



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

**TARVER ELEMENTARY**

## Summary

This 2014-2015 plan for Tarver Elementary was developed with the input of the site-based decision-making committee as well as members of the entire faculty. While there are several goals and many strategies, the primary focus of this plan is to increase the achievement of all students attending Tarver Elementary.

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

## Vision

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

## Mission Statement

The mission of Tarver Elementary is to establish and nurture an atmosphere for learning that challenges students to excel academically, emotionally, and socially.

## Belief Statements

- 1 We believe that accepting responsibility fosters self-worth.
- 2 We believe that our goal for behavior management is to provide a learning environment which is both emotionally and physically safe.
- 3 We believe that our behavior management plan will be proactive, consistent, and instructional where high student expectations are clearly defined and maintained.
- 4 We believe that higher expectations promote higher achievement.
- 5 We believe that all people have talents to be identified and developed.
- 6 We believe that everyone has the right to be treated with dignity and respect.
- 7 We believe that students and staff thrive in a safe, positive and nurturing learning environment.
- 8 We believe that success is measured in results and that it is imperative to celebrate success.

## Needs Assessment Data Documentation

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

- \* Review of campus goals
- \* Professional learning communities discussions
- \* Campus and/or district planning and decision-making committee meeting discussions
- \* Results of benchmark assessments
- \* Attendance data
- \* Discipline records
- \* Student surveys
- \* Community and/or parent surveys and feedback
- \* Staff surveys and/or feedback
- \* Prior year budgets and expenditures in relation to current year funding & priorities
- \* Campus leadership and/or department meetings
- \* Campus faculty meeting discussions
- \* Student failure and/or retention rates
- \* Prior year campus and/or district improvement plans
- \* Analysis of At-Risk population
- \* Disaggregation of current-year state assessment data
- \* STAAR test results
- \* Disaggregated STAR Early Literacy results
- \* Disaggregated State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) results

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## Goals & Strategies

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### Goal # 1:

**Tarver 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:**

Computer Lab, Site-Based Committee, Campus Admin. Staff, LLI, Title -1 Curriculum, Campus Paraprofessionals, STAAR Scores

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**Strategy 1 Response to Intervention (RtI)**


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Response to intervention is a framework for addressing the needs of students who are struggling academically or behaviorally. The framework is composed of Tier 1 (good instruction and behavioral strategies 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, 504, or dyslexia referrals).

**Leaders:** Michelle Tish, Madonna Lopez

**Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math, and science. Evaluation and progress will be measured through individual assessment data, observation, district common assessments, benchmarks, and STAAR results.

**Funds:** State Compensatory Funds, Title 1 Funds, Local Budget

**Costs:** \$150,000

**FTES:** 3

Item	Responsible	Evaluation	Dates	
1	Schedule a daily intervention time into the master schedule for each grade level, K through 5th, to provide support for students in need of assistance. During this daily intervention time, additional staff members work with small, flexible student groups in order to continually address the needs of all students.	Interventionists, Classroom Teachers	Campus master schedule, increased report card grades, improved STAAR scores	June
2	Review student data after utilizing universal screenings (Star Early Literacy, Star Enterprise, F&P Benchmark Assessments, and Common Unit Assessments). Identified struggling students will receive interventions based on this assessment data.	Heather Ward, Emily Payne, Classroom Teachers	Star Early Literacy, Star Enterprise, F&P Data Reports, CUA results	October
3	Monitor progress of all students in interventions on a regular basis (every 4 weeks) to determine response to current interventions. Use data to determine next steps: discontinue intervention, continue current intervention, try new intervention, and/or refer to Central Referral Committee.	RtI Committee, Michelle Tish, Madonna Lopez	Star Early Literacy, Star Enterprise, and CUA results	October
4	Review academic, attendance, discipline, and progress monitoring data of all students who are Economically Disadvantaged to determine need for additional intervention such as AMI, ARI, LLI, or extra support through small group learning.	Michelle Tish, Madonna Lopez, Heather Ward, Emily Payne	Increased attendance rates, increased report card grades, increased STAAR scores	October
5	Document accommodations and progress for struggling and special education students in lesson plans and on RtI documents in AWARE. These goals will be updated each grading period.	Classroom Teachers, Sheryl Rogers	100% compliance with provided accommodations	October



6	Record information from RtI meetings into a spreadsheet whereby student progress will be monitored. The information will include benchmark data, progress monitoring records, and requests for testing.	Michelle Tish, Madonna Lopez, Ilse Brindley	Improved progress monitoring of students	October
7	Schedule staff development regarding utilization of AIMS support in the regular classroom.	Doug O'Laughlin, Michelle Tish, Madonna Lopez	Decreased interruptions to classroom instructional time	October
8	Continue with implementation (year 2) of campus-wide Positive Behavior Incentive System (PBIS) "Tiger P.A.W.S." to encourage positive and appropriate behavior.	Michelle Tish, CUBS, All Staff	Decrease in office referrals and interruptions to classroom instruction time	April
9	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.	Michelle Tish	Identified groups, data from common assessments, STAAR results	October

**Strategy 2 Student Attendance**

Research consistently shows student attendance is linked to increased student achievement. In addition, the District receives funding based on the average daily attendance of all students. Tarver Elementary would like to receive an Academic Achievement Distinction Designation (AADD) for having an annual attendance rate of 97%.

- Leaders:** Michelle Tish, Madonna Lopez, Ilse Brindley
- Benchmark:** Receive an Academic Achievement Distinction Designation (AADD) for having an annual attendance rate of 97%.
- Funds:** Activity Account
- Costs:** \$500.00
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Announce daily perfect attendance for every grade level during morning announcements. Award each homeroom in qualifying grade levels with a "Tiger P.A.W.S." for responsibility.	Kathy Smith, Michelle Tish	Increase in daily attendance count	October
2	Teachers will submit an initial 8:00 attendance sheet to allow the office staff to make "Care Calls" home to check on students and encourage parents to bring kids to school.	Classroom Teachers, Sharon Brown	Attendance rate of 97%	June
3	Reward classrooms demonstrating the "best" attendance rate by hanging an attendance banner outside of their classroom for three weeks.	Michelle Tish, Madonna Lopez, Kathy Smith, Classroom Teachers	Possession of the traveling banner	June

4	Reward individual students with perfect attendance every nine weeks with a group celebration and attendance incentives (bike drawing, I-Pod Shuffle, celebration, special activities).	Michelle Tish, Madonna Lopez, Ilse Brindley	Attendance rate of 97%	June
5	Increase communication with parents regarding the importance of attendance by announcing campus goals and recognizing grade levels meeting goals through the monthly principal memo and through Skylerts.	Michelle Tish	Increase in daily attendance count	April
6	Run attendance reports every grading period to monitor attendance. Schedule student/parent conferences for students who have excessive absences for a team meeting with teachers and counselor to discuss absences and importance of attendance. Send district attendance officer to check on students with poor attendance.	Kathy Smith, Ilse Brindley, Classroom Teachers, District Attendance Officer	Increase in daily attendance count	January

### Strategy 3 Implementation of Math the Belton Way and the Improvement of Science Instruction

Tarver Elementary made gains in met standard and advanced levels on Math STAAR for 4th and 5th grades. Third grade Math STAAR scores, 5th grade Science STAAR scores, and advanced levels in both of these areas decreased. Special emphasis will be placed on implementing Math the Belton Way for grades K-2 and on implementing the new math TEKS for grades 3-5 this year.

**Leaders:** Michelle Tish, Tish Shope

**Benchmark:** 90% of all students and subgroups will meet or exceed state standards in mathematics.

**Funds:** Local Budget

**Costs:** \$5,000

**FTES:** None

Item	Responsible	Evaluation	Dates	
1	Implement Math the Belton Way in K-2nd classrooms as a way to build mathematical understanding using CPA approach (concrete, pictorial, abstract).	Tish Shope, Classroom Teachers	Increased student achievement on common assessments	January
2	Utilize resource books, "Why Before How" in grades K-2nd and "Step by Step Model Drawing" in grades 3rd-5th.	Tish Shope, Classroom Teachers	Increased student achievement on common assessments, increased scores on STAAR	October
3	Implement "Math Talks" in all Kindergarten classrooms.	Tish Shope, Kindergarten Teachers	Increased scores on Star Enterprise	January
4	Implement "Math Talks" and "Number Bonds" in all first grade classrooms.	Tish Shope, First Grade Teachers	Increased scores on Star Enterprise	January
5	Implement "Number Bonds" and "Model Drawing" in all second grade classrooms.	Tish Shope, Second Grade Teachers	Increased scores on Star Enterprise and increased scores on common assessments	October



6	Focus on utilizing all new TEKS resources to solve problems in 3rd through 5th grades.	Tish Shope, Classroom Teachers	Increased scores on common assessments	October
7	Implement Step-by-Step Model Drawing method to solve problems in 3rd through 5th grades.	Tish Shope, Classroom Teachers	Increased scores on Star Enterprise, increased scores on common assessments	October
8	Implement new adoption of Stem Scopes for science instruction in all grades.	Tish Shope, Classroom Teachers	Increased student achievement on common assessments, increased scores on STAAR	April
9	Require science teachers in grades 2nd through 5th to meet in vertical teams to review TEKS at each grade level including introductory statements, vocabulary, level of thinking required, and how objectives are tested at 5th grade. Teachers will determine science vocabulary and display vocabulary with visual representations. Vocabulary will be included in daily instruction and posted in lesson plans.	Tish Shope, Science Teachers	Increased student achievement on common assessments, increased scores on STAAR	April
10	Require math teachers in grades 2nd through 5th to meet in vertical teams to review new math TEKS at each grade level including introductory statements, vocabulary, level of thinking required, including how objectives are tested at each grade level. Teachers will determine math vocabulary and display vocabulary with visual representations. Vocabulary will be included in daily instruction and posted in lesson plans.	Tish Shope, Math Teachers	Increased student achievement on common assessments, increased scores on STAAR	April
11	Require science teachers to conduct a minimum of four hands-on inquiry based science activities every grading period in all grades. Documentation in lesson plans will be required.	Michelle Tish, Madonna Lopez	Lesson plans, 90% of students will meet state passing standards in science	April
12	Require teachers to display and use content objectives that are measureable during instruction. K-5th grades will use content objectives for math. 5th grade will include content objectives in science. Data will be collected through walkthroughs to ensure teachers are writing and referring to content objectives during instruction.	Michelle Tish, Madonna Lopez, Tish Shope	Walkthrough data, increased percent met standard on assessments	October
13	Require teachers to determine appropriate formative assessment strategies to be used during instruction and to document these strategies in lesson plans. Walkthroughs will focus on increased use of effective formative assessments.	Michelle Tish, Madonna Lopez, Tish Shope	Walkthrough data, increased percent met standard on assessments	October

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**Strategy 4 Improvement of English Language Arts and Reading Instruction (ELAR)**


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In response to the increasing requirements of the STAAR test, Tarver will increase the level of rigor, engagement, and authenticity found within the ELAR instruction. Reading STAAR scores at Tarver decreased by 1-2% in 3rd, 4th, and 5th grade. Advanced levels of performance dropped in 3rd and 4th grade. Writing STAAR scores for 4th grade dropped 9%. These scores indicate a need to increase our ELAR focus in all grade levels and intervene in specific skill areas.

**Leaders:** Denise Whitley, Cindy Boney, Tish Shope, Michelle Tish

**Benchmark:** Increased student performance in reading and writing assessments to include common assessments, Fountas & Pinnell Benchmark assessments, Star Early Literacy, Star Enterprise Reading, district benchmarks, TELPAS, and STAAR assessments.

**Funds:** Title I Funds, State Compensatory Funds

**Costs:** \$100,000

**FTES:** 2.0

Item	Responsible	Evaluation	Dates	
1	Require teachers to conduct writing activities and use grading rubrics as outlined in the District's curriculum unit plan.	Michelle Tish, Madonna Lopez, Tish Shope	Expectations and rubrics developed and communicated, lesson plans reflect writing activities	October
2	Require all ELAR teachers to maintain a teacher conference log to include anecdotal records on progress of students. Records will be used to inform instruction and needed interventions.	Michelle Tish, Tish Shope	Logs created, 90% or above of all students meet or exceed state passing standards	April
3	Require teachers to display and use content objectives that are measureable during instruction. K-5th grades will use content objectives for reading. 4th grade will include content objectives for writing. Data will be collected through walkthroughs to ensure teachers are writing and referring to content objectives during instruction.	Michelle Tish, Madonna Lopez, Tish Shope	Walkthrough data, increased percent met standard rate on assessments	October
4	Require teachers to determine appropriate formative assessment strategies to be used during instruction and to document these strategies in lesson plans. Walkthroughs will focus on increased use of effective formative assessments.	Michelle Tish, Madonna Lopez, Tish Shope	Walkthrough data, increased percent met standard rate on assessments	January
5	Train teachers on writing workshop model that integrates strategies from Lucy Calkins, 6+1 Traits of Writing, and Write from the Beginning.	Tish Shope, Michelle Tish, Cindy Boney, Denise Whitley	Training completed, sign-in sheets, increased student achievement,	January
6	Monitor writing scores of economically disadvantaged students. Assign struggling students to daily interventions to focus on writing.	Classroom Teachers, Michelle Tish	Increased percent met standard rate on assessments	January



7	Utilize instructional coach to increase instructional effectiveness in reading and writing and to provide teacher support in the implementation of effective writing strategies in grades K-5.	Michelle Tish, Madonna Lopez, Tish Shope	90% or above of all students meet or exceed state passing standards	April
8	Provide professional development on instructional strategies at one staff meeting a month and on staff professional development days. Also arrange for ELAR teachers to observe other effective ELAR teachers throughout the district and discuss the ideas/strategies gained from those observations.	Michelle Tish, Madonna Lopez, Tish Shope	Sign-in sheets, Forethought	April

**Strategy 5 Special Education**

Tarver Elementary will provide instructional and behavioral supports to identified students through a collaborative process of planning between the classroom teacher and special education staff. Teachers and staff will participate in professional development offered by the special education staff to address areas of concern and an emphasis will be placed on the importance of communication with parents.

**Leaders:** Karen Little, Michelle Tish, Madonna Lopez

**Benchmark:** Improved academic and behavioral performance by special education students, professional development training and feedback, and reduced number of staff discipline incidents and parent complaints.

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

**Costs:** \$206, 105

**FTES:** 8

Item	Responsible	Evaluation	Dates	
1	Cluster students who are eligible for special education services and now responsible for STAAR without the STAAR Modified test to allow for maximum amounts of Inclusion support in the regular classroom. Teachers will be carefully selected for these students based on training, passion for working with students with disabilities, and a proven track record of helping students with disabilities succeed.	Madonna Lopez, Sheryl Rogers	Students clustered in classrooms, 90% of special needs students meeting standard on STAAR	June
2	Provide meaningful professional development focusing on differentiated instruction using a high level of rigor. Utilize the campus IC, special education staff, and the region service center as resources for training.	Michelle Tish, Special Education Teachers, Madonna Lopez, Tish Shope	Documentation of training	January



3	Schedule time for special education staff to collaboratively plan with grade level teachers in order to ensure instruction is aligned with grade level expectations. Classroom teachers' lesson plans should be open so that Special Education teachers are allowed to view plans and have time to assist with accommodations and designing instruction to ensure the success of our students.	Michelle Tish, Madonna Lopez, Classroom Teachers, Sheryl Rogers	Meeting notes, special needs students meeting standard on STAAR	October
4	Review common assessment data, Star Enterprise, Star Early Literacy, and other local data by ARD committee to determine if specially designed instruction is needed or if 504 support will meet the needs of the student.	Sheryl Rogers, Cindy Allman	90% of special needs students meeting standard on STAAR	June
5	Continue to utilize a spreadsheet to monitor out of placement days for students served in Special Education or 504.	Madonna Lopez	100% compliance	October
6	Include all special education teachers on the campus walkthrough rotation each grading period. Use data collected to determine instructional coaching and professional development needs.	Michelle Tish, Madonna Lopez, Tish Shope	Walkthroughs completed	January

**Strategy 6 Additional Support for Special Programs**

Tarver Elementary will use Eduphoria Aware to collect and analyze data and make instructional adjustments for students whose STAAR assessment scores fall below 70%. Teachers will access the data to assist in developing appropriate instruction for students including interventions when needed. Working with all students in this manner will ensure that our subgroups as identified by TEA will meet expectations of the state of Texas.

- Leaders:** Michelle Tish, Madonna Lopez, Heather Ward, Emily Payne, Classroom Teachers
- Benchmark:** 90% of all students will meet or exceed state assessment standards in reading, writing, math, science, and social studies. Track progress through common assessments, benchmarks, and data collected from interventions.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Schedule a daily intervention time into the master schedule for each grade level, K through 5th, to provide support for students in need of assistance. During this daily intervention time, additional staff members work with small, flexible student groups in order to continually address the needs of all students.	Interventionists, Classroom Teachers	Campus master schedule, increased report card grades, improved STAAR scores	April



<p>2 Utilize Title I Math and Reading Intervention, Accelerated Math Instruction (AMI), and Accelerated Reading Instruction (ARI) to provide added support through LLI, extra guided reading, math tutoring, computer based interventions, and other instructional resources that allow our staff to target student needs.</p>	<p>Heather Ward, Emily Payne, AMI Teacher, ARI Teacher, Paraprofessional Staff</p>	<p>RtI documentation, student tracking forms, CUA and benchmark assessment data</p>	<p>April</p>
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**Strategy 7 Bilingual/ESL**

Improve language development and background knowledge for students from various language backgrounds so they may quickly learn to listen, speak, read, and write in English.

- Leaders:** Michelle Tish, Madonna Lopez, Flori Zuniga-Gray
- Benchmark:** 90% of LEP students will demonstrate progress on state standards in TELPAS and STAAR assessments.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Ensure that all students eligible for ESL programs receive specific intervention time during the regular school day to provide additional support and time to learn grade level TEKS.	Madonna Lopez	Intervention schedule created	January
2 Cluster ESL students in to classrooms with a teacher who has ESL certification. Require teachers to document the English Language Proficiency Standards in their lesson plans.	Michelle Tish, Madonna Lopez, Tish Shope	Class lists, ELPS documented in lesson plans	October
3 Monitor English language acquisition in the areas of listening, speaking, reading, and writing for identified LEP students through the use of Star Enterprise, district assessments, and intervention data at the beginning, middle, and end of the year. Teachers will maintain work samples to guide instructional and placement decisions at LPACS.	Madonna Lopez	Increase in number of LEP students meeting expectations on STAAR	October

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**Strategy 8 Improving Advanced Academics**


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The purpose of the Advanced Academics program is to provide services for identified students in accordance with the State Plan for Gifted Students. This area was identified as an area of need according to our HB5 Community Engagement Rubric and our campus Comprehensive Needs Assessment Summary.

**Leaders:** Michelle Tish, Sam Wilds, GT Designated Teachers

**Benchmark:** 100% of State Plan requirements are implemented

**Funds:** Local budget

**Costs:** Money will be allocated to the campus based on the number of enrolled GT identified students

**FTES:** None

Item	Responsible	Evaluation	Dates
1	GT students will work collaboratively in cluster-groups each day during intervention/enrichment time at all grade levels. They will work on projects and/or areas of interest while integrating the GT Curriculum and Texas Performance Standards Project (TPSP) into classroom instruction.	Michelle Tish, Madonna Lopez, Tish Shope, GT Teachers	Master schedule, class lists, lesson plans  October
2	Teachers will provide differentiated instruction to identified students using the embedded GT resources and lessons in the BISD curriculum documents.	Michelle Tish, Madonna Lopez, Tish Shope	Lesson plans  January
3	Introduce and provide all teachers an overview to the Texas Performance Standards Project website which contains tasks for K-5th grade. Demonstrate how the TPSP meets all the requirements of the Texas State Plan for the education of gifted students as well as provides enhanced academic opportunities for all students.	Michelle Tish	Meeting agenda  October
4	Require designated GT teachers to display or showcase GT research/products at the district GT showcase night. Require GT teachers to invite parents to see GT presentations/products either during the school day or after school.	Michelle Tish, Emily Payne, Rayanne Sims GT Teachers	Date scheduled, sign-in sheets  January

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**Strategy 9 Integration of Technology into Instruction**


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Tarver Elementary will improve teaching and learning through the integration of technology. The District Curriculum incorporates Technology Application TEKS. These TEKS will be taught as outlined in the curriculum documents. Tarver's Campus Needs Assessment identified technology as an area of need specifically focusing on quality technology use rather than the quantity of time spent on computers.

**Leaders:** Leland Albro, Donna Bownds, Debbie Alston, Michelle Tish

**Benchmark:** Technology assessment results, student, teacher, and parent surveys, STaR Chart data, STAAR results, grades, discipline, and attendance data.

**Funds:** Local Budget, Activity Fund

**Costs:** \$10,000

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Explore purchase of I-Pads and I-Pad cart to encourage teachers to pursue Project Based Learning projects.	Michelle Tish	Items purchased	January
2 Require all teachers to provide internet safety and digital literacy instruction to students twice a year as outlined in the BISD curriculum.	Michelle Tish, Madonna Lopez, Tish Shope	Documentation in lesson plans	October
3 Incorporate technology into instruction for students and respond to teacher technology needs by purchasing new equipment and/or providing appropriate staff development.	Michelle Tish, Madonna Lopez, Tish Shope	Items purchased	January

## Goal # 2:

**Tarver 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,  
Paraprofessional Staff, District Administrative Staff, Community Resources, Central Office,  
Campus Administration, Teachers, Instructional Coach





**Strategy 1 Professional Development for Special Programs**

Tarver Elementary will focus campus professional development to meet the needs of varied learners from diverse backgrounds and experiences. Training will include a focus on quality core instruction, writing measurable content objectives, new math TEKS, formative assessment, guided reading, and specific content objectives.

**Leaders:** Michelle Tish, Tish Shope

**Benchmark:** 90% or more of all students will meet or exceed standards on the state assessments in reading, math, writing, and science.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Provide opportunity and time for at least one additional teacher per grade level to attend ESL training and become ESL certified.	Michelle Tish	ESL preparation course, ESL exam results	October
2 Provide staff development for special education teachers and general education teachers in the areas of guided reading and differentiation through ongoing professional development. The campus Instructional Coach (IC) will collaborate with campus administration to identify needs and provide ongoing support to teachers through PLC time, one-on-one model lessons, lesson planning, and after school training sessions.	Michelle Tish, Madonna Lopez, Tish Shope	Meeting agendas, sign-in sheets	April
3 Provide targeted professional development focusing on guided reading, writing, science, formative assessment, and writing measurable objectives.	Michelle Tish, Tish Shope	Sign-in sheets	April

**Strategy 2 Instructional Coach (IC)/Curricular Resources and Practice**

Tarver Elementary will utilize the campus Instructional Coach (IC) to provide support and ongoing professional development for our teachers. The IC will improve instruction by working with teachers on writing measurable objectives, planning formative assessments, utilizing research based instructional strategies, and analyzing data to help guide instructional decisions.

**Leaders:** Tish Shope, Michelle Tish, Madonna Lopez

**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:** None

**Costs:** None



FTES: None

Item	Responsible	Evaluation	Dates
1 Plan and deliver high quality campus professional development based on specific campus needs (reading, math, science, writing). The focus will be on implementation of writing measurable content objectives, embedding formative assessment into daily instruction, essential high level questions or statements, and essential academic language/vocabulary.	Michelle Tish, Tish Shope, Classroom Teachers	Professional development delivered, lesson plans	October
2 Attend grade level planning sessions weekly to provide support and coaching as teachers align instruction with district curriculum documents. The coach will conduct observations and individualized plans to support teacher needs. Support will be provided through model lessons, side-by-side coaching, and observation opportunities.	Tish Shope	IC calendar, increase in STAAR scores	April
3 Check lesson plans frequently to provide feedback and to ensure plans are sufficient and meet expectations set by the campus.	Tish Shope	Notes in Forethought	April
4 Analyze data from various assessments (running records, guided reading and math logs, common assessments) to evaluate the quality of instructional strategies and make recommendations for adjusting instruction. This data will be used during PLC data talks and during lesson planning time with the IC.	Michelle Tish, Tish Shope	Lesson plans, PLC data talk sign in sheets, improved assessment scores	April
5 Require teachers to attend training on the writing and use of observable measurable objectives and formative assessment. The IC will follow up with additional support and training on campus.	Tish Shope, Kim Christy-Anderson, Denise Whitley	Eduphoria training records	April

**Strategy 3 Professional Development for Implementation of Math the Belton Way**

Tarver Elementary is committed to full implementation of Math the Belton Way and to providing effective instruction to all students. New math TEKS will be implemented for K-5 in 2014-2015 requiring all math teachers to receive professional development on the new curriculum. Teachers will teach the new TEKS through skills learned in Math the Belton Way utilizing a model developed to build conceptual knowledge through the use of concrete, abstract, and pictorial models.

**Leaders:** Michelle Tish, Madonna Lopez, Tish Shope

**Benchmark:** 90% of all students will meet or exceed standards on STAAR.

**Funds:** None

**Costs:** None



**FTES:** None

Item	Responsible	Evaluation	Dates
1 Train staff using the campus IC on the new math TEKS and Math The Belton Way. This training will include lesson planning, unpacking the TEKS, incorporating manipulative use, and implementation of specific elements of Math The Belton Way.	Tish Shope	Training sign in sheets, record of training delivered by coach	January
2 Attend weekly planning sessions at all grade levels to provide additional job-embedded training, coaching, and support as teachers learn new math TEKS, utilize new resources, and work to implement Math the Belton Way. Support may be provided through help with planning lessons or through modeling classroom lessons.	Tish Shope	Increased knowledge of TEKS, common assessment results	January
3 Assist teacher leaders in planning and leading vertical math meetings. Teachers will discuss new TEKS, support one another in implementation of the new math program and continue to discuss and explore new resources such as: Math in Focus adoption, Every Day Counts, Parent Connection, and books "Why Before How" and "Step by Step Model Drawing".	Tish Shope	Increased knowledge of TEKS, common assessment results	April
4 Require K-5 math teachers to attend and actively participate in a 2-day professional development session focusing on study and review of the new math TEKS.	Michelle Tish, Tish Shope, Kim Christy-Anderson, Denise Whitley	Eduphoria training records, increased knowledge of TEKS, common assessment results	January

**Strategy 4 Professional Development to Improve English Language Arts and Reading (ELAR)**

Tarver Elementary is committed to the Effective Literacy Framework to teach reading and writing to all students. Writing instruction will be a focus area for Tarver this year. We will work within the writing workshop framework utilizing Write from the Beginning, the 6+1 Traits of Writing framework, Empowering Writers, and Lucy Calkins Units of Study. These methods provide specific lessons and a vertically aligned system of writing that supports writing in grades K-5.

**Leaders:** Michelle Tish, Madonna Lopez, Tish Shope

**Benchmark:** 90% or more of all students will meet passing standard on STAAR

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
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1	Provide training for teachers on the District's writing workshop model that integrates strategies from Write from the Beginning, 6+1 Traits of Writing, Empowering Writers, and Lucy Calkins.	Tish Shope	Sign-in sheets, increased writing scores	January
2	Provide peer observation opportunities for teachers to observe the writing workshop model of instruction. The IC will participate in these observations and collaboratively develop action plans for the improvement of the writing workshop model of instruction.	Tish Shope	Observation logs, action plans, increased writing scores	April
3	Require teachers to maintain a conference log for writing workshop to include anecdotal records on student progress. Teachers will also collect student writing samples and share at vertical team meetings. Records will be used to inform future instruction.	Tish Shope, Heather Ward	Increased student achievement on 4th grade STAAR	October
4	Require designated K-5 writing teachers to attend professional development that will focus on the development of a writing rubric consistent with the STAAR writing rubrics.	Michelle Tish, Tish Shope, Cindy Boney, Kim Christy-Anderson, Denise Whitley	Increased student writing scores	January

### Goal # 3:

**Tarver 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:**

Safe and Civil Schools Materials, Common Area Expectations, CUBS Committee, Counselor, Routines and Procedures, Staff

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**Strategy 1 Safe and Orderly School Environment/Positive Behavior Support**


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

**Leaders:** Michelle Tish, Madonna Lopez, Ilse Brindley

**Benchmark:** Increased levels of safety and civility as measured by school climate surveys and reduced number of discipline referrals. Reduction in percent of student discipline referrals, decrease in percent of students placed in ISS/OSS, and increased student attendance.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Reimplementation training of Safe and Civil School including Foundations in common areas and CHAMPS in the classrooms. This committee will conduct yearly update/review training for staff. Meetings will be held one time per month to review campus needs.	CUBS committee, Ilse Brindley, Madonna Lopez	Reduced number of discipline referrals	April
2 Conduct an annual school safety and climate survey for students in fifth grade, school staff, and all parents. The Safe and Civil Schools Team will analyze and share survey results and make recommendations for continuous improvement in the areas of safety and climate.	Madonna Lopez, Ilse Brindley	Surveys completed, recommendations made through Comprehensive Needs Assessment	April
3 Continue implementation (2nd year) of a positive behavior reinforcement system. Revise menus as needed. Train and expect staff to focus on and recognize positive behavior.	Ilse Brindley	Reduced number of discipline referrals	January
4 Continue to hold CUBS team meetings once a month to monitor emergency operations, safety plans, emergency drills, and to seek continuous improvement regarding the safety and security of the campus.	Madonna Lopez, Ilse Brindley	Meeting agenda and minutes	June

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**Strategy 2 Drug, Violence, Bullying Prevention and Response**


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Instruction for drug, violence, and bullying prevention at Tarver Elementary is a combination of guidance lessons and the Life Skills curriculum. Our counselor will implement guidance lessons that occur in the general education classroom in K-5th grade.



**Leaders:** Ilse Brindley

**Benchmark:** 100% of classes receive drug, violence, and bullying prevention lessons and understand a common language and system of reporting. Decrease in discipline referrals, increase in attendance rates, lesson plans documented.

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Conduct regularly scheduled classroom guidance lessons at all grade levels in order to prevent violence, bullying, and the use of drugs, tobacco, and alcohol.	Ilse Brindley	Counselor logs	June
2 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.	Ilse Brindley	Counselor log, campus calendar	October
3 Communicate and inform students and parents of the online bullying website to provide a means of defining and reporting bullying.	Michelle Tish, Ilse Brindley	Documentation and communication	October
4 Use the District's School Resource Officers as needed to assist in the promotion and maintenance of a safe and orderly environment.	Michelle Tish, Madonna Lopez	Decreased number of incidences of violence	April

**Strategy 3 Positive Behavioral Support**

Utilizing positive behavior strategies and maximizing instructional time will be a focus at Tarver Elementary. Behavioral Rtl will provide systemic support for interventions for severe behavior problems. Behavioral strategies that are flexible and meet the needs of a culturally diverse population of students and those with attention difficulties will be needed to minimize the time students are out of placement.

**Leaders:** Cindy Allman, Ilse Brindley, Michelle Tish, Madonna Lopez,

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

**Funds:** None

**Costs:** None

**FTES:** None

Item	Responsible	Evaluation	Dates
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1	Require teachers to refer students with more than three days of ISS/OSS to the RtI Committee for the development of a specific Behavior Intervention Plan (BIP). This BIP will include follow-up dates to review progress for students needing behavior support. Behavior Intervention Plans may be used for general education students as well as students who qualify for special services.	Michelle Tish, Cindy Allman	Increase in number of students using BIPs, decrease in number of office referrals	January
2	For any student (regular education or special program) whose ISS, OSS, or DAEP placement vary by more than 10% from any subgroup, the student will be reviewed at RtI and a BIP will be established.	Michelle Tish, Cindy Allman	RtI and discipline documentation	April
3	Continue to focus on implementation of the new positive reinforcement system "Tiger P.A.W.S." as a way to recognize students who have been observed following our guidelines for success. All staff are expected to be observed rewarding Tiger P.A.W.S. to deserving students throughout all aspects of the day.	Michelle Tish, All Staff	Increase in number of Tiger P.A.W.S. handed out, decrease in number of office referrals	October

**Strategy 4 General Counseling and Prevention Programs**

Our campus guidance counselor will offer guided group counseling and will coordinate various support services and special events to assist in providing a safe and secure atmosphere for all students.

- Leaders:** Ilse Brindley
- Benchmark:** Decrease in the % of student discipline referrals, decrease in % of students receiving small group or individual counseling services
- Funds:** Local Budget
- Costs:** \$60,000
- FTES:** 1

Item	Responsible	Evaluation	Dates	
1	Implement the District's bullying prevention curriculum and policy.	Ilse Brindley, Michelle Tish	Curriculum reviewed and revisions made to counseling lesson plans	October
2	Communicate bullying reporting policy and protocol to school staff, parents, and students through guidance lessons and newsletters.	Ilse Brindley, Michelle Tish	System data collection	January
3	Implement conflict resolution techniques with small groups as needed to reinforce conflict resolution efforts in the classroom and in other school campus areas.	Ilse Brindley	Counselor logs, bullying curriculum guidelines	June



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4	Continue to provide all staff with annual required training to include: suicide prevention, sexual abuse awareness, and bullying awareness prevention. Implement protocols to address concerns.	Ilse Brindley	Annual required training documented and completed	October
5	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.	Ilse Brindley	Counselor logs	June
6	Conduct regularly scheduled classroom guidance lessons at all grade levels in order to improve student self-esteem as well as prevent violence, bullying, and the use of drugs and alcohol.	Ilse Brindley	Counselor logs	June
7	Develop and coordinate age-appropriate career awareness activities to inform students of career clusters as recommended in the Achieve Texas initiative.	Ilse Brindley	Calendar of events	April

## Goal # 4:

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

### **Resources:**

Announcements, Emails, Newspapers, Reward Charms, Parent Postcards, Attendance Banners, Perfect Attendance Celebrations, Hallway Bulletin Boards.

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**Strategy 1 Parental Involvement and Engagement**


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Tarver Elementary will provide parents with skills and strategies to use with their children at home to support their classroom learning by providing opportunities for parental involvement. We will focus on building a "community feeling" where parents are invited to be a partner in the education of their child.

**Leaders:** Michelle Tish

**Benchmark:** Increased opportunities for parental involvement measured by number of events, participation in events, and parental feedback on parent surveys.

**Funds:** Local Funds

**Costs:** \$500

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Use technology to encourage parent communication through campus website, classroom teacher sites, email, web surveys, Skylert, Monthly Parental Involvement Newsletters, Monthly Calendars, and Monday Memos from teachers.	Michelle Tish, Madonna Lopez, Classroom Teachers	Documentation of letters and Skylerts, survey results	October
2 Develop and implement a campus Parental Involvement Policy that is reviewed and evaluated annually in collaboration with parents serving on the Campus Improvement Team. The policy will be published on our campus website.	Michelle Tish, Campus Improvement Team	CIT Minutes, Website	January
3 Provide two evening parent training sessions in collaboration with teachers focused on components of guided reading, writing workshop, and Math the Belton Way. Parents will be provided with ideas and resources that they can implement at home to help their child be successful in school.	Michelle Tish, Madonna Lopez, Tish Shope	Sign-in sheets, agendas, survey results	January
4 Require teachers to hold parent-teacher conferences where proficiency levels expected of students will be discussed and the Parent Compact will be reviewed. Teachers will also be required to schedule a conference or to contact a parent anytime a report card grade falls below 70. Contact will be documented in Aware under the journal tab.	Michelle Tish, Celia Ray, Classroom Teachers	Sign-in sheets, agenda, survey results	October

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**Strategy 2 Student and Staff Recognition, Celebrations, and Morale**


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Tarver Elementary recognizes the importance of providing individual students, staff members and teams of teachers with specific recognition based upon performance. Celebrations will occur in a variety of ways including announcements at faculty meetings, thank you notes, BRAGS on the morning announcements, awards ceremonies, and/or mass emails.

**Leaders:** Michelle Tish

**Benchmark:** Parent satisfaction surveys, increased attendance, retention of teachers, paraprofessionals, and office employees

**Funds:** Activity Account

**Costs:** \$1,000.00

**FTES:** None

Item	Responsible	Evaluation	Dates
1	Recognize and reward staff perfect attendance for each 9 weeks of school.	Michelle Tish, Madonna Lopez	Increased staff attendance October
2	Create a committee to plan an annual event where BISD seniors who were former Tarver students are invited back to campus to be recognized by our students and staff. (The first group of Tarver 5th graders are now seniors.) The seniors will be invited to speak with 3rd-5th grade about the importance of studying, setting goals, having perseverance, making good decisions, etc.	Michelle Tish, Isle Brindley	Event scheduled October
3	Recognize students for various accomplishments. These include, but are not limited to: Tarver Terrific Tiger, A and AB Honor Roll, Attendance, AR Certification, All-E Conduct, Birthday Recognition, etc.	Michelle Tish, Madonna Lopez, Ilse Brindley	Increase the percentage of students receiving awards each year June
4	Recognize and show appreciation to all staff monthly by leaving a small gift with inspirational message in their box.	Madonna Lopez, Michelle Tish, Terry Haas	Improved morale, survey results April
5	Provide teachers with "Thumbs-Up-Good-Job" postcards to recognize students who demonstrate excellent character, make positive choices, and demonstrate leadership. Students will have post card read during morning announcements and mailed home as well as receive a "Thumbs-Up-Good-Job" charm for their Tarver necklace.	Michelle Tish, Sharon Brown	Survey results April
6	Host staff luncheons in conjunction with CHEER Committee twice a semester to build staff unity and relationships. Luncheons will have a fun theme appropriate to the time of year.	Terry Haas, CHEER Committee	Improved survey results, staff morale April

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**Strategy 3 Business and Community Partnerships**


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Tarver Elementary will develop and encourage business and community partnerships that connect education, work, and community services.

**Leaders:** Michelle Tish, Ilse Brindley

**Benchmark:** Increase in parent, business, and community participation.

**Funds:** Activity Funds

**Costs:** \$500.00

**FTES:** None

Item	Responsible	Evaluation	Dates
1 Reestablish connection with Ft. Hood Adopt-A-School Unit. Meet with commander to discuss ways they can help, volunteer, and mentor in school. Request their help with Career Day, the school carnival, and the Fun Run.	Michelle Tish, Ilse Brindley	Increased presence of troops on campus	October
2 Conduct activities to involve parents and community members such as Career Day (for each K-2 and 3-5), mentoring programs, field trips, literacy events, and Red Ribbon Week.	Ilse Brindley, Michelle Tish	Surveys returned for activities	April
3 Continue campus participation in the Scott & White St. Patrick's Day 5K/10K benefitting McLane Children's Hospital.	Michelle Tish, Stephani Wilson	Increased participation over last year	April
4 Solicit volunteers from parents and grandparents who come to school extremely early every day to pick up their child. Use these people to help teachers and students.	Michelle Tish, Madonna Lopez	Increase number of parent volunteers	January
5 Design a system that is convenient for teachers to communicate needs effectively with volunteers.	Michelle Tish, PTA	Program created, new partnerships created	October
6 Continue partnership with Scott & White to provide preventative programs to our students to include bike safety and dental care.	Stephani Wilson, Amy Recker	Surveys returned for activities	April

## Goal # 5:

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

### **Resources:**

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

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


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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)	Michelle Tish	Met Standard rating achieved	June
2	Conduct a comprehensive needs assessment in order to determine needs for the campus.	Merl Brandon, Michelle Tish	CIT minutes, STAAR data, readiness data, attendance data, discipline referral data, parent surveys, public hearing minutes	January
3	Provide high quality, research-based instruction and intervention that meets the needs of all children.	Michelle Tish, Teachers	Increased student achievement	June
4	Allocate funds to provide supplemental supplies to strengthen the core academic program on Title I campuses.	Celia Ray, Michelle Tish	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, Michelle Tish, Heather Ward, Emily Payne	STAAR scores, progress monitoring data	June
6	Maintain documentation of teachers' Highly Qualified status.	Todd Schiller, Celia Ray, Michelle Tish	Annual Principal Attestation	January
7	Notify parents of students whose class is taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by NCLB.	Todd Schiller, Michelle Tish	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, Tish Shope	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, Michelle Tish	Parent surveys, agendas, sign-in sheets	October



10	Provide supplemental support for effective parental involvement activities to the campuses.	Celia Ray, Noemi Berumen, Michelle Tish	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, Michelle Tish	Sign in sheets, agendas, minutes, Parent Compact document	June
12	Increase electronic communications with parents.	Celia Ray, Michelle Tish	Web pages, parent survey responses, use of emerging technology by teachers, Skylert reports	June
13	Collaborate with general classroom teachers and participate in parent involvement and staff development activities.	Celia Ray, Michelle Tish, Heather Ward, Emily Payne	Sign-in sheets, minutes, parent conference documentation	June
14	Coordinate and integrate federal, state and local funds and resources such as in-kind services and program components.	Celia Ray, Michelle Tish	Purchase orders, Invoices	June
15	Set aside funds for services to students who are classified as homeless and not attending Title I campuses.	Celia Ray, Michelle Tish	Skyward records, student service folders	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, Michelle Tish
- 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 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)	Deanna Lovesmith, Flori Zuniga-Gray	Increased scores on state assessment	October
2	Administer a home language survey to each new student upon enrollment.	Campus LPAC Committee, Kathy Smith, 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.	Michelle Tish, 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, Michelle Tish, Flori Zuniga-Gray	LPAC minutes, OLPT test scores	October

5	Obtain parent permission to place identified ELL students in the appropriate language program according to LPAC recommendations within the first 20 days of enrollment.	LPAC Representative, Teachers, Michelle Tish	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, Michelle Tish, Flori Zuniga-Gray, Yolanda Sarinana	Classroom observation, 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, Michelle Tish	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, Michelle Tish, Certified Bilingual/ESL Teachers	ESOL class rosters, Newcomer identified students, summer school attendance data, classroom walkthroughs	October
10	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process by involving them in the LPAC, providing ESL parent classes, and informational classes for student college entry.	LPAC Members, Classroom Teachers, Flori Zuniga-Gray, Yolanda Sarinana, District Translators	LPAC training sign-in, parent volunteer list, documents of translated material for parents, Café Con Leche sign-in sheets	October
11	Notify parents of their student's language program placement and their child's language progress.	LPAC Committee, Teachers, Yolanda Sarinana, Flori Zuniga-Gray	Signed parent notification form, student progress report	October
12	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for LEP students. These include but are not limited to ELL Symposium, Language and Literacy, ELL strategies, ESL Academy and Sheltered Instruction.	Flori Zuniga-Gray, Michelle Tish, 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.	Michelle Tish, 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.	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.	Michelle Tish, Flori Zuniga-Gray, Robert Meyer, Yolanda Sarinana	LPAC assessment training, sign-in sheets, accommodations minutes	October

**Strategy 4 Migrant Education**

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

**Leaders:** Flori Zuniga-Gray

**Benchmark:** Number and percentage of students identified as Migrant who are receiving services and passing state assessments.

**Funds:** Title I Part C

**Costs:** \$5,414

**FTES:** None

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



**Strategy 5 Dyslexia**

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

**Leaders:** Celia Ray

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

**Funds:** Local Budget, State Compensatory Program

**Costs:** \$305,829

**FTES:** 8

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

**Strategy 6 State Compensatory Education**

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

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

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

**Funds:** State Compensatory Education Funds

**Costs:** \$2,977,558

**FTES:** 66.72

Item	Responsible	Evaluation	Dates
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1	Conduct a needs assessment to determine areas requiring assistance prior to building the State Compensatory Education budget. Special attention should be paid to the needs of the students who did not pass the End of Course exams for the 13-14 school year.	Celia Ray, Deanna Lovesmith	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, Kathy Smith, Heather Ward, Emily Payne	PEIMS Report of At-risk students, 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.	Kathy Smith, Heather Ward, Emily Payne	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, Michelle Tish	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) and summative information in the form of STAAR/EOC scores and final Readiness results.	Michelle Tish	Progress reports, report cards, District goal reports	June
7	Fund the dyslexia program based on the percent of students in the District identified as at-risk.	Celia Ray	Summative evaluation data, accounting records	June
8	Support funding for full day pre-kindergarten program.	Deanna Lovesmith	MClass Reports, increased student readiness for transition into kindergarten	October
9	Continue to develop budget focusing on students at-risk for failing EOC exams.	Karen Little, 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 will all state and federal guidelines as it serves identified students.

<b>Leaders:</b>	Karen Little
<b>Benchmark:</b>	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.
<b>Funds:</b>	IDEA-B Grant, State Special Education Funds, Local Budget
<b>Costs:</b>	\$8,194,183
<b>FTES:</b>	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, Michelle Tish	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, Michelle Tish, Heather Ward, Emily Payne, Madonna Lopez	Special education software reports, Intervention team meeting logs, State Performance Plan Indicators	June
3 Train staff to participate in the ARD decision-making process. Emphasis will be placed on participation on the new STAAR A test.	Karen Little	Sign-in sheets	April
4 Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Karen Little	Sign-in sheets, employee certification documentation	June
5 Address appropriate instruction and activities that lead to successful transitioning of students with disabilities to post-secondary placements.	Karen Little	Documentation in Individual Education Plan (IEP), State Performance Plan Indicators	June
6 Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Michelle Tish, Karen Little	Employee certification documentation	June
7 Increase the percent of students with an individual education plan graduating from high school with a Minimum, Recommended or Distinguished graduation plan.	Karen Little Michelle Tish	State Performance Plan Indicator, Graduation Plans	June
8 Increase the proficiency rate for children with disabilities against grade level standards and alternative achievement standards in the subject areas of reading, writing, math, science and writing.	Karen Little Michelle Tish	STAAR math, science and writing scores, State Performance Plan Indicators	June
9 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, Michelle Tish, ARD Committee Members	Student schedules, State Performance Plan Indicators, STAAR test results	June



10	Serve all students referred by Part C special education services prior to age 3, who are found eligible for Part B services, by developing an individual education plan developed by their third birthday.	Karen Little	State Performance Plan Indicators, ARD documentation	June
11	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, Michelle Tish	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
12	Improve practices to monitor residential facilities in order to maintain compliance with the RF Tracker system.	Karen Little	100% compliance in RF Tracker system	June
13	Provide training on each campus for teachers and administrators regarding the new STAAR assessment system and STAAR participation requirements.	Michelle Tish, Karen Little	Attendance logs, training materials	June
14	Ensure teachers who serve students who receive specially designed instruction receive professional development on grade level TEKS and standards.	Karen Little, Jennifer Letts, Michelle Tish	Professional development attendance logs, lesson plans	April

**Strategy 8 Gifted and Talented**

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

- Leaders:** Sam Wilds
- Benchmark:** 100% of State plan requirements are implemented, extended learning opportunities for G/T students, satisfaction reflected in G/T annual survey.
- Funds:** Local Budget, State G/T Funds
- Costs:** \$556,870
- FTEs:** 10.2 FTEs at secondary level

Item	Responsible	Evaluation	Dates	
1	Provide structured awareness training for all campuses to increase consideration, nomination, and placement of students in underrepresented populations.	Sam Wilds, Michelle Tish	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, Michelle Tish	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, Erin Sims, Heidi Baker, Sarina Sierra, Laura Houston	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, Michelle Tish, Erin Sims, Heidi Baker, Sarina Sierra, Laura Houston	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, Michelle Tish	Teacher rosters/schedules	October
7	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Michelle Tish	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, Michelle Tish	Teacher training files, teacher staff development records	October
10	Provide campus staff development on an annual basis to review policies regarding the G/T curriculum, program models and acceleration/credit by exam options.	Sam Wilds, Michelle Tish	Meeting minutes	October
11	Provide parents/community with information regarding the Gifted and Talented Program. These communications will be provided in English and Spanish when needed and will include parent meetings at the campus, newspaper articles, memos/letters to parents, Gifted and Talented performance reviews and information about G/T services in the classrooms.	Sam Wilds, Michelle Tish	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
12	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Sam Wilds, Michelle Tish	PEIMS reports, surveys, lesson plans	October

**Strategy 9 Section 504**



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

**Leaders:** Karen Little, Sandra Velo, Michelle Tish

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

**Funds:** Local Funds

**Costs:** \$83,440

**FTES:** 1

Item	Responsible	Evaluation	Dates
1 Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
2 Evaluate students 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	Section 504 evaluation paperwork, supporting documentation/evidence	June
3 Identify students for services based on eligibility as determined by four committee questions regarding student impairment and substantial limitation(s) in the classroom.	Sandra Velo, Campus 504 Committee	504 eligibility documentation	June
4 Review student individual academic plans at least tri-annually to determine level of service and accommodations needed. If student progress indicates a need for review, the 504 Committee will reconvene to revise the individual academic plan.	Sandra Velo, Campus 504 Committee	Section 504 annual meeting documentation	June
5 Carefully monitor the number of days identified 504 students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Sandra Velo, Michelle Tish, Madonna Lopez	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:** Michelle Tish, Denise Whitley, Classroom Teacher(s), Ilse Brindley

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

**Funds:** Local Funds

**Costs:** \$20,000.00

**FTES:** 2

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

**Strategy 11 Student Success Initiative**

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

**Leaders:** Michelle Tish, 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 in grades K-5 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.	Michelle Tish, Madonna Lopez, Heather Ward, Emily Payne, Ilse Brindley, Classroom Teacher(s), RtI Team	Lesson plans, RtI documentation, progress monitoring data	October
2	Provide immediate, intensive, targeted intervention programs for those students in grades K-5 who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Michelle Tish, Madonna Lopez, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans	October
3	Ensure that students in grade 5 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Michelle Tish, Madonna Lopez, 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.	Madonna Lopez, Madonna Lopez, 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.	Michelle Tish, Madonna Lopez, 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-5 students during the regular school day, with flexible grouping of up to six students.	Michelle Tish, Madonna Lopez, ARI/AMI Teachers, Classroom Teacher(s), Denise Whitley	Lesson plans, student STAAR scores, ARI/AMI student plans, progress monitoring data	April
7	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grade 5.	Michelle Tish, Madonna Lopez, 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



<p>8 Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 3-8. Whether they are in an SSI grade (grade 5 or 8) or a non-SSI grade (grades 3, 4, 6, or 7), 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. Accelerated instruction may require participation by the student before or after normal school hours or at times of the year outside normal school operations.</p>	<p>Michelle Tish, Madonna Lopez, Classroom Teacher(s), ARI/AMI Teachers, Denise Whitley</p>	<p>Confidential student reports, accelerated Instruction documentation, attendance rosters</p>	<p>June</p>
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**Strategy 12 Homeless Education (Project HEARTBEAT)**

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

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

Item	Responsible	Evaluation	Dates
1 Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless Liaison and/or Homeless Caseworker.	Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
2 Provide the federal meal program for homeless students.	Carrie Phipps, Celia Ray, Noemi Berumen	PEIMS records, case management files, family reports	June
3 Use Title I funds to provide services for homeless students on all campuses.	Celia Ray	PEIMS records, case management files, family reports	June
4 Coordinate additional services for homeless students. These services may include transportation, medical, dental or mental health services that meet student need.	Noemi Berumen, Celia Ray	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

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**Strategy 13 Disciplinary Alternative Educational Program**


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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, Michelle Tish

**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.	Michelle Tish, Madonna Lopez, 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, Michelle Tish	Passing scores on assessments	June
6 Continuously improve instruction at all levels through specific lesson cycles, differentiated instruction, and consistent expectations.	Emilio Olivares	Increased student engagement, reduced discipline incidents, improved student success	January
7 Improve security procedures throughout campus by consistently monitoring and increasing structure in the classroom and during transitions.	Emilio Olivares, DAEP Staff	Decreased security and discipline incidents, Foundations implementation surveys	January
8 Reduce the number of discipline incidents as compared to 2013-2014 through counseling, increased structure, and consistent monitoring of students.	Emilio Olivares, DAEP Staff	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



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## Attendance

### GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	95.9	96.5	98.0	



## STAAR Math

### GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	71	85	100	
Male	72	85	100	
Female	69	85	100	
Hispanic	60	80	100	
White	74	85	100	
Eco Disadv	66	80	100	
Gifted	100	100	100	
At Risk	64	80	100	

### GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	70	85	100	
Male	74	85	100	
Female	65	85	100	
African-American	50	80	100	
Hispanic	87	90	100	
White	67	85	100	
Eco Disadv	67	80	100	
Gifted	100	100	100	
At Risk	47	80	100	

### GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	96	95	100	
Male	93	95	100	
Female	100	95	100	
African-American	100	95	100	
Hispanic	100	95	100	
White	97	95	100	
Eco Disadv	100	95	100	
Gifted	100	100	100	



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At Risk

91

95

100

## STAAR Reading

### GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	82	90	100	
Male	72	85	100	
Female	89	90	100	
Hispanic	82	90	100	
White	82	90	100	
Eco Disadv	75	85	100	
Gifted	100	100	100	
At Risk	63	85	100	

### GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	74	85	100	
Male	73	85	100	
Female	75	85	100	
African-American	80	85	100	
Hispanic	80	85	100	
White	70	85	100	
Eco Disadv	77	85	100	
Gifted	100	100	100	
At Risk	50	80	100	

### GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	96	95	100	
Male	93	95	100	
Female	100	95	100	
African-American	100	95	100	
Hispanic	92	95	100	
White	97	95	100	
Eco Disadv	95	95	100	
Gifted	100	100	100	



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At Risk

96

95

100

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**STAAR Science****GRADE: 5**

<b>Student Group</b>	<b>Current</b>	<b>Annual</b>	<b>Long-Term</b>	<b>Notes</b>
All Students	70	85	100	
Male	73	85	100	
Female	65	85	100	
African-American	50	80	100	
Hispanic	54	80	100	
White	77	85	100	
Eco Disadv	53	80	100	
Gifted	100	100	100	
At Risk	48	80	100	

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**STAAR Writing**
**GRADE: 4**

<b>Student Group</b>	<b>Current</b>	<b>Annual</b>	<b>Long-Term</b>	<b>Notes</b>
All Students	65	85	100	
Male	56	85	100	
Female	80	85	100	
African-American	29	80	100	
Hispanic	79	85	100	
White	67	85	100	
Eco Disadv	52	80	100	
Gifted	100	100	100	
At Risk	47	80	100	

2014-2015

**TARVER ELEMENTARY CAMPUS IMPROVEMENT PLAN**

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