



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

SPARTA ELEMENTARY

Summary

This 2014-2015 plan for Sparta 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 Sparta.

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

Mission Statement

The mission of Sparta Elementary is to provide a safe, structured, and nurturing learning environment that will cultivate lifelong learners who will positively impact our world.

Belief Statements

- 1** We believe that all students can be successful and have different talents that we are responsible for cultivating.
- 2** We believe that everyone has the right to learn and work in a safe and supportive environment.
- 3** We believe that the best way to solve problems is by working together in a respectful and supportive manner.
- 4** We believe that creating a strong partnership with parents, students and the community is essential to overall the success of Sparta Elementary and the growth of our students.
- 5** We believe that all students have a right to a rigorous education where 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
- * Campus and/or district planning and decision-making committee meeting discussions
- * Number of students assigned to special programs and their academic achievements
- * Attendance data
- * Discipline records
- * Student surveys
- * 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
- * Student failure and/or retention rates
- * Prior year campus and/or district improvement plans
- * Analysis of Special Education population
- * Analysis of At-Risk population
- * Analysis of homeless population
- * Analysis of LEP population
- * Analysis of gifted population
- * Disaggregation of current-year state assessment data

- * STAAR test results
- * Disaggregated STAR Early Literacy results
- * Disaggregated TEMI Math Assessment results
- * Disaggregated Tejas LEE results
- * Disaggregated State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) results
- * TELL Survey Data

Goals & Strategies

Goal # 1:

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

Resources:

Title I teachers and paraprofessionals, Aware data and documentation, Leveled Literacy Intervention kits, ARI/AMI tutors

Strategy 1 Response to Intervention (Rtl)

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

Leaders: Deena Cornblum, Julee Manley, John Warden, Vicki Pate

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

Funds: Local, Title I Part A

Costs: \$154,463

FTES: 4

Item	Responsible	Evaluation	Dates
1 Schedule intervention times within the school day to address intervention needs of students in grades K through 5.	Deena Cornblum	Campus master schedule, improved student grades, improved STAAR scores, improved summative and formative assessment scores, attendance data	June
2 Conduct data discussions every three weeks to analyze student progress and implement changes to student Rtl goals and placement.	Deena Cornblum, Julee Manley, John Warden, Vicki Pate, Classroom Teachers	Student intervention plans, summative and formative assessment data, progress monitoring data	October
3 Monitor student progress using district progress monitoring tools at least once every three weeks.	Classroom Teachers	Star Early Literacy data, Star Reading data, Star Math data, formative assessment data	October
4 Update student Rtl forms in Aware to reflect current progress.	Classroom Teachers	Response to Intervention forms located in Aware, Student Intervention Plans	October
5 Include special education and 504 students in Response to Intervention processes to ensure needs are being met.	Classroom Teachers, Misty Norwood, classroom teachers	Progress towards IEP goals, report card grades, summative and formative assessment data	October
6 Review student progress towards Rtl goals and consider additional testing for special education or 504 services for students who are not making progress through regular interventions.	Deena Cornblum, Julee Manley, John Warden, Vicki Pate	Report card grades, Rtl documentation, progress monitoring data	October

Strategy 2 Improved Student Attendance

Research consistently shows that student attendance is linked to increased student achievement. The district receives funding based on the average daily attendance of all students. Campuses may receive an Academic Achievement Designation (AADD) for having an annual attendance rate of 97% or higher. Sparta Elementary currently has a yearly attendance rate of 96.7%.

Leaders: Deena Cornblum, Julee Manley

Benchmark: Receive an Academic Achievement Distinction Designation (AADD) for having an annual attendance rate of 97% or higher.

Funds: Activity Account

Costs: \$600

FTES: 2

Item	Responsible	Evaluation	Dates
1 Announce daily attendance during morning announcements to recognize those classes with perfect attendance.	Deena Cornblum, Judy Sitz	Daily attendance reports	October
2 Implement Attendance Tags to be given to students every three weeks to recognize perfect attendance within the nine week grading period.	Deena Cornblum, Julee Manley, Judy Sitz	Attendance reports	October
3 Implement grade level competitions to recognize highest attendance based on school-wide data.	Deena Cornblum, Julee Manley, Judy Sitz	Improved daily attendance	October
4 Hold an Atten"dance" each nine weeks to honor those students who earned perfect attendance for the grading period.	Deena Cornblum, Julee Manley, Judy Sitz, Shannon Harmsen	Improved daily attendance	October
5 Communicate with parents using monthly newsletters, Skylerts, and PTA meetings the importance of attendance and important attendance announcements.	Deena Cornblum, Judy Sitz	Improved daily attendance	October
6 Use attendance officers to check on students with poor attendance.	Julee Manley	Attendance reports	October

Strategy 3 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. Belton ISD continues to refine curriculum documents and local assessments to ensure alignment with the TEKS and the required rigor of the STAAR assessment system. Sparta will continue to use Eduphoria applications to manage and utilize data and curriculum.

Leaders: Deena Cornblum, Julee Manley, Marcie Beck

Benchmark: Lesson plans, District curriculum and assessments, Eduphoria documents.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Monitor the implementation of the science curriculum unit plans for grades K-5 so that the percent of students meeting standard on the 5th grade STAAR will remain above 90%.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans, district assessments, formative assessments	January
2 Implement the use of district common assessments for grades 3 and 4 science.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans, common assessment data	October
3 Implement math curriculum unit plans for grades K-5 to reflect new math TEKS supported by Math the Belton Way.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans, summative and formative assessment data, walkthroughs	October
4 Utilize instructional coaches to support core content area teachers in grades K-5 with curriculum implementation, data disaggregation, and on-site professional development.	Marcie Beck	IC calendar, lesson plans, improved student performance on common assessments and STAAR	January
5 Require teachers to include measurable objectives and embedded formative assessments in lesson plans.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans, classroom walkthroughs	October
6 Implement Focused Fridays bimonthly to analyze instructional practices and learning objectives with the intent of improving lesson design and student performance.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans, walkthroughs, student achievement data from formative and summative assessments	October
7 Ensure alignment of rigor included in lesson objectives correlates to the proper depth of the student expectation outlined in the TEKS.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans, classroom walkthroughs, student performance data from formative and summative assessments	October

Strategy 4 Improve Academic Performance of Special Education and 504 Students

The academic performance of students with special needs does not meet campus expectations. There is a increased need to focus on the instructional rigor and differentiation methods provided to students with special needs. The percent of students meeting standards in STAAR reading, writing, math, and science will reflect a passing rate of at least 80% of students having met standard.

Leaders: Misty Norwood, Ann Poole, Donald Parker, Angela Perry, Sharon Moore

Benchmark: Increased performance in all content areas as measured on common assessments and STAAR.

Funds: Title 1A, Local Funds

Costs: None



FTES: 5

Item	Responsible	Evaluation	Dates
1 Provide teachers with professional development that focuses on differentiation.	Deena Cornblum, Julee Manley, Marcie Beck	Lesson plans, professional development calendar, professional development plan	October
2 Conduct initial meetings between the special education teacher and classroom teachers to inform teachers about the special needs of students and to discuss instructional implications.	Misty Norwood	IEP information, meeting notes, lesson plans	October
3 Discuss the progress of students with special needs during bimonthly RtI meetings to ensure benchmarks and goals are being met. Additional intervention plans will be put in place to address instructional concerns.	Deena Cornblum, Julee Manley, Misty Norwood, Classroom Teachers	Intervention plans, Aware data, increased student performance on formative and summative assessments	October
4 Include students with special needs in intervention groups to address the implementation of differentiated strategies.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Intervention plans, Aware data, improved formative and summative assessment scores	October
5 Implement student goal setting so that students are able to track and reflect upon their progress.	Julee Manley, Classroom Teachers	Classroom goal setting forms, improved student performance on report cards, formative and summative assessment scores	October

Strategy 5 Language Instruction for LEP Students

Successful acquisition of the English language is the key to success in all content areas for LEP students. English Language Proficiency Standards should guide language instruction.

Leaders: Bilingual Teachers, ESL Teachers, Yolanda Sarinana
Benchmark: Increased success on TELPAS, STAAR reading, writing, math, and science. Increased success on district assessment measures.
Funds: Local funds, Title III part A
Costs: None
FTES: 8

Item	Responsible	Evaluation	Dates
1 Purchase bilingual library books.	Flori Zuniga-Gray	Destiny inventory	January



2	Provide high quality professional development for teachers in grades K-5 to include language and literacy strategies and how to implement the ELPS.	Deena Cornblum, Julee Manley, Yolanda Sarinana	Professional development plans, session sign in sheets, lesson plans, improved student performance on common assessments and report card grades	October
3	Conduct bimonthly meetings with teachers to review and monitor student achievement data to discuss student instructional needs.	Deena Cornblum, Julee Manley, Marcie Beck	Student assessment data from Aware, lesson plans	October
4	Create language rich classrooms where everyday items are labeled, anchor charts are present, and word walls for high frequency and content words are implemented and used with fidelity.	Marcie Beck, Classroom Teachers	Lesson plans, classroom walkthroughs, and student writing samples	January
5	Include language objectives for all content area lessons.	Deena Cornblum, Julee Manley, Classroom Teachers	Lesson plans	October
6	Include ELL students in the RtI process and follow all RtI processes with fidelity.	Classroom Teachers	Student Intervention Plans, Aware data, updated forms in Eduphoria	October

Strategy 6 Improvement of Writing Instruction

There is an increased need for a focus on writing in grades K-5. The focus will extend to all content areas. The percent of students meeting standard on the 4th grade STAAR writing assessment will increase by 5%.

Leaders: Deena Cornblum, Julee Manley

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

Funds: Title IA, Title III, Local Funds

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement professional development with all teachers grades 3-5 where nonnegotiables are determined vertically by grade levels and agreed upon so that students are held accountable across subject areas.	Deena Cornblum, Julee Manley, Classroom Teachers	Vertical alignment documents, lesson plans, student writing samples, improved scores on district and STAAR writing assessments	October
2	Review state assessment data and curriculum unit plans for writing with classroom teachers to build awareness of mandated writing activities and emphasize the need for close monitoring of student writing samples.	Deena Cornblum, Julee Manley, Classroom Teachers	Professional development plans, Aware data, lesson plans	October



3	Implement purposeful use of writing folders and Writer's Notebooks to be used with fidelity in the classroom.	Deena Cornblum, Julee Manley, Classroom Teachers	Student writing folders and notebooks, student writing samples, lesson plans	October
4	Increase writing across content areas and ensure that students are being held accountable for the grade level nonnegotiables.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Writing journals in math and science, lesson plans, student writing samples	October
5	Conduct analysis of student writing samples each semester with classroom teachers.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Student writing samples	October
6	Conduct classroom walkthroughs during Writer's Workshop to ensure the use and implementation of the workshop model.	Deena Cornblum, Julee Manley, Marcie Beck	Classroom walkthrough data	October

Strategy 7 Data Analysis/Campus Support for Students in Need

Students master content at varying rates and need different levels of intervention to meet learning and behavior targets. Sparta Elementary will implement an effective intervention framework for academic and behavior support.

Leaders: Julee Manley, Deena Cornblum, Marcie Beck

Benchmark: 90% of all students will meet or exceed state assessment standards in reading, writing, math and science. Student discipline referrals will decrease by 20%.

Funds: Title I, Title III

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement the campus RtI process as outlined in the Sparta Handbook.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Student Intervention Plans, RtI documentation in Aware	October
2	Implement the campus BRTI process as outlined in the Sparta Handbook.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Student Intervention Plans, RtI documentation in Aware	October
3	Prepare and analyze data reports for teachers that focus on the final recommended and phase-in 2 standards for level 2 performance in order to meet increasing state standards.	Deena Cornblum, Julee Manley, Marcie Beck	Benchmark data shared with performance measures by both standards noted	October



4	Implement coaching and data walkthrough instruments to address measurable objectives and short cycle formative assessments to guide conversations with teachers regarding timely feedback for students.	Deena Cornblum, Julee Manley, Marcie Beck	Data walk instruments	October
5	Use assessment heat maps to create a year long focus of needs where specific areas of concern will be given greater priority.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Heat maps, lesson plans, improved student performance on summative and formative measures that focus on the areas of concern	October

Strategy 8 Post-Secondary Planning/College and Career Readiness

Sparta Elementary prepares students for post-secondary success by exposing students to lessons focused on job embedded skills and by exposure to career opportunities.

- Leaders:** Shanon Harmsen, John Warden, Donna Gillmeister
- Benchmark:** Lesson plans, field trip offerings
- Funds:** Local funds
- Costs:** None
- FTES:** 3

Item	Responsible	Evaluation	Dates
1	Continue to implement a structured career day where students are exposed to different career opportunities.	Shannon Harmsen	Career day plans April
2	Arrange a field trip for 5th grade students to view and experience the CATE facilities at BHS.	Shannon Harmsen	Field trip plans April
3	Continue to arrange Sparta leadership opportunities for community involvement.	John Warden, Donna Gilmeister	Sparta leadership plans October

Strategy 9 Advanced Academic Services

Advanced Academic Services includes Gifted and Talented Education. The goal of G/T services is to provide identified students with appropriate learning opportunities that meet unique G/T needs in accordance with the State Plan for Gifted Students.

- Leaders:** Deena Cornblum, Julee Manley
- Benchmark:** G/T lesson plans, G/T student artifacts, G/T class clusters
- Funds:** Local funds
- Costs:** None



FTES: None

Item	Responsible	Evaluation	Dates
<p>1 Plan and implement Texas Performance Standards Projects at each grade level to provide independent learning experiences and research projects for G/T students.</p>	<p>Marcie Beck, Classroom Teachers</p>	<p>G/T lesson plans, student artifacts, G/T report cards</p>	<p>October</p>

Goal # 2:

Sparta Elementary will attract and retain high performing 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:

Staff development records, personnel surveys, turnover rates

Strategy 1 Professional Development for Core Content Instruction

Sparta Elementary is committed to effective instruction for all students. The implementation of professional development in grades K-5 is designed to support teachers by strengthening their skills to facilitate learning for all students. Professional development is implemented based on instructional needs of teachers and student learning based on state curriculum initiatives, classroom walkthroughs and the use of BISD curriculum.

Leaders: Deena Cornblum, Julee Manley, Marcie Beck, Yolanda Sarinana

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

Funds: Title I Part A, Title III Local funds

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1	Plan and conduct professional development that focuses on the implementation of language rich classrooms.	Deena Cornblum, Julee Manley, Marcie Beck, Yolanda Sarinana	Professional development plans October
2	Plan and conduct professional development that focuses on using content and language objectives to plan high level instruction.	Deena Cornblum, Julee Manley, Marcie Beck, Yolanda Sarinana	Professional development plans October
3	Plan and conduct professional development on the implementation and requirements of campus BRTI processes.	Deena Cornblum, Julee Manley, Marcie Beck	Professional development plans, lesson plans October
4	Create vertical alignment documents of nonnegotiables in the content of writing to be implemented in all classrooms.	Deena Cornblum, Julee Manley, Marcie Beck	Professional development plans, lesson plans, vertical alignment documents October
5	Implement professional development focused on effective math teaching strategies aligned with the revised math TEKS and Math the Belton Way.	Marcie Beck	Professional development plans, lesson plans October
6	Continued professional development on differentiation strategies to target the skills identified in student intervention plans.	Deena Cornblum, Julee Manley, Marcie Beck, Yolanda Sarinana	Professional development plans, lesson plans October
7	Use the coaching cycle to assist teachers in increasing the effectiveness of their instruction.	Marcie Beck	Coaching cycle documents and data, classroom walkthroughs October
8	Implement campus professional development that supports the use of the science curriculum and STEMscopes in grades K-5.	Kylie Lawler, Marcie Beck	Professional development plans, lesson plans, classroom walkthroughs October

Strategy 2 Professional Learning Communities

Professional Learning Community teams will meet on a regular basis and focus on the following: 1. What is it that 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?

Leaders: Deena Cornblum, Julee Manley, Marcie Beck

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Implement Focused Fridays bimonthly to discuss learning objectives, lesson plans, teaching strategies, and student progress.	Deena Cornblum, Julee Manley, Marcie Beck	Lesson plans, data from formative and summative assessments	October
2 Implement data discussions after grade level common assessments to analyze data and implement instructional plans to address targeted areas of concern.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans, data from formative and summative assessments	October
3 Use Focused Fridays to ensure proper planning for and use of measurable objectives and to plan formative assessments into daily instruction.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans, data from formative assessments	October
4 Require lesson plans to be due each Thursday by 3:45pm so that they may be used during the PLC time on Focused Fridays.	Deena Cornblum, Julee Manley, Marcie Beck, Classroom Teachers	Lesson plans	October
5 Implement lesson planning days each Wednesday where the campus instructional coach will meet with teams to assist with lesson design and planning.	Marcie Beck	Lesson plans	October

Goal # 3:

Sparta 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:

Safe and Civil Schools materials, BRtI processes, Emergency Plans

Strategy 1 Safe and Supportive Environment

Maintain a safe and secure environment conducive to student learning.

Leaders: Deena Cornblum, Julee Manley, Shannon Harmsen

Benchmark: Reduction in discipline referrals, increased student attendance, and 100% campus personnel trained in crisis prevention.

Funds: Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Implement revised BRTI processes to focus on positive behavior support and changing behavior.	Deena Cornblum, Julee Manley	Revised campus BRTI processes, professional development surrounding BRTI, decrease in discipline referrals	October
2 Plan a summer assignment for teachers that focuses on CHAMPS reimplementation and develop professional development to be conducted during the first week of school to reinforce the summer assignment.	Deena Cornblum, Julee Manley	Summer assignment plans, completed artifacts from the summer assignment, professional development plans	October
3 Reimplement positive behavior support systems and the menu of effective responses in classrooms to reinforce changing behavior.	Deena Cornblum, Julee Manley, Classroom Teachers	Menus of effective responses in classrooms, CHAMPS plans, decrease in discipline referrals	October
4 Reduce the number of special education students assigned to ISS by reimplementing positive behavior supports and new BRTI processes.	Julee Manley, Deena Cornblum, Shannon Harmsen	Discipline records, revised BRTI processes, positive behavior supports implemented in classrooms	October

Strategy 2 Crisis and Safety Planning

Sparta Elementary will annually update and implement an Emergency Operations Plan (EOP). The EOP will be evaluated and modified as needed each year.

Leaders: Julee Manley

Benchmark: Written Emergency Operations Plan, completion and documentation of required safety drills.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Combine the Campus Safety Committee with the Campus Foundations Committee to create a more efficient process.	Julee Manley	Meeting agendas, sign-in sheets, documentation of drills	October
2 Conduct monthly Campus Safety meetings to review emergency operations plans, campus procedures, crisis procedures, campus drills, and Foundations agenda items.	Julee Manley	Meeting agendas, sign-in sheets, documentation of drills, revised plans	October
3 Conduct Mr. MERT drills two times each semester.	Julee Manley	Documentation of drills, revised processes as needed	January
4 Create processes for communicating missing students during hard and soft lock downs.	Julee Manley	Revised hard and and soft lock down procedures	October
5 Conduct an off site evacuation and practice the double gate system.	Julee Manley	Documentation of drills	October

Strategy 3 Counseling and Prevention Programs

The counselor provides guidance to all students and will coordinate various support services and special events to assist in providing a safe and secure atmosphere for all students.

Leaders: Julee Manley, Shannon Harmsen

Benchmark: A decrease in the percent of students counseled and a 20% decrease in student discipline referrals.

Funds: Local Funds

Costs: None

FTES: 1

Item	Responsible	Evaluation	Dates
1 Assist teachers in completing the process of BRtI.	Shannon Harmsen, Julee Manley	BRtI documents in aware	October
2 Work with teachers to create Tier II interventions for students not responding to Tier I classroom behavior interventions.	Julee Manley, Shannon Harmsen, Classroom Teachers	BRtI documents in Aware, student behavior plans	October

Strategy 4 Bullying Prevention and Response

Sparta Elementary is committed to providing a safe, secure learning environment for all students. Students must be free from fear or intimidation in order to learn; therefore, Sparta will implement strategies for the identification, prevention, investigation, and response to bullying.

Leaders: Deena Cornblum, Julee Manley, Shannon Harmsen

Benchmark: Reduction in parent and student concerns about bullying, improved documentation and response to reports to bullying.

Funds: Local Funds

Costs: None

FTES: 1

Item	Responsible	Evaluation	Dates
1 Continue to utilize the anti-bullying resource link on the district's website to explain bullying and harrassment and to provide resources to parents and students.	Julee Manley, Deena Cornblum, Shannon Harmsen	Meeting notes with parents	October
2 Evaluate student and parent responses from school climate survey and address noted concerns.	Julee Manley	School Climate Survey, revised plans if needed	October
3 Utilize the district's bullying flow chart and investigation procedures to address reports of bullying.	Julee Manley, Deena Cornblum,	Bullying documentation	October

Goal # 4:

Sparta 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:

Good Citizen Yard Signs, Thank You Notes, Office Supplies, Certificates, Recognitions

Strategy 1 Comprehensive Communication Plan

Communication with all stakeholders is critical to campus success.

Leaders: Deena Cornblum

Benchmark: Increased communication as measured by positive feedback from stakeholders, visitors to and engagement in the campus website, audience and engagement on social networks, visitors to campus.

Funds: Local Budget, Activity Funds

Costs: \$500

FTES: 1

Item	Responsible	Evaluation	Dates
1 Improve communication with stakeholders who have limited English proficiency.	Deena Cornblum	Newsletters, Skylerts, Twitter, Facebook, weekly memos translated into Spanish	October
2 Implement weekly memos for all grade levels.	Deena Cornblum, Classroom Teachers	Weekly memos sent home	October
3 Continue to monitor campus website and teacher sites to ensure that they are up to date and informative.	Billie Jourdan, Classroom Teachers	Campus website, teacher pages	October
4 Implement Coffee with the Counselor to provide a time for parents to discuss student issues and to ask questions.	Shannon Harmsen	Meeting agendas, sign- in sheets	October

Strategy 2 Parental Involvement

Provide learning opportunities for parents designed to provide skills and strategies to be used with their children at home to support classroom learning and offer opportunities for parents to be involved on the campus.

Leaders: Deena Cornblum, Julee Manley, Shannon Harmsen

Benchmark: Increase in number of parents attending parenting enrichment opportunities.

Funds: Local Budget

Costs: \$3,000

FTES: None

Item	Responsible	Evaluation	Dates
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1	Design a plan to communicate to parents different ways in which they may become involved in their child's education and on the campus other than volunteering in the classroom. Example: skills that could contribute to positive improvement on the campus.	Shannon Harmsen	Plan for parental involvement	October
2	Implement Coffee with the Counselor so that parents can discuss different issues with the counselor.	Shannon Harmsen	Meeting agendas, sign-in sheets	October
3	Hold annual Cinco de Mayo celebration to increase cultural awareness and appreciation.	Deena Cornblum, Julee Manley, Bilingual Teachers	Cinco de Mayo program, Cinco de Mayo invitation	October
4	Require annual parent-teacher conferences.	Classroom Teachers	Invitation, sign-in sheets	October
5	Increase parent-teacher communication through the Rtl and BRTL processes.	Deena Cornblum, Julee Manley, Classroom Teachers	Parent communication logs in the Aware journal	October
6	Hold monthly PTA meetings to include content focus areas such as Math Night, Reading Night, and Technology Night combined with grade level music performances.	Deena Cornblum, Julee Manley, Keri Dudley, Caitlin Lunday, Classroom Teachers	PTA agendas, sign-in sheets, educational parent night plans	October
7	Hold Terrific Tiger luncheons to honor students and their parents.	Shannon Harmsen	Sign-in sheets, Terrific Tiger awards	October

Strategy 3 Business and Community Partnerships

Business and community partnerships that connect education, work, and community service are a priority for Sparta Elementary.

Leaders:	Deena Cornblum, Julee Manley
Benchmark:	Increase in number of community partnerships
Funds:	Local Budget, Activity Fund
Costs:	\$1,000
FTES:	None

Item	Responsible	Evaluation	Dates
1	Develop a stronger partnership with our Adopt-a-School unit and implement their presence on campus.	Deena Cornblum, Shannon Harmsen	Agendas, sign-in sheets October
2	Implement the Guest Reader program through the library.	Lori McLaughlin	Sign-up sheets and schedule October

Strategy 4 Staff Recognition

Recognizing excellence in staff individually and/or team performance is a priority. Recognition will occur in a variety of different ways including, but not limited to, Teacher of the Year, grade level recognitions, and individual recognitions.

Leaders: Deena Cornblum, Julee Manley

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

Funds: Activity Account

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement the Amazing Race to document and honor staff members for professional development follow through and for implementing innovative techniques in the classroom.	Deena Cornblum, Julee Manley	Amazing Race challenges, Twitter submissions, award recognitions	October
2	Generate press coverage of outstanding employee achievements.	Deena Cornblum, Kyle DeBeer	Number of stories placed in local media	October

Strategy 5 Student Recognition

Sparta Elementary also recognizes the importance of providing individual students and groups of students with specific recognition based upon individual and/or class performance. These recognitions could occur through morning announcements, thank-you notes, phone calls home, or personal communication.

Leaders: Deena Cornblum, Julee Manley, Shannon Harmsen

Benchmark: Number of students receiving recognition

Funds: \$1,500

Costs: Local Budget, Activity Account

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement the use of the Atten"dance" once per nine weeks to honor students who have perfect attendance.	Deena Cornblum, Julee Manley, Shannon Harmsen	Perfect attendance data, Atten"dance" plans	October
2	Implement the use of spirit tags to honor students for perfect attendance at three week intervals as well as for when we identify students who have done well following the Sparta Guidelines for Success.	Deena Cornblum, Julee Manley, Shannon Harmsen, classroom teachers	Number of attendance tags handed out	October



3	Continue to use Pride Passes to honor students for following the Sparta Guidelines for Success.	Deena Cornblum, Julee Manley, classroom teachers	Pride Passes given out	October
4	Continue to honor students for good citizenship with the Terrific Tiger luncheon and yard signs.	Deena Cornblum, Julee Manley, Shannon Harmsen	Terrific Tiger awards, sign in sheets	October
5	Revise the Pride Pass award system.	Deena Cornblum, Julee Manley, grade level leaders	Revised Pride Pass award system	October

Goal # 5:

Sparta Elementary 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, Deena Cornblum

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)	Deena Cornblum, Deanna Lovesmith, Deena Cornblum	Met Standard rating achieved by campus, campus not identified as a Priority or Focus campus	June
2 Conduct a comprehensive needs assessment in order to determine needs for the District.	Merl Brandon, Deena Cornblum	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.	Deanna Lovesmith, Deena Cornblum, Julee Manley, Marcie Beck, Yolanda Sarinana	Increased student achievement	June
4 Allocate funds to provide supplemental supplies to strengthen the core academic program on Title I campuses.	Celia Ray, Deena Cornblum	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, Deena Cornblum	STAAR/EOC scores, progress monitoring data	June
6 Maintain documentation of teachers' Highly Qualified status.	Todd Schiller, Celia Ray, Deena Cornblum	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.	Todd Schiller, Deena Cornblum	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, Deena Cornblum	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, Deena Cornblum	Parent surveys, agendas, sign-in sheets	October
10	Provide supplemental support for effective parental involvement activities to the campus.	Celia Ray, Noemi Berumen, Deena Cornblum	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 at least one time per year and providing parents with achievement data.	Celia Ray, Flori Zuniga-Gray, Deena Cornblum	Sign in sheets, agendas, minutes, Parent Compact document	June
12	Increase electronic communications with parents.	Celia Ray, Deena Cornblum	Web pages, parent survey responses, use of emerging technology by teachers, Skylert reports	June
13	Collaborate with general classroom teachers and participate in parent involvement and staff development activities.	Celia Ray, Deena Cornblum, Title I Teachers	Sign-in sheets, minutes, parent conference documentation	June
14	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components.	Celia Ray, Campus Principals	Purchase orders, Invoices	June
15	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, Deena Cornblum
- 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
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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 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: Flori Zuniga-Gray, Deena Cornblum

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: \$73,939

FTES: None

Item	Responsible	Evaluation	Dates	
1	Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Flori Zuniga-Gray, LPAC Committee, Julee Manley	OLPT test scores, LPAC minutes	October
2	Identify students as immigrants if they are age 3-21, were born outside the US and are in their first 3 full academic years in a US school.	Flori Zuniga-Gray, Registrar, LPAC Committee, Julee Manley	PEIMS data, parent interviews	October
3	Identify LEP student needs by conducting a needs assessment.	Flori Zuniga-Gray, Deena Cornblum	PBMAS and AMAO reports, TELPAS and STAAR scores	October

4	Provide high quality instruction for ELL and immigrant students to develop English proficiency and help students meet state academic content standards.	Flori Zuniga-Gray, Bilingual/ESL Certified Teachers, Deena Cornblum	Classroom observation, lesson plan reviews, minutes from teacher team planning	October
5	Ensure that teachers in Title III language instruction programs are fluent in both English and any other language used for instruction.	Flori Zuniga-Gray, Barrett Pollard	Bilingual certifications, BTLPT proficiency test, local assessment	October
6	Provide extended learning opportunities such as a Newcomers class and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Flori Zuniga-Gray, Deena Cornblum	Lesson plans, TELPAS scores, summer school attendance data, classroom walkthroughs	October
7	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.	LPAC Members, Flori Zuniga-Gray, District Translators, Deena Cornblum, Julee Manley	LPAC training sign-in, parent volunteer list, documents of translated material for parents	October
8	Notify parents of language program placement of their child and provide them with their child's language progress.	LPAC Committee, Teachers, Yolanda Sarinana, Julee Manley	Signed parent notification form, student progress report	October
9	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for ELL students. These include but are not limited to ELL Symposium, Language and Literacy training, ELL strategies, ESL Academy and Sheltered Instruction.	Flori Zuniga-Gray, Deena Cornblum, Instructional Coaches	Training registration, sign-in sheets, travel records	October
10	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
11	Allocate funds to provide supplemental supplies to campuses according to the ELL numbers at the campus.	Flori Zuniga-Gray	Budget Summary, Detailed expenditure report, Title III Compliance Report, ICR Report	October
12	Provide funding for teachers to attend conferences specific to ESL instruction.	Flori Zuniga-Gray	Travel forms completed, Title III Compliance Report, ICR Report	April
13	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.	Flori Zuniga-Gray, Deena Cornblum, LPAC Representative, Julee Manley	Minutes of ARD and LPAC meetings	April
14	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Flori Zuniga-Gray, Yolanda Sarinana	Session sign-in sheets	October

Strategy 4 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, Deena Cornblum

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, Deena Cornblum		October
2 Administer a home language survey to each new student upon enrollment.	Campus LPAC Committee, Registrar, 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.	Campus Principals, Flori Zuniga-Gray, Teachers, Parents, Julee Manley	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, Julee Manley, 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.	LPAC Representative, Teachers, Julee Manley	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.	Bilingual/ESL Teachers, Deena Cornblum, 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, Deena Cornblum	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 and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Flori Zuniga-Gray, Deena Cornblum, Certified Bilingual/ESL Teachers	ESOL class rosters, 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, Deena Cornblum, Julee Manley	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, Teachers, Yolanda Sarinana, Flori Zuniga-Gray, Julee Manley	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, Deena Cornblum, 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, LPAC Representative, Yolanda Sarinana, Julee Manley	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, Julee Manley	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, Julee Manley	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, Julee Manley	LPAC assessment training, sign-in sheets, accommodations minutes	October
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Strategy 5 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, Judy Sitz	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, Judy Sitz	Documentation of contacts made	October
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.	Cecilia Payan, Flori Zuniga-Gray, Classroom Teachers, Deena Cornblum	PFS reports from Region 12, classroom walkthroughs, lesson plans	October

Strategy 6 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, Deena Cornblum, Julee Manley, Sharon Moore
- 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
1 Identify students as active or monitored depending upon the level of intervention and services needed.	Deena Cornblum, Julee Manley, 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).	Deena Cornblum, Julee Manley, Sharon Moore, 504 Committee, Teacher(s), Celia Ray	504 Committee documentation	October
3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.	Deena Cornblum, Julee Manley, Sandra Velo	504 Committee documentation	October

Strategy 7 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 Conduct a needs assessment to determine areas requiring assistance prior to building the State Compensatory Education budget. Special attention should be paid to the needs of the students who did not pass the End of Course exams for the 13-14 school year.	Celia Ray, Deanna Lovesmith, Deena Cornblum	EOC test results, progress monitoring data	June
2 Identify students at-risk of dropping out of school by using the State's 13 at-risk criteria. Identified students will be reported in PEIMS and a listing of identified students will be kept by teaching staff. Periodic review and updates will be entered.	Celia Ray, PEIMS Staff, Intervention Specialists, Deena Cornblum, Judy Sitz	PEIMS Report of At-risk students, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3 Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.	PEIMS Staff, Intervention Specialists	PEIMS at-risk report, completed at-risk student profile sheets	June

4	Coordinate funding sources (local, state and federal) to meet students' needs in order to increase achievement.	Deanna Lovesmith, Deena Cornblum	Increased student achievement	June
5	Review the following information prior to student promotion from one grade to the next: readiness test results (if applicable), passing state standards on assessments, passing STAAR at 110% (if applicable) and classroom report cards.	Celia Ray, Deena Cornblum, Julee Manley	Readiness test results, STAAR/EOC scores, report cards	June
6	Communicate student progress to parents through formative information (three-week progress reports, report cards, benchmark data and student progress toward district academic goals) and summative information in the form of STAAR/EOC scores and final Readiness results.	Deena Cornblum, Julee Manley	Progress reports, report cards, District goal reports	June
7	Fund the dyslexia program based on the percent of students in the District identified as at-risk.	Celia Ray	Summative evaluation data, accounting records	June
8	Support funding for full day pre-kindergarten program.	Deanna Lovesmith	MClass Reports, increased student readiness for transition into kindergarten	October
9	Continue to develop budget focusing on students at-risk for failing EOC exams.	Karen Little, Cindy Boney	SCE budgeted items for EOC failures	October

Strategy 8 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.	Deena Cornblum, Julee Manley	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, Deena Cornblum, Julee Manley, Intervention Team Members, Assessment Personnel	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	Sign-in sheets	April
4	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Karen Little, Deena Cornblum	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	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.	Deena Cornblum, Julee Manley, Karen Little	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, Deena Cornblum, Julee Manley	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, Deena Cornblum, Julee Manley, 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, Deena Cornblum, Julee Manley	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
10	Provide training on each campus for teachers and administrators regarding the new STAAR assessment system and STAAR participation requirements.	Karen Little, Deena Cornblum	Attendance logs, training materials	June
11	Ensure teachers who serve students who receive specially designed instruction receive professional development on grade level TEKS and standards.	Karen Little, Jennifer Letts, Deena Cornblum, Julee Manley	Professional development attendance logs, lesson plans	April

Strategy 9 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, Deena Cornblum	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, Deena Cornblum	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, Deena Cornblum	Placement meeting signatures	October
4 Conduct creativity assessment of all kindergarten students.	Sam Wilds, Kindergarten Teachers, Deena Cornblum	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, Deena Cornblum, Kindergarten Teachers	Parent/Teacher surveys, communication samples, documentation of activities	April
6 Identify designated G/T teachers and/or G/T classes and indicate service in teacher schedule.	Sam Wilds, Deena Cornblum	Teacher rosters/schedules	October
7 Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Deena Cornblum	Teacher rosters/schedules, training database	October
8 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, Deena Cornblum	Meeting minutes	October



<p>9 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.</p>	<p>Sam Wilds, Deena Cornblum</p>	<p>Copies of memos, webpages, notices, parent/teacher survey, data on performance review</p>	<p>October</p>
<p>10 Provide for periodic district evaluation of effective G/T services offered at the campus level.</p>	<p>Sam Wilds, Deena Cornblum</p>	<p>PEIMS reports, surveys, lesson plans</p>	<p>October</p>

Strategy 10 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, Deena Cornblum

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
<p>1 Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).</p>	<p>Sandra Velo, Campus 504 Committee</p>	<p>Section 504 evaluation paperwork, supporting documentation/evidence</p>	<p>June</p>
<p>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.</p>	<p>Sandra Velo, Campus 504 Committee</p>	<p>Section 504 evaluation paperwork, supporting documentation/evidence</p>	<p>June</p>
<p>3 Identify students for services based on eligibility as determined by four committee questions regarding student impairment and substantial limitation(s) in the classroom.</p>	<p>Sandra Velo, Campus 504 Committee</p>	<p>504 eligibility documentation</p>	<p>June</p>



<p>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.</p>	<p>Sandra Velo, Campus 504 Committee</p>	<p>Section 504 annual meeting documentation</p>	<p>June</p>
<p>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.</p>	<p>Sandra Velo, Deena Cornblum, Julee Manley</p>	<p>MDRs scheduled by the 10th day out of placement</p>	<p>June</p>

Strategy 11 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: Principals, Denise Whitley, Classroom Teacher(s), Shannon Harmsen

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

Funds: Local Funds

Costs: \$20,000.00

FTES: 2

Item	Responsible	Evaluation	Dates
<p>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.</p>	<p>Denise Whitley, Deena Cornblum</p>	<p>Student identified as needing services</p>	<p>October</p>
<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, GEH Instructor, Deena Cornblum</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, GEH Instructor, Deena Cornblum</p>	<p>GEH instruction Log, schedule of services</p>	<p>October</p>

Strategy 12 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: Deena Cornblum, 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.	Deena Cornblum, Classroom Teacher(s), Rtl Team	Lesson plans, Rtl documentation, progress monitoring data	October
2 Provide immediate, intensive, targeted intervention programs for those students who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Deena Cornblum, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans	October
3 Ensure that students in grades 5 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Deena Cornblum, Classroom Teacher(s), GPC Committee Members, Denise Whitley	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.	Deena Cornblum, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans	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.	Deena Cornblum, GPC Committee Members, Denise Whitley, Robert Meyer	Parent waiver documentation, accelerated instruction plans (AIP plans)	June
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.	Deena Cornblum, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans, progress monitoring data	April
7	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grade 5.	Deena Cornblum, ARI/AMI Teachers, Summer School Teachers, GPC/ARD Committee Members, Classroom Teacher(s), Denise Whitley	GPC/ARD meeting minutes, AIP plans, student STAAR scores, progress monitoring data	June
8	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 3-5. Whether they are in an SSI grade or a non-SSI grade, 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.	Deena Cornblum, Classroom Teacher(s), ARI/AMI Teachers, Denise Whitley	Confidential student reports, accelerated instruction documentation, attendance rosters	June

Strategy 13 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, Deena Cornblum, Judy Sitz
- 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	Noemi Berumen, Celia Ray, Judy Sitz	PEIMS records, case management files, family reports	June

2	Provide the federal meal program for homeless students.	Cafeteria Managers, Celia Ray, Noemi Berumen, Donette Brown	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, Shannon Harmsen	Attendance records, doctor notes, discipline referrals, family reports	June
5	Present staff development on homeless issues to administrators, counselors, auxiliary and front-line personnel.	Noemi Berumen, Celia Ray	Sign-in sheets, agendas, presentation materials, minutes	January

Strategy 14 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, Deena Cornblum, Julee Manley

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.	Deena Cornblum, Julee Manley, 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, Deena Cornblum, Julee Manley	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, Deena Cornblum, Julee Manley, Shannon Harmsen	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, Deena Cornblum, Julee Manley	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	96.5	97.0	98.0	

STAAR Math

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	82	90	100	
Male	80	90	100	
Female	85	90	100	
Hispanic	73	85	100	
White	87	95	100	
Eco Disadv	73	85	100	
Gifted	100	100	100	
At Risk	66	75	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	87	90	100	
Male	85	90	100	
Female	88	90	100	
Hispanic	75	85	100	
White	86	90	100	
Eco Disadv	80	90	100	
Special Ed	63	75	100	
Gifted	100	100	100	
At Risk	58	75	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	100	95	100	
Male	100	95	100	
Female	100	95	100	
Hispanic	100	95	100	
White	100	95	100	
Eco Disadv	100	95	100	
Gifted	100	100	100	
At Risk	100	95	100	

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SPARTA ELEMENTARY CAMPUS IMPROVEMENT PLAN



STAAR Reading

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	84	90	100	
Male	81	90	100	
Female	87	90	100	
Hispanic	79	85	100	
White	87	90	100	
Eco Disadv	76	85	100	
Gifted	100	100	100	
At Risk	68	80	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	87	95	100	
Male	83	95	100	
Female	90	95	100	
Hispanic	73	85	100	
White	88	95	100	
Eco Disadv	71	85	100	
Gifted	100	100	100	
At Risk	32	75	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	98	95	100	
Male	97	95	100	
Female	100	95	100	
Hispanic	100	95	100	
White	97	95	100	
Eco Disadv	94	95	100	
Gifted	100	100	100	
At Risk	92	90	100	

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SPARTA ELEMENTARY CAMPUS IMPROVEMENT PLAN



STAAR Science**GRADE: 5**

Student Group	Current	Annual	Long-Term	Notes
All Students	96	95	100	
Male	95	95	100	
Female	98	95	100	
Hispanic	94	95	100	
White	96	95	100	
Eco Disadv	97	95	100	
Gifted	100	100	100	
At Risk	92	90	100	

STAAR Writing**GRADE: 4**

Student Group	Current	Annual	Long-Term	Notes
All Students	86	90	100	
Male	81	90	100	
Female	90	90	100	
Hispanic	81	90	100	
White	85	90	100	
Eco Disadv	76	85	100	
Gifted	100	100	100	
At Risk	44	75	100	

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SPARTA ELEMENTARY CAMPUS IMPROVEMENT PLAN

