



**Belton Independent School District
Campus Improvement Plan
2014-2015**

LAKE BELTON MIDDLE SCHOOL

Summary

This 2014-2015 plan for Lake Belton Middle School 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 Lake Belton Middle School.

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 Lake Belton Middle School is to be a leader in preparing every student to excel in tomorrow's world.

Mission Statement

The mission of Lake Belton Middle School is to provide an education that challenges all of our students to excel.

Belief Statements

- 1 We believe that higher expectations promote higher 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 on results.
- 6 We believe that student engagement is critical to the learning process.

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
- * Campus and/or district planning and decision-making committee meeting discussions
- * Results of benchmark assessments
- * Number of students assigned to special programs and their academic achievements
- * Drop-out rates
- * Attendance data
- * Discipline records
- * Violence and/or violence prevention records
- * Student surveys
- * Community and/or parent surveys and feedback
- * Staff surveys and/or feedback
- * Prior year budgets and expenditures in relation to current year funding & priorities
- * State and/or federal planning requirements
- * Campus leadership and/or department meetings
- * Campus faculty meeting discussions
- * DWEIC committee meeting discussions
- * Student failure and/or retention rates
- * Prior year campus and/or district improvement plans

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- * Staff development evaluations, surveys, and/or needs assessments
 - * Study of best practices
 - * Disaggregated TELPAS results
 - * Tobacco, alcohol, and other drug use data
 - * Analysis of Special Education population
 - * Analysis of At-Risk population
 - * Analysis of homeless population
 - * Analysis of LEP population
 - * Analysis of gifted population
 - * College readiness data
 - * Class size
 - * Texas STAR chart
 - * Disaggregation of current-year state assessment data
 - * STAAR test results

Goals & Strategies

Goal # 1:

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

Resources:

CIS, AMI, ARI, Transportation, Campus Paraprofessionals, STAAR Scores, Benchmark Data, Common Assessment Data, Walkthrough Data, Scope and Sequence, STAR Enterprise Assessment System

Strategy 1 1:1 Technology Initiative

The 1:1 Technology Initiative began at Lake Belton Middle School in 2013-2014 with every student being issued an iPad.

Leaders: Donna Bounds, Richard Botts, Kris Hobson

Benchmark: Technology assessment results, survey data, STAR Chart data, STAAR results, grades, discipline, and attendance.

Funds: Instructional Materials Allotment, Local Funds

Costs: \$3,000

FTES: 2

Item	Responsible	Evaluation	Dates
1 Continue to expand the use of an online learning management system (LMS).	Richard Botts, Kris Hobson	Class assignments managed in an online environment	April
2 Provide professional development on the use of technology and the SAMR model for teachers.	Donna Bounds, Debbie Alston	Training provided, teacher lesson plans reflect appropriate use of devices	October
3 Provide age-appropriate internet safety and digital literacy instruction to all students each semester.	Donna Bounds, Richard Botts	Lessons planned and delivered	April
4 Continue to purchase and promote ebooks through the library to encourage recreational reading	Tracey Rodarte	Circulation reports	October
5 Use iPads to engage in research, produce creative products and presentations, and communicate with peers through wikis, blogs, podcasts, and ePubs. Use applications such as iMovie, Pages, and Garage Band.	Richard Botts	Lesson plans, student work/projects	October
6 Attend and participate in technology meetings with district administration to troubleshoot and ensure a smooth 1:1 project. Meetings to be conducted every other month.	Richard Botts, Kris Hobson	Meeting agendas, action plans	June

Strategy 2 Instructional/Curricular Resources & Practice

An aligned, guaranteed and viable curriculum is the foundation for student achievement. The selection of appropriate instructional materials to support the curriculum is equally important. Lake Belton Middle School continues to refine curriculum documents and local assessments to ensure alignment with the TEKS and the required rigor of the STAAR assessment system. Lake Belton Middle School will continue to use Eduphoria applications to manage and store curriculum and assessments.

Leaders: Kris Hobson, Belton ISD Instructional Coaches

Benchmark:	Instructional materials adopted, curriculum and assessments developed and managed in Eduphoria
Funds:	None
Costs:	None
FTES:	None

Item	Responsible	Evaluation	Dates	
1	Implement math curriculum unit plans that reflect new TEKS.	Kelli Dodd, Kris Hobson	Unit plans developed and implemented	January
2	Monitor the implementation of the 8th grade social studies unit plans so that the percent of students meeting standard on the 8th grade STAAR social studies exam increases by 5 percentage points.	Dominic White, Kris Hobson	Unit plans developed and implemented	April
3	Provide updated training to staff regarding Eduphoria Aware for the use of managing and analyzing student data.	Instructional Coaches	Data used to determine student need	January
4	Rotate lesson plans through the leadership team for review and provide feedback to teachers.	Kris Hobson, Ben Smith, Al Mayo	Lesson plan notes to teacher	October
5	Utilize Eduphoria Aware to analyze common assessment and benchmark data to identify areas requiring curricular or instructional improvement.	Instructional Coaches, Kim Christy-Anderson	Reports built in Aware	January
6	Conference with teams and facilitators using Eduphoria Aware data to increase student achievement through instruction and regrouping.	Kris Hobson, Tracey Tepera, Tracy Smith	Increased student achievement on benchmarks and state assessments	October
7	Meet as grade/subject level teams after each unit and common assessment to disaggregate data and send suggested revisions to the curriculum office.	Kris Hobson, Instructional Coaches	Team meeting notes, suggested revisions to curriculum department	October
8	Group students by strength and weaknesses for purposes of differentiating instruction following common assessments.	Kris Hobson, Ben Smith, Al Mayo, Teachers	Team meeting notes, lesson plans	October

Strategy 3 Support for High-Need Students

The high percentage of economically disadvantaged students at Lake Belton Middle School necessitates additional support to ensure performance levels remain at or above District and state levels. Additional support and focus is needed for data analysis, professional development, teacher recruitment, and funding.

Leaders:	Kris Hiobson, Ben Smith, Al Mayo
Benchmark:	Improved student achievement.
Funds:	Local Funds, Activity Funds
Costs:	\$1,500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Conduct a book study to increase teacher understanding of the importance of relationships in helping economically disadvantaged students achieve academic success.	Tracey Tepera, Sam Smith	Reflective questions to initiate continuing dialogue	January
2	Plan community outreach activities designed to increase school visibility within all parts of attendance zone.	Kris Hobson, Sam Smith, Tracey Tepera	Parent participation	October
3	Implement systematic structures to address academic needs of current LEP students and identify new students that may benefit .	Ben Smith, Tracy Smith, Flori Zuniga-Gray	Report cards, common assessment, STAAR and TELPAS data	April
4	Utilize instructional coaches to increase instructional effectiveness in reading, writing, math, science, and social studies.	Kris Hobson, Instructional Coaches, Kim Christy-Anderson	PLC meeting notes, assessment data	January

Strategy 4 Data Analysis for Students in Need

Students master content at varying rates and need different levels of intervention to meet learning targets. LBMS will identify and implement effective interventions, including the monitoring of student data to determine effectiveness of interventions. Instructional coaches will assist campus in improvement of classroom instruction.

Leaders: Kris Hobson, Instructional Coaches

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Utilize revised coaching and data walk instruments to address measurable objectives and short cycle formative assessments to guide conversations with teachers regarding timely feedback to students.	Kris Hobson, Instructional Coaches	Short cycle formative assessments results	June
2	Provide support for campus implementation of refined a RTI framework addressing the academic and behavior needs of students.	Kris Hobson, Ben Smith, Al Mayo, Tracey Tepera, Sam Smith	Progress monitoring and state assessment results	June
3	Meet and plan with STAAR teachers to ensure that interventions are differentiated to meet the needs of the students. Specifically address ELL students through ELA and math STAAR classes so that they meet the growth standard.	Kim Christy-Anderson, Kris Hobson, Instructional Coaches	Meeting agendas, lesson plans, student artifacts	October



4	Utilize campus data and information from PLC's to plan staff development and refine interventions and the RTI process.	Kris Hobson, Kim Christy-Anderson, Ben Smith, Al Mayo	Sign-in sheets, agendas, data reports, common assessment results, discipline reports	October
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Strategy 5 Post-Secondary Planning/College and Career Readiness

Belton ISD prepares students for post-secondary success by providing a rigorous curriculum embedded with lessons focused on job skill development as well as offering enhanced CT and AP programs

- Leaders:** Kris Hobson, Tracy Tepera, Tracy Smith, Richard Botts,
- Benchmark:** Lesson plans, CT and AP course offerings, and career interest inventories.
- Funds:** \$1,000
- Costs:** Local Budget
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Plan, communicate and implement HB5 graduation plan changes.	Kris Hobson, Tracy Tepera, Tracy Smith, Richard Botts	HB5 graduation plans communicated	June
2 Continue AVID at LBMS to include four sections across two grade levels (7-8).	Kris Hobson, Sandi Harmon, Kim Christy-Anderson	Master schedule, AVID student list	October
3 Conduct monthly AVID site team meetings to support the AVID elective teachers and promote AVID methodologies school wide.	Sandi Harmon, Kris Hobson	Meeting minutes and agendas	June
4 Continue to support and expand AVID by training more campus teachers.	Kris Hobson, Sandi Harmon, Kim Christy-Anderson	Number of staff members trained, walkthroughs	June
5 Conduct annual individual counselor-student Post Secondary Planning Conferences with all students in grades 6-8.	Kim Christy-Anderson, Tracey Tepera, Tracy Smith	Record of conferences in Aware	January
6 Use AP Potential and results from Readistep and PSAT to identify and recruit students to enroll in Pre-AP courses.	Sam Wilds, Tracey Tepera, Tracy Smith	Increased enrollment in Pre-AP and AP courses	January

Strategy 6 Fine Arts Instructions

LBMS provides choir, visual arts, theatre arts, band and orchestra programs for students. It is expected that each program implement the requirements of the Texas Essential Knowledge and Skills and produce high quality performances and presentations.

Leaders: Kris Hobson, Kim Flowers, Cheryl Kibbe, Shannon Dean, Matthew Wells, Jennifer Bibler, Alyssa Myer

Benchmark: High quality performances and presentations.

Funds: Local Funds, State Funds

Costs: \$300, 000

FTES: 6

Item	Responsible	Evaluation	Dates
1 Pair elective classes with core subjects to help support curriculum and struggling learners.	Kris Hobson	Lesson plans, team meetings minutes	October
2 Provide opportunities for participation in UIL events and other contests to challenge students. Upon completion of each UIL event or performance, the fine arts teacher/director will conference with campus administration to evaluate performance, celebrate success, and or make plans for improvement.	Kris Hobson, Kim Flowers, Cheryl Kibbe, Matthew Wells, Shannon Dean, Alyssa Meyer	Lesson plans, contest events	June
3 Ensure failure notices for the purpose of UIL eligibility are received and checked after each grading period.	Kim Flowers, Cheryl Kibbe, Shannon Dean, Alyssa Meyer	Failure reports	October
4 Submit a summary of new learning and goals after returning from professional development held outside of BISD.	Fine Arts Teachers, Kris Hobson	Professional development summaries	April
5 Submit dates of concerts and competitions to campus office so events may be published to BISD and LBMS calendars.	Kim Flower, Cheryl Kibbe, Alyssa Meyer, Shannon Dean	District and campus calendars	October
6 Submit for review and approval all programs for concerts to the principal, Fine Arts Coordinator and Public Relations Coordinator.	Kim Flowers, Cheryl Kibbe, Alyssa Meyer, Shannon Dean	Programs submitted and approved	October
7 Submit parent communication to the principal prior to printing and sending home.	Fine Arts Teachers	Written communication	October

Strategy 7 Advanced Academic Services

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

Leaders: Kris Hobson, Tracy Tepera, Tracy Smith

Benchmark: Advanced Performance Percentages, Duke Talent Winners, and PSAT/SAT Scores.

Funds: GT Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Assist LBMS G/T homeroom teachers to implement a minimum of one state performance project per semester.	Kris Hobson, Ben Smith, Al Mayo	Student products, lesson plans	June
2 Establish a SAT testing program.	Kris Hobson, Ben Smith, Al Mayo	Obtain MS AI codes to allow SAT administration	April
3 Teach the College Board standards as outlined in the middle school Pre-AP curriculum documents.	Sam Wilds, Deanna Lovesmith, Kim Christy-Anderson	College Board standards embedded in BISD middle school Pre-AP math and science documents, all math and science teachers implementing curriculum as outlined	October
4 Meet with Pre-AP teachers quarterly to discuss vertical curriculum alignment and strategies.	Sam Wilds, Kris Hobson, Instructional Coaches	Increase of rigor, increased scores on AP exams	October
5 Schedule identified GT students in GT specific homerooms to provide additional time for students to work with other identified GT students. Cluster GT students in to Pre-AP classes.	Kris Hobson, Tracy Smith, Tamecia Dutton, Sam Wilds	Master schedule, GT list	October
6 Implement College Board PSAT strategies in homerooms and study halls to increase the number of Duke Talent Identification Program honorees.	Sam Wilds, Kris Hobson	Session sign-in sheets, PSAT scores, Duke participants	October
7 Continue Junior Scholars in an effort to expand the number of Duke Talent Search honorees.	Sam Wilds, Kris Hobson	Sign-in sheets	October

Strategy 8 Student Attendance

Student attendance has been proven to contribute to increased student achievement. The District receives funding based on the average daily attendance of all students. Campuses may receive an Academic Achievement Distinction Designation (AADD) for having a high attendance rate according to TEA guidelines. The 2013-2014 attendance rate for LBMS was 97.0%.

Leaders: Kris Hobson, Ricci Douglas, Ben Smith, Al Mayo, Tracy Tepera, Tracy Smith

Benchmark: Develop a plan to maintain a 97% attendance rate for the 2014-15 school year.

Funds: Local Funds, Activity Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates
1	Develop and implement a plan to maintain LBMS attendance rate of 97%.	Kris Hobson, Ben Smith, Al Mayo, Tracy Tepera, Tracy Smith	Maintain Attendance rate of 97% June
2	Promote perfect attendance every 4 weeks by having multiple drawings for students with perfect attendance during the designated grading period.	Kris Hobson, Ricci Douglas	Increase in attendance rate June
3	Document student absences by notes and monitor by attendance committee.	Ben Smith, Al Mayo, Ricci Douglas	Student attendance records June
4	Link students with habitual absences to counselors and CIS for interventions.	Tracey Tepera, Tracy Smith, Ricci Douglas, CIS, Ben Smith, Al Mayo	Decrease in student absences June
5	Continue to monitor student attendance and send attendance officers to check on students with poor attendance.	Tracey Tepera, Tracy Smith, Ricci Douglas, CIS, Ben Smith, Al Mayo	Decrease in number of students appearing in court, increased attendance rates June

Strategy 9 Improvement of Writing Instruction

Scores on the 7th grade STAAR Writing tests did not meet District expectations. There is a need for increased focus on writing instruction. This focus will extend to all content areas. The percent of students meeting the standard on the 7th grade STAAR writing will increase by 5 percentage points.

Leaders: Kris Hobson, Ben Smith, Al Mayo, Instructional Coaches

Benchmark: Increase student performance in writing on assessments to include common assessments, STAAR and TELPAS assessments.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
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1	Require teachers to use writing rubrics to assess student writing as outlined in the District's curriculum unit plans.	Kris Hobson, Ben Smith, Al Mayo, Instructional Coaches	Expectations and rubrics developed and communicated, lesson plans reflect writing examples	January
2	Conduct analysis of student writing samples each semester within instructional coaches.	Kris Hobson, Ben Smith, Al Mayo, Instructional Coaches	Writing samples reviewed, discussions in campus meetings regarding writing	January
3	Include writing items on each ELAR common unit assessment and on a minimum of 50% of common unit assessments in social studies.	Kris Hobson, Ben Smith, Al Mayo, Instructional Coaches	Assessments built in Aware, results disaggregated and analyzed	January

Goal # 2:

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

Resources:

Campus Retention Data, Staff Development Records

Strategy 1 Professional Development for Core Content Instruction

The implementation of professional development is designed to support teachers by strengthening their skills to facilitate learning for all students. Professional development is implemented based on the instructional needs of teachers and the learning needs of students based on state curriculum initiatives, classroom walkthroughs, and use of the BISD curriculum.

Leaders: Kris Hobson, Ben Smith, Al Mayo

Benchmark: 90% or more of all students will meet or exceed standard on the state assessments in all areas tested.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Support social studies teachers with the implementation of DBQs and other short answer writing prompts.	Kris Hobson, Dominic White	Common assessments, benchmark data	January
2 Support teachers on the writing and use of observable, measurable objectives and formative assessment.	Kris Hobson, Ben Smith, Al Mayo, Instructional Coaches	Classroom walkthroughs, assessment data	January
3 Provide ongoing training and support for ELA teachers as they implement a balanced literacy approach for students.	Kris Hobson, Instructional Coaches, Kim Christy-Anderson	Sign-in sheets	June
4 Utilize instructional coaches to provide teacher support in the implementation of effective writing strategies.	Instructional Coaches, Kim Christy-Anderson	STAAR writing scores	June
5 Utilize data from on level and Pre-AP common assessments over each unit of instruction to determine areas of strength and needed growth. Discuss results within grade level teams and adjust instruction based on student results.	Kris Hobson, Kim Christy-Anderson, Instructional Coaches	Results of common assessments, logs of teacher meetings	October
6 Require all science teachers to conduct a minimum of three hands-on, inquiry based science lessons per nine weeks.	Kris Hobson, Jackie Snow	Coaching notebook documentation	January
7 Evaluate the quality of the instructional strategies used to teach the content and make recommendations for improvement after each common assessment.	Kim Christy-Anderson, Instructional Coaches	Recommendations made to the Curriculum Department	April

Strategy 2 Professional Learning Communities

Professional learning communities are collaborative teams who work interdependently to achieve a common goal. Teams focus on three questions: 1. What is it we want students to know? 2. How do we know when they have learned it? 3. What do we do when students do not succeed? Lake Belton Middle School will use collaboration to foster comprehensive reform through curriculum changes and sustained professional development.

Leaders: Kris Hobson, Ben Smith, Al Mayo, Instructional Coaches

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Conduct walkthroughs in every classroom to monitor implementation of curriculum, high yield instructional strategies, measurable objectives, and appropriate student learning. Provide feedback during team meeting times.	Kris Hobson, Ben Smith, Al Mayo	Walkthrough data in Aware, faculty meeting notes	January
2 Identify strengths and weaknesses in student achievement based upon frequent review of data including formative and summative assessments. Create goals based on grade level and campus wide data. Track progress toward these goals during team meetings.	Kris Hobson, Ben Smith, Al Mayo	Goals, team meeting notes	January
3 Conduct collaborative walkthroughs with district administrators to monitor implementation of curriculum, high yield instructional strategies, and appropriate student learning.	Kris Hobson, Ben Smith, Al Mayo, Kim Christy-Anderson, Deanna Lovesmith	Record of collaborative walks done, documentation of discussions	October
4 Develop and utilize heat maps using Lead4ward resources as a foundation for content area discussions as we address gaps and deficiencies with student achievement.	Kris Hobson, Ben Smith, Al Mayo, Kim Christy-Anderson, Deanna Lovesmith	Heat maps developed, lesson plans	January

Goal # 3:

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

Resources:

Security Cameras, Safe and Civil Schools Materials, Raptor Software

Strategy 1 Positive Behavior Support

Positive behavior is an important aspect of a student's educational experience. The Safe & Civil Schools program is designed to help school staff improve safety and civility. Behavior RtI is a complement to Safe and Civil Schools, providing systematic support for interventions for severe behavior problems.

Leaders: Kris Hobson, Ben Smith, Al Mayo

Benchmark: Increased time in the classroom by all students resulting in a 5% decrease in discipline referrals, Increased levels of safety and civility as measured by school climate surveys.

Funds: Local and State Compensatory Education, Title II Part A, Title I Part A

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Use the Positive Behavior Support model to assist in the proactive management of students with persistent misbehaviors.	Kris Hobson, Ben Smith, Al Mayo	Meeting minutes, behavior intervention documentation, discipline referrals, referrals to special education	June
2 Develop and implement progress monitoring procedures for students identified as requiring behavioral support.	Kris Hobson, Ben Smith, Al Mayo	Development of progress monitoring procedures	April
3 Serve as a resource and mentor teachers in need of behavioral intervention strategies.	Kris Hobson, Ben Smith, Al Mayo, Tracey Tepera, Tracy Smith	Decrease in student discipline, increase in student achievement	June
4 Provide ongoing monitoring and support of Safe and Civil Schools Team by attending meetings and providing feedback to team members.	Kris Hobson, Ben Smith, Al Mayo	Feedback provided	June

Strategy 2 Safe and Orderly Environment

LBMS will maintain a safe and secure environment conducive to student learning.

Leaders: Kris Hobson, Ben smith, Al Mayo

Benchmark: Reduction in discipline referrals, reduced number of students assigned to the Disciplinary Alternative Education Program (DAEP), increased student attendance, 100% campus and department personnel trained in crisis prevention, decrease in student infractions in the community as reported by local law enforcement agencies.

Funds: Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Identify and implement strategies to reduce minority over representation in DAEP.	Kris Hobson, Ben Smith, Al Mayo	Reduction in minority representation in DAEP	June
2	Develop and implement a plan to sustain campus attendance rate of 97%.	Kris Hobson, Ben Smith, Al Mayo	Attendance rate remains at least 97%	October
3	Use School Resource Officers as needed to assist in the promotion and maintenance of a safe and orderly environment.	Ben Smith, Al Mayo, Kris Hobson, Robert Atmar	Evaluation of campus needs, evaluation of security personnel	October
4	Use the Raptor system to assist in the issuance of school visitor passes and the documentation and screening of school visitors.	Robert Atmar, Ben Smith, Al Mayo, Odelia Sanchez	Evaluation of number of alerts and number of visitors	October

Strategy 3 Counseling and Prevention Programs

The counseling department provides guidance and counseling to all students and will coordinate various support services and prevention programs to ensure a safe and secure atmosphere for all students and provide academic support.

Leaders: Kris Hobson, Sam Smith, Tracey Tepera
Benchmark: Counselor logs, increased attendance, decrease in failure rates.
Funds: State Funds, Local Funds
Costs: \$150,000
FTES: 2

Item	Responsible	Evaluation	Dates	
1	Instruct students on how to obtain assistance and intervention in the event they are bullied or abused verbally, physically, or sexually.	Kris Hobson, Sam Smith, Tracey Tepera	Lesson plans	October
2	Conduct annual individual counselor student conferences to evaluate coursework correlation to post-secondary plans.	Kris Hobson, Sam Smith, Tracey Tepera	Documentation on post-secondary planning forms located in Aware	October
3	Provide guided group counseling sessions with activities designed to provide additional support for students on an as needed basis and communicate with parents to provide support for students.	Tracey Tepera, Tracy Smith	Counselor logs	June
4	Implement the District's bullying prevention curriculum.	Robert Atmar, Kim Christy-Anderson, Tracey Tepera, Tracy Smith	Curriculum reviewed and revisions made	October
5	Train teachers in ways to identify and address instances of bullying while also providing students with tools to deal with the issue.	Tracy Smith, Tracey Tepera, Ben Smith, Al Mayo, Kim Christy-Anderson	Decrease in discipline referrals associated with bullying, sign-in sheets	January

6	Conduct annual individual counselor student conferences to evaluate coursework correlation to post-secondary plans.	Tracy Smith, Tracey Tepera	Documentation on post-secondary planing forms located in Aware	January
7	Coordinate campus community involvement programs with the goal of building relationships with all stakeholders.	Tracy Smith, Tracey Tepera	Counselor log, schedule of events	April
8	Inform parents of opportunities available through the school guidance program, including programs on drug and violence prevention and career choices, through letters to parents, campus newsletters, and PTA meetings. Parent consultation and input will be continually solicited.	Tracy Smith, Tracey Tepera	Copies of counselor notes, parent letters, campus newsletters	April
9	Develop and coordinate age-appropriate career awareness activities to inform students of career clusters as recommended in the AchieveTexas initiative.	Tracey Tepera, Tracy Smith, Richard Botts	Calendar of events	April
10	Conduct regularly scheduled classroom guidance lessons at all grade levels in order to improve student self esteem and prevent violence, bullying, and the use of drugs and alcohol.	Tracy Smith, Tracey Tepera	Counseling calendar	June

Goal # 4:

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

Resources:

Adopt A School, CIS

Strategy 1 Comprehensive Communications Plan

Communication with all stakeholders is critical to the success of LBMS. All staff members will focus on providing frequent and concise communication with all stakeholders using multiple delivery methods.

Leaders: Kris Hobson, Ben Smith, Al Mayo

Benchmark: Increased communication as measured by positive feedback from stakeholders, the number of positive news stories placed in local media outlets and the management of potentially sensitive or controversial stories, visitors to and engagement with the website, audience and engagement on social networks, subscribers, open rates, and click-through rates for email newsletters, and other activities (in-person events, letters, etc.) that build relationships.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Increase the number of parents/guardians who have opted to receive text messages via Skylert.	Kris Hobson, Richard Botts	Number of parents/guardians who create Skyward Family Access accounts and opt in to receive text messages	June
2 Use technology to encourage communication through email, the campus webpage, web surveys and emerging technology such as blogging.	Kris Hobson	Survey results, website usage, number of emails sent, journal entries into Aware	October
3 Provide parents with the achievement level of their child on each state assessment.	Kris Hobson	Sign-in sheets, teacher conference notes	October
4 Continue to identify strategies to increase communication with parents.	Kris Hobson	Examples of communication	October

Strategy 2 Parent Involvement Activities

LBMS will provide learning opportunities for parents designed to provide skills and strategies for them to use with their children at home to support classroom learning.

Leaders: Kris Hobson, Sam Smith, Tracey Tepera

Benchmark: Increase in number of parents attending parenting enrichment opportunities, session evaluations, program evaluation.

Funds: Local Funds, Title I Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Develop and provide opportunities designed to engage parents and community members.	Kris Hobson, Sam Smith, Tracey Tepera	Implementation of program, increase in parental involvement	June
2	Increase participation in annual parent-teacher conferences.	Kris Hobson, Al Mayo, Ben Smith	Sign-in sheets, signed Parent Compacts	October
3	Provide updated information on campus website.	Kyle DeBeer, Kris Hobson	Review completed, homepage revised, content updated regularly	October
4	Use technology to encourage parent communication through email, the campus webpage, web surveys and emerging technology such as blogging.	Kris Hobson	Survey results, website hits, number of emails sent, journal entries into Aware	October
5	Hold Parent-teacher conferences during which proficiency levels expected of students will be discussed and the Parent Compact will be reviewed.	Kris Hobson, Classroom Teachers, Celia Ray	Sign-in sheets, signed Parent Compacts	October
6	Provide parents with the achievement level of their child on each state assessment.	Kris Hobson	Sign-in sheets, teacher conference notes	June
7	Provide information for parents in their native language.	Kris Hobson, Ben Smith, Celia Ray, Flori Zuniga, Noemi Berumen	Translated correspondence between school and home	October

Strategy 3 Staff Recognition

Recognizing excellence in staff individual and/or team performance is a priority. Recognition will occur in a variety of different ways including the Teacher of the Year program, Rotary Educator of the Quarter/Month, and feature articles in newsletters or other printed materials.

Leaders: Kris Hobson, Ben Smith, Al Mayo

Benchmark: Number of staff members recognized throughout the school year and feedback received from staff members.

Funds: Local

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Recognize personal achievements of faculty, staff, and administration.	Kris Hobson, Ben Smith, Al Mayo	Faculty meeting minutes	April
2	Provide feedback on exemplary lessons or interactions with students in weekly agenda or daily emails to all staff.	Kris Hobson	Staff survey results, feedback from staff	June
3	Provide treats to staff in recognition of hard work.	Kris Hobson	Staff retention rate, survey results	June
4	Recognize staff birthdays during the morning announcements.	Kris Hobson	Staff retention rate, survey results	June

5	Provide special recognition and celebrations for staff to recognize special events such as new babies, weddings, etc.	Kris Hobson, Tracey Rodarte, Dana Reed	Staff retention rate, survey results	June
6	Provide lunch before school starts, at the end of the first semester and the end of the year to celebrate successes.	Kris Hobson	Staff retention rate, survey results	June
7	Draw Teacher of the Month name monthly for a free meal at a local restaurant.	Kris Hobson, Dana Reed	Staff retention rate, survey results	June

Goal # 5:

Lake Belton Middle School 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, Sparta, 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: 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: \$1,128,409

FTES: 21.17

Item	Responsible	Evaluation	Dates
1 Meet all state accountability requirements. (Board/Supt Goal)	Kris Hobson	Met Standard rating achieved by campus, not identified as a Priority or Focus campus	June
2 Conduct a comprehensive needs assessment in order to determine needs for the campus.	Kris Hobson, Merl Brandon	DWEIC minutes, STAAR/EOC data, readiness data, attendance data, discipline referral data, parent surveys, public hearing minutes	January
3 Provide high quality, research-based instruction and intervention that meets the needs of all children.	Kris Hobson, Deanna Lovesmith	Increased student achievement	June
4 Allocate funds to provide supplemental supplies to strengthen the core academic program on Title I campuses.	Celia Ray	Skyward records, invoices, POs	June
5 Provide activities and programs 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, Kris Hobson	STAAR/EOC scores, progress monitoring data	June
6 Maintain documentation of teachers' Highly Qualified status.	Todd Schiller, Celia Ray	Annual Principal Attestation	January
7 Notify parents of students whose class is taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by NCLB.	Kris Hobson, Todd Schiller	Substitute sign-in sheets, AESOP data	June
8 Supplement instructional resources and staff development for teachers and paraprofessionals serving on Title I campuses.	Celia Ray	Travel records, lesson plans, summative evaluation data	June

9	Conduct an annual informational meeting to inform parents of federal program requirements and their right to be involved.	Celia Ray, Flori Zuniga-Gray	Parent surveys, agendas, sign-in sheets	October
10	Provide supplemental support for effective parental involvement activities to the campuses.	Celia Ray, Noemi Berumen	Parent sign-in sheets, parent service logs, positive responses to parent surveys	June
11	Ensure that parents are involved by providing information to parents in their native language, reviewing the Parent Compact during parent conferences, reviewing the Title I program and soliciting input on each campus at least one time per year and providing parents with achievement data.	Celia Ray, Flori Zuniga-Gray	Sign-in sheets, agendas, minutes, Parent Compact document	June
12	Increase electronic communications with parents.	Celia Ray, Kris Hobson	Web pages, parent survey responses, use of emerging technology by teachers, Skyler reports	June
13	Conduct regular meetings of the Federal Programs Advisory Committee to review the current program and recommend improvements.	Celia Ray	Agendas, minutes	June
14	Collaborate with general classroom teachers and participate in parent involvement and staff development activities.	Celia Ray, Kris Hobson	Sign-in sheets, minutes, parent conference documentation	June
15	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components.	Celia Ray, Kris Hobson	Purchase orders, invoices	June
16	Increase percentage of students served by Title I Part A graduating from high school with a Recommended or Distinguished graduation plan.	Celia Ray, Noemi Berumen, Sam Smith, Tracey Tepera	Graduation data	June
17	Set aside funds for services to students who are classified as homeless and not attending Title I campuses.	Celia Ray	Skyward records, student service folders	October

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, increase the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools and hold districts and schools accountable for improving student academic achievement.

Leaders: Deanna Lovesmith, Celia Ray, Kris Hobson

Benchmark: 100% of employees will be highly qualified as defined by No Child Left Behind, 90% of students at each campus will meet or exceed state standards in all subject areas tested.

Funds: Title II Part A

Costs: \$242,649



FTES: 2.35

Item	Responsible	Evaluation	Dates
1 Provide additional funds for professional development opportunities for teachers to improve instructional practices.	Celia Ray	Improved summative and formative assessment scores, 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, Denise Whitley	Coaching notes, walkthroughs, PDAS	June
3 Use Title II, Part A funds to provide professional development activities for administrators as needed.	Deanna Lovesmith, Celia Ray	Agendas, minutes, summative evaluation data	June
4 Use Title II, Part A funds to ensure compliance with Highly Qualified requirements. 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 to meet HQ requirements, Principal Attestation	June
5 Sign-on bonuses will be available for teachers who are new to the District and teaching in positions requiring bilingual certification.	Celia Ray, Flori Zuniga-Gray	Skyward records, Principal Attestation	June

Strategy 3 Bilingual/English as a Second Language

The goal of the Bilingual/ESL program is to provide high quality instruction to English Language Learners (ELL) to develop English proficiency and help students meet state academic content standards.

Leaders: Flori Zuniga-Gray

Benchmark: 100% of students meet proficiency standards on the TELPAS state assessment. Increase Bilingual/ESL STAAR assessment scores in reading, math and writing to 75%. Increase Bilingual/ESL STAAR scores in science and social studies to 70%.

Funds: Bilingual Allotment, Title III-Part A, Local Funds

Costs: \$1,752,023

FTES: 36.0

Item	Responsible	Evaluation	Dates
1 Identify and implement strategies to increase ELL achievement on state assessments. (Board/Supt Goal)	Deanna Lovesmith, Flori Zuniga-Gray	Increased STAAR results for ELL students	October
2 Administer a home language survey to each new student upon enrollment.	Campus LPAC Committee, Cheryl Lafitte, Flori Zuniga-Gray, Yolanda Sarinana	Copy of home language survey in students permanent folder	October

3	Establish and operate an LPAC committee on each campus that is composed of the required participants. The parent on the LPAC will not be an employee of the district.	Kris Hobson, Ben Smith, Sam Smith, Flori Zuniga-Gray, Teachers, Parents	LPAC minutes and signatures of committee members	October
4	Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Campus LPAC Committee, Yolanda Sarinana, Kris Hobson, Flori Zuniga-Gray	LPAC minutes, OLPT test scores	October
5	Obtain parent permission to place identified ELL students in the appropriate language program according to LPAC recommendations within the first 20 days of enrollment.	Ben Smith, Sam Smith, Kris Hobson	Students permanent folders, LPAC minutes, class rosters	October
6	Provide high quality instruction for ELL students to develop English proficiency and help students meet state academic content standards.	Denise Figueroa, Kris Hobson, Flori Zuniga-Gray, Yolanda Sarinana	Classroom observation, lesson plan reviews, minutes from teacher team planning	October
7	Ensure that teachers in language programs are certified either Bilingual or ESL.	Flori Zuniga-Gray, Barrett Pollard, Kris Hobson	Bilingual/ESL certifications, class rosters, campus verification sheets	October
8	Provide training and support to teachers so that they can attain ESL and Bilingual certificates.	Flori Zuniga-Gray	Sign-in sheets from ESL preparation courses, on-line registration for Bilingual support class, sign-out sheet for ESL and Bilingual study guides	October
9	Provide extended learning opportunities such as a Newcomers class, ESOL I, II and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Flori Zuniga-Gray, Kris Hobson, Certified Bilingual/ESL Teachers	Newcomer identified students, summer school attendance data, classroom walkthroughs	October
10	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process by involving them in the LPAC, providing ESL parent classes, and informational classes for student college entry.	LPAC Members, Classroom Teachers, Flori Zuniga-Gray, Yolanda Sarinana, District Translators	LPAC training sign-in, parent volunteer list, documents of translated material for parents, Café Con Leche sign-in sheets	October
11	Notify parents of their student's language program placement and their child's language progress.	LPAC Committee, Ben Smith, Sam Smith, Yolanda Sarinana, Flori Zuniga-Gray	Signed parent notification form, student progress report	October
12	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for LEP students. These include but are not limited to ELL Symposium, Language and Literacy, ELL strategies, ESL Academy and Sheltered Instruction.	Flori Zuniga-Gray, Kris Hobson, Yolanda Sarinana, Instructional Coaches	Training registration, sign-in sheets, travel records	October



13	Provide funding for teachers to attend conferences specific to ESL instruction.	Flori Zuniga-Gray	Travel forms, registration documentation	October
14	Allocate funds to provide supplemental supplies to campuses according to the LEP numbers at the campus.	Flori Zuniga-Gray	Budget Summary, Detailed Expenditure Report for Bilingual Allotment and Title III	October
15	Ensure participation of an LPAC representative at all ARD meetings for LEP students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Flori Zuniga-Gray, Ben Smith, Yolanda Sarinana	Minutes from LPACs and ARDs	October
16	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Yolanda Sarinana, Flori Zuniga-Gray	Session sign-in sheets	October
17	Ensure that the TELPAS state assessment is administered to all ELL students.	Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana	PEIMS reports, Monitoring of TAM data, campus visits, TELPAS patrol	October
18	Ensure reliability and validity of the TELPAS state assessment for all ELL students.	Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana	TELPAS trainings, TELPAS patrol, TELPAS writing check, monitoring on the desire2learn system	October
19	Ensure training for TELPAS and STAAR for ELLS is provided at all Belton campuses.	Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana, Cheryl Ogle	LPAC assessment training, sign-in sheets, accommodations minutes	October

Strategy 4 Migrant Education

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

- Leaders:** Flori Zuniga-Gray
- Benchmark:** Number and percentage of students identified as Migrant who are receiving services and passing state assessments.
- Funds:** Title I Part C
- Costs:** \$5,414
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Provide a migrant survey to all students upon registration.	Flori Zuniga-Gray, Tamecia Dutton	List of identified migrant students forwarded to ESC 12	October
2	Identify students who are migrant and qualify for migrant services.	Flori Zuniga-Gray, Cecilia Payan	Documentation of contacts made	October



<p>3 Ensure migratory children receive high quality, comprehensive instructional and support services that enable them to meet the same state performance standards that all students are expected to meet.</p>	<p>Cecilia Payan, Flori Zuniga-Gray, Classroom Teachers</p>	<p>PFS reports from Region 12, classroom walkthroughs, lesson plans</p>	<p>October</p>
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Strategy 5 Dyslexia

The goal of the Dyslexia program is to provide appropriate instruction 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 student for dyslexia, inform them of their rights under Section 504, and obtain permission to assess the student for dyslexia. The Section 504 committee determines the identification of dyslexia and placement for services after reviewing all accumulated data.

Leaders: Celia Ray

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: \$305,829

FTES: 8

Item	Responsible	Evaluation	Dates
<p>1 Identify students as active or monitored depending upon the level of intervention and services needed.</p>	<p>Kris Hobson, 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>Kris Hobson, 504 Committee, Teacher(s), Celia Ray</p>	<p>504 Committee documentation</p>	<p>October</p>
<p>3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.</p>	<p>Kris Hobson, Sandra Velo</p>	<p>504 Committee documentation</p>	<p>October</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: \$2,977,558

FTES: 66.72

Item	Responsible	Evaluation	Dates
1	Celia Ray, Deanna Lovesmith	EOC test results, progress monitoring data	June
2	Celia Ray, PEIMS Staff, Intervention Specialists	PEIMS Report of At-risk students, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3	PEIMS Staff, Intervention Specialists	PEIMS at-risk report, completed at-risk student profile sheets	June
4	Deanna Lovesmith	Increased student achievement	June
5	Celia Ray, Kris Hobson	Readiness test results, STAAR/EOC scores, report cards	June
6	Kris Hobson	Progress reports, report cards, District goal reports	June
7	Celia Ray	Summative evaluation data, accounting records	June
8	Celia Ray	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:	Karen Little
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:	\$8,194,183
FTES:	204

Item	Responsible	Evaluation	Dates	
1	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.	Karen Little, Kris Hobson	Processes in place, appropriate placement of students	June
2	Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.	Karen Little, Kris Hobson, Intervention Team Members, Janet Frazier	Special education software reports, Intervention team meeting logs, State Performance Plan Indicators	June
3	Train staff to participate in the ARD decision-making process. Emphasis will be placed on participation on the new STAAR A test.	Karen Little, Janet Frazier	Sign-in sheets	April
4	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Karen Little, Janet Frazier, Kris Hobson	Sign-in sheets, employee certification documentation	June
5	Address appropriate instruction and activities that lead to successful transitioning of students with disabilities to post-secondary placements.	Karen Little, Janet Frazier, Kris Hobson	Documentation in Individual Education Plan (IEP), State Performance Plan Indicators	June
6	Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Kris Hobson, Karen Little, Janet Frazier	Employee certification documentation	June
7	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.	Karen Little, Kris Hobson	STAAR math, science and writing scores, State Performance Plan Indicators	June
8	Increase the percent of children with individual education plans age 6-21 served inside the regular classroom more than 60% of the school day in order to ensure access to the general education curriculum as necessary to meet standards on the STAAR A test.	Karen Little, Kris Hobson, ARD Committee Members	Student Schedules, State Performance Plan Indicators, STAAR test results	June



9	Implement strategies to ensure the academic needs of students with disabilities are met by providing TEKS instruction to all students at the appropriate grade level in the least restrictive environment and monitor growth on a monthly basis with emphasis placed on closing the gap between current performance and grade level standards.	Karen Little, Kris Hobson, Janet Frazier	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
10	Improve practices to monitor residential facilities in order to maintain compliance with the RF Tracker system.	Karen Little, Janet Frazier, Kris Hobson	100% compliance in RF Tracker system	June
11	Provide training on each campus for teachers and administrators regarding the new STAAR assessment system and STAAR participation requirements.	Karen Little, Kris Hobson	Attendance logs, training materials	June
12	Ensure teachers who serve students who receive specially designed instruction receive professional development on grade level TEKS and standards.	Karen Little, Janet Frazier, Kris Hobson	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 Budget, State G/T Funds
- Costs:** \$564,863
- FTEs:** 10.2 FTEs at secondary level

Item	Responsible	Evaluation	Dates	
1	Provide structured awareness training for all campuses to increase consideration, nomination, and placement of students in underrepresented populations.	Sam Wilds, Sam Smith	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, Kris Hobson	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, Sam Smith, Margaret Seils, Timothy Jones, Sara Schwartzberg	Placement meeting signatures	October



4	Identify designated G/T teachers and/or G/T classes and indicate service in teacher schedule.	Sam Wilds, Kris Hobson	Teacher rosters/schedules	October
5	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Kris Hobson	Teacher rosters/schedules, training database	October
6	Participate in College Board Early Participation Program agreement designed to better prepare students for the rigor of AP, Readiness and PSAT/NMSQT.	Sam Wilds, Kris Hobson	Records of College Board activities, increase in scores in PSAT/NMSQT and AP exams	October
7	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, Kris Hobson	Meeting minutes	October
8	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, Sam Smith	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
9	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Sam Wilds, Sam Smith	PEIMS reports, surveys, lesson plans	October

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:** Karen Little, Sandra Velo, Kris Hobson
- Benchmark:** Documented students meeting 504 criteria, student achievement data as measured by STAAR/EOC and local assessments.
- Funds:** Local Funds
- Costs:** \$83,440
- FTES:** 1

Item	Responsible	Evaluation	Dates
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1	Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Sandra Velo, Al Mayo, Ben Smith, Sam Smith, Tracey Tepera	Section 504 evaluation paperwork, supporting documentation/evidence	June
2	Evaluate students because of referrals made by administrators, RtI Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.	Sandra Velo, Al Mayo, Ben Smith, Sam Smith, Tracey Tepera	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, Al Mayo, Ben Smith, Sam Smith, Tracey Tepera	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, Al Mayo, Ben Smith, Sam Smith, Tracey Tepera	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, Kris Hobson, Ben Smith, Al Mayo	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: Kris Hobson, Denise Whitley, Classroom Teacher(s), Tracey Tepera, Sam Smith

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

Funds: Local Funds

Costs: \$20,000.00

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 Elementary Curriculum and Instruction to coordinate homebound services.	Denise Whitley, Kris Hobson	Student identified as needing services October



<p>2 Provide GEH instruction 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.</p>	<p>Denise Whitley, Kris Hobson, GEH Instructor</p>	<p>GEH instruction log, schedule of services</p>	<p>October</p>
<p>3 Maintain documentation on GEHI at the campus and submit appropriate reports to the PEIMS office.</p>	<p>Denise Whitley, Judy Stapper, Brenda Beierman, Kris Hobson, GEH Instructor</p>	<p>GEH instruction Log, schedule of services</p>	<p>October</p>

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 test at grade 5, the mathematics test at grade 5, and the reading and mathematics tests at grade 8. Significant changes were made by the 81st Texas Legislature in 2009 with accelerated instruction requirements mandated by House Bill 3. As specified by these requirements, 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 decision 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 of the year, 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:** Kris Hobson, Denise Whitley, Robert Meyer, 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:** \$150,000.00
- FTES:** 8.4

Item	Responsible	Evaluation	Dates
1	Identify struggling students and target them to receive instructional interventions. Notify the parent/guardian if the student's needs are to be addressed through an accelerated program.	Kris Hobson, Classroom Teacher(s), Ben Smith, Al Mayo, Sam Smith, Tracey Tepera	Lesson plans, RTI documentation, progress monitoring data October
2	Provide immediate, intensive, targeted intervention programs for students who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Kris Hobson, Janet Hoskins, Deborah Hejl, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans October
3	Ensure that students in grade 8 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Kris Hobson, Classroom Teacher(s), GPC Committee Members, Denise Whitley	GPC/ARD meeting minutes, committee documentation April



<p>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.</p>	<p>Kris Hobson, Janet Hoskins, Deborah Hejl, Classroom Teacher(s), Denise Whitley</p>	<p>Lesson plans, student STAAR scores, ARI/AMI student plans</p>	<p>April</p>
<p>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.</p>	<p>Kris Hobson, GPC Committee Members, Denise Whitley, Robert Meyer</p>	<p>Parent waiver documentation, accelerated instruction plans (AIP plans)</p>	<p>June</p>
<p>6 Provide thirty to forty-five additional minutes of targeted reading/math instruction for students during the regular school day, with flexible grouping of up to six students with one adult will be provided as appropriate.</p>	<p>Kris Hobson, Janet Hoskins, Deborah Hejl, Classroom Teacher(s), Denise Whitley</p>	<p>Lesson plans, student STAAR scores, ARI/AMI student plans, progress monitoring data</p>	<p>April</p>
<p>7 Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grade 8.</p>	<p>Kris Hobson, Janet Hoskins, Deborah Hejl, Summer School Teachers, GPC/ARD Committee Members, Classroom Teacher(s), Denise Whitley</p>	<p>GPC/ARD meeting minutes, AIP plans, student STAAR scores, progress monitoring data</p>	<p>June</p>
<p>8 Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR. 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. Accelerated instruction may require participation by the student before or after normal school hours or at times of the year outside normal school operations.</p>	<p>Kris Hobson, Classroom Teacher(s), Janet Hoskins, Deborah Hejl, Denise Whitley</p>	<p>Confidential student reports, accelerated instruction documentation, attendance rosters</p>	<p>June</p>

Strategy 12 Pregnancy Related Services

Educational and referral services will be provided to all students identified as pregnant including post-delivery services for up to six weeks. Services may be extended four additional weeks if needed due to the health of the mother or the baby.

Leaders: Tracey Tepera, Sam Smith, Kim Christy-Anderson

Benchmark: Identification of students eligible for pregnancy related services. Annual report to the District and State regarding number of students receiving services.

Funds: State Comp Ed. Funds

Costs: \$20,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Continue the PRS program utilizing campus activities and strategies that provide support and instruction to students who are pregnant or who are a parent.	Tracey Tepera, Sam Smith, Cindy Berg, Kim Christy-Anderson	Documentation of meetings, services provided, total time involved in assisting PRS students	June
2	Offer compensatory education home instruction by appointed teacher.	Kim Christy-Anderson, CEHI Teacher	Documentation of home instruction	June
3	Complete all PRS documentation and PEIMS input in a timely fashion.	Tamecia Dutton, Cindy Berg	PEIMS reports	June
4	Offer counseling as a pregnancy related service to pregnant students and/or students that are parents during the pre-confinement period.	Tracey Tepera, Sam Smith, Cindy Berg,	Counselor log, nurse log	June

Strategy 13 Personal Graduation Plans

Implement a Personal Graduation Plan (PGP) for all students who do not meet assessment standards on the prescribed evaluation instruments set forth in Subchapter B, Chapter 39, or students who are at risk of not graduating before the 5th year following initial enrollment in the 9th grade.

Leaders: Kris Hobson, Tracey Tepera, Sam Smith, Kim Christy-Anderson

Benchmark: All students identified as At-Risk will receive a Personal Graduation Plan by December 19, 2014.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement TEA rules regarding graduation plans revised during the 2013 legislative session. (Board/Supt Goal)	Deanna Lovesmith, Kim Christy-Anderson	TEA rules fully implemented	October
2	Identify students who have failed any portion of the STAAR or fallen behind on graduation credits. A PGP will be created for each identified student.	Tamecia Dutton, Sam Smith, Tracey Tepera	Completed campus at-risk list	October



3	Meet with students and the parents of students that have failed a portion of STAAR or fallen behind on graduation requirements to develop a PGP. Counselors will communicate to students and parents options for accelerated learning including tutorials, summer school, API, and other appropriate interventions.	Sam Smith, Tracey Tepera	PGP forms attached to students' post secondary conference forms in Eduphoria	January
4	Provide information to students and parents about college and career readiness standards during month of November.	Kim Christy-Anderson, Sam Smith, Tracey Tepera	Post-secondary planning tool, information made available to students and/or parents	April

Strategy 14 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, Title I Part A
- Costs:** \$32,100
- FTES:** 1.0

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

Strategy 16 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, Kris Hobson, Ben Smith, Al Mayo

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: \$509,147

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.	Kris Hobson, Al Mayo, Ben Smith, 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	Plan and implement a schedule of varied activities for the SRO that includes teaching, providing security, and counseling.	Robert Atmar, Emilio Olivares	Successful implementation of schedule	October
5	Prepare students to be successful on STAAR, SAT, ACT, and/or the ASVAB assessments through tutoring and individualized instruction in coordination with the student's home campus.	Emilio Olivares, Kris Hobson, Al Mayo, Ben Smith,	Passing scores on assessments	June
6	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
7	Improve security procedures throughout campus by consistently monitoring and increasing structure in the classroom and during transitions.	Emilio Olivares, DAEP Staff	Decreased security and discipline incidents, Foundations implementation surveys	January
8	Reduce the number of discipline incidents as compared to 2013-2014 through counseling, increased structure, and consistent monitoring of students.	Emilio Olivares, DAEP Staff	Decreased discipline incidents compared to 2013-2014	April
9	Provide varied staff development activities based on the needs identified in the comprehensive needs assessment.	Robert Atmar, Emilio Olivares	Staff development activities accomplished during the 2014-2015 year	April



Appendix A: Student Indicators



Attendance

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	97.0	97.5	98.0	2013-14 data



Dropout Rate

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	0	0	0	Class of 2013-14 data

EOC Alg 1**GRADE: 8**

Student Group	Current	Annual	Long-Term	Notes
All Students	100	100	100	
Male	100	100	100	
Female	100	100	100	
African-American	100	100	100	
Hispanic	100	100	100	
White	100	100	100	
Eco Disadv	100	100	100	

STAAR Math

GRADE: 6

Student Group	Current	Annual	Long-Term	Notes
All Students	89	95	100	
Male	88	95	100	
Female	90	95	100	
African-American	95	95	100	
Hispanic	83	95	100	
White	90	95	100	
Eco Disadv	89	95	100	
Special Ed	83	90	100	
Gifted	100	100	100	
At Risk	82	90	100	

GRADE: 7

Student Group	Current	Annual	Long-Term	Notes
All Students	84	90	100	
Male	83	90	100	
Female	84	90	100	
African-American	81	90	100	
Hispanic	80	90	100	
White	89	95	100	
Eco Disadv	77	85	100	
Special Ed	64	75	100	
Gifted	100	100	100	
At Risk	70	80	100	

GRADE: 8

Student Group	Current	Annual	Long-Term	Notes
All Students	93	95	100	
Male	91	95	100	
Female	96	95	100	
African-American	85	95	100	
Hispanic	91	95	100	



White	96	95	100
Eco Disadv	91	95	100
Special Ed	88	90	100
Gifted	100	100	100
At Risk	83	90	100

STAAR Reading

GRADE: 6

Student Group	Current	Annual	Long-Term	Notes
All Students	88	95	100	
Male	85	95	100	
Female	90	95	100	
African-American	86	95	100	
Hispanic	83	95	100	
White	88	95	100	
Eco Disadv	80	90	100	
Special Ed	67	80	100	
Gifted	100	100	100	
At Risk	72	80	100	

GRADE: 7

Student Group	Current	Annual	Long-Term	Notes
All Students	85	95	100	
Male	84	95	100	
Female	86	95	100	
African-American	83	90	100	
Hispanic	82	90	100	
White	88	95	100	
Eco Disadv	75	85	100	
Special Ed	73	85	100	
Gifted	100	100	100	
At Risk	64	75	100	

GRADE: 8

Student Group	Current	Annual	Long-Term	Notes
All Students	96	95	100	
Male	96	95	100	
Female	96	95	100	
African-American	86	95	100	
Hispanic	96	95	100	



White	97	95	100
Eco Disadv	92	95	100
Special Ed	88	90	100
Gifted	100	100	100
At Risk	88	95	100

STAAR Science
GRADE: 8

Student Group	Current	Annual	Long-Term	Notes
All Students	87	95	100	
Male	89	95	100	
Female	84	95	100	
African-American	76	90	100	
Hispanic	84	95	100	
White	91	95	100	
Eco Disadv	82	90	100	
Special Ed	81	90	100	
Gifted	100	100	100	
At Risk	70	85	100	

STAAR Social Studies
GRADE: 8

Student Group	Current	Annual	Long-Term	Notes
All Students	68	85	100	
Male	71	85	100	
Female	64	85	100	
African-American	62	85	100	
Hispanic	53	85	100	
White	73	85	100	
Eco Disadv	57	80	100	
Special Ed	59	75	100	
Gifted	100	100	100	
At Risk	44	75	100	

STAAR Writing

GRADE: 7

Student Group	Current	Annual	Long-Term	Notes
All Students	77	85	100	
Male	69	85	100	
Female	84	90	100	
African-American	82	85	100	
Hispanic	76	85	100	
White	76	85	100	
Eco Disadv	66	80	100	
Special Ed	31	75	100	
Gifted	100	100	100	
At Risk	44	75	100	

