



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

SOUTHWEST ELEMENTARY

Summary

This 2015-2016 plan for Southwest Elementary School was developed with the input of the site-based decision-making committee as well as members of the entire faculty. The primary focus of this plan is to increase the achievement of all students attending Southwest Elementary.

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

Vision

The vision of Southwest Elementary School is to be a leader in preparing every student to excel in tomorrow's world.

Mission Statement

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

Belief Statements

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

Needs Assessment Data Documentation

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

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

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

Goals & Strategies

Goal # 1:

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

Resources:

District Scope and Sequence Documents, District Common Assessment Instruments, Leveled Language Intervention Curriculum, Compensatory and Title I Staff, Eduphoria Forethought and Aware, Instructional Coaches, STAR Early Literacy, STAR Enterprise

Strategy 1 Student Achievement

Southwest Elementary will implement strategies to improve the academic achievement of all students.

Leaders: Stacy Cox, Brooke Itz, Daryl Stapper
Benchmark: Ninety percent of students will meet or exceed state assessment standards in reading, writing, math and science.
Funds: Local Funds
Costs: \$15,000
FTES: None

Item	Responsible	Evaluation	Dates
1 Analyze and revise reading blocks to ensure balanced literacy is implemented correctly in all ELAR classrooms with guidance from the district Director of Literacy.	Stacy Cox, Brooke Itz, Courtney Christian, Deena Cornblum	Walkthrough data, F&P data	October
2 Analyze and revise math instruction within the Math the Belton Way framework with guidance from the district elementary math facilitator.	Stacy Cox, Brooke Itz, Courtney Christian, Dawn Schiller	Walkthrough data, Aware data	October
3 Continue to implement Math the Belton Way strategies and scaffolding of math TEKS. Analyze data from curriculum assessments to determine areas of strength and needed growth in instruction. Discuss results within grade level teams and adjust instruction based on student results.	Stacy Cox, Brooke Itz, Courtney Christian	CA data, STAR data, lesson plans	October
4 Collect student artifacts from weakest objectives as identified through data to facilitate intentional conversations on effective math instruction.	Stacy Cox, Brooke Itz, Courtney Christian, Math Teachers	Team meetings, notes, sign-in sheets	October
5 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.	Stacy Cox, Brooke Itz, Daryl Stapper, Classroom Teachers	CA data, STAR data, lesson plans	October
6 Continue implementation of Daily Oral Language to support revising and editing in Writing Workshop.	Stacy Cox, Brooke Itz, Courtney Christian, Classroom Teachers	Vertical writing samples, CA data	October
7 Provide training for teachers regarding the use of modifications, accommodations, least restrictive environment, and STAAR participation requirements.	Stacy Cox, Brooke Itz, Daryl Stapper	Attendance logs, training materials	October

8	Collect student artifacts from each of the three pieces of the literacy framework to identify strengths and weaknesses.	Stacy Cox, Brooke Itz, Courtney Christian, Clare Kanouse, Classroom Teachers,	ELA teachers team meetings, notes, sign-in sheets	October
9	Utilize Eduphoria/Aware to analyze curriculum assessments, benchmarks, and STAR Literacy data to identify areas requiring curricular and/or instructional improvement for student success.	Denise Whitley, Stacy Cox, Courtney Christian Classroom Teachers	Assessment results disaggregated and analyzed, data talks, RTI notebooks	January
10	Monitor lesson plans for focus (EATS), short-cycle assessments/quick checks, background knowledge, and vocabulary.	Stacy Cox, Brooke Itz, Courtney Christian, Becky Brown, Classroom Teachers	Walkthrough and teacher observation data	April
11	Write individualized SMART Goals and monitor progress to determine the effectiveness of accommodations/interventions provided to struggling students.	Classroom Teachers, Daryl Stapper, Jill Owens	RTI notebooks, AWARE	October
12	Utilize data from common assessments to determine areas of strength and needed growth in instruction. Discuss results in grade level teams and adjust instruction based on student results.	Stacy Cox, Brooke Itz, Courtney Christian	Data talks	April
13	Provide a flexible schedule that provides additional instructional support and interventions for all learners who are not meeting academic expectations. This schedule allows teachers to effectively plan RTI instruction through weekly sheltered PLC time and utilize data from common assessments to determine areas of strength and needed growth in instruction. Discuss results within grade level teams and adjust instruction based on student results.	Stacy Cox, Brooke Itz, Courtney Christian, Becky Brown, Jill Owens, Clare Kanouse, Donna Moran	RTI documentation, Aware data, data talks	April
14	Share lesson plans in Eduphoria and collaborate with Title 1 teachers, interventionists, special education teachers and instructional coach to assist with accommodations and instructional strategies to ensure the success of struggling students.	Courtney Christian, Jill Owens, Becky Brown, Clare Kanouse	Lesson plans, RTI notebook	April
15	Designate monthly RTI meetings to review individual student needs/progress to determine if a student should be considered for Section 504 or special education assessment.	Stacy Cox, Brooke Itz, Daryl Stapper, LSSP, Jill Owens, Sara Cregan	RTI progress monitoring, Aware data	January
16	Provide after-school tutoring with bus transportation for students who are not meeting grade level expectations in math and reading.	Stacy Cox, Brooke Itz, Daryl Stapper, Classroom Teachers	Tutoring attendance sheets	April

Strategy 2 Response to Intervention

Students master content at varying rates and need different levels of intervention to meet learning targets. The Curriculum and Instruction Department will assist Southwest in identifying and implementing effective interventions, including the monitoring of student data to determine effectiveness of interventions. The instructional coach will assist teachers in improvement of Tier 1 instruction (good instruction for all students). TELPAS and STAAR data will also be used to determine the needs of special program/sub-group whose STAAR scores fall below 70%.

Leaders: Stacy Cox, Brooke Itz, Courtney Christian

Benchmark: 70% of all students will meet or exceed state assessment standards in reading, writing, math and science.

Funds: Title 1, State Compensatory Education Funds

Costs: \$150,000

FTES: 3

Item	Responsible	Evaluation	Dates	
1	Utilize the Leveled Literacy Intervention Orange Kit to provide interventions in kindergarten classrooms.	Classroom Teachers	Lesson plans, student progress/improvement	October
2	Provide specific intervention times during the regular school day to support students in need of assistance. Identify students for additional Tier II & III RTI instruction/interventions through small groups in reading and/or math. Focused instruction will include increasing background knowledge, vocabulary development, and testing strategies.	Stacy Cox, Brooke Itz, Classroom Teachers, Courtney Christian, Becky Brown, Jill Owens, Clare Kanouse	CA, STAR progress monitoring, F&P data, RTI notebook, lesson plans, STAAR and readiness scores	October
3	Document and track struggling students using campus-wide RTI notebooks detailing interventions and student progress in each area of need. Review and discuss student achievement data and targeted strategies for increasing outcomes during meetings with instructional coach.	Stacy Cox, Brooke Itz, Classroom Teachers, Courtney Christian, Becky Brown, Jill Owens, Clare Kanouse	CA, STAR progress monitoring, F&P data, RTI notebook, Improvement of student achievement	October
4	Administer Reading CA, F&P Benchmarks, STAR early literacy and STAR enterprise. Utilize results from these assessments to identify areas of strength and growth in instruction and to identify students needing remediation.	Classroom Teachers, Courtney Christian, Becky Brown, Jill Owens, Clare Kanouse	STAR reports, Lesson plans, RTI notebook, running records	October
5	Write individualized SMART Goals and monitor progress to determine the effectiveness of accommodations/interventions of students.	Classroom Teachers, Courtney Christian, Becky Brown, Jill Owens, Clare Kanouse	RTI notebook, AWARE data	October
6	Create and implement a school-wide RTI schedule outlining intervention days, progress monitoring days, and RTI planning days.	Brooke Itz, Jill Owens, Clare Kanouse, Becky Brown	RTI notebook, AWARE data	October



7	Use BISD's position statement on behavior expectations for monthly follow-up trainings using Safe & Civil School guidelines.	Brooke Itz, Sara Cregan, Classroom Teachers	Office referrals, teacher documentation, RTI forms	October
8	Monitor student referrals periodically using Skyward. Students removed from the learning environment for 8 or more days will be referred to SpEd/504/RTI for an MDR meeting when appropriate.	Brooke Itz, Assessment Personnel	Office referrals, Skyward	June
9	Follow a weekly cycle of interventions, progress monitoring, evaluation, and teacher planning based on data. Each grade level will plan with Title 1 teachers and interventionists during the specials block on Thursday or Friday.	Classroom Teachers, Jill Owens, Clare Kanouse, Becky Brown	RTI notebooks, lesson plans, STAR progress monitoring	January
10	Provide an additional planning time weekly to meet with interventionist to review RTI data and plan activities, lessons, interventions, etc. while students attend specials (Art, Counselor, Computer, Library, GT).	Stacy Cox, Brooke Itz, Classroom Jill Owens	Lesson plans, RTI log, student achievement	October

Strategy 3 Special Education

Review individual needs of special education students to determine services through specially-designed instruction or Section 504 accommodations.

- Leaders:** ARD Committee
- Benchmark:** Special Education Testing, Curriculum Assessment Scores, Benchmark Results, STAR and STAAR Data.
- Funds:** Local Funds, IDEA-B Funds
- Costs:** \$75,000
- FTES:** 2

Item	Responsible	Evaluation	Dates	
1	Identify and implement effective instructional strategies for special education students through collaboration with classroom teachers and Sped teacher during PLC times.	Stacy Cox, Brooke Itz, Daryl Stapper, Classroom Teachers	CA scores, RTI and STAR progress monitoring	January
2	Identify special education student needs by conducting a needs assessment.	LSSP	Diagnostic tests, district benchmarks, STAAR scores	October
3	Review student data on a consistent basis and use the data to impact classroom instruction.	Classroom Teachers, Daryl Stapper	CA scores, STAR reports	April

Strategy 4 Bilingual/ESL English Language Acquisition

Improve English language acquisition for students in the areas of listening, speaking, reading, and writing.

Leaders: Stacy Cox, Brooke Itz
Benchmark: TELPAS scores, scores on local assessments and STAAR.
Funds: Local Budget
Costs: \$50,000
FTES: 1

Item	Responsible	Evaluation	Dates
1 LEP students will have access to the Learning A-Z/Raz Kids program before, during, and after school, to support the development of language through listening and comprehension.	Classroom Teachers, Rebecca Luvene	Program assessment data	October
2 Teachers will implement ELPS through ESL strategies and the balanced literacy model to provide opportunities for LEP students to experience language (listening station, writing station, reading station, whole group instruction, small instruction, cooperative learning).	Classroom Teachers, Yolanda Sarinana, Courtney Christian	TELPAS, F&P, STAAR, benchmarks, report cards, lesson plans	October
3 Provide services for LEP students through the Bilingual and Newcomer programs and ESL classes in the month of June. ESL and bilingual teachers will offer after-school tutorials for qualifying students. Students will receive differentiated instruction through small groups based on their level of language proficiency as evidenced through Woodcock-Munoz, TELPAS and LPAC minutes.	Yolanda Sarinana, Classroom Teachers	TELPAS, portfolios, F&P, STAAR, common assessments, benchmarks, report cards, Woodcock-Munoz, OLPT, ELPS, lesson plans, minutes from LPAC meetings	October
4 Summer school will be provided to Newcomers and bilingual students struggling with language acquisition.	Deena Cornblum, Stacy Cox, Bilingual Teachers	TELPAS , LPAC recommendations	June
5 Grade level field trips will be conducted to build language acquisition and schema.	Classroom Teachers, Stacy Cox	TELPAS data	April
6 Provide an additional bilingual teaching position in order to provide flexibility in grades 3-5 instructional delivery while meeting TEA requirements regarding bilingual staffing.	Deena Cornblum	Class schedule, TEA bilingual requirements met	October

Strategy 5 Systems Safeguards

Southwest will address student achievement in areas identified through the TEA Accountability system as a missed performance system safeguard. Activities will be put in place to help meet the needs of these students in an effort to close the achievement gap.

Leaders: Stacy Cox, Brooke Itz, Flori Zuniga-Gray, Denise Whitley, Cindy Boney

Benchmark: STAAR, Common Assessment Data, Benchmarks, STAR Early Literacy, STAR Reading Data, and Writing Rubrics.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1 Monitor ELL reading achievement levels weekly and provide RTI specific to student need.	Classroom Teachers, Becky Brown, Clare Kanouse, Jill Owens	RTI notebooks, STAR progress monitoring, F&P levels	October
2 Implement weekly use of Achieve 3000 in grades 2-5 in order to increase reading achievement of ELL students.	Bilingual Teachers, Donna Moran, Deena Cornblum	Achieve 3000 usage logs	October
3 Implement K-5 vertical writing framework of rubrics, graphic organizers, and DOLs in order to increase fluidity in writing curriculum for ELLs, Hispanics, economically disadvantaged, and all other students.	Classroom Teachers, Clare Kanouse, Becky Brown	Student writing samples, CA	October
4 Monitor student writing samples every 6 weeks with all grade levels during staff meetings	Stacy Cox, Brooke Itz, Cindy Boney	Writing samples aligned with district rubrics	October
5 Monitor the implementation of the science curriculum unit plans for grades K-5 so that the percent of ELL, Hispanic, economically disadvantaged, and all other students meeting standard on the 5th grade STAAR science increases by 5 percentage points.	Stacy Cox, Brooke Itz, Courtney Christian	Lesson plans, walkthrough data, coaching notes, increase in TELPAS scores	October
6 Create unit assessments to monitor student progress in science and create hands-on science labs exhibiting taught science concepts.	Courtney Christian, Classroom Teachers	Lesson plans	January
7 Conduct a minimum of three hands-on, inquiry-based science lessons per nine weeks. Additional science activities will be incorporated into weekly enrichment activities.	Classroom Teachers	Lesson plans	January

Strategy 6 Student Attendance

Student attendance has been proven to contribute to increased student achievement. Southwest receives funding based on the average daily attendance of all students.

Leaders: Stacy Cox, Brooke Itz
Benchmark: Increased Student Attendance
Funds: Activity Fund
Costs: \$500
FTES: None

Item	Responsible	Evaluation	Dates
1 Decrease student tardies by 5 percentage points by recognizing students during morning announcements and with weekly pencil drawings.	Stacy Cox, Brooke Itz	Decrease in student tardies	January
2 Conduct Student Perfect Attendance assemblies each 9 weeks.	Stacy Cox, Brooke Itz	Increased number of students attaining perfect attendance	October
3 Display grade level with highest weekly attendance on marquee.	Stacy Cox, Brooke Itz	Increase number of students attaining perfect attendance	January

Strategy 7 Advanced Academics

The purpose of the Advanced Academics program is to provide services for identified students in accordance with the State Plan for Gifted Students.

Leaders: Stacy Cox, Brooke Itz, GT Designated Teachers
Benchmark: 100% of State Plan requirements are implemented
Funds: State Funds
Costs: \$220
FTES: None

Item	Responsible	Evaluation	Dates
1 Participate in the district GT Elementary Campus Delivery Alignment Committee to standardize elementary GT delivery across the district.	Stacy Cox, Brooke Itz, GT Teachers	Meeting agenda	October

2	Complete one Texas Performance Standards based project per semester in GT classrooms through K-2 and 3-5 grade-level collaboration.	Courtney Christian, Lead GT Teacher	Lesson plans, documentation in GT notebooks, completed projects	April
3	Evaluate the status of the campus GT program using the district's campus-level evaluation form with input from GT classroom teachers.	Stacy Cox, Brooke Itz, Courtney Christian	Lesson plans, Documentation in GT notebook	January
4	Introduce and provide all teachers an overview of the Texas Performance Standards Project website which contains tasks for K-5th grade.	Brooke Itz	Meeting agenda	October
5	Provide weekly pull out time for enrichment of GT students during daily flex time.	GT Teachers	Documentation in GT notebooks, lesson plans	April
6	Provide training on identifying giftedness through poverty and language barriers.	Brooke Itz	Meeting agenda	October

Goal # 2:

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

Resources:

Campus Retention Data, Staff Development Records, PDAS, Walkthroughs, Articles and Readings for the Year, Coaching Record, Beef Grant Applications, Nominations for Teacher Recognition (Teacher of the Year, Newspaper Articles, etc.)

Strategy 1 Professional Development for Effective Literacy Instruction

Southwest Elementary is committed to effective literacy instruction for all students in every classroom at every grade level. A comprehensive language and literacy framework serves as a conceptual tool for organizing instruction. Teachers will organize their instruction into three blocks: Language/Word Study, Reading Workshop, and Writing Workshop. Professional development will target what teachers need to know and be able to do to promote authentic literacy. Teachers are expected to study the professional literature that establishes the theoretical and research base for Effective Literacy Teaching.

Leaders: Stacy Cox, Brooke Itz, Courtney Christian

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 Attend Good Traits of Writing in Writer's Workshop training in order to improve writing instruction. Campus-specific professional development will be provided by teachers who attended summer writing workshops.	Stacy Cox, Brooke Itz, Courtney Christian, ELAR Teachers	Published student work, writer's notebooks, lesson plans, classroom observation.	January
2 Develop writing rubrics consistent with STAAR writing rubrics with help from the Curriculum and Instruction Department. Train ELAR teachers in the use of the writing rubrics. Analyze student writing in monthly vertical writing meetings.	Denise Whitley, Stacy Cox, Brooke Itz, Courtney Christian, ELAR Teachers	Published student work, lesson plans	January
2 Conduct monthly classroom walkthroughs and provide meaningful feedback about instruction and learning to help teachers improve their craft.	Stacy Cox, Brooke Itz	Lesson plans, CWT data	October
3 Monitor ELAR teachers' understanding of Effective Literacy Instruction through vertical team collaboration.	Stacy Cox, Brooke Itz, Courtney Christian	Elements of Effective Literacy Instruction evaluated through walkthroughs, PDAS, observations, lesson plans	January
4 Analyze CA data to find TEKS in need of instructional improvement and discuss effective strategies during PLC time.	Stacy Cox, Brooke Itz, Courtney Christian, Classroom Teachers	CA scores, benchmark scores, lesson plans	January
5 Monitor the writing process through monthly staff meetings consisting of analyzing student writing samples.	Stacy Cox, Brooke Itz, Courtney Christian, ELA Teachers	Published student work, writer's notebooks	October
6 Provide campus-specific professional development days to be used to target improvement in guided reading.	Stacy Cox, Brooke Itz, Courtney Christian, Clare Kanouse	Meeting sign-in sheets and agendas, lesson plan implementation, classroom observations	January



7	Post measurable objectives daily as a visual reminder of content, language and formative assessment.	Courtney Christian, Classroom Teachers	Lesson plans	October
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Strategy 2 Professional Development for Science, Mathematics, and Social Studies Instruction

Teachers in grade K-5 will build upon the foundation established during the 2014-2015 school year with the new math TEKS and Math the Belton Way training and professional development. Teachers and administrators are expected to engage in ongoing professional growth opportunities and to reflect continuously on the mathematics, science, and social studies teaching and student learning that happens in their classrooms and school.

Leaders: Deanna Lovesmith, Denise Whitley, Dawn Schiller, Stacy Cox, Brooke Itz, Courtney Christian

Benchmark: 90% or more of all students will meet or exceed standard on the state assessments in science, social studies, and mathematics.

Funds: District Funds

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1	Post measurable objectives daily as a visual reminder of content, language and formative assessment.	Courtney Christian, Classroom Teachers	Lesson plans, CWT data October
2	Attend the New Math TEKS and the Math the Belton Way Training provided by BISSD at the Elementary Learning Expo in July. Utilize teacher reflection logs to implement new strategies/learnings in classroom instruction.	Stacy Cox, Brooke Itz, Courtney Christian, Classroom Teachers	Sign-in sheets October
3	Utilize data from common assessments to determine areas of strength and areas in need of growth during weekly PLC times. Continue to provide relevant math and science training based upon CA assessment data and teacher feedback.	Stacy Cox, Brooke Itz, Courtney Christian, Denise Whitley, Classroom Teachers	Results of common assessments, logs of teacher meetings April
4	Conduct classroom walkthroughs monthly and provide feedback to help teachers improve their craft.	Stacy Cox, Brooke Itz	Lesson plans, CWT data October
5	Provide monthly professional development during staff meetings related to science, math, and/or social studies.	Courtney Christian, Clare Kanouse, Becky Brown, Stacy Cox, Brooke Itz	Sign-in sheets January



Strategy 3 Professional Development for Language Acquisition

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: Stacy Cox, Deena Cornblum

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

Funds: Title III, Part A

Costs: \$3,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Provide professional development opportunities for teachers that target language proficiency and address speaking, listening, reading, and writing for LEP students. These include but are not limited to ELL Symposium and Sheltered Instruction.	Stacy Cox, Deena Cornblum	Training registration, sign-in sheets, travel records	October
2 Provide teachers with LPAC, TELPAS, and Woodcock-Munoz training.	Stacy Cox, Yolanda Sarinana	Session sign-in sheets	October
3 Provide professional development for teachers who provide bilingual and ESL services to students so that LEP students develop English proficiency and meet state academic standards.	Stacy Cox, Deena Cornblum	Session sign-in sheets	October
4 Post measurable content and language objectives daily as a visual reminder of how language will be used for daily formative assessment.	Courtney Christian, Classroom Teachers	Lesson plans	October

Strategy 4 Professional Development on Differentiation

Southwest will provide services to meet the unique needs of students, while complying with all state and federal guidelines as it serves identified students.

Leaders: Director of Special Education, Sam Wilds, Stacy Cox

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
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1	Provide training for GT teachers on Texas Performance Standards Projects. Include framework with timelines in order for GT students to complete one project each semester.	Brooke Itz, Courtney Christian	GT notebooks, lesson plans	January
2	Provide training for teachers regarding the use of modifications, accommodations, least restrictive environment, and STAAR participation requirements.	Director of Special Education, Jennifer Letts	Attendance logs, training materials	January
3	Provide campus staff development on policies regarding the G/T curriculum, program models and acceleration/credit by exam options.	Stacy Cox, Sam Wilds	Meeting minutes, sign-in sheet	October
4	Ensure all Campus Placement Committee members have 30 hours of training in gifted education and receive update training on a yearly basis.	Sam Wilds, Stacy Cox	Ongoing teacher training records, Eduphoria Workshop	October
5	Provide weekly pull-out time for enrichment of GT students during specials block.	Classroom Teachers, Brooke Itz	GT notebooks, lesson plans	October

Strategy 5 Instructional Support for Teachers

Southwest Elementary will utilize a campus-based Instructional Coach (IC) to provide professional development for teachers through use of the coaching cycle and the co-teaching model. Support will be provided to teachers as they design engaging lessons aligned to grade level standards and work to implement research-based instructional strategies to improve student achievement. The IC will also assist in collecting and analyzing data to help make instructional decisions.

Leaders: Courtney Christian, Stacy Cox, Brooke Itz

Benchmark: 90% or above of all students will meet or exceed passing standards on end of year district assessments in K-2nd and on state assessments in 3rd - 5th grades.

Funds: Local Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates	
1	Participate in Instructional Rounds training at the District level to increase collaboration, instructional knowledge, and expertise.	Stacy Cox, Brooke Itz, Courtney Christian	Sign-in sheets, classroom observations, coaching logs, increased student achievement	October
2	Meet with team leaders, Title 1 teachers, and reading interventionists monthly to assess vertical instructional needs of the campus, plan professional development to address those instructional needs, and follow-up on implementation of professional development into classroom instruction. Guidance from Curriculum and Instruction staff will be sought on an as-needed basis.	Courtney Christian, Stacy Cox, Brooke Itz, Team Leaders	Lesson plans, walkthrough data, CA data	January

3	Plan and deliver high quality campus professional development based on the needs of the campus. The focus will be on implementation of writing measureable content objectives and embedding formative assessment into daily instruction.	Courtney Christian, Stacy Cox	Professional development delivered	April
4	Implement an instructional coaching model with teachers utilizing the six elements of coaching in order to improve instruction.	Courtney Christian	Benchmark results, STAAR scores	April
5	Attend grade level, subject area planning sessions and review lesson plans weekly to provide support and coaching as teachers use backward design to plan units of instruction. The IC will look for opportunities to help teachers with unpacking the TEKS and planning instruction.	Courtney Christian, Stacy Cox	Planning sessions attended, STAAR scores	April
6	Utilize data from common assessments to evaluate the quality of instructional strategies used to teach the content and make recommendations for adjusting instruction.	Courtney Christian	Benchmark results, STAAR scores	April
7	Communicate weekly with principal to discuss campus needs and provide feedback regarding needed professional development.	Courtney Christian	Improved communication	October
8	Conduct observations and make individualized plans with teachers to support their instructional needs. Once needs are identified, the instructional coach will provide professional development, side by side coaching, model lessons, and observation opportunities.	Courtney Christian, Stacy Cox	Coaching logs, increased teacher retention	January

Goal # 3:

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

Resources:

Security Cameras, LifeSkills Prevention Curriculum, Safe and Civil Schools Materials, Webcentral, Skyward

Strategy 1 Positive Behavioral Support

Southwest staff members will utilize positive behavioral support strategies to maximize student success in the regular classroom.

Leaders: Stacy Cox, Brooke Itz, Sara Cregan

Benchmark: Evidence of classroom behavior expectations. Reduction in referrals by at least 5% by end of the year.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1	Maintain full implementation of the components of Safe and Civil Schools. Schedule training as needed and provide ongoing support to staff.	Stacy Cox, Brooke Itz	Training and support provided as needed October
2	Teach and reinforce expectations for behavior. Teachers will review classroom expectations daily and re-teach expectations after significant breaks in the school year. Classroom behavior expectations will be sent home for parents and students to review and sign using the Safe & Civil School guidelines.	Brooke Itz, Sara Cregan, Classroom Teachers	Team logs, behavior contracts October
3	Implement and monitor the school wide behavior plan and campus procedures. The Safe and Civil Schools (SCS) committee will meet twice a semester.	SCS Committee	Data, surveys, discipline referrals, Skyward June
4	Plan and implement one staff development activity each nine weeks pertaining to Safe and Civil Schools.	Sara Cregan, SCS Team, CHAMPS Team	Decreased discipline referrals June
5	Implement a school-wide positive behavior strategy using Southwest Guidelines for Success and classroom PAWS 100's charts. PAWS will be given for good behavior in common areas and also for perfect attendance. Celebrations are earned upon completion of each PAWS 100's chart.	All Staff	Decreased discipline referrals April
6	Conduct weekly meetings with the principal, assistant principal, counselor, assessment personnel and CIS to discuss academic and behavior concerns. Meetings will include a data review of targeted sub populations. Behavior strategies and behavior goals will be designed and implemented for students with excessive ISS placements.	Stacy Cox, Brooke Itz, Sara Cregan, LSSP	Decreased discipline referrals and student time out of class January



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| 7 | Designate a Campus Behavior Coordinator to complete responsibilities outlined in the 2015 legislative session. | Stacy Cox | Discipline records | October |
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Strategy 2 Bully Prevention and Response

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

- Leaders:** Stacy Cox, Brooke Itz, Sara Cregan, Robert Atmar
- Benchmark:** Reduction in parent and student concerns about bullying. Improved documentation and response to reports of bullying. Appropriate use of bullying report form. Increased awareness by students, parents, and staff about what constitutes bullying and what the District's response will be.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Monitor the implementation of the District's bullying prevention curriculum to ensure consistency, depth, and alignment across all grade levels.	Stacy Cox, Brooke Itz, Sara Cregan	Counselor lesson plans	October
2 Inform parents, students, and staff about the Anti-Bullying Resources page on the Belton ISD web site.	Stacy Cox, Robert Atmar	System communicated to students and parents	October
3 Explore, provide and monitor staff development for teachers on strategies to prevent bullying.	Sara Cregan	Staff development scheduled, decrease in percentage of bullying reported on the annual drug and safety survey	January
4 Conduct weekly meetings with the principal, assistant principal, counselor, assessment personnel and CIS to discuss observed signs of bullying, complaints, student issues. Reports of bullying incidents will be investigated thoroughly.	Stacy Cox, Brooke Itz, Sara Cregan	Reduced referrals and increased attendance and achievement.	January

Strategy 3 Drug and Violence Prevention Activities

Instruction for drug and violence prevention at the elementary level includes a combination of guidance lessons and the LifeSkills curriculum. Elementary counselors will implement guidance lessons that occur in the general classroom. Third, fourth, and fifth grade teachers will implement the LifeSkills curriculum through social studies classes.

- Leaders:** Sara Cregan, Classroom Teachers, Stacy Cox, Kim Christy-Anderson

Benchmark: Decrease in discipline referrals and an increase of attendance rates.

Funds: Local and State Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates
1	Sara Cregan	Copies of counselor notes, parent letters, campus newsletters	April
2	Sara Cregan, Brooke Itz, Classroom Teachers	Flyers, posters, newsletters	January
3	Stacy Cox, Brooke Itz, Sara Cregan	Counselor lesson plans	October
4	Sara Cregan	Sign-in sheets	April

Strategy 4 Crisis and Safety Planning

Southwest will annually update and implement an Emergency Operations Plan (EOP) that is aligned with the District's plan. The EOP will be evaluated and modified as needed throughout the year.

Leaders: Stacy Cox

Benchmark: Written plan submitted and reviewed by Robert Atmar, 100% of staff trained.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates
1	Stacy Cox, Brooke Itz	Sign-in sheets	October
2	Stacy Cox, Brooke Itz	Completed EOP, completed safety drills	April
3	Stacy Cox, Campus Safety and Security Committee	Minutes of meeting	June

Goal # 4:

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

Resources:

Spot Light on Learners, Academic and Attendance Awards Assemblies, PTA, Spring Carnival, Honor Choir Performances, Adopt A School Military Unit, Communities in Schools

Strategy 1 Parental Involvement Activities

Southwest Elementary will provide parenting opportunities designed to provide skills and strategies for parents to use at home with their children to support classroom learning.

Leaders: Stacy Cox, Brooke Itz, Celia Ray

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

Funds: Title I, Part A, Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Conduct parental involvement activities on campus such as PTA Meetings, Book Fairs, Cinco de Mayo, Grandparents' Week, and Family Reading Nights.	Stacy Cox, Brooke Itz	Sign-in sheets, agendas	June
2 Provide information for parents in their native language on grade-level newsletters.	Stacy Cox, Brooke Itz	Translated correspondence between school and home	October
3 Conduct an annual informational meeting to inform parents of the Title I Part A program requirements and their right to be involved.	Celia Ray, Stacy Cox	Parent surveys, agendas, sign-in sheets	January
4 Include parents in the refinement of the Title I program on the campus. This process will include program planning, program implementation, and a review of the Parent Involvement Policy. Parents will have the opportunity to participate on the SBDM team.	Celia Ray, Stacy Cox	Membership roster of the SBDM, agendas, sign-in sheets	October
5 Use technology to encourage communication through e-mail, campus webpage, web surveys, social media, and Skylert.	Stacy Cox	Survey results, website usage, e-mails, AWARE journal entries	June
6 Conduct individual parent-teacher conferences to discuss expected student proficiency levels and the Parent Compact.	Stacy Cox, Classroom Teachers	Sign-in sheets, notes in AWARE	October
7 Conduct an informational parent night focused on math TEKS and Math The Belton Way. Provide parents strategies to practice at home to help students be successful.	Stacy Cox, Brooke Itz, Courtney Christian, Classroom Teachers	Sign-in sheets, survey results	October
8 Conduct an informational parent night focused on STAAR and provide strategies parents can incorporate at home to help students be successful.	Stacy Cox, Brooke Itz, Courtney Christian, Classroom Teachers	Sign-in sheets, survey results	April



9	Schedule monthly PTA meetings that contain a parent "learning component" that will increase student achievement. Provide information in the language of the home.	Stacy Cox, Brooke Itz, Courtney Christian, Classroom Teachers	Sign-in sheets, survey results	June
10	Encourage participation in campus/district parent surveys and school communication by providing computer access during school and non-school hours.	Office Staff, Computer Technician	Increased participation in surveys, increased communication	April

Strategy 2 Student and Staff Recognitions

Southwest will continue to recognize students and staff for individual and team accomplishments to help build positive self-esteem, a stronger sense of community, and self importance.

- Leaders:** Stacy Cox
- Benchmark:** Increase in number of students and staff recognized for accomplishments, increase in attendance.
- Funds:** Activity Funds
- Costs:** \$500
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Recognize students monthly that were chosen for Spotlight on Learner during morning announcements and post pictures in grade level hallways and on school website. All students will be selected for this honor before the year ends.	Stacy Cox, Classroom Teachers	Decrease in discipline referrals, increased student attendance	June
2	Schedule school-wide celebrations at the end of each nine week grading period to recognize perfect attendance and other various student accomplishments.	Stacy Cox	Decrease in discipline referrals, increased student attendance	June
3	Host a STAAR Parade and Pep Rally prior to testing to recognize student efforts in preparing for the STAAR.	Stacy Cox, Brooke Itz, SBMS	Student participation and achievement	April
4	Recognize staff with perfect attendance drawings each grading period, distribute small tokens of appreciation in mailboxes, and send periodic notes of appreciation.	Stacy Cox	Increased attendance/retention of teachers, high campus morale	June
5	Begin faculty meetings with celebrations of staff member accomplishments.	Stacy Cox, Brooke Itz, Courtney Christian	Increased attendance/retention of teachers, high campus morale	June



6	Recognize classrooms during morning announcements and with "Prize Patrol" certificates each time they earn one hundred PAWS for following the Southwest Guidelines for Success.	Stacy Cox, Brooke Itz	Decrease in discipline referrals, increased student attendance	June
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Strategy 3 Promoting Shared Partnerships

Southwest will encourage shared partnerships to help students identify with successful role models. School, community, and business will work together to improve the educational process and promote lifelong learning.

- Leaders:** Stacy Cox, Brooke Itz, Sara Cregan, Angelita Finnen
- Benchmark:** Increase in state assessment scores and attendance, decrease in discipline referrals, increase in number of business/community partnerships.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Provide opportunities for community shareholders to contribute time and resources to Southwest.	Stacy Cox, Brooke Itz, Sara Cregan, Courtney Christian	Sign-in sheets, agendas June
2	Provide opportunities for students to engage with the community through after school clubs, sports programs, and exhibition events.	Stacy Cox, Stacy Cox, Tony Morales, Heather Mueller	Newspaper, club rosters April
3	Partner with community members to coordinate targeted after school tutoring lessons.	Sharon Lyons, Stacy Cox, Brooke Itz, Sara Cregan, Angelita Finnen, Classroom Teachers	Attendance sheets, increase in student achievement April
4	Reach out to local businesses to collect donations, money, and Box Tops for Southwest students and campus.	Stacy Cox, Brooke Itz, Frediena Emerson, Sara Cregan	Prizes awarded, campus improvements, community involvement June
5	Coordinate with local colleges and BHS to provide opportunities for mentoring.	Sara Cregan, Angelita Finnen	Increased student attendance and scores April

Goal # 5:

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

Resources:

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



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

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

Leaders: Deanna Lovesmith, Celia Ray

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

Funds: Title I Part A

Costs: \$176,389

FTES: 3.5

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



8	Conduct annual campus meetings to inform parents of Title I program requirements and their right to be involved.	Stacy Cox, Celia Ray	Parent surveys, agendas, sign-in sheets, minutes	June
9	Conduct regular meetings of the Federal Programs Parent Advisory Committee to review the current program and recommend improvements.	Celia Ray	Agenda, sign-in sheets, minutes	June
10	Plan for assisting preschool children in the transition from early childhood programs such as Head Start or a state-run preschool program to kindergarten at each campus.	Stacy Cox, Celia Ray	Teacher training logs	June
11	Collaborate with classroom teachers regarding academic assessment results and improved student achievement.	Stacy Cox, Courtney Christian, Becky Brown, Clare Kanouse	Agendas, teacher meetings/PLC, parent conference documentation	June
12	Provide activities at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	Celia Ray, Stacy Cox, Becky Brown, Clare Kanouse	STAAR/EOC scores, progress monitoring data	June
13	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components.	Celia Ray, Stacy Cox	Purchase orders, invoices	June

Strategy 2 Title II, Part A

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

- Leaders:** Deanna Lovesmith, Celia Ray, Stacy Cox
- 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:** \$11,001
- FTES:** 0.1

Item	Responsible	Evaluation	Dates	
1	Provide additional funds for professional development opportunities for teachers to improve instructional practices and student achievement.	Celia Ray	Improved summative and formative assessment scores and 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	Provide Elementary Curriculum/Facilitator to work directly with principals, instructional coaches and teachers in the areas of math and science.	Celia Ray, Denise Whitley	Coaching notes, walkthroughs, PDAS	June
4	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
5	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
6	Provide sign-on bonuses to teachers who are new to the District and teaching in positions requiring bilingual certification.	Celia Ray, Deena Cornblum	Skyward records, Principal Attestation	June

Strategy 3 Language Instruction for Limited English Proficient and Immigrant Students

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

- Leaders:** Deanna Lovesmith, Deena Cornblum
- Benchmark:** Increase Bilingual/ESL STAAR State Assessment Scores in Reading, Math and Writing to 75%. Increase Bilingual/ESL STAAR scores for Science and Social Studies to 70%.
- Funds:** Title III Part A, Local Funds
- Costs:** \$431,000
- FTES:** 10.3

Item	Responsible	Evaluation	Dates	
1	Identify and implement strategies to increase ELL achievement on state assessments. (Board/Supt Goal)	Deanna Lovesmith, Deena Cornblum	5% gain on all STAAR assessments	June
2	Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Deena Cornblum	OLPT test scores, LPAC minutes	October
3	Identify students as immigrants if they are age 3-21, were born outside the US and are in their first 3 full academic years in a US school.	Deena Cornblum	PEIMS data, parent interviews	October
4	Identify LEP student needs by conducting a needs assessment.	Deena Cornblum	PBMAS report, TELPAS and STAAR results	October

5	Provide high quality instruction for ELL and immigrant students to develop English proficiency and help students meet improve on all state assessments by at least 5%.	Deena Cornblum	STAAR assessments	October
6	Ensure that teachers in Title III language instruction programs are fluent in both English and any other language used for instruction.	Deena Cornblum, Barrett Pollard	Bilingual certifications, BTLPT, local assessment	October
7	Provide extended learning opportunities such as a Newcomers class, ESOL I and II, and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Deena Cornblum	Lesson plans, TELPAS scores, summer school attendance data, classroom walkthroughs	October
8	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process and involving them in the LPAC process, providing ESL parent classes, and informational classes for student college entry.	Deena Cornblum	LPAC training sign-in, parent volunteer list, documents of translated material for parents	October
9	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for ELL students.	Deena Cornblum	STAAR assessments, TELPAS, professional development records	June
10	Ensure that all secondary English teachers obtain ESL certification by providing professional development for ESL test preparation.	Deena Cornblum, Barrett Pollard	Sign-in sheets, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
11	Provide training and support to teachers so that they can attain ESL and Bilingual certification.	Deena Cornblum	Sign-in sheets from ESL preparation courses, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
12	Provide funding for teachers to attend conferences specific to ESL instruction.	Deena Cornblum	Budget and expenditure reports	October
13	Notify parents of language program placement of their child, and provide them with their child's language progress.	LPAC Committee, Teachers, Yolanda Sarinana	Signed parent notification form, student progress report	October
14	Allocate funds to provide supplemental supplies to campuses according to the ELL numbers at the campus.	Deena Cornblum	Budget and expenditure reports	October
15	Ensure participation of an LPAC representative at all ARD meetings for ELL students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Deena Cornblum, Stacy Cox, LPAC Representative	Minutes of ARD and LPAC meetings	October
16	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Deena Cornblum, Yolanda Sarinana	Sign-in sheets	October

Strategy 4 Migrant Education

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

Leaders: Deanna Lovesmith, Celia Ray

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

Funds: Title I Part C

Costs: \$468

FTES: Shared Service Agreement ESC 12

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



Strategy 5 Dyslexia

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

Leaders: Sandra Velo

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

Funds: Local Budget, State Compensatory Program

Costs: \$305,829

FTES: 8.0

Item	Responsible	Evaluation	Dates
1 Identify students as active or monitored depending upon the level of intervention and services needed.	Stacy Cox, 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).	Stacy Cox, 504 Committee, Teacher(s), Celia Ray	504 Committee documentation	April
3 Schedule 504 meetings to review eligibility and determine if accommodations are necessary.	Stacy Cox, Sandra Velo	504 Committee documentation	April

Strategy 6 State Compensatory Education

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

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

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

Funds: State Compensatory Education Funds

Costs: \$240,000

FTES: 6.35

Item	Responsible	Evaluation	Dates
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1	Conduct a needs assessment to determine areas requiring assistance prior to building the State Compensatory Education budget. Special attention should be paid to the needs of students who did not pass an EOC during the 14-15 school year.	Celia Ray, Deanna Lovesmith	EOC test results, progress monitoring data	June
2	Identify students at-risk of dropping out of school by using the State's 13 at-risk criteria. Identified students will be reported in PEIMS and a listing of identified students will be kept by teaching staff. Periodic review and updates will be entered.	Celia Ray, PEIMS Staff, Stacy Cox	PEIMS at-risk report, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3	Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.	PEIMS Staff, Stacy Cox	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, Stacy Cox	Readiness test results, STAAR/EOC scores, report cards	June
6	Communicate student progress to parents through formative information (three-week progress reports, report cards, benchmark data and student progress toward district academic goals), summative information in the form of STAAR/EOC scores and final Readiness results.	Stacy Cox	Progress reports, report cards, District goal reports	June
7	Fund the dyslexia program based on the percent of students in the District identified as at-risk.	Celia Ray	Summative evaluation data, accounting records	June
8	Support funding for full day pre-kindergarten program.	Deanna Lovesmith, Phil Haggerty	mClass reports, increased student readiness for transition into kindergarten	October
9	Continue to develop the budget focusing on students at-risk for failing EOC exams.	Director of Special Education, Cindy Boney	SCE budgeted items for EOC failures	October

Strategy 7 Special Education

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

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

Item	Responsible	Evaluation	Dates	
1	Carefully monitor the number of days special education students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Director of Special Education, Stacy Cox	Processes in place, appropriate placement of students	June
2	Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.	Director of Special Education, Stacy Cox, Intervention Team Members, Assessment Personnel	Special education software reports, intervention team meeting logs, State Performance Plan Indicators	June
3	Train staff to participate in the ARD decision-making process to make decisions determining participation of students in STAAR, STAAR-A, or STAAR-Alt 2.	Director of Special Education, Jennifer Letts, Sandra Nagy	Sign-in sheets	April
4	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Director of Special Education, Stacy Cox	Sign-in sheets, employee certification documentation	June
5	Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Director of Special Education, Stacy Cox	Employee certification documentation	June
6	Increase the percentage of students with an individual education plan who graduate from high school completing the Foundation Plan and meeting HB 5 EOC passing requirements.	Director of Special Education, Stacy Cox	State Performance Plan Indicator, Graduation Plans	June
7	Increase the proficiency rate for children with disabilities against grade level standards and alternative achievement standards in the subject areas of reading, writing, math, science and writing.	Director of Special Education, Stacy Cox	STAAR math, science and writing scores, State Performance Plan Indicators	June
8	Increase the percentage of students (taking STAAR and STAAR-A) with individual education plans served in the general education classroom for more than 60% of the school day to support access to the general education curriculum as necessary to meet standards on the STAAR and STAAR-A test.	Director of Special Education, Stacy Cox, ARD Committee Members	Student schedules, State Performance Plan Indicators, STAAR test results	June

9	Implement strategies to ensure the academic needs of students with disabilities are met by providing TEKS instruction at the appropriate grade level in the least restrictive environment. Monitor growth on a monthly basis with emphasis placed on closing the gap between current performance and grade level standards.	Director of Special Education, Stacy Cox	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
10	Ensure individual education plan progress reports are provided to parents at each reporting period when report cards are issued.	Director of Special Education, Stacy Cox, Sandra Nagy, Jennifer Letts, Special Education Teachers	eSped documentation	June
11	Ensure teachers who provide specially designed instruction receive professional development on grade level TEKS and standards.	Director of Special Education, Jennifer Letts, Stacy Cox	Professional development attendance logs, lesson plans	April

Strategy 8 Gifted and Talented Education

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

Leaders: Sam Wilds

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

Funds: Local Budget, State G/T Funds

Costs: \$

FTEs: 10.2 FTEs at secondary level

Item	Responsible	Evaluation	Dates	
1	Provide structured awareness training for all campuses to increase consideration, nomination, and placement of students in underrepresented populations.	Sam Wilds	Increase in student nomination data across underrepresented populations	October
2	Ensure all Campus Placement Committee members have 30 hours of training in gifted education and receive update training on a yearly basis.	Sam Wilds, Stacy Cox	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	Conduct creativity assessment of all kindergarten students.	Sam Wilds, Kindergarten Teachers	Increase in student nominations in kindergarten, kindergarten portfolios	October

5	Provide service for identified kindergarten students by March 1st to include three field-based learning opportunities.	Sam Wilds, Stacy Cox, Kindergarten Teachers	Parent/Teacher surveys, communication samples, documentation of activities	April
6	Identify designated G/T teachers and/or G/T classes and indicate service in teacher schedule.	Sam Wilds, Stacy Cox	Teacher rosters/schedules	October
7	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Stacy Cox	Teacher rosters/schedules, training database	October
8	Require designated G/T teachers to complete appropriate training (30 clock hours of Gifted and Talented training and 6 hours of update training annually).	Sam Wilds, Stacy Cox	Teacher training files, teacher staff development records	October
9	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, Stacy Cox	Meeting minutes	October
10	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
11	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Sam Wilds	PEIMS reports, surveys, lesson plans	October
12	Conduct an annual evaluation of the District GT program.	Sam Wilds	Campus level GT Evaluation Reports, District Level GT Evaluation Report	October

Strategy 9 Section 504

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

Leaders: Director of Special Education, Sandra Velo, Stacy Cox

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



Funds: Local Funds
Costs: \$
FTES: 1

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

Strategy 10 General Education Homebound

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

Leaders: Principals, Denise Whitley, Classroom Teacher(s), Campus Counselor
Benchmark: Student(s) identified and receiving appropriate services.
Funds: Local Funds
Costs: \$
FTES: 2

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

Strategy 11 Student Success Initiative

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

- Leaders:** 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:** \$
- FTES:** 8.4

Item	Responsible	Evaluation	Dates	
1	Identify struggling students on each campus and target them to receive instructional interventions. Notify the parent/guardian if the student's needs are to be addressed through an accelerated program.	Stacy Cox, Classroom Teacher(s), Rtl Team	Lesson plans, Rtl documentation, progress monitoring data	October
2	Provide immediate, intensive, targeted intervention programs for those students in grades K-8 who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Stacy Cox, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans	October

3	Ensure that students in grades 5 and 8 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Stacy Cox, 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.	Stacy Cox, 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.	Stacy Cox, 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 K-8 students during the regular school day, with flexible grouping of up to six students with one adult.	Stacy Cox, 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.	Stacy Cox, ARI/AMI Teachers, Summer School Teachers, GPC/ARD Committee Members, Classroom Teacher(s), Denise Whitley	GPC/ARD meeting minutes, AIP plans, student STAAR scores, progress monitoring data	June
8	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 3-8. 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.	Stacy Cox, Classroom Teacher(s), ARI/AMI Teachers, Denise Whitley	Confidential student reports, accelerated instruction documentation, attendance rosters	June

Strategy 12 Homeless Education (Project HEARTBEAT)

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

Leaders: Celia Ray, Noemi Berumen

Benchmark:	80% of HEARTBEAT students graduate on the Recommended or Distinguished high school diploma plan, STAAR Scores, attendance records, report card grades
Funds:	TEXSHEP Grant
Costs:	\$2,632
FTES:	0.1

Item	Responsible	Evaluation	Dates	
1	Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless Liaison and/or Homeless Caseworker.	Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
2	Provide the federal meal program for homeless students.	Cafeteria Managers, Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
3	Use Title I funds to provide services for homeless students on all campuses.	Celia Ray	PEIMS records, case management files, family reports	June
4	Coordinate additional services for homeless students. These services may include transportation, medical, dental or mental health services that meet student need.	Noemi Berumen, Celia Ray	Attendance records, doctor notes, discipline referrals, family reports	June
5	Present staff development on homeless issues to administrators, counselors, auxiliary and front-line personnel.	Noemi Berumen, Celia Ray	Sign-in sheets, agendas, presentation materials, minutes	January

Strategy 13 Disciplinary Alternative Educational Program

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

Leaders:	Emilio Olivares, Principals, Assistant Principal
Benchmark:	Students will be placed at DAEP according to the Belton ISD Student Code of Conduct guidelines and policies.
Funds:	State Compensatory Education Funds
Costs:	\$
FTES:	9.0

Item	Responsible	Evaluation	Dates	
1	Using the Belton ISD Student Code of Conduct guidelines and policies, building administrators will refer students to the DAEP as necessary.	Stacy Cox, Brooke Itz, Emilio Olivares	Number of students referred to DAEP for both discretionary and mandatory placements	June

2	Continue to implement a plan for how to meet the needs of students who previously would have been referred to JJAEP, including the use of a SRO assigned to the DAEP.	Robert Atmar, Emilio Olivares	Number of students served in DAEP, Disciplinary referrals generated from DAEP	January
3	Maintain a MOU with the Bell County JJAEP.	Robert Atmar	MOU developed and enacted	October
5	Prepare students to be successful on STAAR, SAT, ACT, and/or the ASVAB assessments through tutoring and individualized instruction in coordination with the student's home campus.	Emilio Olivares, Stacy Cox	Passing scores on assessments	June
6	Continuously improve instruction at all levels through specific lesson cycles, differentiated instruction, and consistent expectations.	Emilio Olivares	Increased student engagement, reduced discipline incidents, improved student success	January

Appendix A: Student Indicators



Attendance

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	95.9	97.0	98.0	



STAAR Math

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students				
Male				
Female				
Hispanic				
White				
Eco Disadv				
LEP				
Gifted				
At Risk				

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students				
Male				
Female				
Hispanic				
White				
Eco Disadv				
LEP				
Gifted				
At Risk				

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students				
Male				
Female				
African-American				
Hispanic				
White				
Eco Disadv				



LEP

Gifted

At Risk

STAAR Reading

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	69	80	100	
Male	65	80	100	
Female	73	80	100	
Hispanic	72	80	100	
White	62	80	100	
Eco Disadv	62	80	100	
LEP	62	80	100	
Gifted	80	100	100	
At Risk	62	80	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	63	80	100	
Male	65	80	100	
Female	60	80	100	
Hispanic	60	80	100	
White	67	80	100	
Eco Disadv	59	80	100	
LEP	58	80	100	
Gifted	100	100	100	
At Risk	62	80	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	75	85	100	
Male	70	80	100	
Female	81	85	100	
Hispanic	70	80	100	
White	89	90	100	
Eco Disadv	75	80	100	
LEP	53	80	100	



Gifted	100	100	100
At Risk	67	80	100

STAAR Science
GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	63	80	100	
Male	65	80	100	
Female	61	80	100	
Hispanic	49	80	100	
White	88	90	100	
Eco Disadv	65	80	100	
LEP	31	80	100	
Gifted	100	100	100	
At Risk	51	80	100	

STAAR Writing
GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	66	80	100	
Male	64	80	100	
Female	68	80	100	
Hispanic	69	80	100	
White	67	80	100	
Eco Disadv	67	80	100	
LEP	68	80	100	
Gifted	100	100	100	
At Risk	64	80	100	

