase in attendance and grades	January
2 Provide staff members with postcards and encourage them to be used weekly to recognize students in their classrooms.	Classroom Teachers, Jessica Gamino	Increase in attendance and grades	January
3 Coordinate activities that celebrate staff and their efforts such as Teacher Appreciation Week, Christmas Countdown, and Teacher of the Year.	Jennifer Conner, Hope Orsag	Documentation of events	April
4 Utilize the Cheer Committee to coordinate monthly staff luncheons as a way to celebrate our staff.	Cheer Committee	Documentation of events	June

Strategy 3 Promoting Shared Partnerships

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

Leaders: Jennifer Conner, Hope Orsag, Munirah Tarver**Benchmark:** Number of community members and families involved with Miller Heights Elementary.**Funds:** Local Funds, Activity Funds**Costs:** \$500**FTES:** None

Item	Responsible	Evaluation	Dates
1 Encourage community service projects such as singing at local nursing homes, raising funds to help local food banks, and supporting our military adopters.	Munirah Tarver, Pam Sulak, Jessica Zaragoza	Number of service projects completed, events attended	April
2 Continue to develop campus PTA and increase membership and participation.	Jennifer Conner, Hope Orsag, Munirah Tarver, Jessica Zaragoza, Teachers	Increase in PTA membership	October
3 Collaboratively develop and review the Parent Involvement Policy with parents and teachers.	Campus Improvement Team	Campus Parent Policy, increased participation	October

Goal # 5:

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

Resources:

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

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

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

Leaders: Deanna Lovesmith, Celia Ray

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

Funds: Title I Part A

Costs: \$172,500

FTES: 3.5

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, Jennifer Conner
- Benchmark:** 90% of students at each campus will meet or exceed state standards in all subject areas tested.
- Funds:** Title II Part A
- Costs:** \$9250
- 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
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.

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, Jennifer Conner

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: Jennifer Conner, 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: Jennifer Conner, 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, Jennifer Conner, 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	95.2	97.0	97.0	2016 ADA Reports

STAAR Math

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	68	75	100	
Male	84	85	100	
Female	52	75	100	
African-American	63	75	100	
Hispanic	78	80	100	
White	60	75	100	
Eco Disadv	65	70	100	
Gifted	100	100	100	
At Risk	66	70	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	67	75	100	
Male	53	75	100	
Female	81	85	100	
African-American	38	75	100	
Hispanic	79	85	100	
White	72	80	100	
Gifted	100	100	100	
At Risk	65	70	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	85	90	100	
Male	83	90	100	
Female	88	90	100	
African-American	60	75	100	
Hispanic	86	90	100	
White	89	95	100	
Eco Disadv	83	85	100	
Gifted	100	100	100	



At Risk

79

85

100

STAAR Reading

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	66	75	100	
Male	84	85	100	
Female	48	75	100	
African-American	38	75	100	
Hispanic	78	80	100	
White	60	75	100	
Eco Disadv	65	70	100	
Gifted	100	100	100	
At Risk	61	70	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	73	80	100	
Male	62	75	100	
Female	84	85	100	
African-American	63	75	100	
Hispanic	83	85	100	
White	76	80	100	
Eco Disadv	70	75	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	70	80	100	
Female	79	85	100	
African-American	60	75	100	
Hispanic	76	85	100	
White	74	80	100	
Eco Disadv	69	75	100	



Gifted	100	100	100
At Risk	65	75	100

STAAR Science
GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	78	85	100	
Male	80	85	100	
Female	76	80	100	
African-American	20	70	100	
Hispanic	82	85	100	
White	85	90	100	
Eco Disadv	74	80	100	
Gifted	100	100	100	
At Risk	74	80	100	

STAAR Writing
GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	59	75	100	
Male	40	70	100	
Female	77	85	100	
African-American	25	70	100	
Hispanic	68	75	100	
White	67	75	100	
Eco Disadv	57	70	100	
Gifted	100	100	100	
At Risk	54	70	100	

