



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

LAKESWOOD ELEMENTARY

Summary

This 2014-2015 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
- * Campus and/or district planning and decision-making committee meeting discussions
- * Results of benchmark assessments
- * Number of students assigned to special programs and their academic achievements
- * 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

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- * 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 TEMI Math Assessment results
 - * Disaggregated Tejas LEE results
 - * Disaggregated State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) results

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 documents, District common assessment instruments, Leveled Language Intervention curriculum, Compensatory Staff, Eduphoria Forethought and Aware Web-Based Systems, Instructional Coaches, STAR Enterprise assessment system

Strategy 1 Technology Initiative

Lakewood's technology initiative will increase the rigor and relevance of individual academic performance while increasing student engagement and positive behavior. The technology resources at Lakewood include two iPads in every kindergarten through third grade classroom, class sets of iPads in fourth grade ELAR classrooms, one class set of iPads in fifth grade, and two stationary computer labs each consisting of twenty-five computers.

Leaders: Judy Schiller, Kira Tracy, Penny Seiler, ShaShawna Bush

Benchmark: Reflect on survey data, STaR Chart data, walkthroughs, STAAR results, grades, discipline, and attendance.

Funds: State Comp Ed Funds

Costs: \$5,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Create a campus pin board through Pinterest that includes age and content appropriate resources for teachers to utilize with their students.	Judy Schiller, Kira Tracy, ShaShawna Bush	Teacher lesson plans, walkthrough data	October
2 Designate a selected time for teachers to work collaboratively with administrators to develop grants in order to increase technology resources at the campus level.	Judy Schiller, Kira Tracy, Penny Seiler	Number of grants awarded	January
3 Monitor technology use in the special education classrooms and provide training to increase academic rigor through technology.	Judy Schiller, Kira Tracy, Penny Seiler, Donna Bownds, Debbie Alston	Teacher lesson plans, walkthrough data	January

Strategy 2 Student Attendance

Research consistently shows that student attendance is directly linked to increased student achievement. In addition, the District receives additional funding based on the average daily attendance of all students. Our attendance rate for the 2013-2014 school year was 96.9%. Lakewood staff will strive to receive an Academic Achievement Distinction Designation (AADD) for maintaining an annual attendance rate of 97%.

Leaders: Judy Schiller, Kira Tracy, Melodi Howard

Benchmark: Lakewood will achieve a 97% attendance rate for the 2014-15 school year.

Funds: Activity fund

Costs: \$2,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Increase communication with parents regarding campus and grade level attendance using the Principal monthly Memo, Skylert, and PTA meetings.	Kira Tracy, Judy Schiller, Judy Zwerneman	.1% increase in yearly attendance	January

2	Utilize an attendance committee to review monthly tardies, attendance, and review end of year of grade level placement for students not in compliance with state attendance law.	Judy Schiller, Kira Tracy, Attendance Committee	Attendance documentation, minutes of attendance committee meetings, sign in sheets	April
3	Implement an attendance reward system in which each class with daily perfect attendance receives a puzzle piece. Once a classroom has completed their puzzle they will select from a menu of reward choices.	Kira Tracy, Judy Schiller, Judy Zwerneman	Improved daily attendance	October
4	Recognize individual students with perfect attendance each 9 weeks with spirit tags.	Kira Tracy, Judy Schiller, Judy Zwerneman	Improved individual daily attendance	October

Strategy 3 Instructional/Curricular Resources and Practice

Lakewood staff will utilize all components of Eduphoria, Professional Learning Communities, and instructional coaching in order to ensure horizontal and vertical alignment with the TEKS. This alignment includes preparation for the required rigor of the STAAR assessment system.

Leaders: Judy Schiller, Kira Tracy, Penny Seiler

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

Funds: Local Budget

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Use a designated lesson plan format to mandate formative assessment and measurable objectives throughout the campus.	Judy Schiller, Kira Tracy, Penny Seiler	Teacher lesson plans, walkthrough data	October
2	Monitor the implementation of science curriculum unit plans for grades K-5 so that the percent of students meeting standard on the 5th grade STAAR science increases by 5 percentage points.	Judy Schiller, Kira Tracy, Penny Seiler	Teacher lesson plans, walkthrough data, district and state mandated assessments	October
3	Implement science common assessments for grades 3-5.	Judy Schiller, Kira Tracy, Penny Seiler	Common assessment data	October
4	Incorporate the new mathematics TEKS by implementing new math curriculum unit plans for grades K-5 that support Math the Belton Way.	Judy Schiller, Kira Tracy, Penny Seiler	Teacher lesson plans, walkthrough data, district and state mandated assessments	October
5	Utilize the instructional coach to support core content in grades K-5 with curriculum implementation, data disaggregation, and professional development for teachers.	Judy Schiller, Kira Tracy, Penny Seiler	IC calendar noting time spent on curriculum implementation, data disaggregation, and professional development	October



6	Implement "Game On" Fridays to analyze instructional practices and learning objectives with the intent to improve lesson design and student performance, and ensure alignment of rigor included in lesson objectives and TEKS.	Judy Schiller, Kira Tracy, Penny Seiler	Teacher lesson plans, walkthrough data, district and state mandated assessments	October
7	Utilize the instructional coach to provide follow up training over measurable objectives, writing within the curriculum, embedding formative assessment, and the new math TEKS.	Judy Schiller, Kira Tracy, Penny Seiler	Teacher lesson plans, walkthrough data, district and state mandated assessments	October
8	Implement a campus wide vertical alignment program for Fry High Frequency words and phrases and fact fluency that correlates with the new mathematics scope and sequence.	Judy Schiller, Kira Tracy, Penny Seiler	Teacher lesson plans, walkthrough data, district and state mandated assessments	October
9	Create a campus wide manipulative inventory for math and science.	Penny Seiler, Vicky Spivey	Completed inventory list and check out system	October
10	Implement lesson planning days each Wednesday and Thursday where the campus instructional coach will meet with teams to assist with lesson design and planning.	Penny Seiler, Classroom Teachers	Lesson plans	October

Strategy 4 Language Instruction for Limited English Proficient Students

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

Leaders: Judy Schiller, Kira Tracy, 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	Provide high quality professional development for ESL teachers to include language and literacy strategies and ELPS.	Kira Tracy, Judy Schiller	Professional development conducted, session sign-in sheet	January
2	Use "Game On" Fridays to monitor and collaborate with teachers to the use of ELPS in lesson plans and classroom instruction as well as monitor student achievement data.	Kira Tracy, Judy Schiller	Teacher lesson plans, walkthrough data	October
3	Include ELL students in the RTI process and continue to monitor their progress with fidelity through the LPAC monitoring system.	Judy Schiller, Kira Tracy, LPAC Committee	Grade level RTI meetings, LPAC meetings, progress monitoring data	January



Strategy 5 Improvement of Writing Instruction

Lakewood staff will focus on writing instruction across all content areas and grade levels. 87% of fourth grade students will meet or exceed the recommended phase-in scores for STAAR writing.

- Leaders:** Judy Schiller, Kira Tracy, Penny Seiler
- 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 with staff to build awareness of mandated writing activities.	Judy Schiller, Kira Tracy, Penny Seiler, Teachers	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 Tracy, Penny Seiler, Teachers	Professional development plans, AWARE data, lesson plans	October
3 Increase writing across content areas and ensure that students are being held accountable for the grade level nonnegotiables.	Judy Schiller, Kira Tracy, Penny Seiler, Teachers	Motivaiton resources, student journals, AWARE data, lesson plans	October
4 Conduct grade K-5 classroom walkthroughs during the Writer's Workshop model.	Judy Schiller, Kira Tracy, Penny Seiler	Walkthrough data, evidence of writing within lesson plans	October

Strategy 6 Advanced Academics

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

- Leaders:** Judy Schiller, Kira Tracy, Penny Seiler, GT Certified Classroom Teachers
- Benchmark:** Increased performance in all content areas as measured on common assessments and STAAR.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
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1	Introduce and provide all teachers an overview to the Texas Performance Standards Project website which contains tasks for K-5 grade. Demonstrate how the TPSP meets all the requirements of the Texas State Plan for the education of gifted students as well as provides enriched academic opportunities for all students.	Judy Schiller, Kira Tracy, Penny Seiler	Meeting agenda and sign in sheet	January
2	Meet with all GT designated teachers to gain a deeper understanding of the TPSP and explain how it includes curriculum differentiation, vertical alignment, student engagement in TEKS based research projects, a focus on the four core content areas with interdisciplinary connections, high-end, student developed products and performances.	Kira Tracy, Judy Schiller, Penny Seiler	Lesson plans, student artifacts, and GT report cards	January
3	Monitor the implementation of Texas Performance Standards Projects at each grade level for G/T students.	Penny Seiler	Teacher lesson plans, student artifacts, and GT report cards	April
4	Schedule a specific flexible grouping block during the school day K-5 to provide enrichment opportunities for students who are advanced in certain content areas.	Judy Schiller, Kira Tracy	Master schedule	October
5	Create a schedule of vertical meetings for designated GT teachers to discuss implementation of TPSP and to celebrate success, support and encourage one another. Have teachers bring student artifacts to discuss alignment of student developed products and performances.	Judy Schiller, Kira Tracy, Penny Seiler	Calendar, meeting agenda, student artifacts	October

Strategy 7 Fine Arts

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

- Leaders:** Judy Schiller, Kira Tracy, music teachers, classroom teachers
- Benchmark:** Participation in high quality performances and presentations.
- Funds:** Local Budget, Activity Funds
- Costs:** \$2,000
- FTES:** 2

Item	Responsible	Evaluation	Dates
1	Judy Schiller Kira Tracy Site based team	Site based team meeting, site based team minutes	October



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 Tracy, Melodi Howard
- 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 Education Program at Belton High School to provide career awareness for Lakewood students.	Melodi Howard	School calendar, field trip to BHS	October
2 Provide opportunities for students to explore career opportunities in a variety of ways.	Melodi Howard	Counselor's lesson plans, calendar	October
3 Implement a campus wide motivation system to encourage and increase college awareness for students.	Teachers	Student awareness and motivation	October

Strategy 9 Data Analysis/Support 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 Tracy, Judy Schiller, Penny Seiler, Melodi Howard
- 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 Analyze data reports that focus on the final recommended and phase-in standard scores in order to meet increasing state rigor.	Judy Schiller, Kira Tracy	Data mining forms, professional learning communities, student progress	October

2	Implement coaching and data walk instruments to address measurable objectives and short cycle formative assessments to guide conversations with teachers regarding timely feedback to teachers.	Judy Schiller, Kira Tracy, Penny Seiler	New walkthrough instrument	October
3	Implement refined RtI framework addressing the academic and behavior needs of the student.	Judy Schiller, Kira Tracy	RtI worksheet, professional development, data analysis of progress monitoring and state assessment results	October
4	Provide and monitor a designated time for staff to review accommodations of special needs students.	Judy Schiller, Kira Tracy	Meeting agenda, sign-in sheet	October
5	Continuously monitor all data sources to ensure progress towards closing the achievement gap for economically disadvantaged and Hispanic students.	Judy Schiller, Kira Tracy	Eduphoria Aware data reports, Lead4ward data reports	October
6	Create a special education student monitoring list that will be reviewed weekly by the special education teachers.	Valerie Williams, Ashlee Bramlett, Chris Pearson	Monitoring list of students	October
7	Create a master schedule that provides a set intervention block throughout the day for flexible grouping to meet the needs of all students.	Judy Schiller, Kira Tracy	Master schedule	October

Strategy 10 Implementing Math The Belton Way and Improvement of Science

Lakewood Elementary will focus on implementing Math: The Belton Way for grades K-2 and the new Mathematics TEKS for grades K-5.

Leaders: Judy Schiller, Kira Tracy, Penny Seiler

Benchmark: 90% of all students will meet or exceed state standards in math and science.

Funds: Local Budget

Costs: \$2,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement Math The Belton Way in K-2 grade classrooms as a better way to build mathematical understanding using a CPA or Concrete, Pictorial, and Abstract approach.	Penny Seiler, Classroom Teachers	Increased student achievement on common assessments	January
2	Utilize resource books, "Why Before How" in grades K-2 and "Step by Step Model Drawing" in grades 3-5.	Penny Seiler, Classroom Teachers	Increased student achievement on common assessments, increased scores on STAAR	October

3	Implement "Math Talks" in all Kindergarten classrooms.	Penny Seiler, Kindergarten Classroom Teachers	Increased scores on STAR Enterprise	January
4	Implement "Math Talks" and "Number Bonds" in all first grade classrooms.	Penny Seiler, First Grade Classroom Teachers	Increased scores on STAR Enterprise	January
5	Implement "Number Bonds" and "Model Drawing" in all math second grade classrooms.	Penny Seiler, Second Grade Classroom Teachers	Increased scores on STAR Enterprise, increased scores on common assessments	January
6	Focus on utilizing all new TEKS resources in grades K-5.	Penny Seiler, Classroom Teachers	Increased scores on common assessments	October
7	Implement the Step-by-Step Model Drawing method to solve problems in third through fifth grades.	Penny Seiler, Third through Fifth Grade Classroom Teachers	Increased scores on STAR Enterprise, increased scores on common assessments	January
8	Implement new adoption of Stem Scopes for Science instructions in all grades.	Penny Seiler, Classroom Teachers	Increased student achievement on common assessments, increased scores on STAAR	October
9	Require science teachers in grades 2-5 to meet in vertical teams to review TEKS at each grade level including introductory statements, vocabulary, level of thinking required, and how objectives are tested at fifth grade. Teachers will determine science vocabulary and display vocabulary with visual representations. Vocabulary will be included in daily instruction and posted in lesson plans.	Penny Seiler, Second through Fifth Grade Classroom Teachers	Increased student achievement on common assessments, increased scores on STAAR	October
10	Require math teachers in grades 2-5 to meet in vertical teams to review new math TEKS at each grade level including introductory statements, vocabulary, level of thinking required, including how objectives are tested at each grade. Vocabulary will be included in daily instruction and posted in lesson plans.	Judy Schiller, Kira Tracy, Penny Seiler	Increased student achievement on common assessments, increased scores on STAAR	October
11	Require science teachers to conduct a minimum of four hands-on inquiry-based science activities every grading period in all grades. Documentation in lesson plans will be required.	Judy Schiller	Lesson plans, 90% of students meet state passing standards in science	April



<p>12 Require teachers to display and use content objectives that are measureable during instruction. Grades K-5 will use content objectives for math and reading. Fourth grade will include content objectives in writing and fifth grade will include content objectives in science. Data will be collected through walkthroughs to ensure teachers are writing and referring to content objectives during instruction.</p>	<p>Judy Schiller, Kira Tracy, Penny Seiler</p>	<p>Walkthrough data, increased % met standard on assessments</p>	<p>October</p>
<p>13 Require teachers to determine appropriate formative assessment strategies to be used during instruction and to document these strategies in lesson plans. Walkthroughs will focus on increased use of effective formative assessments.</p>	<p>Judy Schiller, Kira Tracy, Penny Seiler</p>	<p>Walkthrough data, increased % met standard on assessments</p>	<p>October</p>

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 Professional Development for Core Content Instruction

Lakewood is committed to providing effective professional development for teachers. 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 BISD curriculum.

Leaders: Judy Schiller, Kira Tracy, Penny Seiler

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

Funds: Local Budget

Costs: \$2,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Use campus instructional coach to deliver job-embedded professional development to grades K-5 teachers using observable measurable objectives and formative assessment to focus on student achievement at the correct rigor level of the TEKS. Other topics identified collaboratively by teachers, principals, and coach.	Penny Seiler	Data from common assessments, benchmarks, STAAR results	January
2 Provide professional development for K-5 math teachers focusing on the new Math TEKS.	Kira Tracy, Penny Seiler	Classroom walkthroughs, IC calendar, student assessment data	October
3 Support grade K-5 math teachers with implementation of BISD math curriculum to build conceptual understanding through the use of concrete and pictorial models.	Kira Tracy, Penny Seiler	Classroom walkthroughs, IC calendar, student assessment data	October
4 Provide professional development on the writing and use of observable measurable objectives and formative assessment.	Judy Schiller, Kira Tracy, Penny Seiler	Sign-in sheets, meeting agenda, IC calendar, classroom walkthroughs, student assessment data	October
5 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.	Candace Cohagan, Penny Seiler	Action plan, increased student achievement	January
6 Support K-5 ELAR teachers with implementation of writing activities aligned with the District curriculum and writing rubrics through professional development, assessment writing and teacher coaching.	Penny Seiler, Judy Schiller	Common assessment, benchmark data, STAAR data	October



7 Continue to provide training on The Comprehension Toolkit and Mentoring Minds.

Candace Cohagan,
Penny Seiler, Kira
Tracy

Increased student
achievement, classroom
walkthroughs, lesson
plans

January

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 Positive Behavior Support

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 RtI program to support the behavioral needs of all students.

Leaders: Judy Schiller, Kira Tracy, Melodi Howard, Penny Seiler

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

Funds: Local Budget

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Implement a new systematic Behavior RtI process that supports district guidelines and focuses on proactive positive behavior support and changing behavior campus wide.	Kira Tracy, Melodi Howard	Behavior RtI plan, campus wide PBIS system, decreased discipline reports	October
2	Ensure efficient implementation of Foundations, CHAMPs procedures, and campus safety procedures through the use of the Foundations Team.	Kira Tracy, Melodi Howard, 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 and review of common area expectations.	Kira Tracy, Foundations Team	Agenda, sign-in sheets	October
4	Implement progress monitoring procedures for students identified as requiring behavioral support and those receiving behavioral praise.	Judy Schiller, Kira Tracy, Melodi Howard	Documentation of activities, Tiger Ticket Tracker	October

Strategy 2 Safe and Orderly Environment

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

Leaders: Judy Schiller, Kira Tracy, Melodi Howard

Benchmark: Documented evidence in increase in student attendance, reduction in number of discipline referrals and administrative intervention. 100% of the campus personnel will be trained in crisis prevention.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Enforce the Belton ISD Student Code of Conduct to promote safe and supportive schools.	Judy Schiller, Kira Tracy	100% Implementation of the BISD student code of conduct	January
2	Inform students, parents, teachers and community members of procedures for reporting drug and safety issues.	Judy Schiller, Kira Tracy ShaShawna Bush, Melodi Howard	Information communicated in multiple formats	October
3	Analyze and implement Belton ISD student, staff, and parent school safety and climate surveys and conduct surveys of faculty, parents, and students in fifth grade.	Kira Tracy	Statistical reports from survey used in decision-making and reported to the campus	April
4	Meet weekly with campus SRO and provide updates.	Judy Schiller, SRO	Feedback from SRO, reports provided	October

Strategy 3 Bullying Prevention and Response

Lakewood staff is committed to providing a safe and secure environment for all stakeholders and will implement strategies for the identification of, prevention of, investigation of, and response to bullying.

Leaders: Judy Schiller, Kira Tracy, Melodi Howard

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Utilize the student and parent responses from the school climate survey and address ways to report and find electronic bullying resources for teachers, students, and parents.	Melodi Howard	Surveys, training agenda	October
2	Utilize the District's bullying flow chart and investigation procedures to address reports of bullying.	Judy Schiller, Kira Tracy, Melodi Howard	Bullying documentation	October
3	Continue to utilize the anti-bullying resource link on the District's website to explain bullying and harassment and to provide resources to parents and students.	Judy Schiller, Kira Tracy, Melodi Howard	Surveys, training agenda	January
4	Communicate bullying reporting mechanisms to parents and students.	Melodi Howard	Feedback provided	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 Tracy, Melodi Howard

Benchmark: Written plan submitted and reviewed by district administrators, training involving all staff members.

Funds: Local Budget, PTA

Costs: \$25,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Implement and train the staff on recommended changes from the security audit with regards to the campus emergency operation procedures.	Kira Tracy, Robyn Jackson	Meeting agenda, meeting minutes, flip book	October
2 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 Tracy, Judy Schiller, CSSC	Meeting agenda, meeting minutes, sign- in sheet	October
3 Provide staff training in the use of the Double Gate Reunification process and MERT. A campus staff development day will be used to walk teachers through how this process works in the event it is ever needed.	Kira Tracy, Melodi Howard, Judy Schiller	Meeting agenda, sign-in sheet	October
4 Add fencing to secure the area with portable buildings and the gym to allow a higher level of security.	Judy Schiller, BISS Maintenance Dept.	Completion of fence	October
5 Install a vestibule in the front entry way that creates limited access to the campus for increased security.	Judy Schiller	Completion of vestibule	January
6 Encourage parents to sign up for Skylert. This system will be used to provide communication in the event of school closure or an emergency.	Judy Schiller, Kira Tracy	Number of parents with Skylert access	October
7 Work with the Zone program to ensure all after hour safety procedures are implemented with fidelity.	Kira Tracy	Meeting agenda, training of all Zone staff	October

Strategy 5 Counseling & 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 Tracy, Melodi Howard

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 Communicate bully reporting policy and protocol to school staff, parents, and students through guidance lessons and newsletters. Special emphasis will be placed on ensuring parents have seen the website and understand the information presented.	Judy Schiller, Kira Tracy, Melodi Howard	Data collection, referrals	October
2 Provide guided group counseling sessions with activities designed to provide additional support for students on an as-needed basis.	Melodi Howard	Counselor log, guidance lesson plans	January
3 Conduct scheduled classroom guidance lessons at all grade levels in order to improve student self-esteem, and prevent violence, sexual abuse, bullying, and the use of drugs and alcohol.	Melodi Howard	Lesson plans	January
4 Implement No Place For Hate.	Melodi Howard	Increase in student achievement, decrease in bullying	October

Strategy 6 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 Tracy, Kellie Pisciotta

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

Funds: Local Budget

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	Training agenda, Sign-in sheet	October
3	Provide all staff with required training including: Bloodborne Pathogens, Medical Emergency Response, Standard Emergency Care Procedures, food allergy management, Skyward Health updates, lice management and new toileting guidelines.	Kellie Pisciotta, Judy Schiller	Sign-in sheets	October
4	Explore healthy alternatives for fundraising and classroom celebrations.	Judy Schiller, Kellie Pisciotta	Agenda minutes	October
5	Provide resources and training to staff in order to promote CATCH.	Kellie Pisciotta	Training agenda, sign-in sheet	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 Tracy, Melodi Howard, ShaShawna Bush

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 Budget

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Use technology to encourage communication through email, campus webpage, Skyward, and the campus Facebook page.	Judy Schiller, ShaShawna Bush	Newsletters, Facebook, Skylerts, weekly memos	January
2 Create 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 will be sent home with students.	Candace Cohagan, Judy Schiller	Completed and distributed brochure	January
3 Implement Coffee with the Counselor once a semester to promote communication and clarification of important student issues.	Melodi Howard	Meeting agenda, sign-in sheets	June

Strategy 2 Parent Involvement

Lakewood staff provides parents with opportunities to be well-informed and actively involved in their child's educational experiences.

Leaders: Judy Schiller, Kira Tracy, Penny Seiler, Melodi Howard

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
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1	Conduct a parent involvement session at the beginning of year where parents are introduced to components of guided reading and writing workshop and Math The Belton Way. Parents will be provided with ideas they can implement at home to help their child be successful.	Judy Schiller, Kira Tracy, Penny Seiler	Meeting agenda	October
2	Conduct a survey once 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	Survey results	October
3	Hold monthly PTA meetings that include content focuses such as Math Night, Reading Night, Science Night, and Technology Night combined with grade level music performances.	Judy Schiller	Survey results	October

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 Tracy, Melodi Howard

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

Funds: Local Budget

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates
1	Develop a stronger partnership with the Adopt-a-School unit and utilize their presence on campus.	Judy Schiller, Melodi Howard	Calendar of events April
2	Implement the Guest Reader program through the library.	Lori McLaughlin	Sign-up sheets, schedule April
3	Continue to develop a deeper partnership with the Temple Rotary/Service Club and extend community partnerships within the club.	Judy Schiller, Melodi Howard	Calendar of events April
4	Create a caring closet with donated items from the community for students in need of clothing, food, or other items necessary.	Judy Schiller, Kellie Pisciotta	Closet inventory January

Strategy 4 Staff Recognition

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

Leaders: Judy Schiller, Kira Tracy, Melodi Howard, Penny Seiler

Benchmark: Staff retention, feedback and attendance.

Funds: Activity Funds

Costs: \$2,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Implement the "Amazing Race" challenge for staff development participation and implementation to honor and recognize staff achievements.	Judy Schiller	Amazing Race challenges, Tweet or Instagram posts, awards	October
2 Generate press coverage for outstanding employee achievements.	Judy Schiller	Number of stories in the local media	June
3 Create and utilize a staff graffiti wall in the teacher's lounge to recognize outstanding achievements of teachers.	Judy Schiller, Kira Tracy	Number of comments left on graffiti wall	January
4 Provide monthly staff encouragement packs in mailboxes.	Melodi Howard	Encouragement packs administered	April
5 Provide staff with a fondu snack buffet once a semester to recognize their efforts and show appreciation.	Judy Schiller, Kira Tracy, Melodi Howard	Increased staff morale	April
6 Continue to implement team building outside of the school day to promote collaboration and a sense of community.	Judy Schiller, Kira Tracy, Melodi Howard	Activity agendas	April

Strategy 5 Student Recognition

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

Leaders: Judy Schiller, Kira Tracy, Melodi Howard

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 Develop Tiger Pride system to honor students for following the Lakewood Guidelines for Success.	Judy Schiller, Kira Tracy, Melodi Howard	Completed PBIS system	October
3 Continue to honor fifth grade safety patrol students with yard signs and Lakewood Leaders Luncheon. K-4 students will be honored with yard signs.	Judy Schiller, Kira Tracy	Calendar of events	October

Goal # 5:

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

Resources:

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

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

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

Leaders: Celia Ray

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

Funds: Title I Part A

Costs: \$1,128,409

FTES: 21.17

Item	Responsible	Evaluation	Dates
1 Meet all state accountability requirements. (Board/Supt Goal)	Susan Kincannon, Deanna Lovesmith	Met Standard rating achieved, not identified as a Priority or Focus campus	June
2 Conduct a comprehensive needs assessment in order to determine needs for the campus.	Judy Schiller	CIT minutes, STAAR data, readiness data, attendance data, discipline referral data, parent surveys, public hearing minutes	January
3 Provide high quality, research-based instruction and intervention that meets the needs of all children.	Judy Schiller	Increased student achievement	June
4 Allocate funds to provide supplemental supplies to strengthen the core academic program on Title I campuses.	Celia Ray	Skyward records, invoices, POs	June
5 Provide activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	Celia Ray, Judy Schiller	STAAR/EOC scores, progress monitoring data	June
6 Maintain documentation of teachers' Highly Qualified status.	Todd Schiller, Celia Ray	Annual Principal Attestation	January
7 Notify parents of students whose class is taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by NCLB.	Todd Schiller, Judy Schiller	Substitute sign-in sheets, AESOP data	June
8 Supplement instructional resources and staff development for teachers and paraprofessionals serving on Title I campuses.	Celia Ray	Travel records, lesson plans, summative evaluation data	June
9 Conduct an annual informational meeting to inform parents of federal program requirements and their right to be involved.	Judy Schiller, Celia Ray, Flori Zuniga-Gray	Parent surveys, agendas, sign-in sheets	October



10	Provide supplemental support for effective parental involvement activities to the campuses.	Celia Ray, Noemi Berumen	Parent sign-in sheets, parent service logs, positive responses to parent surveys	June
11	Ensure that parents are involved by providing information to parents in their native language, reviewing the Parent Compact during parent conferences, reviewing the Title I program and soliciting input on each campus at least one time per year and providing parents with achievement data.	Judy Schiller, Celia Ray, Flori Zuniga-Gray	Sign in sheets, agendas, minutes, Parent Compact document	June
12	Increase electronic communications with parents.	Celia Ray, Judy Schiller	Web pages, parent survey responses, use of emerging technology by teachers, Skylert reports	June
13	Collaborate with general classroom teachers and participate in parent involvement and staff development activities.	Celia Ray, Judy Schiller, Title I Teachers	Sign-in sheets, minutes, parent conference documentation	June
14	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components.	Celia Ray, Judy Schiller	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, increase the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools and hold districts and schools accountable for improving student academic achievement.

Leaders: Deanna Lovesmith, Celia Ray, Judy Schiller

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

Funds: Title II Part A

Costs: \$242,649

FTES: 2.35

Item	Responsible	Evaluation	Dates	
1	Provide additional funds for professional development opportunities for teachers to improve instructional practices.	Celia Ray	Improved summative and formative assessment scores, nine weeks grades, Title II expenditures, lesson plans	June
2	Ensure that instructional coaches work directly with teachers to coach and improve instructional practices. Coaches funded by Title II, Part A serve the District's secondary campuses.	Judy Schiller, Celia Ray, Kim Christy-Anderson, Denise Whitley	Coaching notes, walkthroughs, PDAS	June



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

Strategy 3 Bilingual/English as a Second Language

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

Leaders: Flori Zuniga-Gray, Judy Schiller

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

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

Costs: \$1,752,023

FTES: 36.0

Item	Responsible	Evaluation	Dates
1	Identify and implement strategies to increase ELL achievement on state assessments. (Board/Supt Goal)	Deanna Lovesmith, Flori Zuniga-Gray, Judy Schiller	Increased STAAR scores October
2	Administer a home language survey to each new student upon enrollment.	Campus LPAC Committee, Judy Zwernamen, Flori Zuniga-Gray, Yolanda Sarinana	Copy of home language survey in students permanent folder October
3	Establish and operate an LPAC committee on each campus that is composed of the required participants. The parent on the LPAC will not be an employee of the district.	Kira Tracy, Flori Zuniga-Gray, Teachers, Parents	LPAC minutes and signatures of committee members October
4	Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Campus LPAC Committee, Yolanda Sarinana, Kira Tracy, Flori Zuniga-Gray	LPAC minutes, OLPT test scores October

5	Obtain parent permission to place identified ELL students in the appropriate language program according to LPAC recommendations within the first 20 days of enrollment.	LPAC Representative, Teachers, Kira Tracy	Student permanent folders, LPAC minutes, class rosters	October
6	Provide high quality instruction for ELL students to develop English proficiency and help students meet state academic content standards.	Bilingual/ESL Teachers, Judy Schiller, Kira Tracy, Flori Zuniga-Gray, Yolanda Sarinana	Classroom observations, lesson plan reviews, minutes from teacher team planning	October
7	Ensure that teachers in language programs are certified either Bilingual or ESL.	Flori Zuniga-Gray, Barrett Pollard, Judy Schiller, Kira Tracy	Bilingual/ESL certifications, class rosters, campus verification sheets	October
8	Provide training and support to teachers so that they can attain ESL and Bilingual certificates.	Flori Zuniga-Gray	Sign-in sheets from ESL preparation courses, on-line registration for Bilingual support class, sign-out sheet for ESL and Bilingual study guides	October
9	Provide extended learning opportunities such as a Newcomers class and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Flori Zuniga-Gray, Judy Schiller, Certified Bilingual/ESL Teachers	ESOL class rosters, Newcomer identified students, summer school attendance data, classroom walkthroughs	October
10	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process by involving them in the LPAC, providing ESL parent classes, and informational classes for student college entry.	LPAC Members, Classroom Teachers, Flori Zuniga-Gray, Yolanda Sarinana, District Translators	LPAC training sign-in, parent volunteer list, documents of translated material for parents, Café Con Leche sign-in sheets	October
11	Notify parents of their student's language program placement and their child's language progress.	LPAC Committee, Teachers, Yolanda Sarinana, Flori Zuniga-Gray	Signed parent notification form, student progress report	October
12	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for LEP students. These include but are not limited to ELL Symposium, Language and Literacy, ELL strategies, ESL Academy and Sheltered Instruction.	Flori Zuniga-Gray, Kira Tracy, Yolanda Sarinana, Instructional Coaches	Training registration, sign-in sheets, travel records	October
13	Provide funding for teachers to attend conferences specific to ESL instruction.	Flori Zuniga-Gray	Travel forms, registration documentation	October
14	Allocate funds to provide supplemental supplies to campuses according to the LEP numbers at the campus.	Flori Zuniga-Gray	Budget Summary, Detailed Expenditure Report for Bilingual Allotment and Title III	October



15	Ensure participation of an LPAC representative at all ARD meetings for LEP students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Flori Zuniga-Gray, LPAC Members, Yolanda Sarinana	Minutes from LPACs and ARDs	October
16	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Yolanda Sarinana, Flori Zuniga-Gray	Session sign-in sheets	October
17	Ensure that the TELPAS state assessment is administered to all ELL students.	Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana, Kira Tracy, Judy Schiller	PEIMS reports, Monitoring of TAM data, campus visits, TELPAS patrol	October
18	Ensure reliability and validity of the TELPAS state assessment for all ELL students.	Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana, Kira Tracy, Judy Schiller	TELPAS trainings, TELPAS patrol, TELPAS writing check, monitoring on the desire2learn system	October
19	Ensure training for TELPAS and STAAR for ELLS is provided at all Belton campuses.	Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana, Campus Testing Coordinators	LPAC assessment training, sign-in sheets, accommodations minutes	October

Strategy 4 Migrant Education

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

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

Item	Responsible	Evaluation	Dates	
1	Provide a migrant survey to all students upon registration.	Flori Zuniga-Gray, Judy Zwerneman	List of identified migrant students forwarded to ESC 12	October
2	Identify students who are migrant and qualify for migrant services.	Flori Zuniga-Gray, Cecilia Payan	Documentation of contacts made	October
3	Ensure migratory children receive high quality, comprehensive instructional and support services that enable them to meet the same state performance standards that all students are expected to meet.	Cecilia Payan, Flori Zuniga-Gray, Classroom Teachers	PFS reports from Region 12, classroom walkthroughs, lesson plans	October



Strategy 5 Dyslexia

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

Leaders: Celia Ray

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

Funds: Local Budget, State Compensatory Program

Costs: \$305,829

FTES: 8

Item	Responsible	Evaluation	Dates
1 Identify students as active or monitored depending upon the level of intervention and services needed.	Judy Schiller, Kira Tracy, 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).	Judy Schiller, Kira Tracy, 504 Committee, Teacher(s), Celia Ray	504 Committee documentation	October
3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.	Judy Schiller, Kira Tracy, Sandra Velo	504 Committee documentation	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, Kim Christy-Anderson, Celia Ray

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

Funds: State Compensatory Education Funds

Costs: \$2,977,558

FTES: 66.72

Item	Responsible	Evaluation	Dates
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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 the students who did not pass the End of Course exams for the 13-14 school year.	Celia Ray, Deanna Lovesmith, Judy Schiller	EOC test results, progress monitoring data	June
2	Identify students at-risk of dropping out of school by using the State's 13 at-risk criteria. Identified students will be reported in PEIMS and a listing of identified students will be kept by teaching staff. Periodic review and updates will be entered.	Celia Ray, PEIMS Staff, Intervention Specialists, Judy Schiller	PEIMS Report of At-risk students, report cards, STAAR scores, readiness tests	June
3	Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.	PEIMS Staff, Intervention Specialists, Judy Schiller	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 at 110% (if applicable) and classroom report cards.	Celia Ray, Judy Schiller, Kira Tracy	Readiness test results, STAAR scores, report cards	June
6	Communicate student progress to parents through formative information (three-week progress reports, report cards, benchmark data and student progress toward district academic goals) and summative information in the form of STAAR/EOC scores and final Readiness results.	Judy Schiller, Kira Tracy	Progress reports, report cards, District goal reports	June
7	Fund the dyslexia program based on the percent of students in the District identified as at-risk.	Celia Ray	Summative evaluation data, accounting records	June
8	Support funding for full day pre-kindergarten program.	Deanna Lovesmith	MClass Reports, increased student readiness for transition into kindergarten	October
9	Continue to develop budget focusing on students at-risk for failing EOC exams.	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 will all state and federal guidelines as it serves identified students.

Leaders:	Karen Little
Benchmark:	80% of special education students will meet or exceed state assessment standards in reading, writing, math, science and social studies. Belton ISD will also meet compliance requirements on indicators outlined in the State Performance Plan.
Funds:	IDEA-B Grant, State Special Education Funds, Local Budget
Costs:	\$8,194,183
FTES:	204

Item	Responsible	Evaluation	Dates	
1	Carefully monitor the number of days special education students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Judy Schiller, Kira Tracy	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.	Judy Schiller, Kira Tracy, Intervention Team Members, Assessment Personnel	Special education software reports, Intervention team meeting logs, State Performance Plan Indicators	June
3	Train staff to participate in the ARD decision-making process. Emphasis will be placed on participation on the new STAAR A test.	Karen Little	Sign-in sheets	April
4	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Karen Little, Judy Schiller	Sign-in sheets, employee certification documentation	June
5	Address appropriate instruction and activities that lead to successful transitioning of students with disabilities to post-secondary placements.	Karen Little	Documentation in Individual Education Plan (IEP), State Performance Plan Indicators	June
6	Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Judy Schiller, Kira Tracy, Karen Little	Employee certification documentation	June
7	Increase the proficiency rate for children with disabilities against grade level standards and alternative achievement standards in the subject areas of reading, writing, math, science and writing.	Karen Little Judy Schiller, Kira Tracy	STAAR math, science and writing scores, State Performance Plan Indicators	June
8	Increase the percent of children with individual education plans age 6-21 served inside the regular classroom more than 60% of the school day in order to ensure access to the general education curriculum as necessary to meet standards on the STAAR A test.	Karen Little, Campus Principals, ARD Committee Members, Judy Schiller, Kira Tracy	Student schedules, State Performance Plan Indicators, STAAR test results	June

9	Implement strategies to ensure the academic needs of students with disabilities are met by providing TEKS instruction to all students at the appropriate grade level in the least restrictive environment and monitor growth on a monthly basis with emphasis placed on closing the gap between current performance and grade level standards.	Karen Little, Judy Schiller, Kira Tracy	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
10	Provide training on each campus for teachers and administrators regarding the new STAAR assessment system and STAAR participation requirements.	Karen Little, Judy Schiller	Attendance logs, training materials	June
11	Ensure teachers who serve students who receive specially designed instruction receive professional development on grade level TEKS and standards.	Karen Little, Jennifer Letts, Judy Schiller, Kira Tracy	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: \$556,870

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, Judy Schiller	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, Judy Schiller	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, Judy Schiller, Kira Tracy	Placement meeting signatures	October
4	Conduct creativity assessment of all kindergarten students.	Sam Wilds, Kindergarten Teachers, Judy Schiller	Increase in student nominations in kindergarten, kindergarten portfolios	October



5	Provide service for identified kindergarten students by March 1st to include three field-based learning opportunities.	Sam Wilds, Judy Schiller, Kira Tracy Kindergarten Teachers	Parent/teacher surveys, communication samples, documentation of activities	April
6	Identify designated G/T teachers and/or G/T classes and indicate service in teacher schedule.	Sam Wilds, Judy Schiller	Teacher rosters/schedules	October
7	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Judy Schiller	Teacher rosters/schedules, training database	October
8	Provide campus staff development on an annual basis to review policies regarding the G/T curriculum, program models and acceleration/credit by exam options	Sam Wilds, Judy Schiller	Meeting minutes	October
9	Provide parents/community with information regarding the Gifted and Talented Program. These communications will be provided in English and Spanish when needed and will include parent meetings at the campus, newspaper articles, memos/letters to parents, Gifted and Talented performance reviews and information about G/T services in the classrooms.	Sam Wilds, Judy Schiller	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
10	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Sam Wilds, Judy Schiller	PEIMS reports, surveys, lesson plans	October

Strategy 9 Section 504

Section 504 is a federal law to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students. Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially-limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for, or receive, Special Education services.

Leaders: Karen Little, Sandra Velo, Judy Schiller

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

Funds: Local Funds

Costs: \$83,440

FTES: 1

Item	Responsible	Evaluation	Dates	
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 due to referrals made 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	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, Campus Administrators	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: Judy Schiller, Denise Whitley, Classroom Teacher(s), Campus Counselor

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

Funds: Local Funds

Costs: \$20,000.00

FTES: 2

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



2	Provide GEH instruction to eligible students a minimum of four hours per week. The homebound teacher will coordinate lessons and assignments with the classroom teacher and schedule times of service with the parent during the 504 meeting.	Denise Whitley, GEH Instructor, Judy Schiller	GEH instruction 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, Judy Schiler	GEH instruction 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 test at grade 5, the mathematics test at grade 5, and the reading and mathematics tests at grade 8. Significant changes were made by the 81st Texas Legislature in 2009 with accelerated instruction requirements mandated by House Bill 3. As specified by these requirements, a student may advance to the next grade level only by passing these tests, completing all accelerated instruction required by the GPC, and by unanimous decision of his or her Grade Placement Committee that the student is likely to perform at grade level after additional instruction. The law allows students three testing opportunities during the spring and summer of the year, outlines the provision of accelerated instruction after each testing opportunity, and describes parents' rights regarding promotion and retention. The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.

- Leaders:** Principals, Denise Whitley, Robert Meyer, Classroom Teacher(s)
- Benchmark:** 90% or more of students pass state assessments in reading and math at targeted grade levels, SSI documentation/forms.
- Funds:** Local Funds
- Costs:** \$150,000.00
- FTES:** 8.4

Item	Responsible	Evaluation	Dates	
1	Identify struggling students and target them to receive instructional interventions. Notify the parent/guardian if the student's needs are to be addressed through an accelerated program.	Judy Schiller, Classroom Teacher(s), RtI Team	Lesson plans, RtI documentation, progress monitoring data	October
2	Provide immediate, intensive, targeted intervention programs for students who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Judy Schiller, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans	October
3	Ensure that students in grade 5 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Judy Schiller, Classroom Teacher(s), GPC Committee Members, Denise Whitley	GPC/ARD meeting minutes, committee documentation	April

4	Provide early notice to parents or guardians of students identified to be at risk of failure on the first administration of the test required for grade advancement the next year. All students at risk of failing an SSI assessment must be provided additional accelerated instruction.	Judy Schiller, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans	April
5	Honor parent requests that a student not participate in the third testing opportunity due to potential harm to the student. If this request is granted, the student is automatically retained and accelerated instruction will continue to be required.	Judy Schiller, GPC Committee Members, Denise Whitley, Robert Meyer	Parent waiver documentation, accelerated instruction plans (AIP plans)	June
6	Provide thirty to forty-five additional minutes of targeted reading/math instruction for students during the regular school day, with flexible grouping of up to six students.	Judy Schiller, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans, progress monitoring data	April
7	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grade 5.	Judy Schiller, ARI/AMI Teachers, Summer School Teachers, GPC/ARD Committee Members, Classroom Teacher(s), Denise Whitley	GPC/ARD meeting minutes, AIP plans, student STAAR scores, progress monitoring data	June
8	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 3-5. 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.	Judy Schiller, Classroom Teacher(s), ARI/AMI Teachers, Denise Whitley	Confidential student reports, accelerated Instruction documentation, attendance rosters	June

Strategy 12 Homeless Education (Project HEARTBEAT)

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

Leaders:	Celia Ray, Noemi Berumen
Benchmark:	80% of HEARTBEAT students graduate on the Recommended or Distinguished high school diploma plan, STAAR Scores, attendance records, report card grades
Funds:	TEXSHEP Grant, Title I Part A
Costs:	\$32,100
FTES:	1.0



Item	Responsible	Evaluation	Dates	
1	Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless Liaison and/or Homeless Caseworker.	Noemi Berumen, Celia Ray, Judy Zwerneman	PEIMS records, case management files, family reports	June
2	Provide the federal meal program for homeless students.	Cafeteria Manager, Celia Ray, Noemi Berumen	PEIMS records, case management files, family reports	June
3	Use Title I funds to provide services for homeless students on all campuses.	Celia Ray	PEIMS records, case management files, family reports	June
4	Coordinate additional services for homeless students. These services may include transportation, medical, dental or mental health services that meet student need.	Noemi Berumen, Celia Ray, Melodi Howard	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 13 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, Judy Schiller
- Benchmark:** Students will be placed at DAEP according to the Belton ISD Student Code of Conduct guidelines and policies.
- Funds:** State Compensatory Education Funds
- Costs:** \$509,147
- FTES:** 9.0

Item	Responsible	Evaluation	Dates	
1	Using the Belton ISD Student Code of Conduct guidelines and policies, building administrators will refer students to the DAEP as necessary.	Judy Schiller, Kira Tracy, Emilio Olivares	Number of students referred to DAEP for both discretionary and mandatory placements	June
2	Continue to implement a plan for how to meet the needs of students who previously would have been referred to JJAEP, including the use of a SRO assigned to the DAEP.	Robert Atmar, Emilio Olivares	Number of students served in DAEP, Disciplinary referrals generated from DAEP	January
3	Maintain a MOU with the Bell County JJAEP.	Robert Atmar	MOU developed and enacted	October

4	Plan and implement a schedule of varied activities for the SRO that includes teaching, providing security, and counseling.	Robert Atmar, Emilio Olivares, Judy Schiller, Kira Tracy	Successful implementation of schedule	October
5	Prepare students to be successful on STAAR, SAT, ACT, and/or the ASVAB assessments through tutoring and individualized instruction in coordination with the student's home campus.	Emilio Olivares, Judy Schiller, Kira Tracy	Passing scores on assessments	June
6	Continuously improve instruction at all levels through specific lesson cycles, differentiated instruction, and consistent expectations.	Emilio Olivares	Increased student engagement, reduced discipline incidents, improved student success	January
7	Improve security procedures throughout campus by consistently monitoring and increasing structure in the classroom and during transitions.	Emilio Olivares, DAEP Staff	Decreased security and discipline incidents, Foundations implementation surveys	January
8	Reduce the number of discipline incidents as compared to 2013-2014 through counseling, increased structure, and consistent monitoring of students.	Emilio Olivares, DAEP Staff, Judy Schiller, Kira Tracy, Melodi Howard	Decreased discipline incidents compared to 2013-2014	April
9	Provide varied staff development activities based on the needs identified in the comprehensive needs assessment.	Robert Atmar, Emilio Olivares, Judy Schiller, Kira Tracy	Staff development activities accomplished during the 2014-2015 year	April

Appendix A: Student Indicators



Attendance

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	96.9	97.0	98.0	

STAAR Math

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	89	95	100	
Male	89	95	100	
Female	88	95	100	
Hispanic	81	95	100	
White	91	95	100	
Eco Disadv	75	90	100	
Special Ed	83	90	100	
Gifted	100	100	100	
At Risk	76	85	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	80	95	100	
Male	79	95	100	
Female	81	95	100	
Hispanic	70	90	100	
White	84	95	100	
Eco Disadv	55	85	100	
Special Ed	56	80	100	
Gifted	100	100	100	
At Risk	47	80	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	98	95	100	
Male	98	95	100	
Female	98	95	100	
Hispanic	100	95	100	
White	98	95	100	
Eco Disadv	96	95	100	
Special Ed	88	95	100	



Gifted	100	100	100
At Risk	94	90	100

STAAR Reading

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	92	95	100	
Male	91	95	100	
Female	92	95	100	
Hispanic	81	90	100	
White	94	95	100	
Eco Disadv	75	85	100	
Special Ed	83	90	100	
Gifted	100	100	100	
At Risk	79	85	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	84	90	100	
Male	83	90	100	
Female	85	90	100	
Hispanic	70	85	100	
White	88	95	100	
Eco Disadv	66	80	100	
Special Ed	40	70	100	
Gifted	100	100	100	
At Risk	59	75	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	98	95	100	
Male	98	95	100	
Female	98	95	100	
Hispanic	100	95	100	
White	99	95	100	
Eco Disadv	92	95	100	
Special Ed	75	85	100	



Gifted	100	100	100
At Risk	94	90	100

STAAR Science
GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	95	95	100	
Male	100	95	100	
Female	89	95	100	
Hispanic	100	95	100	
White	95	95	100	
Eco Disadv	92	95	100	
Special Ed	86	90	100	
Gifted	100	100	100	
At Risk	82	90	100	

STAAR Writing
GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	83	90	100	
Male	80	90	100	
Female	86	90	100	
Hispanic	78	90	100	
White	85	90	100	
Eco Disadv	74	85	100	
Special Ed	83	85	100	
Gifted	100	100	100	
At Risk	71	80	100	

