



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

LAKESWOOD ELEMENTARY

Summary

This 2018-2019 plan for Lakewood 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 Lakewood 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 Lakewood Elementary is to be a leader in preparing every student to excel in tomorrow's world.

Mission Statement

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

Belief Statements

- 1 We believe that higher expectations promote higher achievement.
- 2 We believe that all people have talents to be explored, identified and developed.
- 3 We believe that everyone has the right to be treated with dignity and respect.
- 4 We believe that everyone has the right to a safe environment.
- 5 We believe that success is measured on results.
- 6 We believe that student engagement is critical to the learning process.

Needs Assessment Data Documentation

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

- * Review of district goals
- * Review of campus goals
- * Professional learning communities discussions
- * Results of benchmark assessments
- * Number of students assigned to special programs and their academic achievements
- * Attendance data
- * Discipline records
- * Student surveys
- * Community and/or parent surveys and feedback
- * Staff surveys and/or feedback
- * Prior year budgets and expenditures in relation to current year funding & priorities
- * State and/or federal planning requirements
- * Campus leadership and/or department meetings
- * Campus faculty meeting discussions
- * DWEIC committee meeting discussions
- * Student failure and/or retention rates
- * Prior year campus and/or district improvement plans
- * Staff development evaluations, surveys, and/or needs assessments
- * Study of best practices
- * Analysis of Special Education population

- * Analysis of At-Risk population
- * Disaggregation of current-year state assessment data
- * STAAR test results
- * Disaggregated STAR Early Literacy results
- * Disaggregated State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) results
- * Campus needs assessment
- * HB5 Community and Engagement Rating data

Goals & Strategies

Goal # 1:

Lakewood 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:

District Scope and Sequence, District Common Assessment Instruments, Leveled Language Intervention Curriculum, Compensatory Staff, Eduphoria, Schoology and Aware Web-Based Systems, Instructional Coaches, STAR Enterprise Assessment System



Strategy 1 Digital Learning

Lakewood will increase the rigor and relevance of individual academic performance while increasing student engagement by integrating technology into daily instructional practices.

- Leaders:** Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Chad Marek
- Benchmark:** Reflect on survey data, BrightBytes data, walkthroughs, STAAR results, grades, discipline data, lesson plans, and attendance.
- Funds:** State Comp Ed Funds
- Costs:** \$5,000
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Provide job-embedded coaching and professional development for teachers focused on digital integration.	Debbie Alston, Chad Marek, Paula Vasek	Sign-in sheets, professional development	January
2 Continue to provide technology class for all grade levels in the specials rotations on Wednesdays (1 time during 5 week rotation).	Judy Schiller, Kira Smith, Jessica Costine, Vickie Spivey	Lesson plans, schedule, surveys	October
3 Implement the Schoology learning management system for teachers and grades 4-5.	Kira Smith, Jessica Costine, Judy Schiller, Chad Marek, Paula Vasak	Lesson plans through Schoology feed	October
4 Continue to review and discuss instructional apps that are aligned with student learning expectations for K-5 in ELAR, math, science, and social studies.	Judy Schiller, Kira Smith, Jessica Costine, Debbie Alston, Paula Vasek	Curriculum documents with apps listed, lesson plans	October
5 Review digital citizenship curriculum and revise to include new resources and format to Schoology LMS.	Kira Smith, Jessica Costine, Judy Schiller, Paula Vasak	Curriculum documents, increased technology integration with content instruction	October

Strategy 2 Student Attendance

Research indicates that student attendance is directly linked to increased student achievement. In addition, the District receives funding based on the average daily attendance of all students. Lakewood staff will strive to receive an Academic Achievement Distinction Designation (AADD) by maintaining an annual attendance rate of 97%.

- Leaders:** Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon
- Benchmark:** Lakewood will achieve a 97% attendance rate for the 2018-19 school year.
- Funds:** Activity fund
- Costs:** \$2,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Follow district attendance procedures.	Kira Smith, Jessica Costine, Judy Schiller, Rhonda Day	Consistent campus procedure that aligns with district expectations	October
2 Recognize individual students with perfect attendance each month with colored spirit tags.	Kira Smith, Jessica Costine, Judy Schiller, Rhonda Day	.1% increase in yearly attendance	October
3 Monitoring attendance by using data tools, ei OnData Suites, Certify, and custom attendance reports.	Kira Smith, Jessica Costine, Judy Schiller, Rhonda Day	.1% increase in yearly attendance	June
4 Implement attendance incentives (attendance, bingo, extra recess) each nine weeks for students with zero absences and less than three tardies.	Kira Smith, Jessica Costine, Rhonda Day, Carla Truitt, Ruth Ann McMahan, Bunnie Palomino, Chad Marek	.1% increase in yearly attendance	October
5 Review attendance rates and trends with campus attendance committee quarterly to determine imposing conditions for excessive tardy and/or absences.	Judy Schiller, Jessica Costine, Kira Smith, Attendance Committee	Meetings agendas, .1% increase in yearly attendance	April
6 Provide parents information concerning the importance of regular school attendance through social media and skylert.	Kira Smith, Jessica Costine, Judy Schiller, Rhonda Day	.1% increase in yearly attendance, decrease tardies from 4% to 3%	January
7 Implement an attendance reward system in which each class with no tardies receives recognition and a classroom reward.	Kira Smith, Jessica Costine, Judy Schiller, Rhonda Day	.1% increase in yearly attendance, decrease tardies from 4% to 3%	January
8 Implement "A" team incentive program to reduce students who are not at school at least 90% of the time.	Kira Smith, Jessica Costine, Judy Schiller, Megan Cannon, Rhonda Day	Progress monitoring through BIPs, .1% increase in yearly attendance, decrease tardies from 4% to 3%	January
9 Use attendance officers to check on students with poor attendance.	Kira Smith, Jessica Costine, Judy Schiller	.1% increase in yearly attendance	June
10 Implement effective behavior intervention plans for attendance.	Kira Smith, Jessica Costine, Judy Schiller, Rhonda Day	Meetings agendas, .1% increase in yearly attendance	January

Strategy 3 Curriculum and Instructional Practices

The Lakewood staff will utilize Schoology, Professional Learning Communities, and instructional coaching to ensure horizontal and vertical alignment with the TEKS. These alignment strategies will focus on adequately preparing students for the required rigor of the STAAR assessment.

Leaders: Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek

Benchmark: 100% of teachers will use curriculum, assessment, and data management tools to improve instruction.

Funds: Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Monitor lesson plans through Schoology to assure the implementation of appropriate standards based instruction, rigor/relevance, and vertical alignment throughout the campus.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Lesson plans, walkthrough data, assessment data	October
2	Write and post "I Can" statements to help students become responsible for their learning and reflective of their own work.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Classroom walkthroughs, lesson plans, T-TESS	October
3	Continue to conduct Instructional Rounds training with campus team and staff to support the improvement of classroom instructional strategies and best practices.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Classroom Teachers	IC calendar, data disaggregation, and professional development	October
4	Conduct grade level curriculum debriefs to connect planning and instructional practice, while increasing content knowledge and skills through identification of areas of focus based on student achievement data.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	PLC schedule, PLC calendar	January
5	Conduct meeting to review formative and summative assessment data to guide instructional improvement.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Meeting held at campus	January
6	Use instructional coach to support core content teachers in grades K-5 with curriculum implementation, data disaggregation, and on-site professional development.	Paula Vasek, Judy Schiller, Kira Smith, Jessica Costine	PCL schedule, classroom walkthroughs, coaching notes	April
7	Participate in curriculum snapshot reviews with curriculum specialist each month to ensure knowledge of scope and sequence documents to improve oversight and quality of implementation.	Judy Schiller, Dawn Schiller, Lauren Brisbin	Curriculum implemented with fidelity, lesson plans	April



8	Conduct classroom walkthroughs and to provide teachers meaningful feedback about instruction and learning	Kira Smith, Jessica Costine, Judy Schiller, Paula Vasek	Walkthroughs documented in Strive	April
9	Support teachers through PLC, grade level meetings, and professional development in explicit lesson design and TEKS alignment.	Kira Smith, Jessica Costine, Judy Schiller, Paula Vasek	Meeting agendas, lesson plans	October

Strategy 4 Language Instruction for English Language Learners

Through research-based, language rich classrooms, Lakewood staff is committed to using the English Language Proficiency Standards to meet the needs of ELL students.

- Leaders:** Judy Schiller, Kira Smith, Jessica Costine, ESL Certified Teachers
- Benchmark:** Increased success on TELPAS and STAAR Reading and Writing scores.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Use PLCs to collaborate with teachers concerning the use of ELPS in lesson plans and classroom instruction as well as to monitor student achievement data.	Kira Smith, Jessica Costine, Judy Schiller	Lesson plans, walkthrough data	June
2	Include ELL students in the Rtl process and continue to monitor their progress with fidelity through the LPAC monitoring system.	Kira Smith, Jessica Costine, Judy Schiller, LPAC Committee	Grade level RTI meetings, LPAC meetings, progress monitoring data	June
3	Continue the implementation of ELlevation software to digitize all required program paperwork and analyze data to identify strengths and weaknesses.	Kira Smith, Lauren Brisbin, Yolanda Sarinan, LPAC Committee	Use of ELlevation	June
4	Provide high quality professional development for elementary teachers to include Language and Literacy strategies, language acquisition, writing, and ELPS.	Kira Smith, Jessica Costine, Judy Schiller, LPAC Committee	Professional development conducted, sign-in sheets	June
5	Monitor and support ESL certification for ELAR teachers K-5.	Kira Smith, Jessica Costine, Judy Schiller	ESL certification	January

Strategy 5 Improving Writing Instruction

Lakewood staff will focus on Balanced Literacy with a special emphasis on Writer's Workshop across all content areas and grade levels. 87% of fourth grade students will meet or exceed the recommended scores for STAAR writing.

Leaders: Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek

Benchmark: Increased students performance in writing on assessments to include common assessments, STAAR, and TELPAS.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Review state assessment data and curriculum unit plans for writing and develop a plan for monitoring and oversight with district curriculum leadership.	Judy Schiller, Deanna Lovesmith, Lauren Brisbin	Professional development plans, AWARE data, lesson plans	October
2	Require teachers to use writing rubrics with fidelity to assess student writing as outlined in the District's curriculum unit plans. Conduct analysis of student writing samples each semester.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Teachers	Professional development plans, AWARE data, lesson plans	June
3	Increase writing across content areas and ensure that students are being held accountable for the grade level non-negotiables by allowing teachers to participate in monthly vertical collaboration.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Teachers	Motivation resources, student journals, AWARE data, lesson plans	June
4	Conduct classroom walkthroughs to monitor and support the effectiveness and use of the writing workshop model.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Walkthrough data, evidence of writing within lesson plans	June
5	Continue to offer professional development components and coaching in the areas of Balanced Literacy Framework, Units of Study in Writing by Lucy Calkins and colleagues, and the Writer's Workshop Framework.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Lauren Brisbin	Lesson plans with writer's workshop embedded, walkthrough data	January
6	Continue use of writing portfolios in K-5.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Writing portfolios	June
7	Conduct analysis of on-demand student writing samples K-5 each semester with instructional coach and ELAR teachers. Individual student essays will be scored and placed in Eduphoria.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Writing samples reviewed, Increased student achievement	June



8	Train and support teachers to use writing rubrics to assess student writing as outlined in curriculum unit plans.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Expectations and rubrics developed and communicated	January
9	Support training provided by the district regarding writing instruction to include Columbia University's Teachers College and the Baylor University summer institute.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Number of teachers trained, increased student achievement	June
10	Pilot Fountas & Pinnell (F&P) Literacy Classroom in first grade.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Lesson plans, PLC meetings, increased student achievement	January

Strategy 6 Advanced Academics

Lakewood staff will provide students identified as gifted with multiple, appropriate opportunities for access and service in order to meet individual student needs in accordance with the State Plan for the Gifted and Talented.

- Leaders:** Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, GT Certified Classroom Teachers
- Benchmark:** Increased performance in all content areas as measured on common assessments and STAAR.
- Funds:** State Funds
- Costs:** Allotment per GT Student
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Continue utilizing specific blocks during the school week to provide enrichment opportunities for students who are identified gifted to participate in the Texas Performance Standards based projects. Students will participate in a project each semester. Semester projects will be presented to GT parents.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Master schedule October
2	Monitor the implementation of Texas Performance Standards Projects at each grade level for G/T students by conducting walkthroughs during the GT block.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Bunnie Palomino	Teacher lesson plans, student artifacts, GT report cards April
3	Utilize community partnerships to give GT students outside exposure and experiences with the TPSP.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Bunnie Palomino	GT report cards, EOY projects April
4	Evaluate the status of the campus GT program annually using the campus level evaluation form.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Bunnie Palomino	Evaluation form June



5	Provide training to teachers in recognizing characteristics of non-traditional gifted students.	Kira Smith, Jessica Costine, Judy Schiller, Bonnie Palomino	Meeting agenda	October
6	Ensure that all GT students receive 90 minutes per week of dedicated GT services time.	Judy Schiller, Kira Smith, Jessica Costine, Bonnie Palomino	Campus schedule	October
7	Provide differentiated instruction within the classroom to GT students.	Judy Schiller, Kira Smith, Jessica Costine	Lesson plans	January
8	Increase parent communication by offering a beginning of year parent information session and communicate quarterly about student progress.	Judy Schiller, Kira Smith, Jessica Costine, Bonnie Paolomino	Parent survey	April
9	Ensure all 5th grade students qualifying for the Duke TIP program for high achievement participant in Elementary Scholars program.	Christina Flores Kira Smith Megan Cannon	Number of 5th students attending the Elementary Scholars program	January

Strategy 7 Fine Arts

Lakewood will implement the requirements of the TEKS for fine arts instruction.

- Leaders:** Judy Schiller, Kira Smith, Carolyn duBois, Marcus Sandifer, Classroom Teachers
- Benchmark:** Participation in high quality performances and presentations.
- Funds:** Local Funds
- Costs:** \$110,000
- FTES:** 2

Item	Responsible	Evaluation	Dates	
1	Continue to utilize support staff to provide TEKS grade level appropriate art experience once every five weeks.	Judy Schiller, Kira Smith, Jessica Thomas, Support Staff	Meeting agendas, meeting minutes	October
2	Identify and implement strategies for effectively communicating with parents.	Carolyn duBois, Marcus Sandifer	Strategies identified and implemented	October
3	Implement the fine arts TEKS through core subject lesson plans and instruction.	Teachers	Lesson plans	April
4	Continue to provide all students with 135 minutes of music throughout the week.	Carolyn duBois, Marcus Sandifer, Judy Schiller	Master schedule	October
5	Provide fifth grade students with the opportunity to participate in an instrument club each week.	Marcus Sandifer, Carolyn duBois	Performance	October



6	Implement one grade level music performance per grade throughout the year.	Carolyn duBois, Marcus Sandifer, Judy Schiller	Grade level performance	June
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Strategy 8 College and Career Readiness

Lakewood staff will provide opportunities for students to explore the areas of college and career awareness.

- Leaders:** Judy Schiller, Kira Smith, Jessica Costine Megan Cannon
- Benchmark:** Completion of planned activities and lesson plans.
- Funds:** Local Budget, Activity Account
- Costs:** \$1,000
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Continue to team with the Career and Technical Education Program at Belton High School to provide career awareness for Lakewood students.	Megan Cannon	School calendar, field trip to BHS	April
2	Provide opportunities for students to explore career opportunities in a variety of ways (guidance lessons, Career/STEM Day, etc.).	Megan Cannon	Counselor's lesson plans, calendar	April
3	Implement a campus wide motivation system to encourage and increase college awareness for students.	Megan Cannon, Carla Truitt, Ruth Ann McMahan	Student awareness and motivation	October
4	Continue to celebrate College Week where staff and students are encouraged to wear college gear and a different college is represented everyday.	Megan Cannon	Counselor's lesson plans, calendar	June
5	Staff will represent their college through pennants and banners displayed throughout the school.	Teachers, Leadership team	Calendar, school walkthrough	April

Strategy 9 Interventions for Students in Need

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

- Leaders:** Kira Smith, Judy Schiller, Paula Vasek, Jessica Costine, Megan Cannon
- Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math and science. Student discipline referrals will decrease.

Funds: None
Costs: None
FTES: None

Item	Responsible	Evaluation	Dates
1	Continue to provide professional development and support implementation of Emergent Tree's Solid Roots program for Tier 3 behavior students and the AIMS classroom.	Jennifer Ramirez, Jennifer Letts, Judy Schiller, Jessica Costine	AIMS program data collected April
2	Provide professional development and support implementation of Emergent Tree's Bridges Tier II framework for behavior intervention.	Kira Smith, Jessica Costine, Judy Schiller, Megan Cannon	Discipline referrals, behavior plan data January
3	Participate in onsite campus coaching for the Bridges and Solid Roots programs through Emergent Tree.	Judy Schiller, Kira Smith, Jessica Costine	Calendar of campus visits, number of students supported with tools and strategies from program January
4	Use Solid Roots and Bridges tools for documenting student behaviors and developing intervention plans	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon, Classroom Teachers, Special Ed Teachers	Documentation of intervention plans for students January
5	Analyze data reports that focus on the final recommended and phase-in standard scores in order to meet increasing state rigor.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Carla Truitt, Ruth Ann McMahan, Bunnie Palomino, Classroom Teachers	Data mining forms, student progress October
6	Create a special education student monitoring list that will be reviewed weekly by the special education teachers.	Marcia Russell, Ashlee Bramlett	Monitoring list of students October
7	Implement a refined Rtl framework addressing the academic and behavioral needs of students.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Carla Truitt, RuthAnn McMahan, Bunnie Palomino	Rtl worksheet, data analysis of progress monitoring and state assessment results October
8	Implement coaching and data walk instruments used by principals to address measurable objectives and short cycle formative assessments to guide conversations with teachers regarding timely feedback to students.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Carla Truitt, Ruth Ann McMahan, Bunnie Palomino	Completion of new walkthrough instrument October
9	Utilize grade level Rtl and formal Rtl to review progress of all students by using data containers, intervention forms, and progress monitoring to assure every student is placed or served in the appropriate program.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Carla Truitt, Ruth Ann McMahan, Bunnie Palomino	Special program referrals, Rtl data January



10	Implement three week collaboration sessions between the interventionist and grade level teachers in order to collaborate and design appropriate interventions and document student progress to be used in assessing student growth.	Judy Schiller, Kira Smith, Jessica Costine	RTI documentation, meeting minutes	October
11	Utilize student intervention plans to assist in closing the achievement gap for EcoDis and Hispanic populations.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek, Carla Truitt, Ruthanne McMahan, Bunnie Palomino	SIP forms	January
12	Provide training and support for teachers on accommodation resources.	Jessica Costine	EPP plans, Rtl Forms, EOP plans	October

Strategy 10 Math and Science Instruction

Lakewood Elementary will focus on implementing GO Math! for grades K-5 utilizing the Mathematics TEKS.

- Leaders:** Judy Schiller, Kira Smith, Paula Vasek, Jessica Costine
- Benchmark:** 90% of all students will meet or exceed state standards in math and science.
- Funds:** Local Funds
- Costs:** \$2,000
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Support K-5 math teachers with implementation of math curriculum to build conceptual understand through the use of concrete and pictorial models.	Kira Smith, Jessica Costine, Paula Vasek	Classroom walkthroughs, IC calendar, data, lesson plans	April
2	Monitor the implementation of Go Math! curriculum, K-5.	Judy Schiller, Jessica Costine, Kira Smith, Paula Vasek	Meeting agenda, sign-in sheets, lesson plans, coaching log	April
3	Monitor the implementation of science curriculum unit plans and STEMscopes for grades K-5 and provide classroom resources to support experiential learning.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Lesson plans, classroom walkthroughs	June
4	Focus on utilizing the Lead4ward resources in grades K-5.	Paula Vasek, Classroom Teachers	Increased scores on common assessments	June
5	Conduct and analyze formative and summative data and identify improvement areas to address.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Lesson plans, classroom walkthroughs, data mining forms, increased common assessment scores	January

6	Provide targeted professional development to increase teacher knowledge of content, research based instructional strategies, use of math manipulatives, and best practices for conducting science experiments.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Lesson plans, classroom walkthroughs, data mining forms, increased common assessment scores	October
7	Implement a drug awareness and prevention curriculum for K-5 in the Science curriculum.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Lesson plans, classroom walkthroughs	October
8	Continue to analyze formative and summative data and identify improvement areas to address.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Increased scores on common assessments	January
9	Incorporate all streamlined Science TEKS into into lesson plans and instruction.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Lesson plans, classroom walkthroughs, data mining forms, increased common assessment scores	October
10	Continue to provide Makerspace time once every five weeks during special rotation. Makerspace provides students a collaborative learning environment to share materials and new learning through using legos, circuit boards, magnet tiles, and other items.	Judy Schiller, Vickie Spivey	Master schedule, lesson plans	October

Goal # 2:

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

Resources:

Campus Retention Data, Staff Development Records



Strategy 1 Instructional/Curricular Resources & Practice

Professional development is implemented based on instructional needs of teachers and student learning based on state curriculum initiatives, classroom walkthroughs, and use of BISD curriculum. Lakewood Elementary will utilize the campus Instructional Coach (IC) to provide support and ongoing professional development for teachers focusing on writing "I Can" statements, planning formative assessments, utilizing research based instructional strategies, and analyzing data to help guide instructional decisions.

Leaders: Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek

Benchmark: Increase student achievement with regards to state recommended phase-in scores, progress monitoring, and minimizing the achievement gap.

Funds: Local Funds

Costs: \$2,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Provide professional development and onsite coaching for implementation of GO Math! curriculum.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Meeting agenda, sign-in sheet	October
2 Use campus instructional coach to deliver job-embedded professional development to teachers by utilizing PLCs, the coaching cycle, lesson plan format, and staff meetings. Continue to focus on providing follow up training over standards based instruction, rigor/relevance, vertical alignment, question levels, talk moves, unit debriefs , writing within the curriculum, Balanced Literacy Framework, and implementation of the math TEKS.	Paula Vasek	Data from common assessments, benchmarks, STAAR results	January
3 Create a professional development calendar to communicate trainings with staff. Professional development days will focus on standards based instruction, rigor/relevance, vertical alignment, question levels, talk moves, unit debriefs, writing within the curriculum, Balanced Literacy Framework, implementation of instructional playlist from Lead4ward, and T-TESS.	Kira Smith, Judy Schiller, Jessica Costine, Paula Vasek	Calendar	October
4 Implement a plan that outlines a peer observation and coaching model that allows teachers at any grade level to observe others. This plan will provide a structure for pairing teachers in need of assistance with more experienced teachers in an effort to strengthen skills in the classroom.	Paula Vasek	Action plan, increased student achievement	January



5	Conduct classroom walkthroughs and provide teachers meaningful feedback about instruction and learning.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Walkthrough data, increased student achievement	January
6	Utilize Schoology to design a lesson plan format that incorporates the gradual release model.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Lesson plans, increased student achievement	June
7	Utilize formative assessment to guide instruction on a daily basis and for planning intervention and enrichment instruction. Data will be discussed with the IC during PLC data talks and lesson planning time.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Calendar	October
8	Continue to provide professional development components including Balanced Literacy Framework, and Units of Study in Writing by Lucy Calkins and colleagues.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Calendar	October
9	Leadership staff will attend Lead4ward think! conference to support classroom engagement and facilitating new ideas.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Calendar, agenda	January

Strategy 2 T-TESS (Texas Teacher Evaluation and Support System)

Statewide implementation of T-TESS is now underway. It will be our job as campus leaders to orient our faculty and staff to this new growth-oriented model of supervision that invites teacher collaboration and provides ongoing feedback regarding professional performance.

- Leaders:** Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek
- Benchmark:** 100% of teachers trained on T-TESS during 2018-2019 school year.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Continue to provide ongoing professional development for teachers regarding the specific components of T-TESS and the expectations.	Judy Schiller, Kira Smith, Jessica Costine, Paula Vasek	Agendas, sign-in sheets April
2	Create schedule to implement T-TESS to meet timelines and support teachers.	Judy Schiller, Kira Smith, Jessica Costine	T-TESS calendar with timelines October
3	Follow all T-TESS requirements including timelines for orientation, goal setting, observations, tracking data, walkthroughs, and summative meetings with teachers.	Judy Schiller, Kira Smith, Jessica Costine	All timelines met for T-TESS June



4	Complete T-TESS recertification on the www.teachfortexas.org website by August 8, 2018.	Judy Schiller, Kira Smith, Jessica Costine	Certificates	October
5	Utilize Schoology to support teachers with ongoing coaching, communication, and growth.	Judy Schiller, Kira Smith, Jessica Costine	Schoology feed, notifications, discussions	October

Strategy 3 Diversity Awareness

Our society is becoming increasingly diverse. As we live and work together it will require awareness of the challenges of cultural change. Lakewood will provide training to ensure an awareness of cultural identity and how that identity affects relationships with students, parents, community members, and each other.

Leaders: Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon, Paula Vasek

Benchmark: Increased understanding and awareness of the populations served in the Lakewood community, increased stakeholder voice in campus activities.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1	Conduct activities that increase staff awareness of the various populations we serve.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Meeting agendas, sign-in sheets April
2	Continue to participate in the No Place for Hate curriculum to provide diversity awareness training for teachers and students.	Judy Schiller, Megan Cannon	Designation received January
3	Continue to identify, discuss, and revise policies that impact diversity.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Meeting agendas, sign-in sheets October
4	Incorporate SEL activities to enhance overall staff and student wellness by providing scheduled time in master schedule the first fifteen minutes of each day.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Master schedule, lesson plans, staff and student surveys, counseling calendar April

Strategy 4 Leadership Development

Campus leaders' professional development is critical to the ongoing success of the campus and District.

Leaders: Judy Schiller, Kira Smith, Jessica Costine



Benchmark: Increased expertise of campus and District leaders, retention of quality leadership, increased student achievement.

Funds: Local

Costs: \$2,500.00

FTES: None

Item	Responsible	Evaluation	Dates
1 Provide opportunities for school leaders' to develop and implement campus professional development and vertical teams.	Judy Schiller, Kira Smith, Jessica Costine, Palua Vasek	Meeting agendas, Sign In	January
2 Develop a campus leadership team to discuss issues impacting the campus with the campus administration team.	Judy Schiller, Kira Smith, Jessica Costine, Palua Vasek	Meeting agenda	October
3 Support the Aspiring Administrators Academy by recruiting campus leaders and providing mentorship throughout the year.	Judy Schiller, Kira Smith, Jessica Costine, Palua Vasek	projects	April
4 Establish campus committees that support the CIP and provide campus leadership teams time to outline a plan of action.	Judy Schiller, Kira Smith, Jessica Costine, Palua Vasek	Meeting agendas	October

Goal # 3:

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

Resources:

LifeSkills Prevention Curriculum, Safe and Civil Schools Materials

Strategy 1 Safe and Civil Schools

Lakewood staff will continue to implement the Safe & Civil Schools program in order to continually improve safety and civility in the academic setting. Lakewood staff will implement a systematic Behavior Rtl program to support the behavioral needs of all students.

Leaders: Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon, Paula Vasek

Benchmark: Documented evidence of increased time in classroom and a decrease in administrative intervention verified by monthly data sheets and climate surveys.

Funds: Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement a systematic Behavior Rtl process that supports district guidelines and focuses on proactive positive behavior support, SEL, Emergent Tree and changing behavior campus wide. This program will also support interventions, progress monitoring, and further program placement for students who are out of placement in ISS/OSS/DAEP more than 10% of the average student population.	Kira Smith, Jessica Costine, Megan Cannon	Behavior Rtl plan, campus wide PBIS system, decreased discipline reports	June
2	Ensure efficient implementation of Foundations, CHAMPs procedures, and campus safety procedures through the use of the Foundations Team.	Kira Smith, Jessica Costine, Megan Cannon, Foundations Team, CSSC	Minutes from meetings, feedback received from staff	October
3	Provide professional development during the first week of school regarding re-implementation of CHAMPs, update/review all common areas, and provide training in Bridges Tier II.	Kira Smith, Foundations Team	Agenda, sign-in sheets	October
4	Ensure the entire campus is participating in the Tiger Ticket Incentive Plan.	Judy Schiller, Kira Smith, Megan Cannon	Tiger Ticket Sheets	June
5	Support Safe and Civil Schools in the Transportation Department.	Judy Schiller, Jessica Costine, Kira Smith, Megan Cannon	Tiger Tickets, Bus Shout Outs, Seating Charts	October
6	Participate in District Safety and Security Committee meeting to discuss Safe and Civil Schools implementation and progress.	Judy Schiller, Kira Smith, Megan Cannon	Sign in	October
7	Revise Guidelines for Success to support Emergent Tree implementation.	Judy Schiller, Kira Smith, Megan Cannon	Guidelines for Success	October

Strategy 2 Safe and Orderly Environment

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

Leaders: Judy Schiller, Kira Smith, Megan Cannon

Benchmark: Increase in student attendance, reduction in number of discipline referrals and administrative intervention, 100% of the campus personnel trained in crisis prevention.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Participate in the District Safety and Security Committee at least 4 times during the year to discuss safety issues and plan staff development.	Kira Smith, Jessica Costine	Sign-in sheets, agendas, meeting notes	June
2 Enforce the Belton ISD Student Code of Conduct to promote safe and supportive schools.	Judy Schiller, Kira Smith, Jessica Costine	100% Implementation of the BISD student code of conduct	January
3 Analyze and implement Belton ISD 5th grade students, staff, and parent school safety and climate surveys.	Kira Smith, Jessica Costine	Statistical reports from survey used in decision-making and reported to the campus	April
4 Continue to identify strategies to reduce the overuse of discipline practices that remove students from the classroom.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Review of ISS and OSS resulting in out of class placements	January
5 Review attendance and discipline coding to ensure accurate and consistent reporting to state and federal agencies.	Judy Schiller, Kira Smith, Jessica Costine	Accurate submissions	October
6 Inform students, parents, teachers and community members of procedures for reporting drug and safety concerns through methods such as the District's anonymous Tip Line.	Judy Schiller, Kira Smith, Jessica Costine	End-of-year survey data reflects knowledge of anonymous tip line, posters, social media	June
7 Collaborate with the School Resource Officer monthly regarding campus safety policies.	Judy Schiller, Kira Smith, Jessica Costine	Agenda	January

Strategy 3 Bullying Prevention and Response

Lakewood staff is committed to providing a safe and secure environment for all stakeholders and will implement strategies to identify, prevent, investigate, and respond to bullying.

Leaders: Judy Schiller, Kira Smith, Megan Cannon

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Follow new district campaign of "See Something/Say Something" whereby student and parents report safety and security concerns, including bullying and other student well-being issues, to campus administrators.	Judy Schiller, Kira Smith, Jessica Costine	End-of-year survey data reflects knowledge of anonymous tip line	April
2 Review and discuss student responses and comments from student and parent surveys with staff.	Megan Cannon	Surveys, training agenda	October
3 Follow the District's guidelines for investigation procedures to address reports of bullying.	Judy Schiller, Kira Smith, Megan Cannon	Bullying documentation	October
4 Follow "See Something/Say Something" campaign where students and parents report safety and security concerns, including bullying and other student well-being issues, to campus administrators.	Judy Schiller, Kira Smith, Jessica Costine	End-of-year survey data reflects knowledge of anonymous tip line	April
5 Continue to promote the anti-bullying resource link on the District's website to explain bullying and harassment laws and provide resources for students and parents.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Surveys, training agenda	January
6 Communicate bullying reporting mechanisms to parents and students.	Megan Cannon	Feedback provided	October
7 Continue supporting awareness by providing proactive anti-bullying lessons.	Megan Cannon	Bullying report forms	June
8 Participate in training on the investigation and follow up of bullying complaints, including awareness of Title IX issues that require a report to the Title IX Coordinator. All investigation reports should be submitted to the Superintendent in accordance with Board Policy.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Sign-up sheet, review of bullying reports	January



9	Continue to implement the District's bullying prevention curriculum to ensure consistency, depth, and alignment across all grade levels.	Megan Cannon	Lesson plans	October
10	Provide update for staff regarding SB 179 David's Law and HB 674 Update.	Megan Cannon, Kira Smith, Jessica Costine	Agenda, Sign In	October

Strategy 4 Crisis and Safety Planning

Lakewood's leadership team will develop and submit an Emergency Operations Plan (EOP) aligned with the District's EOP. The EOP will be evaluated and updated throughout the year.

- Leaders:** Judy Schiller, Kira Smith, Megan Cannon
- Benchmark:** Written plan submitted and reviewed by district administrators, training involving all staff members.
- Funds:** Local Funds, PTA
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Implement and train all staff on recommended changes from the District and Campus Safety Committee with regards to the campus emergency operation procedures.	Kira Smith, Robyn Jackson	Meeting agenda, meeting minutes, flip book	October
2	Continue to convene the Campus Safety and Security Committee monthly in coordination with the Foundation Team and/or following a drill or crisis situation to review campus emergency operations plans and campus crisis procedures. The committee will plan drills and exercises and conduct mandatory safety assessments. All staff will receive feedback following drills and drills will be documented in Web Central.	Kira Smith, Judy Schiller, CSSC	Meeting agenda, meeting minutes, sign-in sheet	October
3	Provide Civilian Response to Active Shooter Events (CRASE) training for all campus personnel.	Kira Smith, Megan Cannon, Judy Schiller	Meeting agenda, sign-in sheet	October
4	Encourage parents to sign up for Skylert. This messaging system will be used to notify parents of safety and security issues. The district website will also be used for this information.	Judy Schiller, Kira Smith	Number of parents with Skylert access	October
5	Continue work with the Threat Assessment Committee and implement the threat assessment process at the campus level.	Judy Schiller, Kira Smith, Robert Atmar	Drill documentation, agendas, minutes	April



6	Provide ongoing emergency protocol and threat training for campus office personnel.	Kira Smith, Judy Schiller, Jessica Costine	Audit packet complete, surveys, drill documentation	October
7	Update emergency plan and review with staff members.	Kira Smith, Judy Schiller, Jessica Costine	Debriefs will be held after each drill throughout the year, minutes will be reviewed	October
8	Maintain and update the web-based, campus template for emergency plans.	Kira Smith, Jessica Costine	Robert Atmar	October
9	Implement the first phase of a school bus tracking system to ensure that students are boarding correct buses and disembarking at correct stops. (Board/Superintendent Goal)	Kira Smith, Judy Schiller, Jessica Costine	tracking system data	October
10	Provide campus wide training in Crisis Prevention Intervention (CPI).	Jessica Amos, Judy Schiller	CPI Certification	January
11	Educate parents and the community on the types of drills used at Lakewood.	Judy Schiller, Kira Smith, Jessica Costine	Type and number of messages communicated to parents regarding drills	January
12	Provide radios for daily safety and security operations for office area, leadership team and designated staff members.	Kira Smith Vicki Shuttlesworth	Systems of communication clearly in place and used	October
13	Follow the district framework to identify students who may pose a threat and train campus personnel to intervene and provide prevention strategies to ensure well-being and safety.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Professional development sign-in sheet	January
14	Conduct regular intruder assessments and after action reviews to improve school security and access.	Judy Schiller, Kira Smith, SRO	Log of intruder assessment, minutes/notes of after action review meeting	April

Strategy 5 Counseling, Social Emotional Learning and Prevention Programs

The Lakewood counseling department will provide guidance lessons and academic support to all students in addition to coordinating various support services and prevention programs to ensure a safe and secure environment.

- Leaders:** Judy Schiller, Kira Smith, Megan Cannon
- Benchmark:** Counselor logs, increased attendance, decreased administrative intervention, and increase in student achievement.
- Funds:** State and Local Funds
- Costs:** \$50,000
- FTES:** 1

Item	Responsible	Evaluation	Dates
1	Megan Cannon	Training and resources provided	January

2	Follow updated protocols for suicide risk behavior that include collaboration between counselors and campus health care professionals.	Megan Cannon, Kelli Pisciotta	Documentation	October
3	Participate in professional development for counselors regarding social emotional learning.	Megan Cannon	Sign in sheets, training agenda	October
4	Implement the five social emotional competencies in our current counseling curriculum and determine if changes or additions need to be made to cover all five core SEL competencies.	Megan Cannon	Document changes in counseling curriculum, lesson planning	October
5	Instruct students on how to obtain assistance and intervention in the event they are bullied or abused verbally, physically, or sexually.	Megan Cannon	Lesson plans	October
6	Participate in training for counselors on CPS reporting, documentation and confidentiality using CPS personnel and law enforcement representation.	Megan Cannon	Sign-in sheet, training agenda	October
7	Communicate bully reporting policy and protocol to school staff, parents, and students through guidance lessons and website newsletters. Special emphasis will placed on ensuring parents have seen the website and understand the information presented.	Judy Schiller, Kira Smith, Megan Cannon	Data collection, referrals	October
8	Conduct regularly scheduled classroom guidance lessons K-5, in order to prevent violence, bullying, and the use of drugs and alcohol. Flexibility to address individual teacher and student concerns will be encouraged.	Megan Cannon	Master schedule, lesson plans, counselor logs	January
9	Continue to coordinate and participate in national, designated activities to prevent bullying and promote unity/respect.	Judy Schiller, Megan Cannon	Decrease referrals, designation as a NPFH campus	April
10	Participate in professional development for counselors regarding best practices for suicide prevention, sexual abuse awareness, and bullying awareness and prevention.	Megan Cannon	Documentation of Training	October
11	Implement a campus wide SEL curriculum for 15 minutes daily.	Megan Cannon	Lesson Plans, campus agenda	October
12	Use student focus groups to identify safety topic and communicate safety guidelines to entire student body.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Calendar of meeting with student groups, log of communication efforts	June
13	Use external mental health resources identified by the district to support students and families.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Listing external resources used to support students	June

Strategy 6 School Health Advisory Council and Health Initiatives

Lakewood staff will follow BISD policies and implement curriculum related to the health and well being of all students.

Leaders: Judy Schiller, Kira Smith, Kellie Pisciotta

Benchmark: Healthcare data, improved systems, and processes for student care.

Funds: Local Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates	
1	Implement and train staff on individualized student care plans.	Kellie Pisciotta	Care plans implemented	October
2	Assign three employees to assist with minor first aid and administration of medications as needed when nurse is not available. These Unlicensed Assistive Personnel (UAP) will also receive training for Unlicensed Diabetic Care Assistants (UDCA).	Kellie Pisciotta, Jenny Kite, Vickie Spivey, Tanna Krenek	Training agenda, sign-in sheet	October
3	Provide more web-based resources and training to assist staff in promoting and implementing district-wide student health and safety topics in collaboration with the district's Coordinated Approach to School Health Curriculum (CATCH), with emphasis on increasing awareness on prevention of unintentional injuries, violence, and suicide in grades K-5	Kellie Pisciotta, Judy Schiller	Sign-in sheets	April
4	Explore healthy alternatives for fundraising and classroom celebrations.	Judy Schiller, Kellie Pisciotta	Agenda minutes	April
5	Provide parental training on student health topics related to chronic disease management at school, sexual health, injury prevention or other relevant school health topics at least twice a year in partnership with McLane's Children's Hospital Community Education Department.	Kellie Pisciotta	Training agenda, sign-in sheet	June
6	Implement Fitnessgram and review data to improve the physical education curriculum.	Laura Osbourne	Fitnessgram data results	June
7	Ensure that the entire staff is trained in CPR and in the use of AED equipment	Charlotte Smith, Judy Schiller	Sign In	October

Goal # 4:

Lakewood 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, Door Prizes, Books, Thank You Cards, Certificates, Medals, Trophies



Strategy 1 Comprehensive Communication Plan

Lakewood staff believes that intentional communication with all stakeholders is critical to success.

- Leaders:** Judy Schiller, Kira Smith, Megan Cannon, Chad Marek
- Benchmark:** Increased communication as measured by positive feedback from all stakeholders, positive campus survey results, positive local media, and stakeholders are engaged with campus social networks.
- Funds:** Local Funds
- Costs:** \$500
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Use technology to encourage communication through email, campus webpage, Remind 101, Skyward, and social media accounts.	Judy Schiller, Chad Marek	Newsletters, Facebook, Skylerts, weekly memos	January
2 Continue to update and distribute a campus brochure that provides parents a snapshot of Lakewood as well as important dates and schedules. This brochure will be made available in the front office and posted on the website.	Judy Schiller, Kira Smith, Chad Marek	Completed and distributed brochure	January
3 Increase the number of parents and staff members following the campus' social media accounts, and increase engagement with posts of those accounts.	Judy Schiller, Kira Smith, Jessica Costine, Chad Marek	Increase number of followers	June
4 Create a campus calendar to ensure effective communication regarding daily events with all staff members.	Judy Schiller, Kira Smith, Jessica Costine, Chad Marek	Outlook calendar	October

Strategy 2 Family Engagement Activities

Lakewood will support parents by providing opportunities to enhance their ability to support their child's learning both in and out of the classroom.

- Leaders:** Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon
- Benchmark:** Increase in number of parents attending parenting enrichment opportunities, session evaluations, program evaluations.
- Funds:** Local Funds, PTA Contributions, Activity Funds
- Costs:** \$3,000



FTES: None

Item	Responsible	Evaluation	Dates
1 Conduct a parent involvement session at the beginning of the year where parents are introduced to components of guided reading, Writing Workshop and GO Math!.Parents will be provided with ideas they can implement at home to help their child be successful.	Judy Schiller, Kira Smith, Jessica Costine Paula Vasek	Meeting agenda	October
2 Conduct a survey each semester for teachers, parents, and volunteers regarding our current systems to seek feedback regarding ways in which we can make adjustments to improve.	Judy Schiller, Kira Smith	Survey results	June
3 Hold quarterly PTA meetings that include content focuses such as Math Night, Reading Night, Science Night, Technology Night and grade level music performances.	Judy Schiller, Kira Smith, Paula Vasek	Survey results	April
4 Require annual parent-teacher conferences.	Judy Schiller, Kira Smith, Classroom Teachers	Sign-in sheets, signed Parent Compacts	October
5 Review and distribute the Parent and Family Engagement Plan and provide opportunities for activities.	Judy Schiller	Published Parent and Family Engagement Plan	April

Strategy 3 Business and Community Partnerships

Lakewood establishes business and community partnerships that reinforce connections between education, work, and community service.

Leaders: Judy Schiller, Kira Smith, Megan Cannon

Benchmark: Increase in community and business participation at the campus level.

Funds: Local Budget

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Partner with the City of Temple to provide after school childcare.	Robert Atmar	Number of students enrolled in program	October
2 Collaborate with the Military Child Education Coalition to provide Student 2 Student ongoing training and implementation.	Robert Muller, Judy Schiller, Megan Cannon	Increase number of students participating in S2S activities	October
3 Continue to develop a stronger partnership with the Adopt-a-School unit and utilize their presence on campus.	Judy Schiller, Megan Cannon	Calendar of events	April



4	Continue to develop a deeper partnership with the Temple Rotary/Service Club and extend community partnerships within the club.	Judy Schiller, Megan Cannon	Calendar of events	April
5	Create a system to maximize the use of the caring closet with donated items from PTA and the community for students in need of clothing, food, or other necessary items.	Judy Schiller, Megan Cannon, Kira Smith, Kellie Pisciotta	Closet inventory	June

Strategy 4 Staff Culture

Lakewood recognizes the importance of providing individual staff members and teams of teachers with specific recognition on an individual or team basis to spotlight great instruction and overall performance.

- Leaders:** Judy Schiller, Kira Smith, Megan Cannon, Paula Vasek
- Benchmark:** Increase in staff retention, feedback and attendance.
- Funds:** Activity Funds
- Costs:** \$2,000
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Collaborate with the Sunshine Committee to enhance school culture.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Newsletters, staff sign-up	October
2 Meet with new staff and zero year teachers to provide support.	Paula Vasek, Judy Schiller, Kira Smith	Staff surveys	October
3 Recognize personal achievements of faculty and staff through the weekly newsletter	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	Faculty meeting agenda	October
4 Implement the use of the Big Red Heart Award from BISD in order to honor staff members for their hard work and achievements.	Judy Schiller, Kira Smith, Jessica Costine, Megan Cannon	staff awards	October

Strategy 5 Student Culture

Lakewood staff celebrates students' achievements and recognizes positive behavior as a key to success.

- Leaders:** Judy Schiller, Kira Smith, Megan Cannon
- Benchmark:** Increased numbers of students being recognized.



Funds: Local Funds, Activity Funds

Costs: \$3,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement the use of spirit tags to honor perfect attendance and student achievement in different areas.	Judy Schiller, Vicki Shuttlesworth	Increased attendance, positive behavior	October
2	Continue to implement the Tiger Tickets system to honor students for following the Lakewood Guidelines for Success.	Judy Schiller, Kira Smith, Megan Cannon	Completed PBIS system	January
3	Continue to honor fifth grade Safety Patrol students with yard signs, spirit tags and the Lakewood Leaders Luncheon. K-4 students will be honored with yard signs.	Judy Schiller, Kira Smith	Calendar of events	June
4	Provide opportunities for students to participate in leadership activities such as Service Club and E2S.	Megan Cannon	Agendas	October

Goal # 5:

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

Resources:

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



Strategy 1 Title II, Part A

The purpose of Title II, Part A funding is to improve student achievement through elevating teacher and principal quality and to hold districts and schools accountable for improvements in student academic performance.

- 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:** \$207,126
- FTES:** [2] Coordinator of Elementary Math, Coordinator Secondary Social Studies

Item	Responsible	Evaluation	Dates
1 Provide additional funds for professional development opportunities for administrators and teachers to improve instructional practices and student achievement.	Celia Ray, Deanna Lovesmith	Improved summative and formative assessment scores and nine weeks grades, Title II expenditures	June
2 Provide funds for Coordinator of Secondary Social Studies to work directly with teachers to coach and improve instructional practices.	Celia Ray, Lauren Brisbin	Summative Appraisal, Expenditure reports	June
3 Provide funds for Coordinator of Math PK-5 to work directly with instructional coaches and teachers in the areas of math and science.	Celia Ray, Dawn Schiller	Summative Appraisal, Expenditure reports	June
4 Provide sign-on bonuses to teachers who are new to the District and teaching in positions requiring bilingual certification.	Celia Ray, Lauren Brisbin	Expenditure reports	June

Strategy 2 Title III Part A Language Instruction for Limited English Proficient and Immigrant Students

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

- Leaders:** Deanna Lovesmith, Lauren Brisbin, Yolanda Sarinana, Celia Ray
- 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:** \$72,456
- FTES:** None

Item	Responsible	Evaluation	Dates
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1	Identify and implement strategies to increase ELL achievement on state assessments.	Deanna Lovesmith, Lauren Brisbin	5% gain on all STAAR assessments	June
2	Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Lauren Brisbin, Yolanda Sarinana	OLPT test scores, LPAC minutes	October
3	Identify students as immigrants if they are age 3-21, were born outside the US and are in their first 3 full academic years in a US school.	Lauren Brisbin, Yolanda Sarinana	PEIMS data, parent interviews	October
4	Identify LEP student needs by conducting a needs assessment.	Lauren Brisbin, Yolanda Sarinana	PBMAS report, TELPAS and STAAR results	October
5	Provide high quality instruction for ELL and immigrant students to develop English proficiency and help students meet improve on all state assessments by at least 5%. Identify student needs and strategically provide interventions for students.	Lauren Brisbin	STAAR assessments	October
6	Ensure that teachers in bilingual language instruction programs are fluent in both English and any other language used for instruction.	Lauren Brisbin, Calvin Itz	Bilingual certifications, BTLPT, local assessment	October
7	Provide extended learning opportunities such as a Newcomers class, ESOL I and II, and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Lauren Brisbin, Yolanda Sarinana	Lesson plans, TELPAS scores, summer school attendance data, classroom walkthroughs	October
8	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process and involving them in the LPAC process, providing ESL parent classes, and informational classes for student college entry.	Yolanda Sarinana	LPAC training sign-in, parent volunteer list, documents of translated material for parents	October
9	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for ELL students.	Lauren Brisbin	STAAR assessments, TELPAS, professional development records	June
10	Continue to encourage secondary English teachers to obtain ESL certification by providing professional development for ESL test preparation.	Lauren Brisbin, Calvin Itz	Sign-in sheets, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
11	Provide training and support to teachers so that they can attain ESL and Bilingual certification.	Lauren Brisbin, Yolanda Sarinana	Sign-in sheets from ESL preparation courses, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
12	Provide funding for teachers to attend conferences specific to ESL instruction.	Lauren Brisbin	Budget and expenditure reports	October



13	Notify parents of language program placement of their child, and provide them with their child's language progress.	LPAC Committee, Teachers, Yolanda Sarinana	Signed parent notification form, student progress report	October
14	Allocate funds to provide supplemental supplies to campuses according to the ELL numbers at the campus.	Lauren Brisbin	Budget and expenditure reports	October
15	Ensure participation of an LPAC representative at all ARD meetings for ELL students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Lauren Brisbin, Campus Principals, LPAC Representative	Minutes of ARD and LPAC meetings	October
16	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Lauren Brisbin, Yolanda Sarinana	Sign-in sheets	October

Strategy 3 Title IV Part A, Student Support and Academic Enrichment Program

The purpose of Title IV Part A funding is to provide students access to a well-rounded education, improve academic outcomes by maintaining safe and healthy students, and improve the use of technology to advance student academic achievement.

- Leaders:** Deanna Lovesmith, Celia Ray
- Benchmark:** Decrease in numbers of discipline referrals and safety and security incidents
- Funds:** Title IV Part A
- Costs:** \$94,919
- FTES:** [1] Coordinator of Safety

Item	Responsible	Evaluation	Dates	
1	Provide funds for Coordinator of Safety to develop and coordinate improved school conditions for student learning.	Robert Muller, Celia Ray	Summative Appraisal, Expenditure reports	June
2	Provide funds for training opportunities to enhance college and career guidance and counseling programs.	Kim-Christy Anderson, Celia Ray	Sign in sheets / PD session documentation	June
3	Provide funds to increase the availability of, and enrollment in, accelerated learning courses/dual or concurrent enrollment programs.	Christina Flores, Celia Ray	Testing documentation, Expenditure reports	June
4	Provide funds for professional development related to blended learning technology software to improve academic achievement and digital literacy.	Deanna Lovesmith, Celia Ray	Sign in sheets / PD session documentation	June



Strategy 4 Migrant Education

The purpose of the Migrant Education Program is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to postsecondary education or employment.

Leaders: Deanna Lovesmith, Celia Ray

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

Funds: Title I Part C

Costs: \$10,334

FTES: Shared Service Agreement ESC 12

Item	Responsible	Evaluation	Dates
1 Contract with ESC 12 MEP to identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.	ESC 12 MEP Coordinator, MSCs, PFS Instructor	Application supports Shared Service Arrangement, MEP overview session sign-in, agenda, handout	October
2 Run NGS Priority for Service (PFS) reports monthly to identify migrant children and youth who require priority access to MEP services.	NGS Data Specialist	Copies of emails with PFS Reports attached and sent to Superintendent	June
3 Develop a PFS Action Plan before the first day of school for serving PFS students.	MEP Coordinator, PFS Instructor	PFS Action Plan	October
4 Provide campus principals and appropriate campus staff during the academic calendar information on the Priority for Service criteria and updated NGS Priority for Service reports.	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, Principals, Teachers, Counselors	Superintendent/Principal Meeting Agendas, MEP Overview Session sign-in, agenda, handouts	June
5 Provide parents of PFS during the academic calendar information on the Priority for Service criteria.	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	June
6 Make individualized home and/or community visits during the academic calendar to update parents on the academic progress of their children.	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	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 for dyslexia. 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: \$227,704

FTES: [9]
Director of Accountability, Interventions & Testing, Teacher (4), Aide (5)

Item	Responsible	Evaluation	Dates
1 Provide early intervention for K-1 students who are at-risk for dyslexia using a research-based intervention. (ie. Sounds Abound)	Vickie Dean, Campus Principal	Progress monitoring data	April
2 Identify students as active or monitored depending upon the level of intervention and services needed.	Campus Principal, 504 Committee, Teacher(s)	504 Committee documentation	October
3 Provide instruction for dyslexic students utilizing individualized, intensive, multisensory, phonetic methods (ie. Take Flight or Dyslexia Intervention Program).	Vickie Dean, Campus Principal	504 Committee documentation	April
4 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.	Campus Principal, Kristy Decker-Baird	504 Committee documentation	April
5 Provide high quality professional development in effective reading strategies from Teachers College at Columbia University. Revisit strategies through on-going professional development every nine weeks.	Vickie Dean	Certificate of completion	October

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, 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: \$3,033,318.82

FTES: 121.15

Item	Responsible	Evaluation	Dates
1	Deanna Lovesmith, Vickie Dean, Celia Ray	EOC test results, progress monitoring data	June
2	Counselors, Vickie Dean, Celia Ray	PEIMS at-risk report, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3	Counselors, Vickie Dean, Celia Ray	PEIMS at-risk report, completed at-risk student profile sheets	June
4	Deanna Lovesmith, Vickie Dean, Celia Ray	Increased student achievement	June
5	Campus Principal	Readiness test results, STAAR/EOC scores, report cards	June
6	Campus Principal	Progress reports, report cards, District goal reports	June
7	Deanna Lovesmith, Jennifer Land, Celia Ray	mClass reports, increased student readiness for transition into kindergarten	October
8	Deanna Lovesmith, Celia Ray	SCE budgeted items for EOC failures	October

Strategy 7 Special Education

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

Leaders: 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 Funds

Costs: \$10,700,652.72

FTES: 204

Item	Responsible	Evaluation	Dates	
1	Identify and connect special education parents with resources to assist special needs students as they transition out of high school.	Jennifer Ramirez	Resources communicated to parents and students	June
2	Address appropriate instruction and activities that lead to successful transitioning of students with disabilities to post-secondary placements.	Jennifer Ramirez	Documentation in Individual Education Plan (IEP), State Performance Plan Indicators	June
3	Increase the percentage of students with an individual education plan who graduate from high school completing the Foundation Plan and meeting HB 5 EOC passing requirements.	Jennifer Ramirez, Charlotte Davis, Campus Principals	State Performance Plan Indicator, graduation plans	June
4	Carefully monitor the number of days special education students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Jennifer Ramirez, Campus Principals	Processes in place, appropriate placement of students	June
5	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Jennifer Ramirez, Campus Principal	Sign-in sheets, employee certification documentation	June
6	Continue to monitor for improvements to AIMS including the structure of the program, professional development, parent communication and staffing.	Deanna Lovesmith, Jennifer Ramirez	Student success, increased achievement	April
7	Train staff to participate in the ARD decision-making process to make decisions determining participation of students in STAAR or STAAR-Alt 2.	Jennifer Ramirez, Jennifer Letts, Lila Kirkpatrick, Charlotte Davis	Sign-in sheets	April
8	Increase the proficiency rate for children with disabilities against grade level standards and alternative achievement standards in the subject areas of reading, writing, math, science and writing.	Jennifer Ramirez, Campus Principals	STAAR math, science and writing scores, State Performance Plan Indicators	June
9	Increase the percentage of students taking STAAR 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 test.	Jennifer Ramirez, Campus Principals, ARD Committee Members	Student schedules, State Performance Plan Indicators, STAAR test results	June

<p>10 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 with emphasis placed on closing the gap between current performance and grade level standards.</p>	<p>Jennifer Ramirez, Campus Principals</p>	<p>State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data</p>	<p>June</p>
<p>11 Ensure individual education plan progress reports are provided to parents at each reporting period when report cards are issued.</p>	<p>Jennifer Ramirez, Campus Principals, Lila Kirkpatrick, Jennifer Letts, Charlotte Davis, Special Education Teachers</p>	<p>eSped documentation</p>	<p>June</p>
<p>12 Ensure teachers who provide specially designed instruction receive professional development on grade level TEKS and standards.</p>	<p>Jennifer Ramirez, Jennifer Letts, Lila Kirkpatrick, Charlotte Davis, Campus Principals</p>	<p>Professional development attendance logs, lesson plans</p>	<p>April</p>
<p>13 Implement GoalBook for all special education teachers and related service staff as a resource for research-based instructional strategies in specially designed instruction.</p>	<p>Jennifer Ramirez, Jennifer Letts, Lila Kirkpatrick, Charlotte Davis</p>	<p>Student success, increased achievement</p>	<p>January</p>
<p>14 Improve practices to monitor residential facilities in order to maintain compliance with the RF Tracker system.</p>	<p>Jennifer Ramirez</p>	<p>100% compliance in RF Tracker system</p>	<p>June</p>
<p>15 Serve all students referred by Part C special education services prior to age 3, who are found eligible for Part B services, by developing an individual education plan by their third birthday.</p>	<p>Jennifer Ramirez</p>	<p>State Performance Plan Indicators, ARD documentation</p>	<p>June</p>
<p>16 Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.</p>	<p>Jennifer Ramirez, Campus Principals, Intervention Team Members, Assessment Personnel</p>	<p>Special education software reports, intervention team meeting logs, State Performance Plan Indicators</p>	<p>June</p>
<p>17 Develop plans and budgets to comply with SB507 regarding videotaping in special education classrooms where students are served for at least 50% of the instructional day.</p>	<p>Jennifer Ramirez</p>	<p>Video recording plan developed and budgeted</p>	<p>October</p>
<p>18 Conduct walkthroughs across all special education classrooms.</p>	<p>Jennifer Ramirez, Jennifer Letts, Lila Kirkpatrick, Charlotte Davis</p>	<p>C&I protocol, number of classroom walkthroughs conducted</p>	<p>June</p>

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: \$2,767,487.66

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.	Christina Flores	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.	Christina Flores, Campus Principals	Ongoing teacher training records, Eduphoria workshop data	October
3	Ensure all Campus Placement Committee members review individual data prior to student placement committee decisions.	Christina Flores, Campus Placement Committee Members	Placement meeting signatures	October
4	Conduct creativity assessment of all kindergarten students.	Christina Flores, Kindergarten Teachers	Increase in student nominations in kindergarten, kindergarten portfolios	October
5	Provide service for identified kindergarten students by March 1st to include three field-based learning opportunities.	Christina Flores, Principals, Kindergarten Teachers	Parent/Teacher surveys, communication samples, documentation of activities	April
6	Ensure all elementary campuses provide at least 90 minutes per week of designated GT delivery to identified GT students. Differentiation occurs at all other times.	Christina Flores, Campus Principals	Campus GT plan and annual Campus GT Evaluation	June
7	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Christina Flores, Campus Principals	Teacher rosters/schedules, training database	October
8	Require designated G/T teachers to complete appropriate training (30 clock hours of Gifted and Talented training and 6 hours of update training annually).	Christina Flores, Campus Principals	Teacher training files, teacher staff development records	October



9	Participate in College Board Early Participation Program designed to better prepare students for the rigor of AP, PSAT 8/9 and PSAT/NMSQT.	Christina Flores, Secondary Principals	Records of College Board activities, increase in scores in PSAT/NMSQT and AP exams	October
10	Provide campus staff development on an annual basis to review policies regarding the G/T curriculum, program models and acceleration/credit by exam options.	Christina Flores, Campus Principals	Meeting minutes	October
11	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.	Christina Flores	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
12	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Christina Flores	PEIMS reports, surveys, lesson plans	October
13	Conduct an annual evaluation of the District GT program.	Christina Flores	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, Kristy Decker-Baird, Campus Principals

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

Funds: Local Funds, State Funds

Costs: \$96,905

FTES: Coordinator of 504

Item	Responsible	Evaluation	Dates	
1	Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Kristy Decker-Baird, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June



2	Evaluate students referred by administrators, Rtl Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.	Kristy Decker-Baird, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
3	Identify students for services based on eligibility as determined by four committee questions regarding student impairment and substantial limitation(s) in the classroom.	Kristy Decker-Baird, Campus 504 Committee	Section 504 eligibility documentation	June
4	Review student individual academic plans at least tri-annually to determine level of service and accommodations needed. If student progress indicates a need for review, the 504 Committee will reconvene to revise the individual academic plan.	Kristy Decker-Baird, Campus 504 Committee	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.	Kristy Decker-Baird, Campus Administrators	MDRs scheduled by the 10th day out of placement	June
6	Provide training to campus administrators to successfully implement 504 program.	Kristy Decker-Baird, Jennifer Ramirez	Professional development	October

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: Principals, Vickie Dean, Classroom Teacher(s), Campus Counselor

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

Funds: Local Funds

Costs: \$120,979.98

FTES: 2

Item	Responsible	Evaluation	Dates	
1	Implement campus procedures for referring students to General Education Homebound Instruction (GEHI), including 504 committee meetings. Campuses will work with the Director of Interventions and Testing to coordinate homebound services.	Vickie Dean, Kristy Decker-Baird	Student identified as needing services	October



2	Provide GEHI to eligible students a minimum of four hours per week. The homebound teacher will coordinate lessons and assignments with the classroom teacher and schedule times of service with the parent during the 504 meeting.	Vickie Dean, GEH Instructor	GEHI log, schedule of services	October
3	Maintain documentation on GEHI at the campus and submit appropriate reports to the PEIMS office.	Vickie Dean, Christina Resendez, GEH Instructor	GEHI log, schedule of services	October

Strategy 11 Student Success Initiative

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

- Leaders:** Vickie Dean, Campus Principals
- 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.	Vickie Dean, Campus Principals	Lesson plans, RTI documentation, progress monitoring data	October
2	Provide immediate, intensive, targeted intervention programs for those students in grades K-8 who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Vickie Dean, Campus Principals	Lesson plans, student STAAR scores	October
3	Ensure that students in grades 5 and 8 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Campus Principals, Classroom Teacher(s), GPC Committee Members, Vickie Dean	GPC/ARD meeting minutes, committee documentation	April



4	Provide early notice to parents or guardians of students identified to be at risk of failure on the first administration of the test required for grade advancement the next year. All students at risk of failing an SSI assessment must be provided additional accelerated instruction.	Vickie Dean, Campus Principals	Lesson plans, student STAAR scores	April
5	Honor parent requests that a student not participate in the third testing opportunity due to potential harm to the student. If this request is granted, the student is automatically retained and accelerated instruction will continue to be required.	Campus Principals, GPC Committee Members, Vickie Dean	Parent waiver documentation, accelerated instruction plans (AIP plans)	June
6	Provide thirty to forty-five additional minutes of targeted reading/math instruction for K-8 students during the regular school day, with flexible grouping of up to ten students with one adult.	Vickie Dean, Campus Principals	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.	Vickie Dean, Campus Principals	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.	Vickie Dean, Campus Principals	Confidential student reports, accelerated instruction documentation, attendance rosters	June

Strategy 12 Career and Technical Education

Belton ISD will ensure that all secondary students are provided with the opportunity to enroll in career and technical education programs which enhance their perception of the value of academic skills while assisting them in making connections between education and the real world of work.

- Leaders:** Stephanie Ferguson
- Benchmark:** Number of CTE students with Indicator Code of 2 or 3, total FTEs of students in CTE, number of students receiving certifications, and number of CTE courses receiving dual credit or articulated college credit.
- Funds:** Carl D. Perkins Federal Grant, State Funds, Local Funds
- Costs:** \$3,117,873.04
- FTEs:** 38.5

Item	Responsible	Evaluation	Dates
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1	Hire a college and career advisor to provide career guidance and provide career and college awareness opportunities.	Stephanie Ferguson	ESC 12 College Fair, Student advising sessions completed.	October
2	Continue to expand course offerings in the Computer Science program in order to provide a four-course strand for students.	Stephanie Ferguson, Deanna Lovesmith	Student enrollment in course	October
3	Continue to increase opportunities for students to participate in Career & Technical Student Organizations (CTSOs) competitions.	Stephanie Ferguson	SkillsUSA enrollment	October
4	Credential all CTE teachers that teach courses that can be taken for articulated credit through the ATC crosswalk.	Stephanie Ferguson	Course catalog, state ATC crosswalk listing	October
5	Continue a CTE Advisory Council that meets a minimum of two times a year.	Stephanie Ferguson	Advisory Council established, sign-in sheets	October
6	Ensure students receive instruction in completing applications, writing resumes, interviewing and developing employability skills in CTE courses.	Stephanie Ferguson	Review of lesson plans, walkthroughs	October
7	Ensure all ARD meetings contain a CTE component whereby special needs students and their parents receive information regarding course options and career guidance services.	Stephanie Ferguson	ARD documentation	October
8	Administer career interest inventory to all 8th and 9th grade students to connect student career interest to CTE class choice and career goals.	Stephanie Ferguson	Eduphoria	April
9	Expose students to employers and business leaders in the community through career fairs, guest speakers, and field trips.	CTE Teachers	Lesson plans	January
10	Streamline the career education program for elementary, middle school, and high school students. Elementary programs will promote career awareness, middle school programs will promote career exploration, and high school programs will promote career readiness.	Stephanie Ferguson, Kim Christy-Anderson	Counseling unit plans	April

Strategy 13 Pregnancy Related Services

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

Leaders: Kim Christy-Anderson, Secondary Counselors, Secondary Nurses

Benchmark:	Identification of students eligible for pregnancy related services. Annual report to the District and State regarding number of students receiving services.
Funds:	State Comp Ed. Funds
Costs:	\$25,000
FTES:	None

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

Strategy 14 Dating Violence Prevention Instruction

In accordance with TEC Section 37.0831, Belton ISD requires each secondary campus to adopt and implement a dating violence policy. The policy includes an education component to inform students of the signs of dating violence, the importance of reporting such activity and the procedure to report in such a way not to bring further harm to the victim.

Leaders:	Counselors, Kim Christy-Anderson
Benchmark:	Policy implemented according to legislative intent.
Funds:	None
Costs:	None
FTES:	None

Item	Responsible	Evaluation	Dates	
1	Review dating violence prevention requirements with high school counselors at beginning of the school year.	Kim Christy-Anderson	Sign-in sheets documenting 100% of counselors attended professional development	October
2	Provide professional development to administrators, counselors, and teachers on dating violence and measures to protect students who are victims of dating violence.	Campus Counselor(s), Kim Christy-Anderson	Sign-in sheets documenting campus professional development	October
3	Deliver the Personal Safety/Dating Violence guidance lesson to all high school students, including how to report such activity.	Counselors, Kim Christy-Anderson	Documentation of lesson plans including Personal Safety/Dating Violence guidance lesson	January



4	Counsel students affected by dating violence.	Campus Counselor(s)	Counseling records maintained, students counseled as needed	June
5	Enforce protective orders provided by law enforcement.	Campus Administrators	Notification provided to appropriate personnel	June

Strategy 15 Personal Graduation Plans

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

- Leaders:** Secondary Campus Principals, Secondary Counselors, Kim Christy-Anderson
- Benchmark:** All students identified as At-Risk will receive a Personal Graduation Plan by December 16, 2017.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Continue to follow TEA rules regarding graduation plans revised during the 2013 & 2015 legislative sessions.	Deanna Lovesmith, Kim Christy-Anderson	TEA rules fully implemented	October
2	Identify students who have failed any portion of the STAAR or fallen behind on graduation credits. Create a PGP for each identified student.	PEIMS Staff, Secondary Campus Counselors	Completed campus at-risk list	October
3	Meet with students and parents of students that have failed a portion of STAAR or fallen behind on graduation requirements to develop a PGP. Counselors will communicate to students and parents options for accelerated learning including tutorials, summer school, API, and other appropriate interventions.	Secondary Campus Counselors	PGP forms attached to students' post secondary conference forms in Eduphoria	January
4	Provide information to students and parents about college and career readiness standards during month of November.	Kim Christy-Anderson, Secondary Campus Counselors	Post-secondary planning tool, information made available to students and/or parents	April

Strategy 16 Homeless Education (Project HEARTBEAT)/Foster Care

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. New requirements under Title 1 of the ESEA, as amended by the ESSA, highlight the need to provide educational stability for children in foster care, with particular emphasis on collaboration between SEAs, LEAs, and child welfare agencies to ensure that students in foster care have the opportunity to achieve at the same high levels as their peers.

Leaders: Christina Wilson, Shawna Bell, Celia Ray

Benchmark: HEARTBEAT and Foster Care students graduate on the Foundation High School Program, STAAR Scores, attendance records, report card grades

Funds: TEHYC Grant, Title I Part A

Costs: \$113,900

FTES: [1.5] Homeless Liaison, Foster Care Liaison

Item	Responsible	Evaluation	Dates	
1	Provide funds for Homeless Liaison and Foster Care Liaison positions to work directly with students in transition to support their enrollment, attendance, and academic success.	Celia Ray	Summative Appraisal, Expenditure Reports	June
2	Ensure that homeless and foster care students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless and Foster Care Liaison.	Christina Wilson, Shawna Bell, Celia Ray	PEIMS records, case management files, family reports	June
3	Provide the federal meal program for homeless and foster care students.	Cafeteria Managers, Donna Shelton, Christina Wilson, Shawna Bell, Celia Ray	PEIMS records, case management files, family reports	June
4	Utilize Title I set-aside funds to provide services for homeless students on all campuses to include school supplies, educational resources for parents, and costs associated with earning postsecondary credit.	Celia Ray, Christina Wilson	PEIMS records, case management files, family reports	June
5	Coordinate additional services for homeless and foster care students. These services may include school of origin transportation, referrals to community agencies for medical, dental or mental health services that meet student need.	Christina Wilson, Shawna Bell, Celia Ray	Attendance records, doctor notes, discipline referrals, family reports	June
6	Collaborate with Child Welfare agencies to promote educational stability which may require keeping foster care students in the school of origin when a change in placement occurs, if remaining in that school in the student's best interest.	Shawna Bell, Christina Wilson, Celia Ray	Sign-in sheets, agendas, presentation materials, minutes	January
7	Present staff development on homeless and foster care issues to administrators, counselor, auxiliary, front line personnel, and community service agencies.	Christina Wilson, Shawna Bell, Celia Ray	Sign-in sheets, presentation materials, agendas	October



Strategy 17 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, Principals, Assistant Principals

Benchmark: Students will be placed at DAEP according to the Belton ISD Student Code of Conduct guidelines and policies.

Funds: State Compensatory Education Funds, Local Funds

Costs: \$488,592.56

FTES: [9]
DAEP Coordinator, Secretary, Teacher (5), DAEP Aide (2)

Item	Responsible	Evaluation	Dates	
1	Using the Belton ISD Student Code of Conduct guidelines and policies, building administrators will refer students to the DAEP as necessary.	Campus Principals, Assistant Principals, Emilio Olivares	Number of students referred to DAEP for both discretionary and mandatory placements	June
2	Continue to implement a plan for how to meet the needs of students who previously would have been referred to JJAEP, including the use of a SRO assigned to the DAEP.	Robert Atmar, Emilio Olivares	Number of students served in DAEP, Disciplinary referrals generated from DAEP	January
3	Maintain a MOU with the Bell County JJAEP.	Robert Atmar	MOU developed and enacted	October
4	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, Campus Principals	Passing scores on assessments	June
5	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
6	Continue the use of CHAMPS and Safe and Civil Schools to reduce discipline incidents and improve student behavior.	Emilio Olivares	Increased student engagement, reduced discipline incidents, improved student success	January
7	Establish protocols for elementary DAEP, including the use of social skills training.	Robert Atmar	Program established, number of students served	April

Appendix A: Student Indicators



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	91	95	95	
Male	88	90	95	
Female	94	95	95	
Hispanic	86	90	95	
White	92	95	95	
Eco Disadv	80	85	95	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	87	90	95	
Male	85	90	95	
Female	90	95	95	
Hispanic	76	80	95	
White	90	95	95	
Eco Disadv	68	70	95	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	95	95	95	
Male	96	96	95	
Female	94	96	95	
Hispanic	95	95	95	
White	98	95	95	
Eco Disadv	88	90	95	

STAAR Reading

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	94	95	95	
Male	92	95	95	
Female	95	95	95	
Hispanic	86	90	95	
White	96	95	95	
Eco Disadv	90	95	95	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	86	70	95	
Male	83	70	95	
Female	89	70	95	
Hispanic	82	70	95	
White	87	70	95	
Eco Disadv	70	75	95	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	93	95	95	
Male	94	95	95	
Female	91	95	95	
Hispanic	86	90	95	
White	96	95	95	
Eco Disadv	81	85	95	

STAAR Science**GRADE: 5**

Student Group	Current	Annual	Long-Term	Notes
All Students	87	90	95	
Male	90	95	95	
Female	83	85	95	
Hispanic	81	85	95	
White	88	90	95	
Eco Disadv	77	80	95	

STAAR Writing
GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	77	80	95	
Male	72	75	95	
Female	82	85	95	
Hispanic	71	75	95	
White	77	80	95	
Eco Disadv	50	70	95	

2018-2019

LAKWOOD ELEMENTARY CAMPUS IMPROVEMENT PLAN

