



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

SOUTH BELTON MIDDLE SCHOOL

Summary

This 2014-2015 plan for South Belton Middle School was developed as a collaborative process with the BISS Curriculum Department and the newly formed SBMS leadership team as well as members of the faculty. While there are several goals and many strategies, the primary focus of this plan is to increase the achievement of all students attending South Belton Middle School. 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 South Belton Middle School is to be a leader in preparing every student to excel in tomorrow's world.

Mission Statement

The mission of South Belton Middle School is to prepare our students to be productive citizens. We do this by engaging them in challenge-based learning opportunities that allow them to interact with the core curriculum by exploring real-world problems and developing meaningful solutions.

Belief Statements

- 1** We value initiative and take intellectual chances in order to find creative solutions to real problems.
- 2** We value a spirit of collaboration and open communication between students and their work partners, between students and teachers, between teachers and parents, and between the school and the community.
- 3** We access and analyze information to improve teaching and learning.
- 4** We value the use of critical thinking and creativity to solve complex problems.
- 5** We value valiant efforts to accomplish worthy goals.

Needs Assessment Data Documentation

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

- * Discipline records
- * Student surveys
- * Analysis of At-Risk population
- * Analysis of homeless population
- * Disaggregation of current-year state assessment data
- * STAAR test results
- * Disaggregated STAR Early Literacy results
- * Disaggregated State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) results

Goals & Strategies

Goal # 1:

South Belton Middle School 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:

Keonna White, Campus Leadership, Instructional Coaches, Classroom Teachers, Campus Paraprofessionals, STAAR Scores

Strategy 1 Technology Initiative

Belton ISD has provided each student at SBMS access to an iPad during instruction for the purpose of truly integrating technology into the core curriculum, communication, interventions and enrichment. The goals of this 1:1 initiative are to improve academic performance of students, provide authentic learning with technology rich instruction, provide differentiation, increase student engagement, and provide more relevant outcomes of core curriculum through the use of Project Based Learning.

Leaders: Keonna White, Joshua Essary

Benchmark: Evaluations for teachers and students will be conducted each semester. Parent communication. Data will be reviewed from common assessments, benchmarks, STAAR, TELPAS, report cards, attendance rate, and discipline referrals.

Funds: Local Budget, State Budget

Costs: \$5,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Monitor continued implementation of the learning management system (Homeroom).	Deanna Lovesmith, Donna Bounds, Joshua Essary	Classroom content and assignments managed in an on-line environment	January
2 Begin the year with explicit instruction designed to teach the students internet safety, iPad expectations, web literacy, and the acceptable use policy.	Classroom Teachers, Joshua Essary, Instructional Coach	Lesson plans	June
3 Refine the Project-Based Learning instructional model through ongoing professional development and technical support.	Instructional Coach, Joshua Essary, Donna Bounds, Classroom Teachers	Staff development, PLC agendas, lesson plans	October
4 Hold an orientation meeting with parents prior to issuing iPads to students. Provide appropriate information about care, use, and supervision of iPads while devices are at home.	Keonna White, Joshua Essary, Donna Bounds	Sign-in sheets	October
5 Provide iPad professional development (iPadU) for teachers throughout the 2014-2015 school year.	Joshua Essary, Keonna White	Sign-in sheets, lesson plans, CWT reflections	June
6 Continue to purchase and promote ebooks through the library to encourage recreational reading.	Kathy Silvas	Circulation reports reflect an increase.	October
7 Use iPads to engage in research, produce creative products and presentations, and communicate with peers through wikis, blogs, podcasts and ePubs. Utilize applications such as iMovie, Pages, and Garage Band.	Joshua Esary	Lesson plans, student work/projects	October
8 Teach relevant technology applications such as wikis, blogs, podcasts, Garage Band, and iMovie. Share projects and successes during faculty meetings.	Instructional Coach, Joshua Essary, Teachers	Lesson plans, student artifacts	October



9	Provide parent workshops on the basics of using an iPad.	Joshua Essary	Sign-in sheets	January
10	Administer Technology Applications proficiency assessment to 8th grade students.	Joshua Essary	Assessment delivered, results analyzed	April
11	Attend and participate in technology meetings with district administration to troubleshoot and ensure a smooth 1:1 project. Meetings will be conducted every other month.	Joshua Essary, Keonna White	Meeting agendas, action plans	June
12	Continue daily implementation of iPads in the self-contained life skills classrooms to reinforce academic and behavior skills.	Heather Cross, Daynette Mingst, Amber Crocker	Lessons plans, CWT reflections	June

Strategy 2 Response to Intervention

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

- Leaders:** Keonna White, Vicki Smith, Jim Deeken, Kevin Taylor, Isaac Hernandez, Lisa Hale, Chris Glenn
- Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math, science and social studies.
- Funds:** Local Funds
- Costs:** \$1,000
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Schedule every student in an advisory group. Advisors will be responsible for monitoring student grades, attendance, and discipline.	Keonna White, Vicki Smith, Jim Deeken	Advisory class Lists October
2	Organize and implement a two-day Tiger Camp. Students will participate with their advisors in a 2 day camp that focuses on team-building, goal-setting, and campus expectations.	Keonna White, Tiger Camp Committee	Tiger Camp binders October
3	Homerooms will continue to be designated as enrichment for every student. Two days of every week will focus on reading and two days will focus on Math. Lessons will be designed by content teachers and delivered to staff.	Intervention Committee	Intervention/enrichment lesson plans October
4	Utilize data reports that focus on both the final recommended and phase-in 2 standards for level 2 performance to maintain focus on need for continual improvement to meet the 2015-2016 final standards.	All instructional staff	PLC agendas, student data reports October

5	Monitor the progress of students scheduled into STAAR classes.	Keonna White, Jim Deeken, Vicki Smith	Formal and informal assessment data, common assessment data, progress monitoring logs	June
6	Schedule ELL Students requiring a STAAR reading or math intervention with an ELL teacher. Monitor their progress closely to ensure academic growth.	Vicki Smith, Jim Deeken, Jaime Ramos, Keonna White, Kevin Taylor, Isaac Hernandez	Formal and informal assessment data, common assessment data, progress monitoring logs, CWT data	June
7	Evaluate the effectiveness of IXL in Math STAAR classes.	IC, Keonna White, Isaac Hernandez, Kevin Taylor	Usage logs, progress monitoring reports, lesson plans, CWT data	October
8	Emphasize progress monitoring for AMI and/or ARI students.	AMI Teachers, Keonna White,	Progress monitoring reports, lesson plans, CWT's	October
9	Monitor student discipline data and classroom discipline reports to identify students and teachers in need of assistance.	Keonna White, Kevin Taylor, Isaac Hernandez, RTI Committee	Discipline reports, CWT data, perception data	January
10	Identify students with a high number of absences and set parent/student conferences with goals the first 4 weeks of school. (Tier 2)	Kevin Taylor, Isaac Hernandez, Marisol Anzaldua, Daryla Robinson	Attendance percentage increase, notes from conferences	October
11	Cluster LEP students in ELA class so that they receive ESL inclusion support so that they meet or exceed the growth standard.	Sara Ridley, Francis Zaragoza, Jim Deeken, Keonna White	STAAR performance reports, differentiated lesson plans	October
12	Redefine the RTI process to incorporate opportunities for teacher input.	Teachers, RTI Committee	RTI documentation	October
13	Monitor progress of sub group populations such as economically disadvantaged, ESL, SPED, African American, Hispanic, and 504 students during the RTI process.	Keonna White, RTI Committee Lisa Hale, Chris Glenn	RTI notes, para-professional support	January

Strategy 3 Behavior Response to Intervention

Behavior Response to Intervention is a comprehensive framework to address campus expectations for behavior. The framework is composed of Tier 1 (behavior expectations for all students), Tier 2 (intervention(s) from menu options are implemented and progress is monitored), and Tier 3 (specific intense interventions are implemented and monitored).

Leaders:	Keonna White, Kevin Taylor, Isaac Hernandez, Jim Deeken, Vicki Smith, Lisa Hale, Stephanie Davis, Kelley Morton, Janet Schuler, Robin McAfee, Chris Glenn
Benchmark:	Evidence of classroom behavior expectations posted at the beginning of each semester and review of referral numbers every nine weeks with the goal of referrals decreasing by at least 20% by the end of the school year.
Funds:	None
Costs:	None
FTES:	None

Item	Responsible	Evaluation	Dates	
1	Utilize the Behavior Specialist to train teachers on functions of behaviors and assist students identified as requiring Tier 2 or Tier 3 behavior interventions.	Lisa Hale, Celia Ray	Discipline data, RTI documentation, student intervention documentation	October
2	Provide Safe and Civil Schools training and evaluate the current RTI Processes and procedures. Adjust processes and procedures as necessary.	Lisa Hale, Celia Ray, Keonna White, Kevin Taylor, Isaac Hernandez	Training sign-in sheets, discipline reports, RTI documentation, student intervention documentation	October
3	Review progress monitoring procedures for students identified as requiring behavioral support.	Lisa Hale, Keonna White, Kevin Taylor, Isaac Hernandez	Discipline reports, BRTI progress reports, student intervention documentation	October
4	Study "Restorative Discipline" strategies and explore non-traditional approaches to student discipline. Seek professional development opportunities.	Keonna White, Kevin Taylor, Isaac Hernandez, Lisa Hale	Reflection notes on study, participation in training	October
5	Create a procedure to accurately monitor the number of days 504/special education students are out of placement.	Keonna White, Kevin Taylor, Isaac Hernandez	Discipline data, ARD notes, 504 Notes	October
6	Continue implementation of Safe and Civil Schools/CHAMPS. Provide follow-up professional development as necessary.	Keonna White, Isaac Hernandez, Kevin Taylor, Foundations Team	CWT Data, learning walks, classroom management plans, discipline data	October
7	Review referrals from the 2013-2014 school year to determine students that may require Tier 2 behavior intervention strategies at the beginning of the year. Schedule Behavior Response to Intervention meeting and create a proactive behavior plan.	Lisa Hale, Keonna White, Isaac Hernandez, Kevin Taylor	RTI notes, BRTI plans	October
8	Collaborate with campus team and staff to create and implement a school-wide reinforcement plan. The plan will address school-wide expectations, multiple reinforcers, targeting the middle 80%, frequency of reinforcers, written procedures, staff commitment, ease of implementation, monthly monitoring, and communication of the program to parents.	Keonna White, Isaac Hernandez, Kevin Taylor, Jim Deeken, Vicki Smith	Reinforcement	January

Strategy 4 Continuous Improvement

South Belton Middle School is committed to continuous improvement. Based on a needs assessment and new learning, the following activities will be implemented, monitored, and assessed throughout the 2014-2015 school year.

Leaders: Keonna White, Kevin Taylor, Isaac Hernandez, Instructional Coaches

Benchmark: Student data on common assessments, district benchmarks, and STAAR, Attendance rates, Percentage of parents attending conferences, Number of discipline referrals.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1	Adjust Tiger Camp curriculum to allow time for explicit teaching of routines, procedures, team building, and goal setting.	Keonna White, Sharon Olier, Vicki Smith, Jim Deeken	Lesson plans October
2	Following a staff review of student data, identify concepts for on-going professional study to enhance performance of students in all special programs.	Keonna White, Kevin Taylor, Isaac Hernandez, IC	PLC meeting notes October
3	Utilize instructional coaches to increase instructional effectiveness in reading, writing, math, science, and social studies.	Keonna White, Isaac Hernandez, Kevin Taylor	PLC meeting notes January
4	Schedule and conduct meetings with parents of incoming eighth grade students who did not meet expectations of the seventh grade STAAR math and/or reading to explain the expectations of the Student Success Initiative.	Keonna White, Kevin Taylor, Isaac Hernandez, Jim Deeken, Vicki Smith	Meeting notes October
5	Identify "bubble students" prior to the first administration of the 7th grade writing and 8th grade reading STAAR and target them for small group/focused intervention for ten instructional days preceding the test.	Instructional Coaches	Targeted lesson plans, intervention assessments, progress monitoring data April
6	Utilize campus data and information from PLC's to plan staff development and refine interventions and the RTI process.	Keonna White, Kim Christy-Anderson, Kevin Taylor, Isaac Hernandez	Sign-in sheets, agendas, data reports, common assessments, discipline reports October
7	Meet and plan with STAAR teachers to ensure that interventions are differentiated to meet the needs of the students. Specifically address ELL students through ELA and math STAAR classes so that they meet the growth standard.	Keonna White, Kim Christy-Anderson, Instructional Coaches	Meeting agendas, lesson plans, student artifacts October
8	Implement professional development related to reading comprehension strategies meant to increase student reading proficiency.	Keonna White, Kevin Taylor, Isaac Hernandez	PLC agendas, notes, student work, anchor charts October
9	Design and deliver professional development focused on writing across the content areas.	Keonna White, Kevin Taylor, Isaac Hernandez, Chris Glenn	Sign-in sheets, reflections, student artifacts October



10	Identify system safeguards not met and develop specific plans to ensure that each group is on target to meet the growth standard this school year.	Keonna White, Kevin Taylor, Isaac Hernandez	Identified groups, resources, data from common assessments	October
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Strategy 5 Student Attendance

Research consistently shows that student attendance is linked to increased student achievement. In addition, the District receives funding based on the average daily attendance of all students. South Belton Middle School would like to receive an Academic Achievement Distinction Designation (AADD) for having an annual attendance rate of 96%.

- Leaders:** Keonna White, Kevin Taylor, Isaac Hernandez, Lisa Millican
- Benchmark:** South Belton Middle School will achieve a 96% attendance rate for the 14-15 school year.
- Funds:** Activity Fund
- Costs:** \$2,000
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Promote perfect attendance every 9 weeks by having multiple drawings for students with perfect attendance during the designated grading period.	Keonna White, Kevin Taylor, Isaac Hernandez, Lisa Millican	1% increase in attendance over 13-14 attendance	June
2	Document student absences through attendance RTI and ensure monitoring by attendance committee.	Robert Atmar, Keonna White, Kevin Taylor, Isaac Hernandez	Student attendance records	June
3	Continue to monitor student attendance and request to send attendance officers to check on students with poor attendance.	Robert Atmar, Keonna White, Kevin Taylor, Isaac Hernandez	Decrease in number of students appearing in court for attendance concerns, increased attendance rates	April
4	Require students with excessive absences to attend Saturday school to make up time. Begin prior to Christmas break.	Kevin Taylor, Isaac Hernandez, Lisa Millican	Attendance records	January

Strategy 6 Special Education Program

The District will improve 1) the efficacy of academic and behavioral supports for Special Education students, 2) the professional development offered all Special Education staff, and 3) communication with all Special Education stakeholders from PPCD to transition from high school, yielding increased student achievement and improved parent and staff satisfaction.

- Leaders:** Keonna White, Karen Little
- Benchmark:** Improved special education referral process reducing the percentage of students served by IDEA-B funds nearer to the state target.
- Funds:** IDEA-B, Special Education Funds, Local Budget

Costs: \$500,000

FTES: 13

Item	Responsible	Evaluation	Dates	
1	Provide professional development for special education case managers on roles and responsibilities and monitor progress of students served in special education on a regular basis (monthly).	Keonna White, Stephanie Davis, Janet Schuler, Kelly Morton	Meeting notes, student progress reports	January
2	Conduct a minimum of one classroom walkthrough of each special education and inclusion classroom each month. Use data collected to determine instructional coaching and professional development needs.	Keonna White, Isaac Hernandez, Kevin Taylor	CWT reflections	June
3	Create written procedures for the SBMS RTI Committee to include routine collection of documentation of action taken by the RTI Committee.	RTI Committee, Lisa Hale, Chris Glenn, Jennifer Letts, Keonna White	RTI meeting notes, written procedures	October
4	Life skills teachers will participate in continued training and instructional coaching to ensure implementation of best practices for low incidence populations. Topics will include various instructional groupings, positive behavioral techniques, pro-active parent-teacher relationships, and instructional strategies to meet the rigor of STAAR testing.	Dr. Little, Keonna White, Amber Crocker, Daynette Mingst	Training agenda, STAAR ALT results	January
5	Follow policies and procedures regarding the use of weighted/sensory devices in the classrooms.	Heather Cross, Daynette Mingst, Keonna White	Sensory and weighted object documentation	April
6	Require teachers in the life skills classrooms to increase intensive, individualized instruction. Provide coaching as necessary to support teachers.	Amber Crocker, Karen Little, Keonna White	Increased parental communication documented in communication logs, documentation of discussions in staff meetings, decrease in parent concerns	June
7	Require attendance at professional development for paraprofessionals concerning proper reporting of student health and safety concerns, communication with parents and caregivers, acceptable standard of conduct, working as a part of a classroom and campus team to deliver high quality special education services and instruction, confidentiality, Texas Educators' Code of Ethics, FERPA, and specific classroom strategies for specialized programs.	Keonna White, Kevin Taylor, Isaac Hernandez	Attendance logs, walkthrough data	October



8	Identify resources for math and ELA classes that will assist in progress monitoring for all students. Explore professional development opportunities for Think Through Math and Star Renaissance Learning.	Keonna White, Instructional Coaches, Kim Christy Anderson, ELA Teachers	Progress monitoring documentation, lesson plans, usage logs	January
9	Review student individual needs to determine if specially designed instruction or Section 504 accommodation is needed.	Keonna White, Janice Letts, ARD Committee Members	ARD notes, IEPs	June

Strategy 7 District-Wide: English Language Arts, Reading, and Writing

Overall, scores in ELAR have plateaued at the elementary level for the last few years and with the increased rigor of STAAR, indicate the need for increased focus on ELAR instruction. Seventh grade writing scores indicate a need for better writing instruction.

- Leaders:** Denise Whitley, Kim Christy-Anderson, Cindy Boney
- Benchmark:** Increased student performance in reading and writing on assessments to include common assessments, Fountas & Pinnell Benchmark assessments, STAR Early Literacy and Reading assessments, Achieve 3000, STAAR and EOC assessments, and TELPAS assessments.
- Funds:** Title IA, Title IIA, Title III, Local Funds
- Costs:**
- FTES:**

Item	Responsible	Evaluation	Dates
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Strategy 7 English Language Arts, Reading, Writing

Overall, scores in ELAR have plateaued the last few years. With the increased rigor of STAAR, the need to focus on the improvement of ELAR instruction is evident. Specifically, seventh grade writing scores indicate a need for better writing instruction.

- Leaders:** Denise Whitley, Kim Christy-Anderson, Cindy Boney
- Benchmark:** Increased student performance in reading and writing on assessments to include common assessments, benchmark assessments, STAAR and EOC assessments, and TELPAS assessments.
- Funds:** Title IA, Title IIA, Title III, Local Funds
- Costs:** \$3,000
- FTES:** None

Item	Responsible	Evaluation	Dates
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1	Plan and launch a school-wide reading program. Each grade level will read a different book from the same author.	Instructional Coaches, ELA Teachers, Kathy Silvas	Lesson plans, student participation	October
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2	Plan a school-wide literacy night in conjunction with a STAAR informational meeting.	Keonna White, Instructional Coaches, ELAR teachers	Student artifacts, sign-in sheets	January
3	Implement a cohesive writing workshop model for secondary ELAR instruction. Teachers will be provided training on this "Good Traits of Writing" model.	Kim Christy-Anderson, Instructional Coaches	Sign-in sheets for training, increased student achievement	October
4	Review state assessment data and incorporate writing activities across the curriculum.	Keonna White, Instructional staff	Lesson plans, student artifacts	October
5	Monitor collaborative scoring and use of grading rubrics as outlined in the District's curriculum plans.	Instructional Coaches, Denise Whitley, Kim Christy-Anderson, ELAR teachers	Lesson plans reflect writing activities using rubrics devised for STAAR/EOC writing assessments	October
6	Establish a writing portfolio for each student in ELAR classes.	ELAR teachers, Instructional Coaches, Keonna White, Cindy Boney	Student portfolios	October
7	Conduct regular walkthroughs, monitor lesson plans, and attend department meetings to identify the needs of teachers. Leadership will work with instructional facilitators to coach for shifts in teaching.	Keonna White, Kevin Taylor, Isaac Hernandez, New IC	Walkthrough and PDAS observations, lesson plans, and student data	October
8	Each grade level will select, teach, and reinforce academic vocabulary.	Instructional coach, teachers, Keonna White, Isaac Hernandez, Kevin Taylor	Lesson plans	October
9	Incorporate silent sustained reading during Friday extended advisory and as students complete daily assignments in all classes. All students will be expected to have a book or e-book available at all times.	Teachers, Kathy Silvas	Library circulation report, CWT reflections	October
10	Promote reading for information and enjoyment.	Kathy Silvas, Josh Essary	Library circulation reports	October
11	Conduct an essay contest as part of the literacy night and promote and encourage students to enter out-of-school essay contests.	ELA Teachers, Instructional Coaches, Kathy Silvas	Student entries	October

Strategy 8 Eduphoria Curriculum and Data Management

South Belton Middle School will use Eduphoria Forethought as a tool for writing and storing lesson plans online. Eduphoria Aware is the data management program where student assessment data on all students is stored. Teachers will access the data to assist in developing appropriate instruction for students, including interventions when needed.

Leaders: Keonna White, Kevin Taylor, Isaac Hernandez, Instructional Coaches



Benchmark: 100% of teachers will use Forethought to plan lessons.
Funds: None
Costs: None
FTES: None

Item	Responsible	Evaluation	Dates
1 Utilize Eduphoria Aware and the test item bank for development of common formative assessments to facilitate the creation of valid formative assessments.	Kim Christy-Anderson, Robert Meyer, Deanna Lovesmith	System selected and implemented	October
2 Provide continuous training to staff on Eduphoria to improve instruction and planning.	Josh Essary, Donna Bownds, Shelley Smith	On-line lesson plans	October
3 Provide updated training to staff regarding Eduphoria Aware for the use of managing and analyzing student data.	Josh Essary, Donna Bownds, Robert Meyer	Data used to access individual student needs	January
4 Evaluate each unit of instruction and send recommended revisions of the scope and sequence and common assessments to the District Curriculum Office.	Deanna Lovesmith, Kim Christy-Anderson, Middle School Facilitators	Revisions provided and used to improve curriculum and assessments	April
5 Monitor assigned teacher lesson plans.	Keonna White, Isaac Hernandez, Kevin Taylor	Lesson plan notes to teachers	October
6 Utilize Eduphoria Aware to analyze common assessment and benchmark data to identify areas requiring curricular or instructional improvement.	Kim Christy-Anderson, IC	Reports built in Aware	January
7 Conference with teams using Eduphoria Aware data to increase student achievement through instruction and regrouping.	Keonna White, Vicki Smith, Jim Deeken, Kevin Taylor, Isaac Hernandez	Increased student achievement on benchmarks and state assessments	October
8 Group students by strengths and weaknesses for the purpose of differentiating instruction following common assessments during grade level content specific meetings.	Keonna White, Ava Bartek, Kevin Taylor, Isaac Hernandez	Team meeting notes, lesson plans	October

Strategy 9 Improvement of Math and Science Program

South Belton Middle School has a goal of exceeding TEA performance standards in mathematics and science by 10% for each subpopulation. Mathematics and Science achievement continues to be an area of focus.

Leaders: Keonna White
Benchmark: 90% or above of all students and subgroups will meet or exceed state standards in mathematics.
Funds: Local Budget, Activity Account



Costs: \$2,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Utilize instructional coaches to provide job-embedded professional development to science and math teachers on topics identified collaboratively by teachers and coaches.	Kelly Dodd, Jackie Snow, Kim Christy-Anderson	Meeting agendas	October
2 Identify science and math professional development opportunities at ESC 12 and send teachers to relevant training.	Keonna White	Registration forms, increased student achievement in science for special populations	October
3 Explore establishing a Robotics Club with students interested in participating in a Science Club.	Pam Rheinlander, Jackie Snow	Student participation	October
4 Provide grade 6-8 math and science teachers ongoing professional development focusing on the study and review of the TEKS.	Jackie Snow, Kelli Dodd	PLC agendas	January
5 Meet in vertical teams to plan challenge projects and determine strengths and weaknesses of the math and science curriculum. Use findings to plan future activities, flexible groups, and challenges.	Keonna White, Kevin Taylor, Isaac Hernandez	Sign-in sheets and agendas, lesson plans, data from common assessments	October
6 Evaluate data from common assessments and project/problem-based learning projects after each unit to address math and science objectives mastered by less than 90%. Core teachers will set aside time to flexibly group their students to reteach objectives not mastered.	Ava Bartek, Keonna White, Kevin Taylor, Isaac Hernandez	Common assessment data, lesson plans, rubrics from challenge based learning projects	October

Strategy 10 Fine Arts Instruction

The SBMS fine arts program consists of approximately seven teachers who provide choral, visual arts, theatre arts, band and orchestra programs for our students. It is expected that each of these programs implement the requirements of the Texas Essential Knowledge and Skills.

Leaders: Richard Thomas, Chris Pulley

Benchmark: Students excel in fine arts as indicated by UIL and other indicators of success.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
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1	Evaluate 2013-14 UIL results in band, choir, and orchestra and develop goals and strategies to improve performance in concert and sight reading where appropriate.	Richard Thomas, Fine Arts Teachers	Lesson plans, contest events	June
2	Provide planning and management of the entire program including budget, supplies, and travel.	Richard Thomas, Keonna White	Supplies and equipment provided, budget expenditures reflect current goals and activities	October
3	Explore innovative ways to use technology to enhance fine arts instruction and student performance.	Richard Thomas, Fine Arts Teachers	Instructional strategies developed and used in the classroom	April
4	Submit dates of concerts and competitions to the Fine Arts and campus office so that events can be published to the district and campus calendar.	Fine Arts Staff	District and campus calendar	October
5	Promote student participation in fine arts.	Fine Arts Staff, Josh Essary	Preview concerts, lunch performances, elementary/high school visits	October

Strategy 11 Advanced Academics

Enhance the existing Pre-Advanced and Advanced Placement Program so that more students are participating in Pre-AP and AP courses and scoring a 3 or higher on AP exams.

- Leaders:** Keonna White, Sam Wilds
- Benchmark:** Commended Performance Percentages, Duke Talent Winners, ReadStep Scores, National Merit Scholars
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Meet with Pre-AP teachers quarterly to discuss vertical curriculum alignment and strategies. Refer back to professional development to ensure implementation and to provide support through coaching and dialogue.	Keonna White, Sam Wilds	Increase of rigor to Pre-AP and AP curriculum, increased AP performance on AP exams	October
2	Implement College Board PSAT strategies in homerooms and study halls to increase the number of National Merit Scholars and Duke Talent Identification Program honorees.	Keonna White, Sam Wilds	Session sign-in sheets, PSAT scores, Duke TIP Participants	October

3	Provide a prescribed curriculum for middle school GT homerooms to be implemented by GT homeroom teachers. Curriculum will include SAT word and problems of the day and a schedule for teachers to use Texas Performance Projects with their students.	Keonna White, Sam Wilds	Session sign-in sheets, student products	October
4	Advertise DUKE Talent Search so that the students know how they are selected. Meet with eligible students to promote ACT/SAT opportunities in an effort to have more participation.	Keonna White, Sam Wilds	Session sign-in sheets	October
5	Meet with Pre-AP teachers following each project-based learning project to evaluate how college board standards were incorporated and how they differentiated instruction for the Pre-AP student.	Kevin Taylor, Keonna White, Isaac Hernandez	Lesson plans from challenge-based learning projects, sign in sheets, increased AP performance on AP exams	October
6	Schedule identified GT students into GT specific homerooms to provide additional time for students to work with other identified GT students. Cluster GT students into Pre-AP core classes for the same benefit.	Keonna White, Jim Deeken,	Master schedule	April
7	Integrate and monitor the Texas Performance Standards Project for GT students. Teachers will implement, monitor and document the project through GT designated homerooms.	G/T Homeroom Teachers, Keonna White	Published Texas Performance Standards Projects, lesson plans	June
8	Provide differentiated instruction/projects for GT students through project-based learning projects. Differentiation will be documented in the teacher's project design and rubric for assessment.	Pre-AP Teachers, Keonna White, Kevin Taylor, Isaac Hernandez	Lesson plans, rubrics	October
9	Identify and implement a service learning project for students involved in the Junior Scholars Program.	Sam Wilds, Pam Rheinlander, Angela Schroeder, Brooke Itz	Service project planned and implemented	October
10	Continue implementation of college SpringBoard in 6th Grade Pre-AP Math classes.	Kelly Homan	Lesson plans	October

Strategy 12 Language Instruction for LEP

The goal of the ESL program at South Belton Middle School is to provide intervention services for students who are identified limited English proficient according to a state approved oral Language Proficiency Test. Teachers, in collaboration with the LPAC committee, will identify students who are limited English proficient and recommend a language program that will provide intervention strategies specific to a student's level of English proficiency. Services will be provided with parent approval by a certified ESL teacher.

Leaders: Keonna White, Sara Ridley, Flori Zuniga-Gray, Jiame Ramos

Benchmark:	100% of students meet proficiency standards on TELPAS, 90% of LEP students meet or exceed state standards on reading, writing, math, and science.
Funds:	State Funds
Costs:	\$1,000
FTES:	2

Item	Responsible	Evaluation	Dates	
1	Place identified students in the ESL language program. Identified students will be placed with an ESL certified teacher who will be supported in sheltered instruction by our ESL campus coordinator.	Keonna White, Sara Ridley	All LEP students placed in ESL certified teacher's classrooms	June
2	Require ESL teachers to document the English Language Proficiency Standards in their weekly lesson plans.	Keonna White, Sara Ridley	ELPS documented in lesson plans	October
3	Differentiate instruction for the different levels of language proficiency of LEP students through the use of English language strategies, sheltered instruction, simplified language, visuals, pre-teaching vocabulary, use of pictures, and small group instruction.	ESL teachers	CWT Data	October
4	Advertise campus events in the parents' native language to provide outreach and involvement opportunities for LEP parents.	Keonna White, Sara Ridley	Parent involvement activities, attendance records	October
5	Cluster LEP students in ELA classrooms and offer inclusion services so that learners are supported through their core class in listening, speaking, reading, and writing.	Jim Deeken, Sara Ridley, ELA Teachers	Lesson plans, master schedule	October
6	Review testing and campus benchmarks to identify students who are struggling with English development and schedule them into guided reading support in place of an elective on alternating days.	Sara Ridley, Frances Zaragoza	Lesson plans, list of students, student data	October
7	Identify LEP students who were unsuccessful on STAAR. If necessary, make home visits with a translator so that parents have the opportunity to set goals for their student with school personnel.	Sara Ridley, CIS	Documentation of home visits	October

Strategy 13 Post Secondary Planning

Belton ISD will facilitate student engagement in activities dedicated to high school completion, post-secondary, and college readiness activities. BISD's plan is driven by three goals: 1) high school success, 2) post-secondary readiness and academic rigor, and 3) building of capacity.

Leaders: Keonna White, Kim Christy-Anderson, Vicki Smith, Jim Deeken

Benchmark:	Percentage of students completing high school with the college readiness credentials (Texas Scholar) in place will increase by 2 percentage points.
Funds:	State and Local Budgets
Costs:	\$3,000
FTES:	None

Item	Responsible	Evaluation	Dates
1	Provide AVID at SBMS in seventh and eighth grades.	Chris Glenn, Jim Deeken, Keonna White	Master schedule October
2	Conduct monthly AVID site team meetings to support the AVID elective teachers and to promote AVID methodologies school wide.	Keonna White, Chris Glenn	Calendar of monthly AVID teacher meetings, identification of faculty June
3	Continue to support and expand AVID by training more campus teachers through district-level training.	Keonna white, Chris Glenn, Kim Christy-Anderson	Number of AVID trained staff members, walkthroughs June
4	Identify an app and implement paperless interactive notebooks using iPads.	Josh Essary, Chris Glenn, Keonna White,	Documentation of grades, examples of exemplary notebooks October
5	Meet once a month with AVID leadership to identify areas of strength and areas for growth. Recognize areas of strength during faculty meetings and address areas of concern with AVID site team in order to create action plans.	Kim Christy-Anderson, AVID site team	Survey results, AVID site team meetings October
6	Conduct annual individual counselor student conferences to evaluate coursework correlation to post-secondary plans.	Vicki Smith, Jim Deeken, Kim Christy-Anderson	Documentation of conferences on post-secondary planning forms located in Aware April
7	Provide information to students and parents about College and Career Readiness Standards during the month of November to promote a culture of college and career readiness.	Keonna White, Vicki Smith, Jim Deeken	Post-secondary planning tool, samples of information made available to students and/or parents January
8	Use AP Potential and results from Readistep and PSAT to identify and recruit students to enroll in Pre-AP or AP courses.	Jim Deeken, Vicki Smith	Increased enrollment in Pre-AP courses October
9	Work as a campus to create a college culture by celebrating teacher almas, college t-shirt days, college visits, "Education Go Get It" week, and speakers.	Keonna White, Kevin Taylor, Isaac Hernandez, Christopher Glenn	School calendar June
10	Emphasize the following AVID strategies school wide: philosophical chairs, Cornell notes, and marking the text.	Keonna White, Kevin Taylor, Isaac Hernandez, Christopher Glenn	Lesson plans, department meeting notes October

Goal # 2:

South Belton Middle School 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 Learning Communities (PLCs)

Professional learning communities are collaborative teams who work interdependently to achieve a common goal. Teams focus on three questions: 1. What is it we want students to know? 2. How do we know when they have learned it? 3. What do we do when students do not succeed? South Belton Middle School will use collaboration to foster comprehensive reform through curriculum changes and sustained professional development.

Leaders: Keonna White, Kevin Taylor, Isaac Hernandez, Instructional Coaches

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Conduct walkthroughs in every classroom to monitor implementation of curriculum, high yield instructional strategies, measurable objectives, and appropriate student learning. Provide feedback during PLC meeting times.	Keonna White, Isaac Hernandez, Kevin Taylor	Walkthrough data in Aware, faculty meeting notes	January
2	Identify strengths and weaknesses in student achievement based upon frequent review of data including formative and summative assessments. Create SMART goals based on grade level and campus wide data. Track progress toward these goals during PLC meetings.	Keonna White, Kevin Taylor, Isaac Hernandez	SMART goals, PLC meeting notes	January
3	Create a structure for PLC meetings that systematically and routinely focuses on review of student data and adjustments to instruction based on that data.	Keonna White, Kevin Taylor, Isaac Hernandez	Strategies selected and implemented, progress monitored, increased student achievement	October
4	Conduct collaborative walkthroughs to monitor implementation of curriculum, high yield instructional strategies, and appropriate student learning.	Keonna White, Kevin Taylor, Isaac Hernandez	Record of collaborative walks done, documentation of discussions	October
5	Develop and utilize heat maps using Lead4ward resources as a foundation for content area discussions as we address gaps and deficiencies with student achievement.	Keonna White, Kevin Taylor, Isaac Hernandez	Heat maps developed, lesson plans with identified curricular areas addressed	January



Strategy 2 Professional Development for Effective Literacy

South Belton Middle School is committed to Effective Literacy Teaching of all students in each grade level. A comprehensive language and literacy framework serves as a conceptual tool for organizing instruction. Professional development will target what teachers district-wide need to know to promote authentic literacy.

- Leaders:** Keonna White, Kevin Taylor, Isaac Hernandez, New ELA IC
- Benchmark:** 90% or more of all students will meet or exceed standard on the state assessments in reading and writing.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Provide professional development to ELAR teachers on reading comprehension strategies (to include AVID Critical Reading Strategies) to increase student achievement by modeling these strategies during the training.	Cindy Boney, Kim Christy Anderson	Sign-in sheets	October
2 Meet with ELA teachers each grading period for the purpose of evaluating lesson plans, talking about progress of workshops, and coaching for shifts in teaching.	Keonna White, Kim Christy Anderson	Team notes	October
3 Provide ongoing training and support for ELA teachers as they implement a balanced literacy approach for middle school students	Keonna White, Instructional Coaches, Kim Christy- Anderson	Sign-in sheets	October

Strategy 3 Professional Development for the Improvement of Writing

The Effective Literacy Framework is the District's approach to reading and writing instruction. Within that framework, specific strategies for teaching writing are provided. Both the Lucy Calkins Units of Study and the 6+1 Traits of Writing framework are powerful ways to use a common language with specific lessons to teach characteristics of writing as well as create a common vision of what 'good' writing looks like. Teacher and students can use 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing.

- Leaders:** Keonna White, Denise Whitley, Deanna Lovesmith, Kim Christy-Anderson
- Benchmark:** 90% or above of all students will meet or exceed state passing standards in writing.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
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1	Ensure staff includes writing activities and strategies in their lesson plans. Monitor implementation by conducting regular walkthroughs, examining student artifacts, and attending department meetings.	Keonna White, Kevin Taylor, Isaac Hernandez	Lesson plans	October
2	Support the use of the writing workshop model by providing professional development during PLC time and monitoring implementation during walkthroughs.	Keonna White, Instructional Coaches, Cindy Boney, Kim Christy-Anderson	Lesson plans, student portfolios, CWT data	October
3	Provide professional development to focus on the development of a writing rubric consistent with the STAAR writing rubric.	Keonna White, Instructional Coaches, Cindy Boney, Kim Christy-Anderson	Rubric created	October

Strategy 4 Professional Development for Science And Mathematics Instruction

South Belton Middle School is committed to effective instruction in math and science for all students. We will engage in on-going professional development that requires our teachers to be reflective practitioners.

- Leaders:** Keonna White, Kevin Taylor, Kelli Dodd, Kim Christy Anderson
- Benchmark:** 90% of all students meet standard on the state mathematics assessments.
- Funds:** Local Budget
- Costs:** \$1,000
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Meet once a week with math teachers to evaluate lesson plans, discuss changes with new state assessment, examine data from common assessments, coach for shifts in teaching, and gauge the implementation reflecting new math TEKS.	Kevin Taylor, Kim Christy-Anderson	Team notes October
2	Provide opportunities for math teachers to attend regional trainings addressing best practices for increased student engagement and achievement.	Kim Christy-Anderson, Keonna White	Sign-in sheets April
3	Provide science professional development that addresses the needs of diverse learners through collaboration with the Region 12 Service Center. One general education and one special education teacher per campus will attend the training.	Kim Christy-Anderson	Registration and attendance documentation October

4	Provide 6th grade math teachers professional development on the use of the SpringBoard curriculum for use in Pre-AP math classes.	Kim Christy-Anderson, Kelly Homan, Ashley Hodyniak	Sign-in sheets, lesson plans	October
5	Utilize data from on-level and Pre-AP common assessments over each unit of instruction to determine areas of strength and needed growth in instruction. Discuss results within grade level teams and adjust instruction based on student results.	Keonna White, Kevin Taylor, Instructional Coaches, Kim Christy-Anderson, Denise Whitley	Common assessments results, logs of teacher meetings	October
6	Require all science teachers to conduct a minimum of three hands-on, inquiry based science lessons per nine weeks.	Keonna White, Instructional Coaches	Coaching notebook	January
7	Offer professional development to science and math teachers to gain a more in-depth understanding of how to successfully plan for and implement project based learning to increase the rigor of the subject matter.	Keonna White, Deanna Lovesmith	Lesson plans	June
8	Plan for designated teachers to attend two days of training focusing on study and review of the new math TEKS to be implemented in the fall of 2014.	Kevin Taylor, Kim Christy Anderson, Kelli Dodd	Training sign-in sheets, lesson plans	October

Goal # 3:

South Belton Middle School 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, Safe and Civil Schools Materials, Raptor Software,

Strategy 1 Safe and Civil Schools

The Safe & Civil Schools program is designed to help school staff improve safety and civility across all school settings. By doing so, school personnel lay a foundation to engage students and enhance learning. The goal of all materials and professional development in the series is to empower school staff with techniques to help all students behave responsibly and respectfully.

Leaders: Keonna White, Kevin Taylor, Foundations Team

Benchmark: Increased levels of safety and civility as measured by school climate surveys and reduced number of discipline referrals.

Funds: None

Costs: None

FTEs: None

Item	Responsible	Evaluation	Dates
1 Continue to implement a behavior intervention program to assist with the management of students with persistent misbehaviors.	Lisa Hale, Keonna White, Kevin Taylor, Isaac Hernandez	Discipline referrals	October
2 Meet once every 6 weeks as a Foundations Team to discuss procedures, suggestions and school discipline data.	Kevin Taylor, Keonna White, Isaac Hernandez, Lisa Hale	Meeting notes, decrease in student discipline, increase in student achievement	June
3 Provide for sustainability by moving from a consultant model to a trainer of trainers model for professional development. Send select staff for appropriate training.	Keonna White, Celia Ray	Training received, program sustained	June
4 Ensure the Foundations Team serves as a resource and mentors teachers in need of behavioral intervention strategies.	Keonna White, Kevin Taylor, Isaac Hernandez, Foundations Team	Decrease in student discipline, increase in student achievement	June
5 Utilize Survey Monkey to get feedback from students regarding school climate.	Josh Essary, Foundations Team	Survey results	October
6 Address student concerns of safety (bullying) and school climate through revision of supervision, policies, and school-wide initiatives.	Keonna White, Kevin Taylor, Isaac Hernandez, Safe and Civil Team	Policies, procedures, student feedback, referrals	October
7 Orient and train new staff in regards to CHAMPS expectations and discipline referral procedures.	Keonna White, Kevin Taylor, Isaac Hernandez, Lisa Hale	Discipline records, classroom management plans	October

Strategy 2 Drug and Violence Prevention Activities

South Belton Middle School will address drug and violence prevention in a variety of ways. Students will participate in an annual drug and violence survey. Results will be shared with the SBDM and the School Health Advisory Council.

Leaders: Vicki Smith, Jim Deeken, Classroom Teacher, Keonna White

Benchmark: There will be a decrease in discipline referrals and an increase of attendance rates, counselor lesson plans will be reviewed.

Funds: State Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Develop and coordinate campus efforts in the BISD "Drug Free District" program, designed to convey a clear and consistent message that the illegal use of tobacco, alcohol, and drugs is wrong and harmful. This will include such events as participation in the national "Red Ribbon Week" and regular guidance lessons on avoiding drugs.	Keonna White, Emily Sykes	Campus calendar	October
2 Conduct regularly scheduled classroom guidance lessons at all grade levels in order to prevent violence, bullying, and the use of drugs and alcohol. Flexibility to address particular teacher and student concerns will be encouraged.	Jim Deeken, Vicki Smith	Counselor logs	June
3 Inform parents of opportunities available through the school guidance program, including programs on drug and violence prevention through letters to parents, campus newsletters, PTA meetings, Facebook, and SBMS website.	Vicki Smith, Jim Deeken, Emily Sykes	Copies of counselor notes, parent letters, campus newsletters	April
4 Assist students in making positive life choices in regard to avoiding the use of drugs, alcohol, and tobacco.	CIS, Jim Deeken, Vicki Smith, Keonna White, Isaac Hernandez, Kevin Taylor	Discipline referral data, STAAR data, attendance data	October
5 Communicate drug and violence prevention activities to parents through counselor newsletters, direct message "call-outs," the SBMS website, and Facebook page.	Vicki Smith, Jim Deeken	Record of newsletters distributed to parents, website information	January

6	Provide ongoing training for the prevention of student drug use for both students and teachers.	Vicki Smith, Jim Deeken	Annual substance abuse survey, analyze data on percentage of students participating in presentations and programs	April
7	Counselors will instruct students how to obtain assistance and intervention in the event they are sexually abused.	Jim Deeken, Vicki Smith	Counselor logs	October

Strategy 3 Crisis and Safety Planning

South Belton Middle School will develop a crisis and safety plan that is aligned to the District's crisis and safety plan. The plan will be evaluated and modified as needed each year.

Leaders: Keonna White, Robert Atmar

Benchmark: Plan submitted to the Director for Support Services, 100% of staff will trained.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Conduct training on the Emergency Operations Plan for SBMS.	Keonna White, Kevin Taylor, Isaac Hernandez	100% employees trained, reduced number of incidents reported	January
2	Provide staff development for teachers and administrators on strategies to prevent bullying.	Robert Atmar, Vicki Smith, Jim Deeken	Staff development scheduled, decrease in percentage of bullying reported on the annual drug and safety survey	January
3	Implement and train identified staff on District crisis prevention, intervention, and follow-up procedures. Provide positive behavior support training to all staff.	Robert Atmar, Keonna White, Kevin Taylor, Isaac Hernandez	All staff trained and ready to implement plans	January
4	Utilize the Skylert system to provide communication to parents in the event of a school closure or emergency.	Keonna White, Rachel Starnes	Record of Skylert messages	October
5	Review and practice emergency preparedness procedures with staff including tornado, lock down, and monthly fire drills.	Keonna White, Kevin Taylor, Isaac Hernandez, Janice Tyroch	Documentation of drills	October
6	Convene the Campus Safety and Security Committee a minimum of four times per year to review campus emergency operations plans and campus crisis procedures, plan campus drills and exercises, and conduct mandatory safety assessments of campus.	Robert Atmar, Janice Tyroch, Keonna White, Kevin Taylor, Isaac Hernandez	Meeting agendas	October



7	Conduct one emergency operations drill each semester using table top and/or active drills with students and staff.	Robert Atmar, Keonna White	Emergency Operations Training Logs, use of the Rapid Responder web site	October
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Strategy 4 Safe and Orderly Environment

Maintain a safe and secure environment conducive to student learning in all areas of the campus.

Leaders: Keonna White, Robert Atmar

Benchmark: Reduction in % of student discipline referrals, reduced number of students assigned to the District Alternative Education Program (DAEP), increased % in student attendance, increased number of minority groups participating in leadership roles, increased student participation and training in conflict resolution sessions, increased number of students participating in community service activities, 100% campus personnel trained on crisis prevention, intervention and follow-up, conflict resolution, sexual harrassment prevention, decrease in student infractions in the community as reported by local law enforcement agencies.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1	Teachers will escort students to lunch and will pick them up at the conclusion of their lunch period.	SBMS Teachers, Kevin Taylor, Isaac Hernandez	Discipline referrals, number of tardies October
2	Use the School Resource Officers as needed to assist in the promotion and maintenance of a safe and orderly environment.	Kevin Taylor, Isaac Hernandez, Robert Atmar	Evaluation of campus needs, evaluation of security personnel October
3	Use the Raptor system to assist in the issuance of school visitor passes, documentation of school visitors and screening of school visitors.	Robert Atmar, Kevin Taylor, Isaac Hernandez, Lisa Millican	Evaluation of number of alerts, number of visitors, office evaluation October
4	Consider alternative approaches to student discipline to reduce the frequency of ISS and DAEP placements.	Keonna White, Jennifer Letts, Kevin Taylor, Isaac Hernandez	Number and frequency of placements October
5	Administer annual school safety and climate surveys to 7th grade students, faculty, and parents.	Keonna White, Robert Atmar	Survey data April
6	Continue to implement the Extracurricular Code of Conduct to promote a safe and supportive school.	Keonna White, Kevin Taylor, Isaac Hernandez	Discipline referrals and actions October
7	Enforce the Belton ISD Student Code of Conduct in order to maintain a safe environment.	Keonna White, Kevin Taylor, Isaac Hernandez	Discipline referrals and actions October

Strategy 5 Guidance Program

The counseling department will offer guidance and counseling to all students and will coordinate various support services and special events to assist in providing a safe and secure atmosphere for all students. Academic, social and emotional needs will be addressed with students.

Leaders: Vicki Smith, Jim Deeken

Benchmark: Academic, social, and emotional needs of all students will be addressed as evidenced by counselor logs and a decrease in the failure rate of students.

Funds: Local Funding

Costs: \$120,000

FTES: 2

Item	Responsible	Evaluation	Dates
1 Provide guided group counseling sessions with activities designed to provide additional support for students on an as-needed basis and communicate with parents as needed to provide support for students.	Vicki Smith, Jim Deeken	Session documentation	June
2 Implement conflict resolution techniques with small groups as needed to reinforce conflict resolution efforts in the classroom.	Jim Deeken, Vicki Smith, Emily Sykes	Session documentation	June
3 Train teachers in ways to identify and address instances of bullying while also providing students with tools to deal with the issue.	Jim Deeken, Vicki Smith	Decrease in discipline referrals associated with bullying, sign-in sheets	January
4 Implement the BISD bullying prevention curriculum.	Jim Deeken, Vicki Smith, Robert Atmar, Kim Christy Anderson	Curriculum reviewed and revisions made	October
5 Inform parents of opportunities available through the school guidance program, including programs on drug and violence prevention and career choices, through letters to parents, campus newsletters, Facebook, SBMS website, and PTA meetings. Parent consultation and input will be continually solicited.	Jim Deeken, Vicki Smith	Copies of counselor notes, parent letters, campus newsletters	April
6 Provide workshops for teachers on suicide prevention, sexual awareness, bullying awareness and prevention, and teen pregnancy concerns.	Jim Deeken, Vicki Smith	Written evaluation on presentation, written follow-up after a crisis intervention	January
7 Conduct annual individual counselor student conferences to evaluate coursework correlation to post-secondary plans.	Jim Deeken, Vicki Smith	Documentation on post-secondary planning forms located in Aware	June



8	Develop and coordinate age-appropriate career awareness activities to inform students of career clusters as recommended in the Achieve Texas initiative.	Jim Deeken, Vicki Smith	Calendar of events	April
9	Conduct regularly scheduled classroom guidance lessons at all grade levels in order to improve student self-esteem and prevent violence, bullying, sexual abuse, harassment, and the use of drugs and alcohol.	Jim Deeken, Vicki Smith	Documentation of lessons	January

Goal # 4:

South Belton Middle School 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:

Designated Apps, Shout Outs, Post Cards Home, On-line Communication

Strategy 1 Staff Recognition

South Belton Middle School recognizes the importance of providing individual staff members and teams of teachers with specific recognition based upon individual and/or team performance. Celebration will occur in a variety of different ways including, but not limited to, announcements at faculty meetings, thank you notes and/or web site.

Leaders: Keonna White

Benchmark: Increase in staff retention numbers.

Funds: Activity Fund, Local Budget

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Provide feedback on quality lessons or interactions with students in weekly agenda or daily emails to staff.	Keonna White	Thank you from teachers on being recognized for hard work	June
2 Provide treats to staff in recognition of hard work.	Keonna White	Teacher retention rate, staff surveys	June
3 Provide special recognition and celebrations for staff to recognize special events such as new babies, weddings, etc.	Keonna White, Pam Heitmiller, Kathy Silvas	Teacher retention rate, staff surveys	June
4 Provide lunch before school starts, at the end of the first semester and the end of the year to celebrate successes.	Keonna White	Teacher retention rate, staff surveys	October
5 Nominate teachers for recognitions sponsored by the Rotary Club, VFW and Belton ISD.	Keonna White, Kevin Taylor, Isaac Hernandez	Staff awards	October
6 Continue the tradition of teachers recognizing one another for "crossing the line" or going the extra mile with the "Tom."	Keonna White	Number of teacher brags	October
7 Provide opportunities for teachers and staff to give feedback through surveys concerning climate and processes and procedures.	Keonna White, Josh Essary	Evaluation feedback	April
8 Celebrate teacher birthdays during faculty meetings.	Keonna White	Staff recognitions	June

Strategy 2 Student Recognition

South Belton Middle School recognizes the importance of providing individual students with specific recognition based upon individual and/or team performance.

Leaders: Keonna White, Vicki Smith, Jim Deeken, Kevin Taylor, Isaac Hernandez
Benchmark: Increase of student involvement over previous year.
Funds: Local Budget, Activity Fund
Costs: \$500
FTES: None

Item	Responsible	Evaluation	Dates
1 Allow eighth grade students opportunities to lead the daily announcements and campus tours.	Jim Deeken, Vicki Smith	Number of students participating, student feedback	June
2 Turn in academic and athletic results and individual brags for morning announcements.	Kevin Taylor, Staff	Number of students receiving recognition for jobs well done	June
3 Post student recognition information on SBMS website.	Josh Essary, Staff	Students receiving recognition for jobs well done	June
4 Identify students with an interest in technology to serve as our campus tech support. Provide instruction to students so that they can support teachers.	Josh Essary	Students selected for tech squad	October
5 Conduct school-wide pep rallies each nine weeks to recognize students, reinforce school-wide expectations, and strengthen campus culture.	Keonna White, Jim Deeken, Kevin Taylor	Students receiving recognition for attendance, honor roll, athletics, or fine arts achievement	October
6 Announce student birthdays.	Kevin Taylor	Daily announcements	October
7 Plan and hold a school-wide celebration for students meeting campus expectations including the Christmas Dance and the Summer Fun Water Park activity.	Keonna White, Isaac Hernandez, Kevin Taylor,	Student participation	October

Strategy 3 Parental Involvement Activities

Provide parenting opportunities designed to provide skills and strategies for parents to use with their children at home in support of classroom learning.

Leaders: Keonna White
Benchmark: Increase in number of parents attending parenting enrichment opportunities, session evaluations, program evaluation.
Funds: Title I Part A, Local Funds
Costs: \$1,000
FTES: None

Item	Responsible	Evaluation	Dates
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1	Increase percentage of parent conferences to 80%.	Keonna White, Isaac Hernandez, Kevin Taylor	Sign-in sheets	October
2	Complete an Individualized Student Education Plan as part of the parent conference for students at-risk of failing STAAR.	Keonna White, Isaac Hernandez, Kevin Taylor	Student education plans	October
3	Distribute the Parent Involvement Policy.	Keonna White	Published Parent Involvement Policy	October
4	Hold parent-teacher conferences during which expected student proficiency levels and the Parent Compact are reviewed.	Keonna White, Classroom Teachers, Celia Ray	Sign-in sheets, signed Parent Compacts	October
5	Provide parents with the achievement level of their child on each state assessment.	Keonna White	Sign-in sheets, teacher conference notes	October
6	Provide information for parents in their native language.	Celia Ray, Sue Banfield, Noemi Berumen	Sign-in sheets, teacher conference notes	October
7	Schedule and conduct a parent meeting that addresses and teaches Internet safety and answers questions about iPad distribution and use. Video podcast meeting so that parents unable to attend can subscribe to the information.	Keonna White, Leland Albro	Parent sign-in sheets	October
8	Continue to identify strategies to increase communication with parents.	Keonna White	Examples of communication	October
9	Provide updated information on grade level/department websites. Monitor campus web page to ensure content is accurate and up-to-date.	Josh Essary, Keonna White	Campus web page and faculty web sites	October
10	Host "Walk-A-Mile-Day" event during which parents of AVID students will attend a full school day to experience what it is like to be a student in our middle school.	Keonna White, Chris Glenn	Number of participants	January
11	Develop, distribute, and implement a campus Parent Involvement Policy that is reviewed and evaluated annually in collaboration with parents.	Keonna White, SBDM Committee	Published Parent Involvement Policy, meeting notes	April
12	Utilize advisory teachers to call and welcome each parent and introduce themselves as a point of contact for questions or concerns.	Keonna White, Advisory Teachers	Log of calls	October

Strategy 4 Business and Community Partnerships

South Belton Middle School will continue to implement strategies and activities designed to increase and enhance communication between the school and the community.

Leaders: Keonna White
Benchmark: Increase in community participation.
Funds: None
Costs: None
FTES: None

Item	Responsible	Evaluation	Dates	
1	Ensure service activities are conducted throughout the school year. Activities may include food drives, blood donations, nursing home visits, Peaceable Kingdom visits, and Children's Miracle Network support.	NJHS and STUCO Sponsors, PALS sponsor, Teen Leadership, Emily Sykes, Christopher Glenn	Number of events scheduled, number of students participating	June
2	Continue partnerships with local community organizations and businesses that participate and provide assistance with campus initiatives.	Keonna White	Number of participants	June
3	Utilize campus technology (big screens, marquis, student iPads, websites) to advertise and promote student achievement and upcoming events.	Josh Essary, STUCO, PALS	Announcements and participation	October
4	Continue partnership with the local Kiwanis chapter through the growth of the SBMS Builder's Club.	Josh Essary, Khali Bittle	Number of participants and events	October
5	Each club or organization will conduct one outreach/service project.	Brooke Itz, Khali Bittle, Nat Giambalvo, Kristin Childress	Project plans, projects completed	October

Goal # 5:

South Belton Middle School 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)	Keonna White, 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.	Keonna White	CIT minutes, STAAR 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.	Keonna White	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, Campus Keonna White	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.	Keonna White, Todd 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.	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.	Celia Ray, Flori Zuniga-Gray	Sign-in sheets, agendas, minutes, Parent Compact document	June
12	Increase electronic communications with parents.	Celia Ray, Keonna White	Webpages, parent survey responses, use of emerging technology by teachers, Skylert reports	June
13	Conduct regular meetings of the Federal Programs Advisory Committee to review the current program and recommend improvements.	Celia Ray	Agendas, minutes	June
14	Collaborate with general classroom teachers and participate in parent involvement and staff development activities.	Celia Ray, Keonna White, Title I Teachers	Sign-in sheets, minutes, parent conference documentation	June
15	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components.	Celia Ray, Keonna White	Purchase orders, Invoices	June
16	Increase percentage of students served by Title I Part A graduating from high school with a Recommended or Distinguished graduation plan.	Celia Ray, Noemi Berumen, Jim Deeken, Vicki Smith	Graduation data	June
17	Set aside funds for services to students who are classified as homeless and not attending Title I campuses.	Celia Ray	Skyward records, student service folders	October
18	Provide partial funding for Communities in Schools at Southwest and SBMS.	Celia Ray	Summative evaluation data, discipline referrals, attendance data	October

Strategy 2 Title II Part A

The purpose of Title II, Part A funding is to increase student achievement through improving teacher and principal quality, increase the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools and hold districts and schools accountable for improving student academic achievement.

Leaders: Deanna Lovesmith, Celia Ray, Keonna White

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

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

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

Leaders: Flori Zuniga-Gray

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

Funds: Title III Part A

Costs: \$73,939

FTES: None

Item	Responsible	Evaluation	Dates
1 Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Flori Zuniga-Gray, LPAC Committee	OLPT test scores, LPAC minutes	October
2 Identify students as immigrants if they are age 3-21, were born outside the US and are in their first 3 full academic years in a US school.	Flori Zuniga-Gray, Lisa Millican, LPAC Committee	PEIMS data, parent interviews	October

3	Identify LEP student needs by conducting a needs assessment.	Flori Zuniga-Gray, Keonna White	PBMAS and AMAO reports, TELPAS and STAAR scores	October
4	Provide high quality instruction for ELL and immigrant students to develop English proficiency and help students meet state academic content standards.	Flori Zuniga-Gray, Bilingual/ESL Certified Teachers, Keonna White	Classroom observation, lesson plan reviews, team planning minutes	October
5	Ensure that teachers in Title III language instruction programs are fluent in both English and any other language used for instruction.	Flori Zuniga-Gray, Barrett Pollard	Bilingual certifications, BTLPT proficiency test, local assessment	October
6	Provide extended learning opportunities such as a Newcomers class, ESOL I and II, and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Flori Zuniga-Gray, Keonna White	Lesson plans, TELPAS scores, summer school attendance data, classroom walkthroughs	October
7	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process and involving them in the LPAC process, providing ESL parent classes, and informational classes for student college entry.	LPAC Members, Flori Zuniga-Gray, District Translators	LPAC training sign-in, parent volunteer list, documents of translated material for parents	October
8	Notify parents of language program placement of their child, and provide them with their child's language progress.	LPAC Committee, Sara Ridely, Yolanda Sarinana	Signed parent notification form, student progress report	October
9	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for ELL students. These include but are not limited to ELL Symposium, Language and Literacy training, ELL strategies, ESL Academy and Sheltered Instruction.	Flori Zuniga-Gray, Keonna White, Instructional Coaches	Training registration, sign-in sheets, travel records	October
10	Provide training and support to teachers so that they can attain ESL and Bilingual certificates.	Flori Zuniga-Gray	Sign-in sheets from ESL preparation courses, on-line registration for Bilingual support class, sign-out sheet for ESL and Bilingual study guides	October
11	Allocate funds to provide supplemental supplies to campuses according to the ELL numbers at the campus.	Flori Zuniga-Gray	Budget Summary, Detailed Expenditure Report, Title III Compliance Report, ICR Report	October
12	Provide funding for teachers to attend conferences specific to ESL instruction.	Flori Zuniga-Gray	Travel forms completed, Title III Compliance Report, ICR Report	April



13	Ensure participation of an LPAC representative at all ARD meetings for ELL students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Flori Zuniga-Gray, Keonna White, LPAC Representative	Minutes of ARD and LPAC meetings	April
14	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Flori Zuniga-Gray, Yolanda Sarinana	Session sign-in sheets	October

Strategy 4 Bilingual/English as a Second Language

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

- Leaders:** Flori Zuniga-Gray
- 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)	Keonna White, Flori Zuniga-Gray	Increased STAAR scores for ELLs	October
2	Administer a home language survey to each new student upon enrollment.	Campus LPAC Committee, Lisa Millican, Flori Zuniga-Gray, Yolanda Sarinana	Copy of home language survey in students permanent folder	October
3	Establish and operate an LPAC committee that is composed of the required participants. The parent on the LPAC will not be an employee of the district.	Keonna White, 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, Keonna White, 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 Member, Teachers, Keonna White	Students permanent folders, LPAC minutes, class rosters	October
6	Provide high quality instruction for ELL students to develop English proficiency and help students meet state academic content standards.	Bilingual/ESL Teachers, Keonna White, 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, Keonna White	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, Keonna White, Sara Ridley	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, Keonna White, Yolanda Sarinana, Instructional Coaches	Training registration, sign-in sheets, travel records	October
13	Provide funding for teachers to attend conferences specific to ESL instruction.	Flori Zuniga-Gray	Travel forms, registration documentation	October
14	Allocate funds to provide supplemental supplies to campuses according to the LEP numbers at the campus.	Flori Zuniga-Gray	Budget Summary, Detailed Expenditure Report for Bilingual Allotment and Title III	October
15	Ensure participation of an LPAC representative at all ARD meetings for LEP students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Flori Zuniga-Gray, LPAC Representative, Yolanda Sarinana	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.	Keonna White, Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana	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.	Keonna White, Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana	TELPAS trainings, TELPAS patrol, TELPAS writing check, monitoring on the desire2learn system	October
19	Ensure training for TELPAS and STAAR for ELLS is provided.	Keonna White, Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana, Campus Testing Coordinators	LPAC assessment training, sign-in sheets, accommodations minutes	October

Strategy 5 Migrant Education

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

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

Item	Responsible	Evaluation	Dates	
1	Provide a migrant survey to all students upon registration.	Flori Zuniga-Gray, Lisa Millican	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 6 Dyslexia

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

- Leaders:** Celia Ray



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.	Keonna White, 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).	Keonna White, 504 Committee, Teacher(s), Celia Ray	504 Committee documentation	October
3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.	Keonna White, Sandra Velo	504 Committee documentation	October

Strategy 7 State Compensatory Education

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

Leaders: Deanna Lovesmith, Kim Christy-Anderson, Celia Ray
Benchmark: 90% of all students will meet or exceed state standards in reading, writing, math, science and social studies.
Funds: State Compensatory Education Funds
Costs: \$2,977,558
FTES: 66.72

Item	Responsible	Evaluation	Dates
1 Conduct a needs assessment to determine areas requiring assistance prior to building the State Compensatory Education budget. Special attention should be paid to the needs of the students who did not pass the End of Course exams for the 13-14 school year.	Celia Ray, Deanna Lovesmith	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, Lisa Millican, Jim Deeken, Vicki Smith	PEIMS Report of At-risk students, report cards, STAAR scores, readiness tests, dropout data	June



3	Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.	Lisa Hale, Vicki Smith, Jim Deeken	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, Keonna White	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.	Keonna White	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 budget focusing on students at-risk for failing EOC exams.	Karen Little, Cindy Boney	SCE budgeted items for EOC failures	October

Strategy 8 Special Education

The District's Special Education program is designed to provide services to meet the unique needs of students ages three to twenty-one with disabilities in the least restrictive environment. Belton ISD will comply 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.	Karen Little, Keonna White	Processes in place, appropriate placement of students	June

2	Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.	Karen Little, Keonna White, 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.	Keonna White, Karen Little	Sign-in sheets, employee certification documentation	June
5	Address appropriate instruction and activities that lead to successful transition of students with disabilities to post-secondary placements.	Karen Little, Keonna White	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.	Keonna White, 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, Keonna White	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, Keonna White, ARD Committee Members	Student Schedules, State Performance Plan Indicators, STAAR test results	June
9	Implement strategies to ensure the academic needs of students with disabilities are met by providing TEKS instruction to all students at the appropriate grade level in the least restrictive environment and monitor growth on a monthly basis with emphasis placed on closing the gap between current performance and grade level standards.	Karen Little, Keonna White	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	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, Keonna White	Professional development attendance logs, lesson plans	April

Strategy 9 Gifted and Talented Education

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

Leaders: Sam Wilds

Benchmark: 100% of State plan requirements are implemented, extended learning opportunities for G/T students, satisfaction reflected in G/T annual survey.

Funds: Local Budget, State G/T Funds

Costs: \$564,863

FTEs: 10.2 FTEs at secondary level

Item	Responsible	Evaluation	Dates
1 Provide structured awareness training for all campuses to increase consideration, nomination, and placement of students in underrepresented populations.	Sam Wilds	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, Keonna White	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/or G/T classes and indicate service in teacher schedule.	Sam Wilds, Keonna White	Teacher rosters/schedules	October
5 Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Keonna White	Teacher rosters/schedules, training database	October
6 Participate in College Board Early Participation Program agreement designed to better prepare students for the rigor of AP, ReadStep and PSAT/NMSQT.	Sam Wilds, Keonna White	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, Keonna White	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

Strategy 10 Section 504

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

Leaders: Karen Little, Sandra Velo, Campus Principal

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, Keonna White	Section 504 evaluation paperwork, supporting documentation/evidence	June
2	Evaluate students because of referrals made by administrators, RtI Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.	Sandra Velo, Campus 504 Committee, Keonna White	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, Keonna White	504 eligibility documentation	June



<p>4 Review student individual academic plans at least tri-annually to determine level of service and accommodations needed. If student progress indicates a need for review, the 504 Committee will reconvene to revise the individual academic plan.</p>	<p>Sandra Velo, Campus 504 Committee, Keonna White</p>	<p>Section 504 annual meeting documentation</p>	<p>June</p>
<p>5 Carefully monitor the number of days identified 504 students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.</p>	<p>Sandra Velo, Keonna White, Isaac Hernandez, Kevin Taylor</p>	<p>MDRs scheduled by the 10th day out of placement</p>	<p>June</p>

Strategy 11 General Education Homebound

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

Leaders: Keonna White, Denise Whitley, Classroom Teacher(s), Jim Deeken, Vicki Smith

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

Funds: Local Funds

Costs: \$20,000.00

FTES: 2

Item	Responsible	Evaluation	Dates
<p>1 Implement campus procedures for referring students to General Education Homebound Instruction (GEHI), including 504 committee meetings. Campuses will work with the Director of Elementary Curriculum and Instruction to coordinate homebound services.</p>	<p>Denise Whitley, Vicki Smith, Jim Deeken</p>	<p>Student identified as needing services</p>	<p>October</p>
<p>2 Provide GEH instruction to eligible students a minimum of four hours per week. The homebound teacher will coordinate lessons and assignments with the classroom teacher and schedule times of service with the parent during the 504 meeting.</p>	<p>Denise Whitley, GEH Instructor, Vicki Smith, Jim Deeken</p>	<p>GEH instruction log, schedule of services</p>	<p>October</p>
<p>3 Maintain documentation on GEHI at the campus and submit appropriate reports to the PEIMS office.</p>	<p>Denise Whitley, Judy Stapper, Brenda Beierman, GEH Instructor, Vicki Smith, Jim Deeken</p>	<p>GEH instruction Log, schedule of services</p>	<p>October</p>



Strategy 12 Student Success Initiative

Enacted by the 76th Texas Legislature in 1999, the Student Success Initiative (SSI) grade advancement requirements apply to the STAAR reading test at grade 5, the mathematics test at grade 5, and the reading and mathematics tests at grade 8. Significant changes were made by the 81st Texas Legislature in 2009 with accelerated instruction requirements mandated by House Bill 3. As specified by these requirements, a student may advance to the next grade level only by passing these tests, completing all accelerated instruction required by the GPC, and by unanimous decision of his or her Grade Placement Committee that the student is likely to perform at grade level after additional instruction. The law allows students three testing opportunities during the spring and summer of the year, outlines the provision of accelerated instruction after each testing opportunity, and describes parents' rights regarding promotion and retention. The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.

- Leaders:** 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.	Keonna White, Classroom Teacher(s), Rtl Team	Lesson plans, Rtl 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.	Keonna White, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans	October
3 Ensure that students in grade 8 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Keonna White, 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.	Keonna White, 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.	Keonna White, 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 designated students during the regular school day, with flexible grouping of up to six students.	Keonna White, 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 grades 5 and/or 8.	Keonna White, ARI/AMI Teachers, Summer School Teachers, Classroom Teacher(s)	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 6-8. Students who do not meet standard on STAAR must receive appropriate instructional intervention so that they will be able to make the academic progress necessary to do on-grade-level work at the next grade.	Keonna White, Classroom Teacher(s), ARI/AMI Teachers, Denise Whitley	Confidential student reports, accelerated Instruction documentation, attendance rosters	June

Strategy 13 Pregnancy Related Services

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

- Leaders:** Keonna White, Jim Deeken, Vicki Smith, Janice Tyroch, 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:** \$20,000
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Continue the PRS program utilizing campus activities and strategies that provide support and instruction to students who are pregnant or who are a parent.	Jim Deeken, Vicki Smith, Janice Tyroch, 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.	Lisa Millican, Janice Tyroch	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.	Jim Deeken, Vicki Smith, Janice Tyroch	Counselor log, nurse log	June
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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:** Keonna White, Jim Deeken, Vicki Smith, Kim Christy-Anderson
- Benchmark:** All students identified as At-Risk will receive a Personal Graduation Plan by December 19, 2014.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Implement TEA rules regarding graduation plans revised during the 2013 legislative session. (Board/Supt Goal)	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. A PGP will be created for each identified student.	Lisa Millican, Jim Deeken, Vicki Smith	Completed campus at-risk list	October
3	Meet with students and the 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.	Jim Deeken, Vicki Smith	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, Jim Deeken, Vicki Smith	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 ensures 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 Liason and/or Homeless Caseworker.	Noemi Berumen, Celia Ray, Jim Deeken, Vicki Smith	PEIMS records, case management files, family reports	June
2	Provide the federal meal program for homeless students.	Cafeteria Managers, Celia Ray, Noemi Berumen, Jim Deeken, Vicki Smith	PEIMS records, case management files, family reports	June
3	Use Title I funds to provide services for homeless students on all campuses.	Celia Ray, Jim Deeken, Vicki Smith	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, Jim Deeken, Vicki Smith	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, Jim Deeken, Vicki Smith	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, Keonna White, Jim Deeken, Vicki Smith
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.	Keonna White, Kevin Taylor, Isaac Hernandez, Emilio Olivares	Number of students referred to DAEP for both discretionary and mandatory placements	June

2	Continue to implement a plan for how to meet the needs of students who previously would have been referred to JJAEP, including the use of a SRO assigned to the DAEP.	Robert Atmar, Emilio Olivares	Number of students served in DAEP, disciplinary referrals generated from DAEP	January
3	Maintain a MOU with the Bell County JJAEP.	Robert Atmar	MOU developed and enacted	October
4	Plan and implement a schedule of varied activities for the SRO that includes teaching, providing security, and counseling.	Robert Atmar, Emilio Olivares	Successful implementation of schedule	October
5	Prepare students to be successful on STAAR, SAT, ACT, and/or the ASVAB assessments through tutoring and individualized instruction in coordination with the student's home campus.	Emilio Olivares, Keonna White	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 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	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	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	95.6	97.0	98.0	



Dropout Rate

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	0	0	0	

EOC Alg 1**GRADE: 8**

Student Group	Current	Annual	Long-Term	Notes
All Students	95	95	100	
Male	98	95	100	
Female	93	95	100	
Hispanic	91	95	100	
White	98	95	100	
Eco Disadv	100	95	100	

STAAR Math

GRADE: 6

Student Group	Current	Annual	Long-Term	Notes
All Students	66	85	100	
Male	70	85	100	
Female	63	85	100	
African-American	47	80	100	
Hispanic	59	80	100	
White	75	85	100	
Eco Disadv	62	80	100	
Special Ed	25	75	100	
Gifted	97	100	100	
At Risk	51	75	100	

GRADE: 7

Student Group	Current	Annual	Long-Term	Notes
All Students	51	85	100	
Male	42	85	100	
Female	59	85	100	
African-American	33	80	100	
Hispanic	44	80	100	
White	58	85	100	
Eco Disadv	45	80	100	
Special Ed	18	75	100	
Gifted	96	100	100	
At Risk	36	75	100	

GRADE: 8

Student Group	Current	Annual	Long-Term	Notes
All Students	75	85	100	
Male	79	85	100	
Female	70	85	100	
African-American	69	85	100	
Hispanic	77	85	100	



White	73	85	100
Eco Disadv	72	80	100
Special Ed	63	75	100
At Risk	73	75	100

STAAR Reading

GRADE: 6

Student Group	Current	Annual	Long-Term	Notes
All Students	64	85	100	
Male	65	85	100	
Female	64	85	100	
African-American	29	80	100	
Hispanic	58	80	100	
White	72	85	100	
Eco Disadv	56	80	100	
Special Ed	27	75	100	
Gifted	94	100	100	
At Risk	48	75	100	

GRADE: 7

Student Group	Current	Annual	Long-Term	Notes
All Students	67	85	100	
Male	56	85	100	
Female	75	85	100	
African-American	50	80	100	
Hispanic	58	80	100	
White	76	85	100	
Eco Disadv	58	80	100	
Special Ed	8	75	100	
Gifted	93	100	100	
At Risk	49	75	100	

GRADE: 8

Student Group	Current	Annual	Long-Term	Notes
All Students	87	90	100	
Male	85	90	100	
Female	88	90	100	
African-American	88	90	100	
Hispanic	86	90	100	



White	85	90	100
Eco Disadv	83	90	100
Special Ed	50	75	100
Gifted	100	100	100
At Risk	81	85	100

STAAR Science
GRADE: 8

Student Group	Current	Annual	Long-Term	Notes
All Students	71	85	100	
Male	75	85	100	
Female	66	85	100	
African-American	36	80	100	
Hispanic	68	80	100	
White	77	85	100	
Eco Disadv	66	80	100	
Special Ed	43	75	100	
Gifted	100	100	100	
At Risk	54	75	100	

STAAR Social Studies
GRADE: 8

Student Group	Current	Annual	Long-Term	Notes
All Students	58	85	100	
Male	63	85	100	
Female	52	85	100	
African-American	50	80	100	
Hispanic	51	80	100	
White	66	85	100	
Eco Disadv	49	80	100	
Special Ed	29	75	100	
Gifted	95	100	100	
At Risk	41	75	100	

STAAR Writing
GRADE: 7

Student Group	Current	Annual	Long-Term	Notes
All Students	55	85	100	
Male	41	85	100	
Female	67	85	100	
African-American	53	80	100	
Hispanic	45	80	100	
White	65	85	100	
Eco Disadv	46	80	100	
Special Ed	18	75	100	
Gifted	97	100	100	
At Risk	35	75	100	

