



**Belton Independent School District
Campus Improvement Plan
2015-2016**

**BELTON NEW TECH HIGH SCHOOL
@WASKOW**

Summary

This 2015-2016 plan for Belton New Tech High School @Waskow 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 BNTH@W. 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 Belton New Tech High School @Waskow is to be a leader in preparing every student to excel in tomorrow's world.

Mission Statement

The mission of Belton New Tech High School @Waskow is to provide an education that challenges all of our students to excel in the areas of: professional ethics, creativity/technology innovation, written communication, oral presentation, and content knowledge.

Belief Statements

- 1** We believe in learning that encourages creativity and innovation by challenging everyone to use their collaborative voice to achieve excellence.
- 2** We believe that higher expectations promote higher achievement.
- 3** We believe that all people have talents to be identified and developed.
- 4** We believe that everyone has the right to be treated with dignity and respect.
- 5** We believe that everyone has the right to a safe environment.
- 6** We believe that success is measured on results.
- 7** We believe in a campus culture built on trust, respect, and responsibility.

Needs Assessment Data Documentation

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

- * Review of district goals
- * Review of campus goals
- * Drop-out rates
- * Attendance data
- * Student surveys
- * Community and/or parent surveys and feedback
- * Prior year budgets and expenditures in relation to current year funding & priorities
- * State and/or federal planning requirements
- * Campus faculty meeting discussions
- * Student failure and/or retention rates
- * Prior year campus and/or district improvement plans
- * Study of best practices
- * Disaggregated End-of-Course results
- * Analysis of Special Education population
- * Analysis of At-Risk population
- * College readiness data
- * Disaggregation of current-year state assessment data
- * STAAR test results
- * Parent Surveys
- * Campus needs assessment



* HB5 Community and Engagement Rating data

Goals & Strategies

Goal # 1:

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

Resources:

Time, Teachers, Staff, Special Education Staff, Parent Support, Technology, Secondary Curriculum Director, Instructional Facilitators, Counselor, RtI Committee, Attendance/PEIMS Clerk, Eduphoria, New Tech Network, TEA Liaison, State Test Scores

Strategy 1 1:1 Technology Initiatives

Belton New Tech High School @Waskow opened as a 1:1 campuses in the fall of 2011. All secondary campuses will be in a 1:1 learning environment as of August 2014. Belton New Tech High School @Waskow will continue to lead the community of learners in the implementation of 1:1 technology strategies.

Leaders: Jill Ross, Wayne Morgan

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

Funds: Instructional Materials Allotment, Local Funds, Texas Title I Priority and Focus Schools Grant

Costs: \$30,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Provide parent training opportunities for parents to learn about Echo, the on-line learning management platform for New Tech Network schools. Sessions will be virtual learning and face to face.	Jill Ross, Wayne Morgan, Robert Pryor	Sign-in sheets, parent surveys	October
2 Disseminate quick Echo reminders to parents through weekly Skylerts throughout the first nine weeks.	Jill Ross, Ben Smith	Skylert logs, parent survey	October
3 Review student trouble logs that reflect laptops that are broken or damaged on a monthly basis.	Jill Ross, Ben Smith, Wayne Morgan	Trello account	June
4 Create and provide digital literacy instruction within digital media and core content area classes that includes topics such as plagiarism, digital footprint, source validation, internet safety, and productivity tools.	Jill Ross, Ben Smith, Susan Soberad	Lesson plans, decreased instances of plagiarism, improved grades on projects	January

Strategy 2 Belton New Tech High School @ Waskow

Belton New Tech High School @ Waskow was established through a partnership with the New Tech Network in 2011. Using a Texas Title I Priority and Focus Schools grant, Waskow High School was transformed from an alternative school for mostly at-risk students to a newly designed small high school focused on project-based learning in a technology-rich environment.

Leaders: Deanna Lovesmith, Jill Ross, Ben Smith

Benchmark: Increased student achievement as measured by STAAR as well as evaluation data collected as part of the Texas Title I Priority and Focus Schools grant requirements.

Funds: Texas Title I Priority and Focus Schools Funding

Costs: \$157,000

FTES: 2

Item	Responsible	Evaluation	Dates
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1	Serve as a demonstration site for the New Tech Network.	Deanna Lovesmith, Jill Ross	Documentation of visitors, recognition as a result of status as a demonstration site	June
2	Continue partnership with New Tech Network for learning management system, professional development, and school support.	Jill Ross, Ben Smith	Professional development sessions attended, collaboration with other New Tech schools enhanced	January
3	Continue to use Project-Based Learning (PBL) as the primary instructional method in all classes with additional literacy components as appropriate for improved student achievement.	Jill Ross, Susan Sobehrad	Improved student engagement and achievement in all courses	January
4	Expand dual credit courses at Belton New Tech High School @ Waskow to include opportunities for virtual courses and courses at the University of Mary Hardin- Baylor.	Jill Ross, Deanna Lovesmith	Dual credit courses developed and offered to students	October
5	Continue to implement the plan for marketing BNTW@W for the purposes of recruiting new students and informing the community of the benefit of the new high school design.	Jill Ross	Plan written and communicated to the Superintendent	January
6	Implement Priority and Focus schools funding through the completion of grant terms.	Jill Ross, Deanna Lovesmith	Grant evaluation completed and report made to TEA	June
7	Publicize the Belton New Tech High @ Waskow iBook available from iTunes.	Jill Ross, Ben Smith	Consistent downloads	June
8	Participate in the Apple Distinguished Schools program and write a new iBook for the current application.	Jill Ross, Ben Smith, Robert Pryor, Mark Williams	Created iBook and application	October

Strategy 3 Instructional/Curricular Resources & Practice

An aligned, guaranteed and viable curriculum is the foundation for student achievement. The selection of appropriate instructional materials to support the curriculum is equally important. Belton ISD continues to refine curriculum documents and local assessments to insure alignment with the TEKS and the required rigor of the STAAR assessment system. Belton ISD will continue to use Eduphoria applications to manage and store curriculum and assessments. Belton New Tech High School @Waskow will use Echo as the online student curriculum and professional development website.

- Leaders:** Deanna Lovesmith, Kim Christy-Anderson, Jill Ross, Wayne Morgan
- Benchmark:** Instructional materials adopted, curriculum and assessments developed and managed in Eduphoria.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
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1	Utilize the PBL project planning instrument to ensure that every project is comprehensive and standards based.	Susan Sobehrad, Teachers	Coaching logs, lesson plans, walkthrough results, Echo projects	June
2	Use Echo to manage student curriculum in such a way that all pages are current and free of unnecessary information.	Jill Ross, Wayne Morgan, Susan Sobehrad	Echo pages	June
3	Include formative assessments, benchmarks, and scaffolding checkpoints in project development.	Jill Ross, Susan Sobehrad	Project plans, Echo documentation	June
4	Manage the instructional material adoption process for 9-12 math, 9-12 Social Studies and Fine Arts to include consideration of digital textbooks and other digital instructional materials for use in classrooms in 2015-16.	Jill Ross, Ben Smith, Susan Sobehrad	Materials adopted	April
5	Include measurable objectives and formative assessments in each project planning document.	Susan Sobehrad, Jill Ross	Echo project documents	October
6	Conduct Curriculum Walkthroughs so that every classroom is visited no less than bi-weekly.	Jill Ross, Ben Smith, Susan Sobehrad	Walks documented in Eduphoria	June
7	Provide teachers with both a conference period and a planning period to ensure adequate planning time for project deployment.	Jill Ross	Master schedule	October
8	Design all instruction utilizing the Learner Outcomes and campus developed matrices.	Susan Sobehrad	Project materials	June
8	Utilize the instructional coach to support Project Based Learning through model lessons, model data review, and walkthroughs.	Susan Sobehrad	Coaching logs, lesson plans, walkthrough results	June

Strategy 4 Data Analysis/Campus Support for Students in Need

Students master content at varying rates and need different levels of intervention to meet learning targets. The C&I Department will assist campuses in identifying and implementing effective interventions, including the monitoring of student data to determine effectiveness of interventions. Instructional Coaches will assist campuses in improvement of classroom instruction.

Leaders: Jill Ross, Deanna Lovesmith

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
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1	Create and monitor a comprehensive intervention program that ensures access to interventions to any student who is struggling academically, behaviorally or socially (including attendance).	Ben Smith, Susan Sobehrad, Jill Ross, Susan Badgett	Intervention program, intervention monitoring data	June
2	Create a universal screener to monitor student discipline, attendance, grades, and End of Course Exam performance.	Jill Ross, Ben Smith	Universal screening instrument	October
3	Create course sections within the master schedule for students who have not passed their End of Course exams.	Susan Badgett	Master schedule	October
4	Review data at the Phase-in 2 level.	Jill Ross, Susan Sobehrad	End of Course data results	April
5	Review the state-wide accountability system as a campus in order to increase understanding of all indices of accountability.	Jill Ross, Ben Smith, Susan Sobehrad	MOM minutes	October
6	Create an intervention within the school day for students failing End of Course exams.	Jill Ross, Susan Sobehrad, Susan Badgett	Master schedule with intervention time included	October

Strategy 5 Post-Secondary Planning/College and Career Readiness

Belton ISD prepares students for post-secondary success by providing a rigorous curriculum embedded with lessons focused on job skill development as well as offering enhanced CTE and AP programs. Belton New Tech High School @Waskow will support a learning environment in which students are focused on post-secondary opportunities and preparation for those opportunities.

Leaders: Jill Ross, Amanda Necessary

Benchmark: Lesson plans, CT and AP course offerings, increased student enrollment in CT and AP courses, increased percentage of students enrolled in post-secondary education, and increased certifications earned by students.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Provide college trips designed to meet the needs of each grade level.	Jill Ross, Susan Badgett	Travel logs, lesson plans	April
2	Collaborate with the Chamber of Commerce and PTSO to explore business and community partnerships to better understand the needs of the community.	Jill Ross, Ben Smith, Susan Sobehrad	Agendas, minutes of the meetings	April
3	Incorporate learning sessions during the school day to prepare students for the ACT, SAT, PSAT and AP tests.	Jill Ross, Susan Sobehrad, Sam Wilds	Lesson plans, project plans, study session sign-in sheets	June



4	Utilize the New Tech Network Graduate Profile to provide opportunities for parents and students by grade level to ensure that graduates are prepared for post-secondary education, careers, and independent living.	Jill Ross, Ben Smith, Susan Sobehrad, Susan Badgett	Schedule of graduate profile activities, lesson plans that include graduate profile objectives	June
5	Assign students who are at imminent risk for dropping out of school due to failure on the End of Course exams as seniors to a mentor who will meet with them for tutoring, encouragement, and planning.	Jill Ross, Susan Badgett	Documentation of tutoring sessions, EOC results	April
6	Conduct annual Post Secondary Planning Conferences with all students in grades 9-12.	Susan Badgett	Record of conferences in Aware, 100% of students participate in conferences	January

Strategy 6 Fine Arts Instruction

The District's fine arts program provides music and choral programs, visual arts, theatre arts, band and orchestra. It is expected that each of these programs will implement the requirements of the Texas Essential Knowledge and Skills. Belton New Tech High School @Waskow will collaborate with Belton High School to offer fine art opportunities for students enrolled on both high schools.

- Leaders:** Richard Thomas, Jill Ross
- Benchmark:** High quality performances and presentations.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Continue to encourage participation in fine arts programs at Belton High School.	Jil Ross, Ben Smith, Susan Badgett	Student schedules reflecting participation in fine arts programs	January
2	Ensure that Belton New Tech High @ Waskow teachers understand the University Interscholastic League eligibility requirements for participation in fine arts.	Jill Ross	MOM Agenda, MOM minutes	October

Strategy 7 Advanced Academic Services

Advanced Academic Services includes Advanced Placement and Pre-Advanced Placement services as well as Gifted and Talented Education (G/T). The goal of G/T services is to provide identified students with appropriate opportunities for access and service in order to meet unique G/T needs and in accordance with the State Plan for Gifted Students.

- Leaders:** Jill Ross, Sam Wilds
- Benchmark:** Advanced Performance Percentages, Duke Talent Winners, AP Test Scores, PSAT/SAT Scores, National Merit Scholars.

Funds: Local Funds
Costs: \$631,000
FTES: 12.84

Item	Responsible	Evaluation	Dates	
1	Develop a comprehensive plan for PSAT, SAT and ACT preparation that results in quality preparation for the exams.	Sam Wilds, Susan Sobehrad, Jill Ross	Plan developed and implemented, increased student achievement on assessments	October
2	Provide AP pretests to all students enrolled in an AP course so that students who attain a satisfactory score can be encouraged to take the final AP exam for the course.	Stephen Jehl, Gina Taber, Sharla Adams, Charles Rodarte, Pietro Giustino	Lesson plans reflecting practice tests, increased student participation in AP exams	April
3	Incorporate AP strategies into PBL projects.	Stephen Jehl, Gina Taber, Sharla Adams, Charles Rodarte, Pietro Giustino, Susan Sobehrad	PBL introductory documents, project rubrics	June
4	Conduct a commercial campaign to encourage juniors and seniors to register for and take the SAT and ACT.	Jill Ross, Susan Sobehrad, Susan Badgett, Robert Pryor	Video commercials	April
5	Review/improve syllabi of weaker performing AP courses. New syllabi will be submitted to the College Board for approval.	Stephen Jehl, Biology Teacher, Sharla Adams, Charles Rodarte, Pietro Giustino, Jill Ross, Susan Sobehrad	AP scores, AP syllabi	June
6	Provide professional development focusing on changes to the new SAT.	Sam Wilds, Susan Sobehrad	Agenda, sign in sheet	January

Strategy 8 Student Attendance

Student attendance has been proven to contribute to increased student achievement. The District receives funding based on the average daily attendance of all students. Campuses may receive an Academic Achievement Distinction Designation (AADD) for having a high attendance rate according to TEA guidelines. The 2014-15 attendance rate for Belton New Tech High School @Waskow was 94.9%, a decrease of 1.1%.

Leaders: Jill Ross, Ben Smith

Benchmark: Increase attendance rate by 1.1 percentage point for the 2015-16 school year.

Funds: Local Funds, Activity Funds

Costs: \$3,000

FTES: None

Item	Responsible	Evaluation	Dates
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1	Closely monitor attendance.	All staff	Weekly Download attendance report, teacher communication logs	June
2	Develop and implement attendance incentives for both teachers and students.	Jill Ross, Ben Smith	Monthly attendance reports, student focus group summaries	June
3	Conduct home visits to the homes of students who have demonstrated significant attendance difficulties.	Jill Ross, Ben Smith, Susan Badgett	Home visit logs, improved attendance	June

Strategy 9 Improvement of Writing Instruction

BNTH@W will focus on the improvement of writing instruction and the overall achievement of students on writing assessments.

Leaders: Jill Ross, Susan Sobehrad

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

Funds: Title II A, Local Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Review Written Communication Learner Outcome and rubric as a staff so that all instructional staff members emphasize writing across all content areas.	Staff, Shellie Dunn	PBL project introductory documents, Learner Outcomes rubric, improved student achievement	June
2	Utilize Learner Work Time to provide targeted English/language arts and writing intervention.	Melissa Fasolino, Tiffany Roussel	Improved EOC scores	June
3	Ensure that each project includes a written communication component worth 10% of the grade.	Staff	PBL rubrics, Echo grade reports	June
4	Conduct professional development designed to support writing strategies developed by each grade level English teacher.	Michelle Ciccariello, Shellie Dunn, Tiffany Roussel, Melissa Fasolino, Susan Sobehrad	Agenda, Echo grade reports, project documents	October

Strategy 10 Language Instruction for LEP Students

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

Leaders: Jill Ross, Deena Cornblum

Benchmark: Increased success on TELPAS, STAAR Reading and Writing, and EOC English assessments.

Funds: State Bilingual/ESL, Local, Title III Part A

Costs: \$100

FTES: None

Item	Responsible	Evaluation	Dates
1 Ensure that teachers who are providing instruction to students who are identified as in need of ELL support are appropriately trained.	Jill Ross	SBEC certification	June
2 Provide professional development focusing on including language objectives in projects in small group, coaching settings.	Susan Sobehrad	Training agenda, training materials	January

Strategy 11 Athletics

Both boys and girls UIL sports programs are offered in grades 7-12 with over 1,000 participants at each grade span. Students from Belton New Tech High School @Waskow participate with students enrolled at Belton High School. Belton New Tech High School @Waskow will collaborate with Belton High School to ensure athletes are provided appropriate support.

Leaders: Jill Ross, Bob Shipley

Benchmark: Number of sports advancing to regional levels and above, number of athletic scholarships awarded

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Encourage participation in athletic activities at Belton High School.	Jill Ross, Ben Smith, Susan Badgett, Bob Shipley	Increased percentage of student athletes enrolled at Belton New Tech High @ Waskow	June
2 Participate in revised Tiger Academic initiative for students in grades 10-12 to support NCAA eligibility preparation.	Jill Ross, Susan Badgett, Mike Morgan, Kim Christy-Anderson	Sign-in sheets, NCAA eligibility reports	June

Goal # 2:

Belton New Tech High School @Waskow 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, Teachers, Staff, Secondary Curriculum and Instruction Director, Asst. Supt. fo Curriculum and Instruction, Asst. Supt. for Student Services and Administration

Strategy 1 Human Resources

Campus administration will implement best practices for recruiting, developing and retaining highly qualified personnel. Systems to support the collection and analysis of data will be developed and implemented in such a way that accurate records are maintained and facilitate improved decision making regarding personnel issues.

Leaders: Jill Ross, Barrett Pollard

Benchmark: Decrease in teacher turnover rate, system changes identified.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Incorporate the Belton New Tech High Professionalism Rubric in the district's professional evaluation system. The rubric will be self-reflective in the fall, collaborative in the winter, and administratively directed in the spring.	Jill Ross, Ben Smith	Rubric results, PDAS	June
2	Provide coaching and mentoring to new teachers on a weekly basis during the fall semester and no less than monthly during the spring semester.	Susan Sobehrad	Coaching logs, lesson plans	June
3	Conduct walkthroughs in such a way that each teacher is observed no less than two times per week. Communicate areas of concern within 24 hours to the teacher in both formal and informal ways.	Jill Ross, Ben Smith, Susan Sobehrad	Walkthrough instrument, memoranda	June
4	Create a staff recognition system that celebrates exceptional practices that create a positive learning and work environment.	Jill Ross, Ben Smith	System created and shared with staff, staff members recognized publicly	January
5	Utilize the Belton New Tech High @ Waskow hiring matrix when adding staff members.	Jill Ross, Ben Smith	Matrix utilized, staff hired	June

Strategy 2 Leadership Development

The professional development of campus leaders' is critical to the ongoing success of the campus and District. Belton New Tech High School @Waskow is a campus where staff members are provided with opportunities to continue to grow leadership skills.

Leaders: Jill Ross, Charla Trejo

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



Funds: Texas Title I Priority and Focus Schools Grant
Costs: \$10,000
FTES: None

Item	Responsible	Evaluation	Dates
1 Participate in New Tech Network Leadership Professional Development opportunities.	Jill Ross	Purchase orders for travel	April
2 Ensure that Ben Smith is provided with professional development focusing on PBL, high school student needs, and HB 5 requirements.	Jill Ross	Purchase orders for professional development, summaries from professional development	June
3 Collaborate with Ben Smith to research findings by the Buck Institute regarding Project Based Learning. Present new learning three times during the year to the staff.	Jill Ross, Ben Smith	Shared notes and book reviews, professional development agendas	June
4 Ensure one teacher becomes New Tech certified.	Jill Ross	Training certificate	April
5 Ensure that teachers who are seeking administrative positions in the future are provided leadership opportunities on campus. Opportunities may be a single event or an on-going activity as determined by the teacher and leadership team.	Jill Ross	Event plan and after action review documentation	June

Strategy 3 Professional Development for Core Content Instruction

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

Leaders: Jill Ross, Deanna Lovesmith
Benchmark: 90% or more of all students will meet or exceed standard on the state assessments in all areas tested.
Funds: Texas Title Priority and Focus Schools Grant
Costs: \$10,000
FTES: None

Item	Responsible	Evaluation	Dates
1 Ensure that Belton New Tech High teachers participate in district-wide core content professional development as determined by the Curriculum and Instruction Department and the leadership team.	Jill Ross, Susan Sobehrad, Kim Christy-Anderson	Sign-in sheets, assessment data	June



2	Ensure that teachers create an individualized professional development plan for themselves to be reviewed at spring summative conference.	Jill Ross, Susan Sobehrad	Individualized plan, teacher portfolio	June
3	Recruit high performing teachers and staff who are effective and willing to learn about Project Based Learning.	Jill Ross, Ben Smith	Zero vacancies by July 1, 2015	June
4	Utilize information gathered from Instructional Rounds training to plan future professional development opportunities for the staff.	Jill Ross, Ben Smith, Susan Sobehrad	Instructional Rounds data reports	April

Goal # 3:

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

Resources:

Security Cameras, Curriculum, Safe and Civil Schools Materials, Raptor Software, Skylert (automated phone calling system).

Strategy 1 Positive Behavior Support

Positive behavior is an important aspect of a student's educational experience. The Safe & Civil Schools program is designed to help school staff improve safety and civility. Behavior RtI is a complement to Safe and Civil Schools, providing systematic support for interventions for severe behavior problems. All aspects of the behavior professional development plan will be organized around "Trust, Respect, Responsibility."

Leaders: Jill Ross, Ben Smith, Susan Badgett

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

Funds: Title I Priority and Focus Grant, Local Funds, Title II, Part A

Costs: \$9,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Reimplement Foundations and CHAMPS on the Belton New Tech @ Waskow campus utilizing the Foundations Team with professional development provided by a Safe and Civil Schools presenter.	Jill Ross, Ben Smith, Susan Sobehrad	Professional development materials	January
2 Implement digital discipline referrals.	Ben Smith	Completed referrals	October
3 Create and implement a positive behavioral support guideline to assist all staff and students to demonstrate appropriate behavior.	Jill Ross, Ben Smith	Positive behavioral support guideline	October
4 Create and complete the meeting schedule for the Foundations Team so that campus behavioral and supervisory needs are addressed and monitored.	Ben Smith	Meeting schedule, meeting notes	April
5 Designate a Campus Behavior Coordinator to complete responsibilities outlined in the 2015 legislative session.	Jill Ross	Discipline records	October

Strategy 2 Safe and Orderly Environment

Maintain a safe and secure environment conducive to student learning on all campuses and departments.

Leaders: Jill Ross, Ben Smith, Merl Brandon, Robert Atmar

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

Funds: Texas Title I Priority and Focus School Grant, Local Funds

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

Item	Responsible	Evaluation	Dates	
1	Develop and implement a plan to increase the campus's attendance rate by 1.1%.	Jill Ross, Ben Smith	Attendance rate reflects an increase of 1.1%	June
2	Assign students to the security officer when they are waiting for a shuttle to assist with supervision and safety on the campus.	Jill Ross	Security officer's schedule	October
3	Collaborate with the District Alternative Education Program and the SRO located on that campus to ensure that all aspects of the DAEP and BNTH@W crisis plans are well developed and cohesive.	Jill Ross, Ben Smith, Emilio Oliveras, SRO	Minutes of collaboration meeting	October
4	Utilize the Foundations Team to identify safety concerns and design responses to those concerns.	Foundations Team	Minutes of meetings, surveys	June
5	Implement and analyze the student, staff and parent school safety and climate surveys for grades 9 and 11.	Ben Smith, iRun Team	Survey results	April
6	Meet with students who are eligible for drivers licenses in a lunch group twice per semester to address driving safety concerns after they have received their Verification of Enrollment.	Jill Ross, Ben Smith	Scheduled meetings, agendas, minutes of meetings	June

Strategy 3 Bullying Prevention and Response

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

Leaders: Jill Ross, Robert Atmar**Benchmark:** Reduction in parent and student concerns about bullying, improved documentation and response to reports of bullying.**Funds:** None**Costs:** None**FTES:** None

Item	Responsible	Evaluation	Dates	
1	Utilize the Tigers Don't Bully website including the reporting mechanisms as a resource in a PBL project.	Susan Sobehrad	Student created projects	April
2	Follow up on all bullying complaints.	Ben Smith, Jill Ross	Documentation of bullying investigations	June



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| 3 | Participate in district-led professional development that focuses on anti-bullying practices. | BNTH@W Staff | Sign-in sheets | April |
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Strategy 4 Crisis and Safety Planning

Belton ISD will annually update and implement an Emergency Operations Plan (EOP). Each campus will develop and submit a plan aligned to the District's EOP plan. The EOP will be evaluated and modified as needed each year.

- Leaders:** Jill Ross, Ben Smith, Robert Atmar
- Benchmark:** Written plan submitted and reviewed by the Supt., 100% of staff trained.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Create a comprehensive crisis plan that addresses the close proximity of the DAEP, CTE buildings, Mega Bites Cafe and Hack Shack.	Ben Smith, Emilio Oliveras, SRO	Complete crisis plan	October
2 Maintain and update the web-based standard District template for emergency plans.	Ben Smith	Current crisis plan on the appropriate website	October
3 Conduct emergency drills in accordance with the District plan.	Ben Smith	Record of conducted drills	June
4 Participate in at least one emergency operations drill using table top or active drill per semester.	Robert Atmar, Ben Smith	Emergency Operations Training Log, use of the Rapid Responder web site	June

Strategy 5 Counseling & Prevention Programs

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

- Leaders:** Susan Badgett, Kim Christy-Anderson
- Benchmark:** Counselor logs, increased attendance, decrease in failure rates.
- Funds:** Local and State Funds
- Costs:** \$50,000
- FTES:** 1

Item	Responsible	Evaluation	Dates
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1	Create an interactive webpage on the campus website that offers scholarship, post-secondary, and FAFSA information. Continue to update the page to incorporate items that are consistently of interest to families as determined by phone calls and requests.	Susan Badgett	Active website	October
2	Create a parent and student training plan to ensure that information is available for all stakeholders regarding applying for and paying for college.	Susan Badgett	Calendar showing parent meetings, sign-in sheets	April
3	Instruct students on how to obtain assistance and intervention in the event that they are bullied or abused verbally, physically, or sexually.	Susan Badgett	Lesson plans	January
4	Review course requests for all students in order to determine sections for the 16-17 school year.	Susan Badgett, Jill Ross	Course requests report, master schedule for 16-17 school year	June
5	Conduct annual individual counselor student conferences to evaluate coursework correlation to post-secondary plans.	Susan Badgett	Documentation on post-secondary planning forms located in Aware	January

Strategy 6 Student and Campus Culture

Belton New Tech High School @Waskow will be a full high school with four grade levels during the 2015-16 school year. The campus experienced its first graduation during the 2014-15 school year. The campus will seek to build upon the positive experiences in the previous year while including additional new elements to enrich the campus culture.

Leaders: Jill Ross, Ben Smith

Benchmark: Student survey data, parent survey data, campus calendar that includes academic, social, and family activities.

Funds: Title I Priority and Focus School Grant, Local Funds

Costs: \$1,500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Create collaborative teams to ensure that all aspects of campus life are scheduled, organized and implemented. Campus life activities include traditions, social activities, family events and the annual camp out.	Jill Ross	Calendar of events that addresses each domain, committees organized to implement the events	October
2	Create the campus calendar to include a systemic recruitment plan, campus social activities, tradition development and BNTH Camp Out.	Jill Ross	Campus calendar of events	June
3	Survey parents and students in order to learn more about their perceptions of PBL and overall campus experiences.	Jill Ross, Ben Smith	Survey results	April

4	Create a Parent, Teacher, Student Organization. This group will ensure that all stakeholders have a voice in campus activities. This group will meet no less than four times per year and will meet both during the school day and in the evenings.	Jill Ross, Ben Smith, Susan Badgett	Stakeholders' voices are gained throughout the year.	April
5	Survey the staff at least two times per semester to determine their perception of the processes in the school.	Jill Ross	Survey results	June
6	Require students to complete ten hours of community service during the school year.	Jill Ross, Ben Smith, Susan Badgett	Community service documentation	June
7	Grow all students to serve as student ambassadors who are able to give campus tours and talk about the campus culture and learner outcomes.	Jill Ross, Ben Smith, Susan Sobehrad	Student tour guide records	June

Goal # 4:

Belton New Tech High School @Waskow 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:

STAAR Incentives, Exemption Incentives, Newsletters, Webpage, Social Media Sites

Strategy 1 Comprehensive Communications Plan

Communication with all stakeholders is critical to the success of BNTH@W. As a high tech campus, BNTH@W will seek to communicate effectively through multiple media. The communication plan will include formal as well as social communication platforms.

Leaders: Jill Ross, Kyle DeBeer

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Communicate new year information for families in multiple ways to include Facebook, email and campus website.	Jill Ross	Facebook, Skylert messages, website entries	October
2	Publish information to parents that emphasizes positive events on the campus.	Jill Ross, Ben Smith	Published newsletters	June
3	Add new pictures to the website on a monthly basis and remove photographs that are more than six months old.	Susan Sobehrad	Photo files, monthly website update email	June
4	Create and publish a monthly newsletter that will be emailed to community stakeholders that highlights events on campus as well as provides information about Project Based Learning.	Jill Ross, Ben Smith	Published newsletters	June
5	Review Skylert reports to determine inoperable email addresses and contact families to make corrections on a monthly basis.	Jill Ross, Jill Decker, Ann West	Decrease in returned Skylert messages	June
6	Ensure that each school event is publicized on social media while it is occurring.	Jill Ross, Ben Smith, event sponsors	Social media posts	June
7	Recognize student accomplishments during daily announcements and in social media.	Jill Ross, Ben Smith, Susan Sobehrad	Daily announcements, social media entries	June
8	Communicate transformative educational practices that occur on the campus.	Jill Ross, Ben Smith, Susan Sobehrad	Publicized transformative practices	April

Strategy 2 Belton Educational Enrichment Foundation (BEEF)

The Belton Educational Enrichment Foundation (BEEF), established in 1992, provides support for Belton ISD through scholarships for graduating seniors and grants for teachers and paraprofessionals.

Leaders: Jill Ross

Benchmark: Fundraisers completed, funds raised, number of scholarships and grants given.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Collaborate with the enrichment foundation to create the brick walkway on the campus.	Jill Ross, Ben Smith	Brick walkway	January
2 Collaborate with the enrichment foundation to ensure scholarship opportunities for Belton New Tech High @ Waskow seniors.	Jill Ross	Scholarships awarded from BEEF	June
2 Engage students in community service opportunities that support the enrichment foundation.	Jill Ross, Susan Badgett	Student participation	June

Strategy 3 Parent Involvement Activities

Belton New Tech High School @Waskow will provide learning opportunities for parents designed to provide skills and strategies for them to use with their children at home to support classroom learning. The campus will seek ways to include parental participation and support so that parents are involved regularly on the campus.

Leaders: Jill Ross

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

Funds: Local Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Transform the Parent Advisory Committee to the Parent Teacher Student Organization to provide campus interactive opportunities for families, teachers and students.	Jill Ross, Ben Smith, Susan Badgett	Quarterly agendas and minutes	June



2	Research the ability to add comment submission capabilities to the website so that families may provide feedback to the campus in an efficient manner.	Jill Ross, Ben Smith, Wayne Morgan	Plan for incorporating comment capabilities for the 2016-17 school year	January
3	Provide four parent education opportunities throughout the school year to ensure that parents can access all technology tools and have strategies to ensure student safety.	Jill Ross, Ben Smith, Susan Sobehrad, Mark Williams, Robert Pryor, Wayne Morgan	Parental learning opportunities scheduled, sign-in sheets, agendas	June
4	Survey parents for their opinions regarding student and campus life no less than three times per year.	Jill Ross	Survey	June

Strategy 4 Business and Community Partnerships

Business and community partnerships that connect education, work, and community service are a priority for Belton New Tech High School @Waskow.

Leaders: Jill Ross

Benchmark: % of community and partnership contracts increase, number of partnership meetings conducted, meeting attendance reports, press coverage.

Funds: Local Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Re-establish the business and community advisory group that meets quarterly to review current practices and make recommendations for improved learner outcomes.	Jill Ross, Amanda Necessary	Agendas, minutes, sign-in sheets	June
2	Collaborate with the area Chambers of Commerce to identify areas of growth in developing new community partnerships.	Jill Ross	Regular meetings and communication with educational partners	June
3	Collaborate with the New Tech Network to fulfill the obligation of being a New Tech demonstration site.	Jill Ross	Evidence of communication with the New Tech Network, survey results after tours by participants	June
4	Collaborate with Apple to fulfill the obligation of being an Apple Distinguished Campus.	Jill Ross	Evidence of communication with Apple, survey results after tours by participants	June
5	Coordinate partnerships between local business people and students.	Jill Ross	Student participation, community leader involvement	June

Strategy 5 Staff Recognition

Recognizing excellence in staff individual and/or team performance is a priority. Recognition will occur in a variety of ways including the Teacher of the Year program, Rotary Educator of the Quarter/Month recognition and feature articles in newsletters or other printed materials. The campus seeks to be a place where celebrating staff excellence is a part of the daily culture rather than individual events.

Leaders: Jill Ross, Ben Smith

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

Funds: Local Funds

Costs: \$50

FTES: None

Item	Responsible	Evaluation	Dates
1 Create a plan to publicly recognize staff members who are exhibiting excellent work that contributes to student success.	Jill Ross, Ben Smith	Created plan, public recognition for teachers	October
2 Create a plan to publicize teachers' creativity in the classroom.	Jill Ross, Ben Smith	Created plan, publicized recognition of teachers	January
3 Create a way for students to celebrate staff excellence in the classroom.	Jill Ross, Ben Smith, Susan Sobehrad	Created plan, student-created celebrations of staff	June

Goal # 5:

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

Resources:

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



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

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

Leaders: Deanna Lovesmith, Celia Ray

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

Funds: Title I Part A

Costs: \$4000

FTES: None

Item	Responsible	Evaluation	Dates
1 Provide opportunities for all children to meet the state's proficient or advanced levels of student performance through high quality, research-based instruction and intervention.	Deanna Lovesmith	Increased student achievement	June
2 Conduct a comprehensive needs assessment in order to determine educational strengths and areas in need of improvement.	Deanna Lovesmith, Celia Ray	DWEIC minutes, STAAR/EOC data, readiness data, attendance data, discipline referral data, parent surveys, public hearing minutes	January
3 Provide instruction to all students by highly qualified teachers and notify parents of students whose class is taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by NCLB.	Todd Schiller, Celia Ray	Substitute sign-in sheets, AESOP data	June
4 Supplement instructional resources and staff development for teachers, principals, and paraprofessionals serving on Title I campuses to improve student achievement.	Celia Ray	Eduphoria "Workshop" reports, travel records, lesson plans, summative evaluation data	June
5 Attract and retain highly qualified teachers in all core content area classes through website advertisement, college and ESC job fairs, and salary based incentives for bilingual teachers.	Todd Schiller, Celia Ray	Principal Attestations	June
6 Provide supplemental support for effective parental involvement/learning activities to the campuses.	Celia Ray, Noemi Berumen	Parent sign-in sheets, parent service logs, parent surveys	June
7 Ensure that parents are involved by providing information to parents in their native language, reviewing the Parent Compact during parent conferences, and providing parents with academic achievement data.	Jill Ross, Celia Ray	Sign-in sheets, agendas, minutes, Parent Compact document, website, Skylert	June



8	Conduct annual campus meetings to inform parents of Title I program requirements and their right to be involved.	Jill Ross, Celia Ray	Parent surveys, agendas, sign-in sheets, minutes	June
9	Conduct regular meetings of the Federal Programs Parent Advisory Committee to review the current program and recommend improvements.	Celia Ray	Agenda, sign-in sheets, minutes	June
10	Collaborate with classroom teachers regarding academic assessment results and improved student achievement.	Jill Ross	Agendas, teacher meetings/PLC, parent conference documentation	June
11	Provide activities at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	Celia Ray, Jill Ross	STAAR/EOC scores, progress monitoring data	June
12	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components.	Celia Ray, Jill Ross	Purchase orders, invoices	June

Strategy 2 Title II, Part A

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

- Leaders:** Deanna Lovesmith, Celia Ray, Jill Ross
- Benchmark:** 100% of employees will be highly qualified as defined by No Child Left Behind, 90% of students at each campus will meet or exceed state standards in all subject areas tested.
- Funds:** Title II Part A
- Costs:** \$7,503
- FTES:** 0.1

Item	Responsible	Evaluation	Dates
1	Celia Ray	Improved summative and formative assessment scores and nine weeks grades, Title II expenditures, lesson plans	June
2	Celia Ray, Kim Christy-Anderson, Denise Whitley	Coaching notes, walkthroughs, PDAS	June



3	Use Title II, Part A funds to provide professional development activities for administrators as needed.	Deanna Lovesmith, Celia Ray	Agendas, minutes, summative evaluation data	June
4	Use Title II, Part A funds to ensure compliance with Highly Qualified requirements. Provide support as needed to teachers through test reimbursement so that they can attain ESL certification.	Celia Ray	Skyward records, increased number of teachers holding multiple certifications to meet HQ requirements, Principal Attestation	June
5	Provide sign-on bonuses to teachers who are new to the District and teaching in positions requiring bilingual certification.	Celia Ray, Deena Cornblum	Skyward records, Principal Attestation	June

Strategy 3 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, Deena Cornblum
- Benchmark:** Increase Bilingual/ESL STAAR State Assessment Scores in Reading, Math and Writing to 75%. Increase Bilingual/ESL STAAR scores for Science and Social Studies to 70%.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Identify and implement strategies to increase ELL achievement on state assessments. (Board/Supt Goal)	Deanna Lovesmith, Deena Cornblum	5% gain on all STAAR assessments	June
2	Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Deena Cornblum	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.	Deena Cornblum	PEIMS data, parent interviews	October
4	Identify LEP student needs by conducting a needs assessment.	Deena Cornblum	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%.	Deena Cornblum	STAAR assessments	October
6	Ensure that teachers in Title III language instruction programs are fluent in both English and any other language used for instruction.	Deena Cornblum, Barrett Pollard	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.	Deena Cornblum	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.	Deena Cornblum	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.	Deena Cornblum	STAAR assessments, TELPAS, professional development records	June
10	Ensure that all secondary English teachers obtain ESL certification by providing professional development for ESL test preparation.	Deena Cornblum, Barrett Pollard	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.	Deena Cornblum	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.	Deena Cornblum	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.	Deena Cornblum	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.	Deena Cornblum, Jill Ross, LPAC Representative	Minutes of ARD and LPAC meetings	October
16	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Deena Cornblum, Yolanda Sarinana	Sign-in sheets	October

Strategy 4 Migrant Education

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

Leaders: Deanna Lovesmith, Celia Ray

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

Funds: Title I Part C

Costs: \$468

FTES: Shared Service Agreement ESC 12

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



Strategy 5 Dyslexia

The goal of the Dyslexia program is to provide an appropriate instructional program for students identified as having the characteristics of dyslexia. Teachers, in collaboration with the Response to Intervention (RTI) Team and District dyslexia personnel, will identify students suspected of having dyslexia. When formal assessment is recommended, the District will notify parents of the proposal to assess 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: Sandra Velo

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

Funds: Local Budget, State Compensatory Program

Costs: \$305,829

FTES: 8.0

Item	Responsible	Evaluation	Dates
1 Identify students as active or monitored depending upon the level of intervention and services needed.	Jill Ross, 504 Committee, Teacher(s)	504 Committee documentation	October
2 Provide instruction for dyslexic students utilizing individualized, intensive, multisensory, phonetic methods (ie. Dyslexia Training Program, Take Flight, or Dyslexia Intervention Program).	Jill Ross, 504 Committee, Teacher(s), Celia Ray	504 Committee documentation	April
3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.	Jill Ross, Sandra Velo	504 Committee documentation	April

Strategy 6 State Compensatory Education

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

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

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

Funds: State Compensatory Education Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates
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1	Conduct a needs assessment to determine areas requiring assistance prior to building the State Compensatory Education budget. Special attention should be paid to the needs of students who did not pass an EOC during the 14-15 school year.	Celia Ray, Deanna Lovesmith	EOC test results, progress monitoring data	June
2	Identify students at-risk of dropping out of school by using the State's 13 at-risk criteria. Identified students will be reported in PEIMS and a listing of identified students will be kept by teaching staff. Periodic review and updates will be entered.	Celia Ray, PEIMS Staff, Jill Ross	PEIMS at-risk report, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3	Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.	PEIMS Staff, Jill Ross	PEIMS at-risk report, completed at-risk student profile sheets	June
4	Coordinate funding sources (local, state and federal) to meet students' needs in order to increase achievement.	Deanna Lovesmith	Increased student achievement	June
5	Review the following information prior to student promotion from one grade to the next: readiness test results (if applicable), passing state standards on assessments, passing STAAR/EOC at 110% (if applicable) and classroom report cards.	Celia Ray, Jill Ross	Readiness test results, STAAR/EOC scores, report cards	June
6	Communicate student progress to parents through formative information (three-week progress reports, report cards, benchmark data and student progress toward district academic goals), summative information in the form of STAAR/EOC scores and final Readiness results.	Jill Ross	Progress reports, report cards, District goal reports	June
7	Fund the dyslexia program based on the percent of students in the District identified as at-risk.	Celia Ray	Summative evaluation data, accounting records	June
8	Continue to develop the budget focusing on students at-risk for failing EOC exams.	Director of Special Education, Cindy Boney	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: Director of Special Education

Benchmark: 80% of special education students will meet or exceed state assessment standards in reading, writing, math, science and social studies. Belton ISD will also meet compliance requirements on indicators outlined in the State Performance Plan.

Funds: IDEA-B Grant, State Special Education Funds, Local Budget

Costs: \$8,194,183

FTES: 204

Item	Responsible	Evaluation	Dates	
1	Carefully monitor the number of days special education students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Director of Special Education, Jill Ross	Processes in place, appropriate placement of students	June
2	Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.	Director of Special Education, Jill Ross, Intervention Team Members, Assessment Personnel	Special education software reports, intervention team meeting logs, State Performance Plan Indicators	June
3	Train staff to participate in the ARD decision-making process to make decisions determining participation of students in STAAR, STAAR-A, or STAAR-Alt 2.	Director of Special Education, Jennifer Letts, Sandra Nagy	Sign-in sheets	April
4	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Director of Special Education, Jill Ross	Sign-in sheets, employee certification documentation	June
5	Address appropriate instruction and activities that lead to successful transitioning of students with disabilities to post-secondary placements.	Director of Special Education	Documentation in Individual Education Plan (IEP), State Performance Plan Indicators	June
6	Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Director of Special Education, Jill Ross	Employee certification documentation	June
7	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.	Director of Special Education, Jill Ross	State Performance Plan Indicator, Graduation Plans	June
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.	Director of Special Education, Jill Ross	STAAR math, science and writing scores, State Performance Plan Indicators	June
9	Increase the percentage of students (taking STAAR and STAAR-A) with individual education plans served in the general education classroom for more than 60% of the school day to support access to the general education curriculum as necessary to meet standards on the STAAR and STAAR-A test.	Director of Special Education, Jill Ross, ARD Committee Members	Student schedules, State Performance Plan Indicators, STAAR test results	June



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 on a monthly basis with emphasis placed on closing the gap between current performance and grade level standards.	Director of Special Education, Jill Ross	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
11	Ensure individual education plan progress reports are provided to parents at each reporting period when report cards are issued.	Director of Special Education, Jill Ross, Sandra Nagy, Jennifer Letts, Special Education Teachers	eSped documentation	June
12	Ensure teachers who provide specially designed instruction receive professional development on grade level TEKS and standards.	Director of Special Education, Jennifer Letts, Jill Ross	Professional development attendance logs, lesson plans	April

Strategy 8 Gifted and Talented Education

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

- Leaders:** Sam Wilds
- Benchmark:** 100% of State Plan requirements are implemented, extended learning opportunities for G/T students, satisfaction reflected in G/T annual survey.
- Funds:** Local Budget, State G/T Funds
- Costs:** \$
- FTEs:** 10.2 FTEs at secondary level

Item	Responsible	Evaluation	Dates	
1	Provide structured awareness training for all campuses to increase consideration, nomination, and placement of students in underrepresented populations.	Sam Wilds	Increase in student nomination data across underrepresented populations	October
2	Ensure all Campus Placement Committee members have 30 hours of training in gifted education and receive update training on a yearly basis.	Sam Wilds, Jill Ross	Ongoing teacher training records, Eduphoria workshop data	October
3	Ensure all Campus Placement Committee members review individual data prior to student placement committee decisions.	Sam Wilds, Campus Placement Committee Members	Placement meeting signatures	October
4	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Jill Ross	Teacher rosters/schedules, training database	October



5	Require designated G/T teachers to complete appropriate training (30 clock hours of Gifted and Talented training and 6 hours of update training annually).	Sam Wilds, Jill Ross	Teacher training files, teacher staff development records	October
6	Participate in College Board Early Participation Program designed to better prepare students for the rigor of AP, ReadStep and PSAT/NMSQT.	Sam Wilds, Jill Ross	Records of College Board activities, increase in scores in PSAT/NMSQT and AP exams	October
7	Provide campus staff development on an annual basis to review policies regarding the G/T curriculum, program models and acceleration/credit by exam options.	Sam Wilds, Jill Ross	Meeting minutes	October
8	Provide parents/community with information regarding the Gifted and Talented Program. These communications will be provided in English and Spanish when needed and will include parent meetings at the campus, newspaper articles, memos/letters to parents, Gifted and Talented performance reviews and information about G/T services in the classrooms.	Sam Wilds	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
9	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Sam Wilds	PEIMS reports, surveys, lesson plans	October
10	Conduct an annual evaluation of the District GT program.	Sam Wilds	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:** Director of Special Education, Sandra Velo, Jill Ross
- Benchmark:** Documented students meeting 504 criteria, student achievement data as measured by STAAR/EOC and local assessments.
- Funds:** Local Funds
- Costs:** \$
- FTES:** 1

Item	Responsible	Evaluation	Dates
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1	Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
2	Evaluate students referred by administrators, Rtl Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
3	Identify students for services based on eligibility as determined by four committee questions regarding student impairment and substantial limitation(s) in the classroom.	Sandra Velo, Campus 504 Committee	Section 504 eligibility documentation	June
4	Review student individual academic plans at least tri-annually to determine level of service and accommodations needed. If student progress indicates a need for review, the 504 Committee will reconvene to revise the individual academic plan.	Sandra Velo, Campus 504 Committee	Section 504 annual meeting documentation	June
5	Carefully monitor the number of days identified 504 students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Sandra Velo, Jill Ross	MDRs scheduled by the 10th day out of placement	June

Strategy 10 General Education Homebound

The goal for General Education Homebound (GEH) is to provide continuity of instruction and to facilitate the transition back to a school-based setting. The length of the transition period must be determined by the GEH committee based on current medical information. Any student served through the GEH program must meet the following three criteria: 1) The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks need not be consecutive; 2) The student is confined at home or hospital bedside for medical reasons only; or 3) The student's medical condition is documented by a physician licensed to practice in the United States.

Leaders: Principals, Denise Whitley, Classroom Teacher(s), Campus Counselor

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

Funds: Local Funds

Costs: \$

FTES: 2

Item	Responsible	Evaluation	Dates	
1	Implement campus procedures for referring students to General Education Homebound Instruction (GEHI), including 504 committee meetings. Campuses will work with the Director of Elementary Curriculum and Instruction to coordinate homebound services.	Denise Whitley	Student identified as needing services	October



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|---|--|--|--------------------------------|---------|
| 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. | Denise Whitley,
GEH Instructor | GEHI log, schedule of services | October |
| 3 | Maintain documentation on GEHI at the campus and submit appropriate reports to the PEIMS office. | Denise Whitley,
Judy Stapper,
Brenda Beierman,
GEH Instructor | GEHI log, schedule of services | October |

Strategy 11 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: Amanda Necessary

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 and State Contact Hour Funding

Costs: \$2,490,706

FTEs: 38.5

Item	Responsible	Evaluation	Dates
1	Develop and implement a plan to evaluate CTE Principles Courses. (Board/Supt Goal)	Deanna Lovesmith, Amanda Necessary	CTE Principles Courses evaluation October
2	Identify a CTE program that meets the needs of the local business community and develop a plan to provide the courses, curriculum, equipment and facilities for such program in the 2015-2016 school year. (Board/Supt Goal)	Amanda Necessary, Deanna Lovesmith	CTE programs and courses reviewed, report created, adjustments made October
3	Credential all CTE teachers that teach courses that can be taken for articulated credit through the ATC crosswalk.	Amanda Necessary	Course catalog, state ATC crosswalk listing October
4	Continue a CTE Advisory Council that meets a minimum of four times a year.	Amanda Necessary	Advisory Council established, sign-in sheets October
5	Ensure students receive instruction in completing applications, writing resumes, interviewing and developing employability skills in CTE courses.	Amanda Necessary	Review of lesson plans, walkthroughs October
6	Identify certification/licensure opportunities to be implemented in 2015-2016 school year.	Amanda Necessary	End-of-year report of certifications earned June



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.	Amanda Necessary	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.	Amanda Necessary	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.	Amanda Necessary, Counselors, Kim Christy-Anderson	Counseling unit plans	April

Strategy 12 Pregnancy Related Services

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

- Leaders:** Secondary Campus PRS Coordinator, Secondary Counselors, Secondary Nurses, Kim Christy-Anderson
- Benchmark:** Identification of students eligible for pregnancy related services. Annual report to the District and State regarding number of students receiving services.
- Funds:** State Comp Ed. Funds
- Costs:** \$
- 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 13 Dating Violence Prevention Instruction

In accordance with TEC Section 37.0831, Belton ISD requires each high school 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: High School 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.	Jill Ross	Notification provided to appropriate personnel	June

Strategy 14 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 18, 2015.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement TEA rules regarding graduation plans revised during the 2013 legislative session.	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 15 Homeless Education (Project HEARTBEAT)

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

Leaders: Celia Ray, Noemi Berumen

Benchmark: 80% of HEARTBEAT students graduate on the Recommended or Distinguished high school diploma plan, STAAR Scores, attendance records, report card grades

Funds: Title I Part A

Costs: \$1000

FTES: 0.1

Item	Responsible	Evaluation	Dates	
1	Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless Liason and/or Homeless Caseworker.	Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
2	Provide the federal meal program for homeless students.	Cafeteria Managers, Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
3	Use Title I funds to provide services for homeless students on all campuses.	Celia Ray	PEIMS records, case management files, family reports	June

4	Coordinate additional services for homeless students. These services may include transportation, medical, dental or mental health services that meet student need.	Noemi Berumen, Celia Ray	Attendance records, doctor notes, discipline referrals, family reports	June
5	Present staff development on homeless issues to administrators, counselors, auxiliary and front-line personnel.	Noemi Berumen, Celia Ray	Sign-in sheets, agendas, presentation materials, minutes	January

Strategy 16 Disciplinary Alternative Educational Program

Students who have behaviors requiring removal from the regular classroom setting will be placed in a Disciplinary Alternative Education Program. Students work on District developed curriculum and grades relate back to a teacher of record. This is a State Compensatory Education funded program which requires collaboration between the home campus and the DAEP.

Leaders: Emilio Olivares, 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

Costs: \$

FTES: 9.0

Item	Responsible	Evaluation	Dates	
1	Using the Belton ISD Student Code of Conduct guidelines and policies, building administrators will refer students to the DAEP as necessary.	Jill Ross, Ben Smith, Emilio Olivares	Number of students referred to DAEP for both discretionary and mandatory placements	June
2	Continue to implement a plan for how to meet the needs of students who previously would have been referred to JJAEP, including the use of a SRO assigned to the DAEP.	Robert Atmar, Emilio Olivares	Number of students served in DAEP, Disciplinary referrals generated from DAEP	January
3	Maintain a MOU with the Bell County JJAEP.	Robert Atmar	MOU developed and enacted	October
5	Prepare students to be successful on STAAR, SAT, ACT, and/or the ASVAB assessments through tutoring and individualized instruction in coordination with the student's home campus.	Emilio Olivares, Jill Ross	Passing scores on assessments	June
6	Continuously improve instruction at all levels through specific lesson cycles, differentiated instruction, and consistent expectations.	Emilio Olivares	Increased student engagement, reduced discipline incidents, improved student success	January

Appendix A: Student Indicators



Attendance

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	94.9	97.0	98.0	



Dropout Rate

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	0.0	0.0	0.0	

 EOC Alg 1

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	85	90	100	
Male	86	90	100	
Female	84	90	100	
Hispanic	91	95	100	
White	84	90	100	
Eco Disadv	88	90	100	
At Risk	74	80	100	

EOC Biology

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	98	95	100	
Male	97	95	100	
Female	98	95	100	
African-American	100	95	100	
Hispanic	95	95	100	
White	98	95	100	
Eco Disadv	97	95	100	
Gifted	100	100	100	
At Risk	91	95	100	

EOC Eng 1

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	85	90	100	
Male	78	85	100	
Female	95	95	100	
African-American	60	80	100	
Hispanic	88	90	100	
White	88	90	100	
Eco Disadv	76	85	100	
Gifted	100	100	100	
At Risk	58	75	100	

EOC Eng 2

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	90	95	100	
Male	84	90	100	
Female	95	95	100	
African-American	83	90	100	
Hispanic	85	90	100	
White	92	95	100	
Eco Disadv	87	90	100	
Gifted	100	100	100	
At Risk	71	75	100	

EOC US History

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	92	95	100	
Male	98	95	100	
Female	87	95	100	
African-American	80	85	100	
Hispanic	81	85	100	
White	97	95	100	
Eco Disadv	86	90	100	
Gifted	100	100	100	
At Risk	76	80	100	

