



**Belton Independent School District  
Campus Improvement Plan  
2018-2019**

**LEON HEIGHTS ELEMENTARY**

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## **Summary**

This 2018-2019 plan for Leon Heights Elementary was developed with the input of the site-based decision-making committee as well as members of the entire faculty. While there are several goals and many strategies, the primary focus of this plan is to increase the achievement of all students attending Leon Heights Elementary.

This plan may be modified throughout the year as needed to change strategies and/or activities in such a way that campus goals may be met. Changes will be reviewed on a frequent basis with the site-based decision-making committee.

## **Vision**

The vision of Leon Heights Elementary is to provide a safe, respectful, and caring environment, which will create a pathway for successful learning for all students.

## **Mission Statement**

The mission of Leon Heights Elementary is to develop successful, lifelong learners today and leaders tomorrow.

## Belief Statements

- 1 We believe that everyone has the right to be treated with dignity and respect in a safe and positive learning environment.
- 2 We believe that shared decision-making among staff, parents, and community members will allow us to reach our goals.
- 3 We believe that a positive attitude and high expectations set the foundation for growth and that higher expectations promote higher achievement.
- 4 We believe that accepting responsibility fosters self-worth.
- 5 We believe that success is based on a common vision and mission and that it is imperative to celebrate success.

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## Needs Assessment Data Documentation

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

- \* Review of district goals
- \* Review of campus goals
- \* Professional learning communities discussions
- \* Results of benchmark assessments
- \* Attendance data
- \* Discipline records
- \* Student surveys
- \* Community and/or parent surveys and feedback
- \* Staff surveys and/or feedback
- \* State and/or federal planning requirements
- \* Campus leadership and/or department meetings
- \* Campus faculty meeting discussions
- \* DWEIC committee meeting discussions
- \* Student failure and/or retention rates
- \* Prior year campus and/or district improvement plans
- \* Staff development evaluations, surveys, and/or needs assessments
- \* Study of best practices
- \* Action research results
- \* Analysis of Special Education population
- \* Analysis of At-Risk population

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- \* Analysis of homeless population
  - \* Analysis of gifted population
  - \* Disaggregation of current-year state assessment data
  - \* STAAR test results
  - \* Disaggregated STAR Early Literacy results
  - \* Disaggregated TEMI Math Assessment results
  - \* Disaggregated Tejas LEE results
  - \* Disaggregated State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) results
  - \* Campus needs assessment
  - \* HB5 Community and Engagement Rating data

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## Goals & Strategies

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### Goal # 1:

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

#### **Resources:**

Math Intervention, Leveled Literacy Instruction, Campus Paraprofessionals, STAAR Scores, Attendance Reports

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**Strategy 1 Instructional / Curricular Resources and Practice**


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Leon Heights Elementary is committed to implementing the district and state curriculum effectively to provide students with a solid foundation for learning. The revised curriculum and the increased rigor of the STAAR assessments will be reflected in our instructional practices.

**Leaders:** Marcie Beck, Hugh Burke

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

**Funds:** Title 1, Local Funds

**Costs:** \$26,440

**FTES:** 40

Item	Responsible	Evaluation	Dates	
1	Develop an instructional rounds momentum plan that focuses on effective feedback and task design.	Marcie Beck, Instructional Rounds Team	Instructional Rounds data, STAAR data, campus surveys	October
2	Design grade level planning times weekly that focus on the Lead4ward work and utilize the planning tool to break down the lesson cycle.	Marcie Beck, Hugh Burke, Grade Level Leaders	CUA data, intervention data, lesson plans, TTESS	January
3	Continue to develop content vocabulary strategies campus wide that focus on developing academic language in all areas.	Marcie Beck, Hugh Burke, Classroom Teachers	Walkthroughs, planning tools, CUA data, meeting minutes	April
4	Implement a campus wide system for student centered data tracking and evaluation. The plan will involve students in goal setting on a weekly basis.	Marcie Beck, Hugh Burke, Grade Level Leaders	Student data folders, walkthroughs, CNA	October
5	Maintain grade level writing samples each year. Evaluate writing on demand results and use the data to plan for writing instruction.	Marcie Beck, Hugh Burke, ELA Teachers	PLC agenda, Writing on Demand data, lesson plans	January
6	Continue to develop skills for writing measurable objectives in all subject areas.	Marcie Beck, Instructional Coach, Classroom Teachers	Walkthrough data, T-TESS, PLC agendas, CNA	October
7	Use grade level teams and the instructional coach to support district curriculum writing. Grade level teachers selected by the district will assist with reviewing TEKS and with revising curriculum documents.	Marcie Beck, Hugh Burke, Grade Level Leaders	STAR Enterprise data, progress monitoring data, CNA, CUA data	April
8	Evaluate the campus expectations for writing in each subject area. Collaborate with teachers to increase writing opportunities across all content areas.	Marcie Beck, Hugh Burke, Grade Level Leaders	Lesson plans, PLC minutes, walkthrough data	October



**Strategy 2 Student Attendance**

Leon Heights will focus on decreasing tardies and increasing attendance to at least 98%. Incentives will be provided to assist students who are chronically late. Staff members will relay the importance of attendance through parent communication tools.

**Leaders:** Jennifer Whitley, Marcie Beck, Ross Ann Johns

**Benchmark:** The campus will maintain a daily average attendance rate of above 98%.

**Funds:** Student Activity Account

**Costs:** \$1,200

**FTES:** 20

Item	Responsible	Evaluation	Dates
1 Develop an attendance committee to support the campus wide plan. The committee members will serve as advisors for parents and teachers.	Marcie Beck, Hugh Burke, Jennifer Whitley, Classroom Teachers	Weekly attendance reports, parent phone calls, meeting minutes	October
2 Recognize students on a weekly basis for meeting attendance goals and provide incentives for perfect attendance.	Marcie Beck, Hugh Burke, Jennifer Whitley, Classroom Teachers	Phone logs, attendance reports, individual attendance plans	October
3 Send monthly newsletters home through Skylert and social media to highlight attendance statistics and promote the importance of daily attendance.	Marcie Beck, Jennifer Whitley, Ross Ann Johns, Rhea Pancerella	9 week attendance reports	January
4 Recognize perfect attendance students each nine weeks at a campus assembly. Recognize classes with the highest attendance rates each nine weeks.	Marcie Beck, Jennifer Whitley, Glenda Presley	9 week attendance reports, school calendar	June
5 Implement campus wide incentives for improving the overall attendance rate each semester. If campus attendance increases 1% or greater, bounce houses will be provided for all classes end of year parties.	Marcie Beck, Teachers, Ross Ann Johns, Rhea Pancerella	Semester attendance reports	January

**Strategy 3 Special Education**

The special education teacher and classroom teachers will collaborate with the ARD committee to design appropriate goals for students on an individual basis. Student needs will be addressed through purposeful planning on a weekly basis.

**Leaders:** Marcie Beck, SPED Teacher

**Benchmark:** 90% of all students served under special education will meet or exceed the state assessment standards in reading, writing, math, and science.





**Funds:** Local Funds, IDEA- B Funds  
**Costs:** \$60,000  
**FTES:** 1.5

Item	Responsible	Evaluation	Dates	
1	Address student needs through purposeful planning on a weekly basis with classroom teachers and the special education teacher.	Classroom Teachers, SPED Teacher, Marcie Beck	Lesson plans, ARD minutes, IEPs	April
2	Provide intervention time daily to focus on the specific needs of each child.	Classroom Teachers, SPED Teacher	IEPs, progress reports, RTI minutes	October
3	Review individual testing results, conduct classroom observations and determine the appropriate accommodations and/or placement for students.	Marcie Beck, SPED Teacher, Assessment Personnel, Classroom Teachers	IEPs, progress reports, RTI minutes	January
4	Develop appropriate IEP goals that address academic and behavioral needs.	Classroom Teachers, SPED Teacher	ARD minutes, IEP goals	April

**Strategy 4 Special Populations, At Risk Students, Special Programs**

Leon Heights will utilize TELPAS, STAAR, and Common Assessment data to plan effective instruction for all students.

**Leaders:** Marcie Beck, Hugh Burke  
**Benchmark:** Increase the progress measure of each student in each subject. In grades 3-5 STAAR data will be used to assess effectiveness. In grades K-2 progress monitoring data will be utilized to assess effectiveness.  
**Funds:** Local Funds  
**Costs:** \$2,500  
**FTES:** 18

Item	Responsible	Evaluation	Dates	
1	Implement the Bridges Tier II behavior intervention program and develop a team to support the initiative.	Marcie Beck, Dana Jackson, Hugh Burke	Discipline Data, RTI minutes, individual behavior plans	October
2	Continue to conduct data talks with all teachers that focus on the essential standards for each grade level.	Marcie Beck, Hugh Burke, Classroom Teachers	STAAR data, common assessment data, PLC minutes	October
3	Update behavior RTI procedures and design a consistent approach to behavior across all grade levels.	Marcie Beck, Grade Level Leaders, Jennifer Whitley	Discipline data, counselor referral data, classroom observations	January
4	Utilize the intervention staff to provide inclusion support two days a week for our at risk students.	Marcie Beck, Hugh Burke, Dana Jackson	STAAR data, discipline data, PLC minutes	January



5	Use PLC time to plan specific academic interventions for each student based on their identified strengths and areas of need.	Marcie Beck, PLC Team Leaders, Hugh Burke	PLC minutes, common assessment data	June
6	Schedule RTI meetings weekly and review the progress of each student in interventions at least 1 time every 3 weeks.	Marcie Beck, Dana Jackson, Hugh Burke	RTI minutes, Eduphoria forms	April

**Strategy 5 Bilingual/ ESL**

The staff of Leon Heights will provide ELL students with appropriate and effective implementation of the English Language Proficiency Standards to increase acquisition of the English language in all content areas.

**Leaders:** Marcie Beck, Hugh Burke

**Benchmark:** Increased success on TELPAS and STAAR Reading and Writing assessments.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates	
1	Review data to ensure that all ELL students are served adequately and appropriately with interventions.	Marcie Beck, Susan Vail, Dana Jackson, Hugh Burke	LPAC minutes, RTI notes, CUA data, progress monitoring data	January
2	Implement campus wide vocabulary strategies and expectations to support language acquisition.	Marcie Beck, Grade Level Leaders, Hugh Burke	Lesson plans, campus data walks	October
3	Provide training to staff on locating the ELPS in Eduphoria and incorporating them in daily instruction.	Marcie Beck, Hugh Burke	ELPS documentation in lesson plans, TELPAS scores	October
4	Support teachers with the implementation of effective ESL strategies and daily accommodations. Teachers will implement the ELPS and use a balanced literacy model to support language.	Marcie Beck, Hugh Burke	LPAC data, LPAC minutes, ESL accommodations, TELPAS scores	April
5	Use data to design effective instruction for ESL students and target each students specific language need.	Marcie Beck, Hugh Burke	LPAC data, lesson plans	January



**Strategy 6 Advanced Academics Services**

Leon Heights is committed to providing quality instruction for students identified as gifted and talented in order to meet their needs for specially designed instruction.

**Leaders:** Lindsay Dubberly, Marcie Beck, GT Committee  
**Benchmark:** Increase in GT placements and Duke Talent Winners.  
**Funds:** State GT Funds  
**Costs:** \$480  
**FTES:** 7

Item	Responsible	Evaluation	Dates
1 Focus on enrichment for our gifted learners that supports growth at the individual level based on current assessment data.	Marcie Beck, G/T Teachers, Hugh Burke	CUA data, STAAR data, GT survey data	January
2 Continue to utilize the Texas Gifted Standards and Projects each semester. GT students will complete two projects based on the standards each school year.	Marcie Beck, G/T Teachers, Hugh Burk	Enrichment planning data, campus calendar, and GT survey data	April
3 Provide time during the campus enrichment block for students to work with other G/T students to pursue areas of interest through guided and independent research.	Marcie Beck, G/T Teachers, Hugh Burke	Lesson plans, team planning, G/T report card	April

**Strategy 7 Data Analysis / Campus Support for Students in Need**

Leon Heights is committed to providing effective instruction for all students at the appropriate instructional level. Students have varying needs and the RTI committee will implement and monitor the use of effective interventions and student progress.

**Leaders:** Marcie Beck, Hugh Burke, Dana Jackson  
**Benchmark:** 90% of students will meet or exceed the state assessment standards in reading, writing, math, and science.  
**Funds:** Local Funds  
**Costs:** \$2,500  
**FTES:** None

Item	Responsible	Evaluation	Dates
1 Convene the RTI Committee on a weekly basis to analyze student data and make appropriate adjustments to interventions.	Marcie Beck, Dana Jackson Jennifer Whitley, Hugh Burke	RTI committee minutes, Eduphoria forms, master schedule	April



2	Analyze student data and develop a strategic plan to address student progress at the individual level. Specific TEKS will be identified and targeted through intervention and small groups.	Marcie Beck, Grade Level Leaders, Hugh Burke	CUA Data, benchmark data	January
3	Utilize a RTI committee consisting of a principal, instructional coach, lead teacher, classroom teacher, interventionist, and special education staff members.	Marcie Beck	RTI committee minutes	October
4	Maintain protected intervention time in the master schedule. Each grade level teacher, interventionist, special education teacher, and instructional aide will participate in daily interventions.	Marcie Beck	Common assessment data, CRC referrals, benchmark data	June

**Strategy 8 Technology**

Leon Heights is committed to providing student access to technology on a regular basis. Technology will be used to enhance teaching and provide students with an interactive learning experience.

- Leaders:** Marcie Beck, Carrie Jones
- Benchmark:** BrightBytes data, STAAR results, Parent Surveys.
- Funds:** Local Funds
- Costs:** \$5,000
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Develop STEM activities to enhance our library/ media classes each month. The STEM activities will be designed to encourage student exploration into technical and scientific inquiry.	Marcie Beck, Michelle Thornal, Classroom Teachers	Rotation schedules, student products, and planning minutes.	October
2	Continue to support the 1:1 technology initiative in 4th and 5th grade classrooms.	Marcie Beck, Hugh Burke, Carrie Jones	Lesson plans, walkthrough data	October
2	Continue to provide time monthly for 4th and 5th grade teachers to meet with the technology department to become proficient with the Google Suite for education.	Marcie Beck, Donna Bownds, Dana Jackson, Susan Vail	Google docs, lesson plans, data walks	April
4	Utilize the technology that exists on campus to implement effective strategies in the classroom. Technology will be used to enhance student learning experiences and not replace instruction.	Marcie Beck, Carrie Jones, Hugh Burke	Walkthrough data	April
5	Continue to seek out grant opportunities and use awarded funds to purchase technology.	Marcie Beck, Carrie Jones, Hugh Burke	Increase in the number of 1:1 experiences	June

2018-2019

**LEON HEIGHTS ELEMENTARY CAMPUS IMPROVEMENT PLAN**

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## Goal # 2:

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

### **Resources:**

Campus Retention Data, Staff Development Records, Professional Development Materials

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**Strategy 1 Professional Development**


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Leon Heights is committed to providing effective and relevant professional development for teachers. Professional development will be designed around BISS curriculum and the needs of teachers and students based on state curriculum initiatives and student assessment results.

**Leaders:** Marcie Beck, Hugh Burke

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

**Funds:** Local Funds

**Costs:** \$53,396

**FTES:** 1

Item	Responsible	Evaluation	Dates	
1	Continue to study the Lucy Calkins writing format and develop vertical teams to support writing across the content areas.	Hugh Burke, Marcie Beck, Lindsay Dubberly	PLC minutes, staff meeting agendas, CUA data	January
2	Provide professional development and planning that is designed to address our campus selected problem of practice.	Marcie Beck, Dinah Jones, Rose Morales, Dana Jackson, Hugh Burke	Professional development plan, PLC minutes, Rounds Momentum Plan	April
3	Train each staff member using the Emergent Tree resources for the Bridges Tier II behavior program.	Marcie Beck, Hugh Burke, Dana Jackson	PLC minutes, agendas, IC calendar, CNA	January
4	Utilize Lead4ward Field Guides to support professional development that focuses on breaking down the essential standards at each grade level.	Marcie Beck, Hugh Burke, Dana Jackson	CUA data, PLC minutes, staff meeting minutes	October
5	Develop training for teachers that focuses on the social emotional needs of students. Staff members will utilize the training to lead social emotional lessons weekly for their homeroom class.	Marcie Beck, Jennifer Whitley, Hugh Burke, Dana Jackson	Professional development plan, social emotional lesson plans, PLC minutes	June
6	Use formative and summative assessment data to drive instruction and support academic achievement in all areas. In August and September, professional learning days will include training and time to plan for appropriate assessments in the classroom.	Marcie Beck, Hugh Burke	Agendas, sign-in sheets, lesson plans, CNA	October

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**Strategy 2 Instructional Coach Model**


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The instructional coaching model will be used to identify campus wide instructional needs and to support teachers individually. Leon Heights is committed to providing support to classroom teachers.

**Leaders:** Marcie Beck, Hugh Burke

**Benchmark:** Increased knowledge of effective instructional models and the use of formative and summative assessments.

**Funds:** Local Funds

**Costs:** \$50,000

**FTES:** 1

Item	Responsible	Evaluation	Dates
1 Plan with teachers weekly and utilize the Lead4ward planning tool and field guides to support instruction at each grade level.	Hugh Burke, Marcie Beck, Grade Level Leaders	PLC minutes, lesson plans, planning matrix	October
2 The instructional coach will develop a monthly schedule of class observations and conduct coaching sessions with teachers as needed. The goal will be to visit each teacher monthly.	Hugh Burke, Marcie Beck	School calendar, Admin meeting notes	January
3 The instructional coach will support the campus with STAAR testing, RTI documentation, and Staff training.	Marcie Beck, Hugh Burke	RTI minutes, meeting minutes, sign-in sheets	April
4 Support teachers new to their assignment or grade level with instructional materials and instructional coaching strategies.	Marcie Beck, Hugh Burke	Collaborative coaching cycle documentation, CNA	January
5 Provide professional development throughout the year on effective instructional strategies in all content areas.	Marcie Beck, Hugh Burke	Agendas	June
6 Provide professional development for staff members through out the year that addresses our campus wide goals for improvement. The major focus this year will be to improve student self-efficacy and independence.	Marcie Beck, Hugh Burke	Agendas, sign-in sheets, lesson plans, classroom observations	October
7 Use the coaching model to support the implementation of formative assessments in all content areas by providing resources and feedback from targeted observations.	Hugh Burke, Marcie Beck	PLC agendas, IC calendar, CNA	April



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**Strategy 3 Instructional Support for Teachers**


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Leon Heights is committed to providing instructional support for all teachers and to providing them effective constructive feedback.

**Leaders:** Marcie Beck

**Benchmark:** 100% of the professional staff members at Leon Heights will have timely and consistent feedback and walkthrough data.

**Funds:** Local Funds

**Costs:** \$500

**FTES:** 17.5

Item	Responsible	Evaluation	Dates
1 Collaborate with teachers to develop learning goals that support their individual growth as an educator. The teachers will provide documentation in STRIVE that documents their growth in the area.	Marcie Beck, Hugh Burke, Dana Jackson	Goal Setting, PLC minutes, lesson plans	June
2 Support teachers during planning time with developing targeted writing instruction in all content areas.	Marcie Beck, Teachers, Hugh Burke	Walkthrough data, lesson plans	April
3 Provide monthly feedback to teachers in the form of data walks so that teachers receive specific feedback on teaching and student learning.	Marcie Beck, Hugh Burke	Data walks, lesson plan notes, PLC minutes	April
4 Provide time on campus professional development days and during weekly staff meetings for teachers to present their learning and share with their colleagues in order to develop teacher leaders and promote professional learning.	Marcie Beck, Teachers, Hugh Burke	Agendas, PLC minutes, grade level leader meeting minutes	June
5 Continue to utilize the Instructional Rounds model to support teaching practices, increase collaboration, and instructional knowledge.	Marcie Beck, Hugh Burke	Sign-in sheets, Eduphoria	January

### Goal # 3:

**Leon Heights Elementary will sustain a safe and supportive environment to provide a secure, nurturing, non-threatening, respectful, and disciplined learning environment where all members excel and exhibit moral excellence.**

#### **Resources:**

LifeSkills Prevention Curriculum, Safe and Civil Schools Materials, CHAMPS Initiative, Crisis Plan, Common Area Rules and Procedures



**Strategy 1 Positive Behavior Support**

Leon Heights is committed to providing positive behavior supports for all students. The Safe and Civil Schools model will be used to improve safety and civility. Behavior RTI will support students with severe behavior.

- Leaders:** Marcie Beck, Jennifer Whitley, Campus Foundations Team
- Benchmark:** Increased time in the classroom by all students and a decrease in student discipline referrals. Increase in the number of positive interactions with students on a daily basis.
- Funds:** Local Funds, Activity Funds
- Costs:** \$1,000
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Provide training and support for teachers, staff members, and administrative staff that aligns with the Foundations systems and CHAMPS model.	Hugh Burke, Marcie Beck, CHAMPS team	Staff meeting agendas, Foundations Yearly Plan, Meeting minutes	June
2 Support a student leadership team that focuses on public service and community awareness. The team will be available to students in grades 4-5.	Marcie Beck, Glenda Presley, Dana Jackson	School calendar, team applications, HB 5, CNA	January
3 Strengthen the CHAMPS model and utilize the Foundations Team to support consistent implementation across the campus.	Marcie Beck, Hugh Burke, Foundations Team	Discipline referral data, walkthrough data	January
4 Continue to provide the motor lab for students that struggle with attention and staying on task. An interventionist will have scheduled time each day to support students in the general education classroom through the motor lab.	Marcie Beck, Hugh Burke, Glenda Presley, RTI Committee	Discipline referral data, RTI minutes, Eduphoria student data	April
5 Review discipline data and develop a plan of action for any student served by a special program that has served ISS, OSS, or DAEP.	Marcie Beck, Jennifer Whitley, Rtl Committee	Discipline referral data, RTI minutes, Eduphoria	April
6 Review data and records of students with severe behavior needs and create a support plan that utilizes the Bridges Tier II format.	Marcie Beck, Jennifer Whitley, RTI Committee	Behavior plans, RTI minutes	October



**Strategy 2 School Safety**

Leon Heights is committed to maintaining a safe and secure environment for all staff members and students.

**Leaders:** Marcie Beck, Jennifer Whitley  
**Benchmark:** Reduction in discipline referrals and DAEP placements. All staff members trained in safety procedures and crisis prevention.  
**Funds:** None  
**Costs:** None  
**FTES:** None

Item	Responsible	Evaluation	Dates
1 Update crisis and safety plans for the 2018-19 school year and provide staff training in August.	Marcie Beck, Foundations Team	Completed action plan for Safe and Civil Schools.	October
2 Review all drill procedures at the beginning of the 2018-19 school year for all staff members. Hold mock drills and problem solve alternative routes and problem solve alternative routes during training with staff members.	Marcie Beck, Hugh Burke, Classroom Teachers	Monthly drill reports, EOY surveys, intruder assessments	October
3 Support the campus in the area of safety and crisis planning. The Foundations Committee will schedule drills and provide feedback after each drill.	Marcie Beck, Foundations Team	Emergency drill dates, after action reports, committee minutes	June
4 Use the Crisis Prevention Intervention Team to support students as needed. The CPI team will attend training in August and meet 2 times per semester to discuss appropriate deescalation techniques.	Marcie Beck, Sped Teacher, Eli Jackson, Jennifer Whitley	CPI certificates, CPI meeting minutes	January
5 Review results from the BISD School Climate and Safety Survey and create a plan to address areas of concern.	Marcie Beck, Foundations Team	Increase in positive feedback on survey	January

**Strategy 3 Bullying Prevention and Response**

Leon Heights is committed to providing a safe, secure learning environment for all students. Students need to be equipped with the appropriate tools to recognize and report inappropriate behavior. Our goal is to implement strategies that will improve identification, prevention, investigation, and response to bullying at the campus.

**Leaders:** Marcie Beck, Jennifer Whitley  
**Benchmark:** Reduction in bullying incidents and concerns from parents and students.  
**Funds:** Local Funds



**Costs:** \$100

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Utilize the forms in Eduphoria to document the support and interventions provided to students that are struggling with peers at school. Ensure that consistent counseling is available to all students.	Marcie Beck, Jennifer Whitley	Number of students that participate, reduction in counselor referrals	January
2 Continue the "Kind Kids Club" to emphasize that individuals can make a difference in changing the culture of bullying.	Marcie Beck, Jennifer Whitley	Increase in participation in student club	January
3 Conduct training for all students and staff in the first month of school concerning bullying recognition and appropriate action steps to take in the case of bullying.	Marcie Beck, Jennifer Whitley	Agendas, sign-in sheets	October
4 Continue to reach out to parents and familiarize them with the BISD web campaign for bullying and the campus resources that are available.	Marcie Beck, Jennifer Whitley	Increase in use of resources, survey results	April
5 Provide counseling lessons on bullying and provide students with a bullying criteria. The principal and the counselor will implement systems for students to make reports anonymously.	Marcie Beck, Jennifer Whitley	Counselor lesson plans, discipline data	January

**Strategy 4 Crisis and Safety Planning**

Leon Heights will develop and implement an Emergency Operations Plan (EOP). The EOP will be submitted to the district and will be evaluated and modified as needed.

**Leaders:** Marcie Beck, Hugh Burke, Jennifer Whitley

**Benchmark:** Written plan submitted and reviewed by the Director of Students Services.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Implement and train all staff on crisis prevention, intervention, and follow-up procedures. Provide positive behavior support training to all staff.	Marcie Beck, Foundations Team, Jennifer Whitley	100% trained staff	April
2 Implement a thorough emergency plan to ensure the safety of all students and teachers in the event of an emergency.	Marcie Beck, Foundations Team, Jennifer Whitley	Campus safety audits, safety drills	June



3	Utilize the Skylert system to provide communication to parents in the event of a school closure or emergency. Utilize social media outlets to keep parents informed of emergency procedures or alerts.	Marcie Beck, Rhea Pancerella	Increase in number of parents using the Skylert system, development of a Facebook page	January
4	Establish a Campus Threat Assessment Team (CTAT). Work with the CTAT and the Director of Student Services to analyze and respond to student or other threats.	Marcie Beck, Jennifer Whitley	CTAT meeting agendas	June
5	Collaborate with the District behavior specialist to create individual behavior plans for students that have been assigned OSS and are served by 504 or special education.	Marcie Beck, SPED Teacher	Discipline data	April

**Strategy 5 Counseling and Prevention Programs**

Continue on-campus guidance counseling and coordinate various support services and special events to assist in providing a safe and supportive atmosphere for all students.

- Leaders:** Jennifer Whitley
- Benchmark:** A decrease in the percent of students counseled, increase in the percent of participants in special events.
- Funds:** Title 1 Part A
- Costs:** \$55,457
- FTES:** .75

Item	Responsible	Evaluation	Dates	
1	Provide training sessions for teachers on suicide prevention, sexual abuse awareness, bullying awareness, crisis prevention, anger management, and human trafficking.	Jennifer Whitley, Marcie Beck	Written evaluation of presentation, sign-in sheets	January
2	Develop the character traits program for grade K-5. Recognize students for outstanding character every 9 weeks.	Jennifer Whitley	Nine-week award ceremonies, student data	April
3	Coordinate No Place For Hate activities campus wide and develop the schedule of events.	Jennifer Whitley	No Place For Hate documents and designation	June
4	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.	Jennifer Whitley	Counselor logs	June



5	Inform parents of opportunities available through the school guidance program, including programs on drug and violence prevention, career choices, and bullying prevention.	Jennifer Whitley	Social media content, information packets provided to parents, website traffic	October
6	Provide training for teachers on cultural diversity. Discuss the topics of race, ethnicity, and including diverse selections in our learning opportunities for students.	Marcie Beck, Jennifer Whitley	Professional development plan, lesson plans	June

**Strategy 6 Cultural Diversity**

The campus will design inclusive activities that promote cultural acceptance and awareness. Students and staff will engage in interactive activities that discuss race, culture, and acceptance.

- Leaders:** Marcie Beck, Jennifer Whitley
- Benchmark:** No Place For Hate Designation
- Funds:** Activity Fund
- Costs:** 200.00
- FTES:** 0

Item	Responsible	Evaluation	Dates	
1	Implement the Resolution for Respect through the No Place for Hate program.	Jennifer Whitley, Marcie Beck	Signed resolutions, google docs file	October
2	Promote campus activities designed around cultural diversity and inclusive environments.	Jennifer Whitley, Kind Kids Club, Marcie Beck	Meeting agenda, campus calendar	January
3	Develop a Community Puzzle Mural that displays the art work of each child at Leon Heights. The art will be designed to display a unifying message of cultural diversity.	Jennifer Whitley, Classroom Teachers	Counseling lessons, campus agenda, campus calendar	October
4	Participate in a "Mix it Up Lunch" during the school day to promote making new relationships at school.	Jennifer Whitley, Marcie Beck, Kind Kids Club	Fall agenda item, lesson plans	January
5	Participate in a Hug our School event to promote togetherness. The event will be centered around educational activities that foster an inclusive school environment.	Jennifer Whitley, Kind Kids Club, Marcie Beck	Campus calendar, lesson plans, meeting agendas	April

## Goal # 4:

**Leon Heights Elementary will promote shared partnerships of students, parents, schools, community, and alumni to include clear, informative, timely, concise communications and recognition of the achievements of all stakeholders.**

### **Resources:**

Up-To-Date Website and Marquee Information, Student Awards, Items for Faculty Recognition, PTA





**Strategy 1 Comprehensive Communications Plan**

Positive and effective communication is imperative to the success of Leon Heights. All staff members are committed to providing quality and frequent communication with all Leon Heights constituents.

**Leaders:** Marcie Beck, Carrie Jones

**Benchmark:** Increased interaction with the school website, social media pages, and the Skylert system.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Maintain the school Facebook page and utilize the page to promote events and student successes.	Marcie Beck, Rhea Pancerella	Increase in social media usage, survey data	January
2 Utilize the Skylert system in a way that encourages parent use and increases the awareness of our community about school events.	Marcie Beck, Rhea Pancerella	Increase in usage, survey data	April
3 Keep all webpages and websites up to date and current. Web resources will remain relevant throughout the school year.	Marcie Beck, Rhea Pancerella, Carrie Jones	Current content presented on website and webpages	June
4 Create and use a Twitter account for daily updates.	Marcie Beck, Rhea Pancerella	Survey data, increase in social media usage	October

**Strategy 2 Parent Involvement Activities**

Leon Heights is committed to providing opportunities for parent involvement on a consistent basis. Students success is increased when parents are involved regularly with the school community.

**Leaders:** Marcie Beck, Ross Ann Johns, PTA President

**Benchmark:** Increased percent of parents attending PTA meetings, parent enrichment activities, curriculum nights, and parent conferences.

**Funds:** Local Funds, Title 1 Funds, PTA Donations

**Costs:** \$3,000

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Continue the WATCHDOG implementation to recruit dad volunteers and support a mentoring program.	Marcie Beck, Rhea Pancerella, Matt Geiman	WATCHDOG calendar, PTA meeting agendas, PTA minutes	April



3	Conduct parental involvement activities Talent Show, Honor Choir performances, Science and Math Night, and CATCH Family Night, and WATCHDOG training.	Marcie Beck, PTA	Increase in parental involvement, increase in attendance from our at risk populations	April
4	Write and evaluate a campus Parent Involvement Plan and share the plan at a fall PTA meeting.	Marcie Beck, CIT, Jennifer Whitley	PTA agenda, SBDM minutes, new activities planned	January
5	Partner with the PTA to create events and opportunities that parents view as relevant to their children's school experience. Opportunities will be available for parents during special events.	Marcie Beck, PTA	PTA board minutes, campus calendar of events, increase in the number of parent volunteers	October
6	Ensure all communication is available to parents in the language spoken at home, and accessible to all students. All parent information will be available in print and online.	Marcie Beck, Ross Ann Johns	Increase in parent awareness of events, increase in attendance	April
7	Conduct an annual Title 1 presentation for parents at a PTA meeting.	Marcie Beck, Celia Ray	PTA sign-in sheets, parent survey results	June

**Strategy 3 Staff Recognition**

Leon Heights is committed to retaining highly qualified staff members and seeking opportunities to recognize outstanding staff accomplishments.

- Leaders:** Marcie Beck
- Benchmark:** An increase in the % of teachers that feel positively about the campus culture and climate.
- Funds:** Activity Fund
- Costs:** \$500
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Recognize teacher perfect attendance once every nine weeks at a staff meeting.	Marcie Beck, Ross Ann Johns	Attendance reports, staff agendas	January
2	Begin a staff recognition program that allows teachers and other staff members to recognize each other for going above and beyond the expectations.	Marcie Beck, Hugh Burke	Weekly agendas, PLC minutes	June
3	Complete applications for teacher awards and seek out opportunities for staff members to be recognized in the community for their accomplishments.	Marcie Beck	Completed applications and recommendations for awards	October



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<p>4 Provide staff recognitions once a month that highlight staff member accomplishments and awards. Teachers who receive community awards and grants will be recognized for their accomplishments.</p>	<p>Marcie Beck, Ross Ann Johns</p>	<p>Climate surveys, staff agendas, increase in teacher awards</p>	<p>April</p>
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## Goal # 5:

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

### **Resources:**

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



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

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

**Leaders:** Deanna Lovesmith, Celia Ray

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

**Funds:** Title I Part A

**Costs:** \$403,500

**FTES:** 10.0

Item	Responsible	Evaluation	Dates
1 Provide opportunities for all children to meet the state's proficient or advanced levels of student performance through high quality, research-based instruction and intervention.	Marcie Beck	Increased student achievement	June
2 Conduct a comprehensive needs assessment in order to determine educational strengths and areas in need of improvement.	Marcie Beck	DWEIC minutes, STAAR/EOC data, readiness data, attendance data, discipline referral data, parent surveys, public hearing minutes	January
3 Utilize supplemental instructional resources and staff development for teachers, principals, and paraprofessionals serving on Title I campuses to improve student achievement.	Marcie Beck	Eduphoria "Workshop" reports, travel records, lesson plans, summative evaluation data	June
4 Interview and recommend for hire state certified teachers in all core academic subject areas through website advertisement, college and ESC job fairs, and salary based incentives for bilingual teachers.	Marcie Beck	Texas Educator Certificates	June
5 Provide supplemental support for effective parental involvement/learning activities to the campuses.	Marcie Beck	Parent sign-in sheets, parent service logs, parent surveys	June
6 Ensure that parents are involved by providing information to parents in their native language, reviewing the Parent Compact during parent conferences, and providing parents with academic achievement data.	Marcie Beck	Sign-in sheets, agendas, minutes, Parent Compact document, website, Skylert	June
7 Conduct annual campus meetings to inform parents of Title I program requirements and their right to be involved.	Marcie Beck	Parent surveys, agendas, sign-in sheets, minutes	June



8	Collaborate with classroom teachers regarding academic assessment results and improved student achievement.	Marcie Beck, Instructional Coaches, Title I Teachers	Agendas, teacher meetings/PLC, parent conference documentation	June
9	Provide activities at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	Marcie Beck, Title I Teachers	STAAR/EOC scores, progress monitoring data	June
10	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components. Provide Title I teachers at Chisholm Trail (4), High Point (2), Lakewood (1), Miller Heights (2), Southwest (2), Tarver (2); Instructional aides at BECS (9), Chisholm Trail (4), Lakewood (1), Miller Heights (1), and Southwest (2).	Marcie Beck	Purchase orders, invoices	June

**Strategy 2 Title II, Part A**

The purpose of Title II, Part A funding is to increase student achievement through improving teacher and principal quality and to hold districts and schools accountable for improving student academic achievement.

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

Item	Responsible	Evaluation	Dates	
1	Provide professional development opportunities for teachers to improve instructional practices and student achievement.	Marcie Beck, C&I staff	Improved summative and formative assessment scores and nine weeks grades, Title II expenditures, lesson plans	June
2	Utilize instructional coach and Curriculum Coordinators to work directly with teachers to coach and improve instructional practices. Coaches funded by Title II, Part A serve the District's secondary campuses.	Marcie Beck	Coaching notes, walkthroughs, PDAS	June
3	Provide opportunities for the Coordinator of Math, K-5 to work directly with principal and teachers in the areas of math and science.	Marcie Beck	Coaching notes, walkthroughs, PDAS	June



4	Participate in professional development activities for administrators and teachers to address instructional strategies.	Marcie Beck, Teachers	Agendas, minutes, summative evaluation data	June
5	Provide support as needed to teachers through test reimbursement so that they can attain ESL certification.	Marcie Beck	Skyward records, increased number of teachers holding multiple certifications	June
6	Communicate sign-on bonuses to teachers who are new to the District and teaching in positions requiring bilingual certification.	Marcie Beck	Skyward records	June

**Strategy 3 Title III Part A Language Instruction for Limited English Proficient and Immigrant Students**

The purpose of Title III, Part A funding is to provide supplemental funding for instruction to limited English proficient (LEP) and immigrant students with a goal of English proficiency in order to meet the same challenging State academic content and academic achievement standards that all children are expected to meet.

**Leaders:** Lauren Brisbin, Yolanda Sarinana

**Benchmark:** Increase Bilingual/ESL STAAR State Assessment Scores in Reading, Math and Writing to 75%. Increase Bilingual/ESL STAAR scores for Science and Social Studies to 70%.

**Funds:** Title III Part A

**Costs:** \$74,330

**FTES:** None

Item	Responsible	Evaluation	Dates
1	Identify and implement strategies to increase ELL achievement on state assessments.	Marcie Beck, Counselor, Instructional Coach	5% gain on all STAAR assessments June
2	Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Marcie Beck, Yolanda Sarinana	OLPT test scores, LPAC minutes October
3	Identify students as immigrants if they are age 3-21, were born outside the US and are in their first 3 full academic years in a US school.	Marcie Beck	PEIMS data, parent interviews October
4	Identify ELL student needs by conducting a needs assessment.	Marcie Beck	PBMAS report, TELPAS and STAAR results October
5	Provide high quality instruction for ELL and immigrant students to develop English proficiency and help students meet improve on all state assessments by at least 5%. Identify student needs and strategically provide interventions for students.	Marcie Beck	STAAR assessments October
6	Ensure that teachers in bilingual language instruction programs are fluent in both English and any other language used for instruction.	Marcie Beck	Bilingual certifications, BTLPT, local assessment October

7	Provide extended learning opportunities such as a Newcomers class, ESOL I and II, and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Marcie Beck	Lesson plans, TELPAS scores, summer school attendance data, classroom walkthroughs	October
8	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process and involving them in the LPAC process, providing ESL parent classes, and informational classes for student college entry.	Marcie Beck	LPAC training sign-in, parent volunteer list, documents of translated material for parents	October
9	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for ELL students.	Marcie Beck	STAAR assessments, TELPAS, professional development records	June
10	Continue to encourage ELA teachers to obtain ESL certification by providing professional development for ESL test preparation.	Marcie Beck	Sign-in sheets, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
11	Provide training and support to teachers so that they can attain ESL and Bilingual certification.	Marcie Beck	Sign-in sheets from ESL preparation courses, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
12	Ensure teachers to attend conferences specific to ESL instruction.	Marcie Beck	Budget and expenditure reports	October
13	Notify parents of language program placement of their child, and provide them with their child's language progress.	Marcie Beck, LPAC Committee, Teachers,	Signed parent notification form, student progress report	October
14	Use allocated funds to provide supplemental supplies to support ELL students improve academic performance.	Lauren Brisbin	Budget and expenditure reports	October
15	Ensure participation of an LPAC representative at all ARD meetings for ELL students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Marcie Beck	Minutes of ARD and LPAC meetings	October
16	Ensure campus staff receive LPAC, TELPAS, and Woodcock Munoz training.	Marcie Beck	Sign-in sheets	October



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**Strategy 4 Migrant Education**


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

**Leaders:** Celia Ray

**Benchmark:** Students advancing to the next grade level, passing state assessments, regular school attendance, passing grades.

**Funds:** Title I Part C

**Costs:** \$7439

**FTES:** Shared Service Agreement ESC 12

Item	Responsible	Evaluation	Dates
1 Contract with ESC 12 to train District Staff and Parents on Priority for Services (PFS) criteria.	ESC 12 MEP Coordinator/Yoland a Rollins, MSC/Maricela Hernandez, PFS Instructor	Application supports Shared Service Arrangement, MEP overview session sign-in, agenda, handout	October
2 Ensure that Migrant Priority for Service Student Reports are run monthly. Each monthly PFS report will be mailed and also sent electronically to the Superintendent by the second Friday of each month.	NGS Data Specialist/Cecilia Payan	Copies of emails with PFS Reports attached and sent to Superintendent	June
3 On a monthly basis, the ESC 12 MEP Staff will review the PFS reports to determine possible academic intervention(s) needed. In consultation with principals, counselors, and teachers a Migrant Individualized Education Plan (MIEP) will be developed for each PFS student.	MEP Coordinator/Yoland a Rollins, MSC/Maricela Hernandez, PFS Instructor	Report cards, teacher observations	June
4 Review the academic status of each PFS student after each nine week grade reporting period. The MIEP will be revised to address the needs of each student at risk of or not meeting all academic standards.	MEP Coordinator, Migrant Counselor, PFS Instructor, MSC, Campus Staff	Report cards, teacher observations	June
5 Include services, strategies, and interventions by non-migrant funded programs in the MIEP of each PFS student.	MEP Coordinator, MEP Counselor, PFS Instructor, Marcie Beck, Counselor, Teachers	Migrant Individualized Education Plan, Title 1 A, Title III A	June
6 Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.	MEP Coordinator, MEP Counselor, PFS Instructor, Marcie Beck, Counselor, Teachers	MSC and MEP staff logs, time and effort reflecting services/time spent with students	June



**Strategy 5 Dyslexia**

The goal of the Dyslexia program is to provide an appropriate instructional program for students identified as having the characteristics of dyslexia. Teachers, in collaboration with the Response to Intervention (RTI) Team and District dyslexia personnel, will identify students suspected of having dyslexia. When formal assessment is recommended, the District will notify parents of the proposal to assess the student for dyslexia, inform them of their rights under Section 504, and obtain permission to assess the student. The Section 504 committee determines the identification of dyslexia and placement for services after reviewing all accumulated data.

**Leaders:** Vickie Dean

**Benchmark:** Number and percentage of students identified as having the characteristics of dyslexia, academic improvement gains of students.

**Funds:** Local Budget, State Compensatory Program

**Costs:** \$302,000

**FTES:** 8.0

Item	Responsible	Evaluation	Dates
1 Identify students as active or monitored depending upon the level of intervention and services needed.	Marcie Beck, 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).	Marcie Beck, Intervention Teacher	504 Committee documentation	April
3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.	Marcie Beck	504 Committee documentation	April

**Strategy 6 State Compensatory Education**

State funds are provided for the purpose of improving the academic achievement and graduation rates of at-risk students.

**Leaders:** Deanna Lovesmith, Kim Christy-Anderson, Celia Ray

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

**Funds:** State Compensatory Education Funds

**Costs:** \$3,000,000

**FTES:** 121.15

Item	Responsible	Evaluation	Dates
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1	Conduct a needs assessment to determine areas requiring assistance prior to building the State Compensatory Education budget.	Marcie Beck	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.	Counselor	PEIMS at-risk report, 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.	Counselor	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.	Marcie Beck	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/EOC at 110% (if applicable) and classroom report cards.	Marcie Beck, Counselor	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), summative information in the form of STAAR/EOC scores and final Readiness results.	Marcie Beck	Progress reports, report cards, District goal reports	June

**Strategy 7 Special Education**

The District's Special Education program is designed to provide services to meet the unique needs of students ages three to twenty-one with disabilities in the least restrictive environment. Belton ISD will comply with all state and federal guidelines as it serves identified students.

- Leaders:** Jennifer Ramirez
- Benchmark:** 80% of special education students will meet or exceed state assessment standards in reading, writing, math, science and social studies. Belton ISD will also meet compliance requirements on indicators outlined in the State Performance Plan.
- Funds:** IDEA-B Grant, State Special Education Funds, Local Budget
- Costs:** \$9,500,000
- FTES:** 204

Item	Responsible	Evaluation	Dates
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1	Monitor the number of days special education students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Marcie Beck, Assistant Principal	Processes in place, appropriate placement of students	June
2	Ensure staff participate in training in the ARD decision-making process to make decisions determining participation of students in STAAR, STAAR-A, or STAAR-Alt 2.	Marcie Beck	Sign-in sheets	April
3	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Marcie Beck	Sign-in sheets, employee certification documentation	June
4	Address appropriate instruction and activities that lead to successful transitioning of students with disabilities to post-secondary placements.	Marcie Beck	Documentation in Individual Education Plan (IEP), State Performance Plan Indicators	June
5	Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Marcie Beck	Employee certification documentation	June
6	Increase the percentage of students with an individual education plan who will graduate from high school completing the Foundation Plan and meeting HB 5 EOC passing requirements.	Marcie Beck	State Performance Plan Indicator, graduation plans	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.	Marcie Beck	STAAR math, science and writing scores, State Performance Plan Indicators	June
8	Increase the percentage of students (taking STAAR and STAAR-A) with individual education plans served in the general education classroom for more than 60% of the school day to support access to the general education curriculum as necessary to meet standards on the STAAR and STAAR-A test.	Marcie Beck, 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 at the appropriate grade level in the least restrictive environment. Monitor growth on a monthly basis with emphasis placed on closing the gap between current performance and grade level standards.	Marcie Beck	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
10	Ensure individual education plan progress reports are provided to parents at each reporting period when report cards are issued.	Marcie Beck, Special Education Teachers	eSped documentation	June



11	Ensure teachers who provide specially designed instruction receive professional development on grade level TEKS and standards.	Marcie Beck	Professional development attendance logs, lesson plans	April
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**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:** Christina Flores
- Benchmark:** 100% of State Plan requirements are implemented, extended learning opportunities for G/T students, satisfaction reflected in G/T annual survey.
- Funds:** Local Funds, State G/T Funds
- Costs:** \$1,500,000
- FTES:** 10.2 FTEs at secondary level

Item	Responsible	Evaluation	Dates	
1	Ensure required staff participate in structured awareness training for all campuses to increase consideration, nomination, and placement of students in underrepresented populations.	Marcie Beck, Teachers	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.	Marcie Beck	Ongoing teacher training records, Eduphoria workshop data	October
3	Ensure all Campus Placement Committee members review individual data prior to student placement committee decisions.	Marcie Beck, Campus Placement Committee Members	Placement meeting signatures	October
4	Provide service for identified kindergarten students by March 1st to include three field-based learning opportunities.	Marcie Beck, Kindergarten Teachers	Parent/Teacher surveys, communication samples, documentation of activities	April
5	Ensure all elementary campuses provide at least 90 minutes per week of designated GT delivery to identified GT students. Differentiation occurs at all other times.	Marcie Beck	Campus GT plan and annual Campus GT Evaluation	June
6	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Marcie Beck	Teacher rosters/schedules, training database	October
7	Require designated G/T teachers to complete appropriate training (30 clock hours of Gifted and Talented training and 6 hours of update training annually).	Marcie Beck	Teacher training files, teacher staff development records	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.	Marcie Beck	Meeting minutes	October
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.	Marcie Beck	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
10	Provide for periodic evaluation of effective G/T services offered at the campus level.	Marcie Beck	PEIMS reports, surveys, lesson plans	October
11	Conduct an annual evaluation of the campus GT program.	Marcie Beck	Campus level GT Evaluation Reports, District Level GT Evaluation Report	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:** Jennifer Ramirez, Sandra Velo

**Benchmark:** Documented students meeting 504 criteria, student achievement data as measured by STAAR/EOC and local assessments.

**Funds:** Local Funds

**Costs:** \$100,000

**FTES:** 1

Item	Responsible	Evaluation	Dates	
1	Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Marcie Beck, Assistant Principal	Section 504 evaluation paperwork, supporting documentation/evidence	June
2	Evaluate students referred by administrators, RtI Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.	Marcie Beck, Assistant Principal	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.	Marcie Beck, Assistant Principal	Section 504 eligibility documentation	June
4	Review student individual academic plans at least tri-annually to determine level of service and accommodations needed. If student progress indicates a need for review, the 504 Committee will reconvene to revise the individual academic plan.	Marcie Beck, Assistant Principal	Section 504 annual meeting documentation	June
5	Monitor the number of days identified 504 students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Marcie Beck, Assistant Principal	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:** Vickie Dean, Campus Counselor

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

**Funds:** Local Funds

**Costs:** \$75,000

**FTES:** 2

Item	Responsible	Evaluation	Dates	
1	Implement campus procedures for referring students to General Education Homebound Instruction (GEHI), including 504 committee meetings. Campuses will work with the Director of Interventions and Testing to coordinate homebound services.	Marcie Beck	Student identified as needing services	October
2	Provide GEHI to eligible students a minimum of four hours per week. The homebound teacher will coordinate lessons and assignments with the classroom teacher and schedule times of service with the parent during the 504 meeting.	Marcie Beck, GEHI Instructor	GEHI log, schedule of services	October
3	Maintain documentation on GEHI at the campus and submit appropriate reports to the PEIMS office.	Marcie Beck, Campus PEIMS clerk	GEHI log, schedule of services	October



**Strategy 11 Student Success Initiative**

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

**Leaders:** Vickie Dean

**Benchmark:** 90% or more of students pass state assessments in reading and math at targeted grade levels, SSI documentation/forms.

**Funds:** Local Funds

**Costs:** \$100,000

**FTES:** 8.4

Item	Responsible	Evaluation	Dates
1 Identify struggling students on each campus and target them to receive instructional interventions. Notify the parent/guardian if the student's needs are to be addressed through an accelerated program.	Marcie Beck	Lesson plans, RtI documentation, progress monitoring data	October
2 Provide immediate, intensive, targeted intervention programs for those students in grades K-8 who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Marcie Beck	Lesson plans, student STAAR scores	October
3 Ensure that students in grades 5 and 8 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Marcie Beck, Classroom Teacher(s), GPC Committee Members	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.	Marcie Beck	Lesson plans, student STAAR scores	April
5 Honor parent requests that a student not participate in the third testing opportunity due to potential harm to the student. If this request is granted, the student is automatically retained and accelerated instruction will continue to be required.	Marcie Beck, GPC Committee Members	Parent waiver documentation, accelerated instruction plans (AIP plans)	June





6	Provide thirty to forty-five additional minutes of targeted reading/math instruction for K-8 students during the regular school day, with flexible grouping of up to six students with one adult.	Marcie Beck	Lesson plans, student STAAR scores, progress monitoring data	April
7	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 5 and/or 8.	Marcie Beck	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 3-8. Students who do not meet standard on STAAR must receive appropriate instructional intervention so that they will be able to make the academic progress necessary to do on-grade-level work at the next grade.	Marcie Beck	Confidential student reports, accelerated instruction documentation, attendance rosters	June

**Strategy 12 Homeless Education (Project HEARTBEAT)**

The McKinney-Vento Homeless Education Assistance Improvement Act and Texas state law protect the rights of homeless children and youth and ensure that students who are homeless receive a free and appropriate public education.

- Leaders:** Celia Ray, Christina Wilson
- Benchmark:** 80% of HEARTBEAT students graduate on the Recommended or Distinguished high school diploma plan, STAAR Scores, attendance records, report card grades
- Funds:** TEXSHEP Grant
- Costs:** \$27,502
- FTES:** 1

Item	Responsible	Evaluation	Dates	
1	Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless Liaison.	Counselor, Christina Wilson	PEIMS records, case management files, family reports	June
2	Provide the federal meal program for homeless students.	Cafeteria Manager	PEIMS records, case management files, family reports	June
3	Use Title I funds to provide services for homeless students on all campuses.	Marcie Beck, Christina Wilson	PEIMS records, case management files, family reports	June
4	Work with Homeless Liaison to provide additional services for homeless students. These services may include transportation, medical, dental or mental health services that meet student need.	Counselor, Christina Wilson	Attendance records, doctor notes, discipline referrals, family reports	June



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5 Present staff development on homeless issues to administrators, counselors, auxiliary and front-line personnel.

Marcie Beck,  
Christina Wilson

Sign-in sheets, agendas,  
presentation materials,  
minutes

January

## Appendix A: Student Indicators



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## Attendance

### GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	97	98	99	

## STAAR Math

### GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	72	75	95	
Male	65	70	95	
Female	80	85	95	
Hispanic	46	70	95	
White	88	90	95	
Eco Disadv	72	75	95	

### GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	84	85	95	
Male	83	85	95	
Female	86	90	95	
Hispanic	81	85	95	
White	91	95	95	
Eco Disadv	76	80	95	

### GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	89	90	95	
Male	88	90	95	
Female	90	95	95	
Hispanic	88	90	95	
White	88	90	95	
Eco Disadv	79	80	95	

## STAAR Reading

### GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	76	80	95	
Male	69	75	95	
Female	85	90	95	
Hispanic	77	80	95	
White	85	90	95	
Eco Disadv	68	75	95	

### GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	84	85	95	
Male	87	90	95	
Female	81	85	95	
Hispanic	81	85	95	
White	86	90	95	
Eco Disadv	80	85	95	

### GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	74	75	95	
Male	80	85	95	
Female	68	70	95	
Hispanic	65	70	95	
White	80	85	95	
Eco Disadv	67	70	95	

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

<b>Student Group</b>	<b>Current</b>	<b>Annual</b>	<b>Long-Term</b>	<b>Notes</b>
All Students	66	70	95	
Male	80	85	95	
Female	50	70	95	
Hispanic	59	70	95	
White	76	80	95	
Eco Disadv	50	70	95	

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**STAAR Writing****GRADE: 4**

<b>Student Group</b>	<b>Current</b>	<b>Annual</b>	<b>Long-Term</b>	<b>Notes</b>
All Students	66	70	95	
Male	74	75	95	
Female	57	70	95	
Hispanic	69	70	95	
White	64	70	95	
Eco Disadv	56	70	95	



2018-2019

**LEON HEIGHTS ELEMENTARY CAMPUS IMPROVEMENT PLAN**

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