



**Belton Independent School District
Campus Improvement Plan
2016-2017**

BELTON HIGH SCHOOL

Summary

This 2016-2017 plan for Belton High School 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 Belton High School.

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

Vision

Belton High School will be a frontrunner in implementing technology, encouraging teacher innovation, and preparing our students to pursue their goals of higher education or entering the workforce of tomorrow.

Mission Statement

Belton High School will provide a safe and supportive environment for students to learn the values, knowledge, and skills necessary to succeed and excel in our community and beyond.

Belief Statements

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

Needs Assessment Data Documentation

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

- * Review of district goals
- * Review of campus goals
- * Drop-out rates
- * Attendance data
- * Discipline records
- * Student surveys
- * State and/or federal planning requirements
- * Student failure and/or retention rates
- * Prior year campus and/or district improvement plans
- * SAT and/or ACT results
- * Analysis of Special Education population
- * Analysis of At-Risk population
- * College readiness data
- * Class size
- * Disaggregation of current-year state assessment data
- * STAAR test results
- * Campus needs assessment
- * HB5 Community and Engagement Rating data
- * Disaggregated AP test results

Goals & Strategies

Goal # 1:

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

Resources:

Time, Teachers, Staff, Special Education Staff, Parent Support, Technology, Curriculum Directors, Instructional Facilitators, Administrative Staff, Counselors, Rtl Committee, Attendance Clerks, PEIMS Clerk, Eduphoria, High School Allotment, EOC Standards and Performance Histories

Strategy 1 Technology Initiatives

BHS launched a campus wide 1:1 project which provided an iPad for every staff member and every student. Belton High School will continue to foster a 1:1 initiative in all classrooms for the 2016-2017 school year.

Leaders: Chris duBois, Lori Burch

Benchmark: Improvement of technology assessment results, survey data, STAAR results.

Funds: Local Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Continue to expand the use of an online learning management system (LMS). Continue to provide instruction and practice in use of Homeroom and Apollo. All Teachers will use and maintain Homeroom from the start of school.	Chris duBois, Lori Burch	Number of class assignments managed in an online environment, Homeroom and Apollo use logs	April
2 Provide teachers professional development on the use of technology and the SAMR model.	Lori Burch	Training provided, lesson plans, walkthroughs	October
3 Hold parent orientation meetings to provide information and answer questions about care, use, and supervision of iPads.	Lori Burch	Sign-in sheets, agendas	October
4 Provide age-appropriate internet safety and digital literacy instruction to all students.	Lori Burch, Counselors	Lessons plans, schedules	January
5 Continue to showcase exemplary use of technology in the classroom by featuring student work on campus website and for the public.	Tricia Mitchell, Lori Burch, Teachers	Student work, walkthroughs, SAMR counts	April

Strategy 2 Student Attendance

Explore ways to motivate better attendance. Increase focus on creating challenging, engaging, student centered instructional environments so that students do not want to miss school.

Leaders: Chris duBois

Benchmark: Campus attendance rate will meet or exceed 96%.

Funds: State Compensatory Funds, Activity Funds

Costs: \$50,000



FTES: 1.5 FTE for Attendance / Truancy Clerks

Item	Responsible	Evaluation	Dates	
1	Develop and implement a plan to increase the attendance rate to 96%.	Chris duBois	96% attendance rate	April
2	Improve communication and prioritize attention to attendance issues.	Chris duBois, Sandy Garrett, Assistant Principals, Clint York, Teachers	Decrease in number of students appearing in court for attendance concerns, increased attendance rates at each campus	January
3	Develop attendance incentives including expansion of semester exam exemptions. Offer reserved parking privileges and re-institute school-wide attendance awards by grading periods. Work with PTSO to offer perfect attendance incentives for each 9 weeks.	Chris duBois, Tricia Mitchell	1.7 percentage point increase in attendance	October
4	Initiate parent conferences or home visits when students have 5 unexcused absences. 2nd period teachers will contact home when students have 3 or more absences. Ensure awareness of 5 parent note limit.	Assistant Principals, Teachers	96% attendance rate, parent contact logs	January
5	Ensure attendance interventions (Rtl) are in place. Continue to provide for make-up of attendance hours for students exceeding absence limits for award-of-credit.	Assistant Principals, Truancy Clerks, Saturday School Teachers	Consistent and timely student follow-up, Rtl interventions, make-up opportunities are in place	January
6	Explore implementation of competitive incentive activities (Tiger Cup) to motivate student performance including attendance rates.	Chris duBois, Clint York	Increase daily attendance	April
7	Monitor weekly attendance follow-ups by APs and increase cooperation and communication with Court when necessary.	Chris duBois	Increase daily attendance	October

Strategy 3 Special Education

Belton High School offers a continuum of services for special populations. BHS will continue to provide high quality service to all students receiving special education services and work to close gaps in assessment performance between special education students and all student groups.

Leaders: Chris duBois, Claudia Knox, Sharron Stephenson
Benchmark: 85% of all students will meet standard on state assessments in all content areas.
Funds: Local Budget, IDEA Funds
Costs: \$1,675,000
FTES: 43

Item	Responsible	Evaluation	Dates
------	-------------	------------	-------

1	Continue to review individual student needs and progress to determine if students should be considered for accommodations through Section 504 or if consideration for special education services is needed.	Chris duBois, Crystal Wiley, Counselors, Rtl Committee	Rtl meetings conducted every three week period	October
2	Enhance strength of transition services for adult aged students through innovative programming targeted at minimizing differences between at-school and out-of-school experiences and routines for students.	Chris duBois, Claudia Knox, Sharron Stephenson, Jaima Ferguson, Margaret Chadwick	Transition goals met	June
3	Continue research-based instructional support for all students receiving special education services. Strategies should be evident in lesson plans and observable in classrooms. Teachers will document instructional accommodations and modification of content.	Chris duBois, Claudia Knox, Sharron Stephenson	Students are successful in learning goals, increase in assessment scores	June
4	Continue to develop innovative programming and inclusion experiences for students receiving special education services. Continue to enhance Partners, DELTA, and AIMS Inclusion support.	Chris duBois, Claudia Knox, Sharron Stephenson	Increased student access to general curriculum	June
5	Examine trends in special education dismissal processes.	Chris duBois, Claudia Knox, Sharron Stephenson, Jennifer Ramirez	Evaluation of enrollment data	April
6	Continue to support students needing behavioral intervention and support in the regular educational setting. Extend AIMS Inclusion supports in regular classrooms by providing professional development in behavior support strategies to teachers. Affirm and verify Safe and Civil Schools elements.	Chris duBois, Claudia Knox, Austin Crawley, Sharron Stephenson	Decrease in discipline referrals, increased performance on assessments	April
7	Provide quality professional development to all instructional staff to support the needs of special populations. Content modifications, assessment accommodations, behavior supports, AIMS goals and strategies, and differentiation techniques will be included.	Chris duBois, Claudia Knox, Sharron Stephenson, Jennifer Ramirez	Professional development schedule, sign-in sheets	April
8	Strengthen ARD processes by ensuring appropriate feedback from teachers and direct involvement in ARD processes by case managing teachers and counselors.	Chris duBois, Claudia Knox, Sharron Stephenson	Continuation of case management process, consistent feedback provided	April

Strategy 4 Special Programs

Belton High School has a variety of programs and services for special populations with the goal to close achievement gaps by providing quality instruction and appropriate intervention for struggling students.

Leaders: Chris duBois, Tricia Mitchell

Benchmark: 85% of all students will meet standard on state assessments in all content areas.

Funds: Local, State and Federal Funds

Costs: \$150,000

FTES: 2.5

Item	Responsible	Evaluation	Dates
1	Ensure core content teachers have ELPS strategies embedded into lesson plans using language objectives.	Tricia Mitchell, Assistant Principals	Lesson plans June
2	Enhance ELL support for ESL students in their third year by providing an additional writing/reading elective. Provide an additional ESL inclusion teacher to support ELL students throughout the school year in core classes.	Laura Morales Johnson, Yolanda Sarinana, Tricia Mitchell	Improvement on TELPAS, EOC scores June
3	Continue using Sheltered Instruction Protocols and language objectives for increasing ELL student achievement.	Chris duBois, Tricia Mitchell, Assistant Principals, Content Leaders	Walkthrough observations reflect meaningful use of Sheltered Instruction Protocols April
4	Identify strategies to increase student achievement on all STAAR tests for students served in special programs.	Tricia Mitchell, Assistant Principals, Content Leaders	Classroom walkthroughs, campus master schedule, evaluation of inclusion services October
5	Cluster ELL students into three tiers to aid in scheduling based on ability level.	Laura Morales Johnson, Tricia Mitchell, Counselors	Improvement on TELPAS, EOC scores June
6	Ensure that students are referred for consideration of Section 504 supports as necessary.	All Staff	Section 504 safeguards in place October
7	Evaluate the status of the campus GT program semi-annually using the campus level evaluation form.	Tricia Mitchell, Pre-AP Teachers	Campus level evaluation form April
8	Implement strategies to increase the number of students taking and scoring a three or higher on Advanced Placement Exams. Increase attention to incorporating and simulating AP exam items and tasks for AP courses (Free Response items and rubrics, DBQs, etc.)	Tricia Mitchell, Chris duBois	Walkthroughs, increased student achievement June



9	Review/improve syllabi of designated AP courses. New syllabi will be submitted to the College Board for approval.	AP Teachers, Sam Wilds, Team Leaders, Tricia Mitchell	New syllabi accepted by College Board, increased student achievement on AP assessments	June
10	Continue to implement a plan for delivery of quality PSAT prep activities for 9th, 10th, and 11th grade math and ELA classes. Provide teachers with specific materials and ideas for incorporating practice in regular instruction.	Tricia Mitchell, Math and ELA Teachers	Plan developed and implemented, increase in PSAT results	October
11	Implement specific instruction and practice opportunities for PSAT, SAT and ACT test preparation through Kaplan that results in quality preparation for the exams. Offer PSAT preparation through study halls throughout the school year.	Sam Wilds, Tricia Mitchell	Plan developed and implemented, increased student achievement on assessments	October

Strategy 5 Instructional/ Curricular Resources and Practice

Belton High School will implement multiple strategies and activities to improve instruction and positively impact student achievement.

Leaders: Chris duBois, Tricia Mitchell

Benchmark: Performance gaps decrease between special populations and all-student groups.

Funds: State Funds, Local Budget

Costs: \$150,000

FTES: 2.8

Item	Responsible	Evaluation	Dates	
1	Provide a framework for team leader/content leader collaboration and accountability to ensure fidelity in instructional practice. Include attention to preparing and conducting instructional data talks, supporting technology integration, reinforcing campus norms and culture, and mentoring responsibilities.	Tricia Mitchell, Chris duBois	Teacher feedback, meeting agendas and minutes, walkthroughs	January
2	Leverage master schedule design to afford team leaders/content leaders opportunity to provide in-the-day support to colleagues through mentoring, partnering, and coaching activities.	Chris duBois, Clint York, Tricia Mitchell	Teacher feedback, meeting agendas and minutes, walkthroughs, T-TESS	January
3	Implement a formal mentoring program to foster support to novice teachers and teachers in need of improvement.	Tricia Mitchell	Teacher feedback, retention rate, walkthroughs, T-TESS	April

4	Assist with the instructional materials implementation process for math, social studies and fine arts to include consideration of digital textbooks and other digital instructional materials for use in classrooms in 2016-2017.	Tricia Mitchell, Lori Burch, Instructional Coaches	Materials adopted, iTunes U Course submitted to C&I for approval	June
5	Evaluate appropriateness of iTunes U for curriculum management. If appropriate, continue use of iTunes U for curriculum management in social studies and other core subjects whereby selected resources can be disseminated to teachers and students.	Tricia Mitchell, Lori Burch, Instructional Coaches	Teachers access curriculum documents	April
6	Utilize instructional coaches and team leaders/content leaders to support core content teachers with curriculum implementation, data disaggregation, and on-site professional development.	Tricia Mitchell, Instructional Coaches, Team Leaders/Content Leaders	IC calendar, data disaggregation, professional development	June
7	Continue to develop teachers on writing measurable content and language objectives and embedding formative assessments into instruction.	Instructional Coaches	Walkthroughs, lesson plans	June
8	Continue to implement differentiation strategies, interventions, and supports for struggling students. Provide pull out programs for students needing intense interventions throughout the spring semester.	Chris duBois, Team Leaders/Content Leaders, Teachers	Increase in assessment scores of at-risk students, walkthroughs, lesson plans	January
9	Add a writing component to all common assessments in math, science, and social studies. Provide math and science teachers with high quality professional development that will support writing goals across the curriculum.	Tricia Mitchell, Clint York, Counselors	Lesson plans, common assessments, EOC scores	June
10	Meet with parents to discuss discipline, attendance and academic progress. Provide tutorials throughout the year with transportation.	Chris duBois, Tricia Mitchell, Assistant Principals, Counselors	Common Assessments, EOC scores	June
11	Add an English II EOC course for English I EOC failures.	Tricia Mitchell, Clint York, Counselors	EOC scores	October
12	Provide summer school for students eligible to retake the EOC in July.	Tricia Mitchell, Clint York, Counselors	Lesson plans, common assessment data, EOC scores	October
13	Enroll seniors who have not passed the US History EOC in a Government EOC course.	Tricia Mitchell, Clint York, Counselors	Lesson plans, Common Assessments, EOC scores	October
14	Ensure that all field trips are aligned to course objectives and campus learner goals.	Chris duBois, Tricia Mitchell, Amanda Necessary	Lesson plans, field trip forms	June
15	Continue implementation of Instructional Rounds practices at BHS using the Rounds Momentum Plan focused on identified learning targets and student performance.	Chris duBois, Tricia Mitchell, Rounds Team	Rounds agendas, artifacts, faculty and PLC agendas	January

 Strategy **6 Post-Secondary Planning/College and Career Readiness**

Belton High School prepares students for post-secondary success by providing a rigorous curriculum embedded with lessons focused on job skill development as well as offering enhanced CTE and AP programs.

Leaders: Amanda Necessary, Carolyn Poulter, Counselors, Tricia Mitchell, Sam Wilds

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

Funds: State and Local Funds, CTE Funds, High School Allotment, Perkins Grant

Costs: \$225,000

FTES: 9

Item	Responsible	Evaluation	Dates
1 Implement SAT and ACT review sessions by Kaplan to assist students in test preparation.	Sam Wilds, Tricia Mitchell	Improved SAT and ACT scores	April
2 Conduct conferences with students whose results on the PSAT reflect a 50% chance or greater of scoring a 3 or higher on AP exams to encourage participation in AP courses.	Counselors	Increased enrollment in AP courses	April
3 Continue to communicate and implement HB5 graduation plan changes.	Amanda Necessary, Counselors	HB5 graduation plans communicated and implemented	April
4 Continue a CTE Advisory Council that meets a minimum of four times a year.	Amanda Necessary	Agendas, sign-in sheets	October
5 Ensure students receive instruction in completing applications, writing resumes, interviewing, and developing employability skills in CTE courses.	Amanda Necessary	Lesson plans, walkthroughs	October
6 Identify certification/licensure opportunities to be implemented during the 2016-2017 school year.	Amanda Necessary	Increase in certification opportunities for students	October
7 Provide information to students and parents about College and Career Readiness Standards.	Counselors	Post-secondary planning tool, samples of information made available to students and parents	January
8 Continue AVID at BHS with three additional sections being added for the 2016-2017 school year.	Elayne Kaufman, Emily Edelhauser, Lucy Bowman, Counselors	Master schedule reflects AVID, increase in number of students in AP courses	October
9 Review TEA defined graduation and dropout data and develop strategies for decreasing the dropout rate.	Clint York, Crystal Wiley, Chris duBois, Counselors	Increased completion and graduation rates	June



10	Conduct annual Post Secondary Planning Conferences with all students in grades 9-12.	Counselors	Record of conferences in Aware, 100% of students participate in conferences	April
11	Continue to enhance curriculum and activities to leverage input from industry partners so that teachers and students learn prevailing industry standards.	Amanda Necessary, Carolyn Poulter	Curriculum documents, meeting agendas	April

Strategy 7 Data Analysis/Campus Support for Students in Need

Students master content at varying rates and need different levels of intervention to meet learning targets. BHS will identify and implement effective interventions, including the monitoring of student data to determine effectiveness of interventions. Instructional coaches will assist in improvement of classroom instruction.

- Leaders:** Chris duBois, Tricia Mitchell
- Benchmark:** 85% of all students will meet or exceed state assessment standards in reading, writing, math, science and social studies.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Continue to work with the Coordinator of ELA, Cindy Boney, to analyze and revise instruction in STAAR EOC classrooms.	Cindy Boney, Tricia Mitchell, Team and Content Leaders	Increased passing rate on EOC assessments	June
2	Utilize coaching and walkthrough instruments to address measurable objectives and short cycle formative assessments to guide conversations with teachers regarding timely feedback to students.	Chris duBois, Tricia Mitchell, Crystal Wiley	Revised instruments, coaching notes	June
3	Implement a refined Rtl framework to address the academic and behavior needs of identified students.	Chris duBois, Tricia Mitchell, Crystal Wiley, Assistant Principals, Counselors	Campus RTI worksheet, professional development, progress monitoring, state assessment results	June
4	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.	Chris duBois, Tricia Mitchell, Claudia Knox, Sharron Stephenson Crystal Wiley, Teachers	Identified groups, common assessment data, STAAR results	June

Strategy 8 Improvement of Writing Instruction

There is a need for increased focus on writing instruction. This focus will extend to all content areas.

Leaders: Chris duBois, Tricia Mitchell, Crystal Wiley, Cindy Boney

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

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Review state assessment data and curriculum unit plans for writing with administrators to build awareness of mandated writing activities and the need for monitoring and oversight at the campus level.	Tricia Mitchell, Crystal Wiley, Team Leaders, Content Leaders	Increased knowledge of writing activities in unit plans, improved oversight of writing, increased student achievement	October
2	Require teachers to use writing rubrics to assess student writing as outlined in the District's curriculum unit plans.	Tricia Mitchell, Crystal Wiley, Team Leaders, Content Leaders	Expectations and rubrics developed and communicated, lesson plans	October
3	Conduct analysis of student writing samples each semester with instructional coaches.	Tricia Mitchell, Crystal Wiley, Team Leaders, Content Leaders	Writing samples reviewed, discussions in meetings regarding writing	April
4	Continue to work with ELA teachers on the writing workshop model, including fidelity in application of EOC writing rubric.	Tricia Mitchell, Cindy Boney, Team Leaders, Content Leaders	Teacher training conducted, sign-in sheets, increased student achievement	April
5	Include writing items on each secondary ELAR common unit assessment and on a minimum of 50% of common unit assessments in math, science, and social studies.	Tricia Mitchell, Crystal Wiley, Team Leaders, Content Leaders, Cindy Boney	Assessments built in Aware, results disaggregated and analyzed	April
6	Add an English II EOC course for English I EOC failures.	Tricia Mitchell, Clint York, Counselors	EOC scores	October

Strategy 9 Extracurricular Programs

Belton High School offers multiple extracurricular activities for students that compliment the academic program. Participation rates are high in grades 9-12. BHS will continue to monitor results and explore opportunities for students and groups to showcase talents and abilities through performance and competition.

Leaders: Chris duBois, Richard Thomas, Amanda Necessary, Bob Shipley

Benchmark: Number of extracurricular activities or participants advancing to regional levels and above, number of athletic scholarships awarded.

Funds: Local Budget, Fundraising, Booster Support

Costs:

FTES: 79 (All programs- number of teaching periods not considered)

Item	Responsible	Evaluation	Dates	
1	Revise the Tiger Academic Initiative to include student athletes in grades 10-12 to support NCAA eligibility preparation.	Mike Morgan	Sign-in sheets, NCAA eligibility reports	June
2	Implement anti-bullying awareness and prevention strategies for coaches and athletes.	Bob Shipley	Strategies identified and implemented, decreased incidences of bullying	April
3	Provide training to staff to ensure understanding of and compliance with all UIL rules and regulations.	Chris duBois, Bob Shipley	Training conducted, sign-in sheets	October
4	Continue to implement recommendations from the Texas Association of School Business Official's Fine Arts Review and monitor progress.	Richard Thomas	Completed action items from TASBO review	June
5	Evaluate 2016-2017 results by each UIL group in band, choir and orchestra. Meet with teachers to develop goals and strategies to improve student performance.	Richard Thomas	Review conducted, goals determined, UIL results	June
6	Ensure budgetary and administrative support to all co-curricular and extracurricular groups such as Academic UIL, Challenge team, Mock Trial, BEST Robotics, VASE exhibitors, etc.	Chris duBois, Richard Thomas	Participation levels, budgets in place	October
7	Continue to actively increase opportunities for student engagement in Skills USA Contests	Amanda Necessary, Chris duBois	Increased participation in Skills USA contests	April
8	Implement UIL Cheer Competition this school year and plan for the addition of a freshman cheer squad in 17-18.	Chris duBois, Bob Shipley	UIL results, completion of implementation plan, cheer squad selected	October

Goal # 2:

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

Resources:

Campus Retention Data, Staff Development Records, Teachers, Campus Administration, Curriculum and Instruction Staff, District Administration

Strategy 1 Support for Personnel

Belton High School offers a variety of professional development opportunities for teachers. Most professional development has been focused on student performance trends. BHS will use multiple sources of data to develop professional development opportunities to meet the individual needs and interests of teachers.

Leaders: Chris duBois, Tricia Mitchell, Amanda Necessary

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

Funds: Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1	Incentivize teacher attendance at after school professional development opportunities by implementing a reward system.	Chris duBois, Tricia Mitchell, Lori Burch	Increased voluntary participation at trainings and events April
2	Increase the frequency of classroom walkthroughs from 2015-2016 to provide teachers additional meaningful feedback about instruction and learning.	Chris duBois, Assistant Principals, Tricia Mitchell, Amanda Necessary, Carolyn Poulter, Richard Thomas	Walkthrough data April
3	Support new teachers through targeted professional development, the instructional coaching model, and the assignment of mentors.	Tricia Mitchell, Team Leaders, Content Leaders	Climate surveys reflect greater satisfaction and sense of support June
4	Conduct surveys of professional development satisfaction and preferences.	Chris duBois, Tricia Mitchell, Lori Burch	Surveys administered and analyzed April
5	Recognize achievements of faculty, staff, and administration.	Chris duBois, Tricia Mitchell	Meeting agendas, newsletters, releases, communications April
6	Continue to provide a supportive climate for teachers and staff that includes realistic expectations, strong support systems, mentoring, and focused professional development.	Chris duBois, Assistant Principals, Tricia Mitchell, Content Leaders, Amanda Necessary	Teacher attendance and retention data and analysis June
7	Provide regular feedback from Internal Rounds to teachers in order to reinforce positive effort and growth toward identified learning targets and performance for students.	Chris duBois, Tricia Mitchell, Internal Rounds Team	Agendas, Rounds artifacts January

Strategy 2 Leadership Development

The professional development of campus leadership is critical to the ongoing success of the campus. BHS administrators will participate in quality leadership development activities to increase leadership capacity and instructional expertise.

Leaders: Chris duBois

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

Funds: Local Funds

Costs: \$6,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Participate in Instructional Rounds training at the District level to increase collaboration, instructional knowledge and expertise.	Chris duBois, Tricia Mitchell, Assistant Principals, Teachers	Rounds data analysis	April
2 Review classroom walkthrough data at least monthly during weekly staff meetings and discuss instructional implications. Data will be used to inform decisions about curriculum, instruction, and professional development.	Chris duBois, Tricia Mitchell, Assistant Principals, Amanda Necessary	Data reviewed at meetings, further instructional PD needs identified	January
3 Engage campus leaders in professional development related to instructional leadership. Utilize resources such as ASCD subscriptions and conferences.	Chris duBois, Tricia Mitchell	Travel forms, purchase orders, minutes from meetings, book study artifacts	April
4 Ensure engagement of campus leaders in professional organizations to increase exposure to news and tools related to campus needs and trends.	Chris duBois	Invoices	April
5 Continue to expand Instructional Rounds training to include more teacher leadership and build instructional capacity of campus administrators.	Chris duBois, Tricia Mitchell	Agendas, Rounds artifacts	January

Strategy 3 Professional Development for Core Content Instruction

Belton High School is committed to providing quality instruction to all students. Professional development is designed to support teachers by strengthening their skills to facilitate learning for all students. Professional development is implemented based on instructional needs of teachers, student learning, state curriculum initiatives, data from classroom walkthroughs, and use of the BISD curriculum.

Leaders: Chris duBois, Tricia Mitchell, Instructional Coaches, Team Leaders, Content Leaders

Benchmark: Students will meet or exceed performance targets on state assessment in all areas tested.

Funds: Local Budget

Costs: \$17,500

FTES: None

Item	Responsible	Evaluation	Dates	
1	Support teachers in writing measurable content and language objectives.	Tricia Mitchell, Team Leaders, Content Leaders, Assistant Principals	Lesson plans, walkthroughs	January
2	Provide training to core teachers in the areas of language acquisition, differentiation, traits of good writing, and reading comprehension strategies.	Tricia Mitchell, Kim Christy-Anderson, Instructional Coaches	Sign-in sheets	June
3	Continue to support teachers in aligning assessment to instruction.	Tricia Mitchell, Team Leaders	Walkthroughs	April
4	Develop and implement a 2016-2017 professional development plan that addresses lowest achievement areas.	Chris duBois, Tricia Mitchell	Plan developed and implemented	April
5	Provide constant and immediate feedback to teachers pertaining to instruction and learning.	Instructional Coaches, Team Leaders, Content Leaders, Assistant Principals	Improvement in scores	April
6	Encourage teachers to attend the Secondary Learning Summit and provide opportunities for teachers to reflect on their learning during inservice.	Chris duBois, Tricia Mitchell	Reflections	October
7	Support social studies teachers with implementation of DBQs and other short answer writing prompts.	Tricia Mitchell, Austin Crawley, Megan Crook, Dominic White	Common assessment and benchmark data	April
8	Monitor implementation of writing activities to ensure they are aligned with the District curriculum and writing rubrics.	Chris duBois, Tricia Mitchell, Content Leaders, Sandy Garrett, Jennifer Smithwick, Cindy Boney	Common assessment and benchmark data	April
9	Provide Project-Based Learning and Homeroom professional development sessions to teachers.	Tricia Mitchell, Instructional Coaches, Content Leaders, Lori Burch	Sign-in sheets, walkthroughs	April
10	Support team leaders and content leaders through focused meetings and professional development opportunities.	Tricia Mitchell, Instructional Coaches, Lori Burch	Meeting agendas	January
11	Provide professional development to teachers on the SAMR and SIOP models. Target teachers who are new to Belton High School.	Chris duBois, Assistant Principals, Tricia Mitchell, Lori Burch	Meeting agendas	April

Goal # 3:

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

Resources:

Code of Conduct, ISS and DAEP Staff, Campus Discipline Framework, Security Cameras, Safe and Civil Schools , Raptor Software, Emergency Operations Protocols, Campus Safety Committee, District Anti-Bullying Resources, Skylert

Strategy 1 Crisis Management

Belton High School staff members are provided crisis management training every year. Survey results indicate a need for teachers to be better prepared to handle emergency situations. Emergency operations and procedures and crisis prevention and planning will be emphasized throughout the school year.

Leaders: Chris duBois, Ted Smith, Austin Crawley

Benchmark: 100% of staff trained, drill logs completed.

Funds: Local Funds

Costs: \$11,900

FTES: None

Item	Responsible	Evaluation	Dates
1 Provide training for teachers and students on suicide prevention, sexual abuse, and bullying awareness and prevention.	Counselors	Sign-in sheets	April
2 Increase awareness and clarify procedures for emergency drills and preparedness through faculty and planning meetings.	Chris duBois, Ted Smith, Austin Crawley	Completion of monthly drill(s)	April
3 Implement recommended changes from the Safety Audit to address areas of concern.	Chris duBois, Ted Smith, Austin Crawley	Audit results submitted through the state reporting system, identified areas addressed	October
4 Use the Skylert system to provide communication to parents in the event of a school closure or emergency.	Chris duBois	Use of Skylert system	June
5 Convene the Campus Safety and Security Committee a minimum of four times to review campus emergency operations, revise campus crisis procedures, plan campus drills and conduct safety assessments.	Chris duBois, Ted Smith, Austin Crawley	Minutes from committee meetings, updated plans and procedures	April
6 Conduct one emergency operations drill each semester using table top and/or active drills with students and staff.	Chris duBois, Ted Smith, Austin Crawley	Emergency operations training log, Rapid Responder usage website	June
7 Establish a Campus Threat Assessment Team (CTAT) to appropriately analyze and respond to identified student threats.	Chris duBois, Ted Smith, Robert Atmar	List of committee members, minutes from meetings	April
8 Provide yearly CPI training for designated staff to ensure compliance with guidelines.	Claudia Knox, Sharron Stephenson	Sign-in sheets	April

Strategy 2 Safe and Orderly Environment

Belton High School will maintain a safe and secure environment conducive to student learning.

Leaders: Chris duBois, Assistant Principals

Benchmark: Reduction in discipline referrals, reduced number of students assigned to the Disciplinary Alternative Education Program (DAEP), increase in student attendance, decrease in student infractions in the community as reported by local law enforcement agencies.

Funds: Local Funds

Costs: \$4,500

FTES: None

Item	Responsible	Evaluation	Dates
1 Continue to promote positive behavioral strategies by peer conflict remediation.	Chris duBois	Reduction in number of referrals	June
2 Transmit clear expectations through the campus discipline framework and Safe and Civil School norms by both teachers and students. Perform data walks twice a semester by SACS members.	Chris duBois, Austin Crawley, Claudia Knox	Decrease in referrals	June
3 Review data from the site evaluation performed by Laura Hamilton and develop a Safe and Civil Schools implementation plan for the school year. Participate in SACS Intervention Training.	Chris duBois, Austin Crawley, Claudia Knox, Foundations Team	Data walks, development and implementation of plan	October
4 Clarify expectations, campus norms, and the Student Code of Conduct through grade level meetings at start of school.	Chris duBois	Decrease in referrals	October
5 Increase monitoring of all student transitions by reviewing the campus staff duty system.	Chris duBois, Megan Crook, Austin Crawley	Decreased misbehaviors and referrals during transitions	October
6 Modify ISS procedures and processes to include attention to restorative elements and reflection opportunities to assist in reducing repeat assignments.	Claudia Knox, Jennifer Smithwick, ISS Monitors	Reduced frequency in ISS, reduction in repeat assignments, peer mediation log	January
7 Communicate bullying prevention and response protocols to staff, students and parents.	Chris duBois, Assistant Principals, Counselors	Agendas, lesson plans, referrals	April
8 Instruct students on how to obtain assistance and intervention in the event they are bullied or abused verbally, physically, or sexually.	Counselors	Counselor logs, lesson plans	January

9	Implement and schedule drug, alcohol and tobacco prevention and gang awareness training at BHS using Belton/Temple SROs.	Chris duBois, Ted Smith, Counselors	Calendar of events, schedule of lessons	April
10	Inform students, parents, teachers and community members of procedures for reporting drug and safety issues.	Chris duBois, Jennifer Smithwick, Ted Smith, Mike Morgan	Information communicated in multiple formats	October
11	Conduct surveys of faculty, parents and students in grades 9 and 11.	Chris duBois	Survey results, actions implemented due to survey data	April
12	Identify and implement strategies to keep the special populations under 10% placement in ISS, OSS, and DAEP.	Chris duBois, Assistant Principals	Disaggregation of data	June
13	Use Communities and Schools (CIS) to provide student behavior management guidance and accountability sessions along with other services when students are in need.	CIS Staff, Assistant Principals, Counselors	CIS monthly reports	June

Goal # 4:

Belton High School will promote shared partnerships between students, parents, school, community, and alumni to ensure clear, informative, timely, concise communications and foster cooperation and support among stakeholders.

Resources:

Newsletters, WebPage, Marquee, Parent Connection, Skylert (Automated Phone System), Traditional Media Outlets, Social Media, Showcase and Partnership Opportunities

Strategy 1 Parental Involvement

Belton High School has many parents involved in extra-curricular activities and booster organizations. More parental involvement from parents is desired. BHS will implement strategies aimed at increasing connections with parents.

Leaders: Chris duBois, Tricia Mitchell, Amanda Necessary, Sponsors and Directors, Counselors

Benchmark: Increased parent attendance and involvement across campus activities and events.

Funds: Activity Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Host parent workshops for college planning and assist parents in understanding financial aid processes.	Counselors	Sign-in sheets, meeting agendas	October
2	Implement Career of the Month seminars for 9th graders to build career awareness and assist in 4-year planning.	Counselors, Tricia Mitchell, Amanda Necessary	Calendar of seminars	April
3	Initiate an Advanced Academic Booster Club.	Tricia Mitchell, Team Leaders	Implementation of program	October
4	Develop and implement a workshop series for parents aimed at assisting them in supporting students with work and expectations in core classes.	Tricia Mitchell, Team Leaders	Sign-in sheets, agendas	January
5	Solicit and utilize parent volunteers through PTSO. Expand service opportunities for parents at BHS.	Tricia Mitchell, Sandy Garrett	Increase in parental involvement	April
6	Offer more evening sharing and showcase opportunities for parents. Build incentives for students to bring parents to Open House, Technology Showcase, etc.	Chris duBois, Tricia Mitchell, Lori Burch	Program calendar, participation	April
7	Solicit more parental involvement in campus decision making teams, focus groups and panels.	Chris duBois, Tricia Mitchell	Sign-in sheets, committee rosters	April
8	Improve communication with stakeholders who are English language learners.	Chris duBois, Tricia Mitchell	Increased communications available in Spanish	April



Strategy 2 Communication

It is important to Belton High School and to students and families for the website, marquee, and social media accounts to stay current with postings of activities and events. Belton High School will focus on enhancing awareness and communication about activities and events through monthly newsletters and Skylerts.

- Leaders:** Chris duBois, Tricia Mitchell, Claudia Knox (Facebook), Ted Smith (Twitter)
- Benchmark:** Increased contacts with parents and community members about school happenings.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Develop communication materials and strategies to inform parents of traffic patterns, campus news, and campus events.	Chris duBois, Tricia Mitchell	Skylert data, sample documents	January
2 Increase use of Skylert to communicate with constituents.	Chris duBois	Number of parents/guardians who create Skyward Access accounts	June
3 Continue strong social media presence for BHS events.	Chris duBois, Tricia Mitchell, Claudia Knox, Ted Smith	Increased social media metrics	January

Strategy 3 Community Partnerships and Outreach

Belton High School benefits from partnership and support from various community constituents. Campus operations, activities and programming will be enhanced through increased connections, communication and partnerships in the community.

- Leaders:** Chris duBois, Tricia Mitchell, Amanda Necessary, Bob Shipley, Richard Thomas
- Benchmark:** Increased partnerships and awareness evident in communications, responses and involvement.
- Funds:** Local Funds
- Costs:** \$500
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Educate students about community service expectations on college applications and encourage more students to participate in community service. projects.	Counselors	Schedule of class visits	January

2	Develop and implement a mentoring program and pursue mentoring and/or tutoring by Adopt-A-Unit.	Austin Crawley	Schedule of involvement	April
3	Develop community relations for Career of the Month seminars.	Tricia Mitchell, Amanda Necessary, Counselors	Schedule of seminars	October
4	Continue to engage a broad cross-section of the community on the Campus Site-Based Team to encourage active participation in shaping the direction of the campus.	Chris duBois	Campus SBDM team composition and attendance	June
5	Collaborate with area business leaders to develop CTE priorities.	Amanda Necessary	Priorities developed and communicated	January
6	Continue annual Community Job Fair for high school seniors whereby local employers accept applications and interview Belton graduates.	Amanda Necessary	Job Fair implementation, number of participants	April
7	Continue with Texas Bioscience Institute, UMHB, TC and other area partnerships. Refine or expand as appropriate to meet student needs.	Counselors	Increased number of course offerings for students	January
8	Identify and enlist partners to guide and support campus community service efforts.	Tricia Mitchell, Club Sponsors	Student community service opportunities developed and completed	January

Goal # 5:

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

Resources:

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



Strategy 1 Title II, Part A

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

- Leaders:** Deanna Lovesmith, Celia Ray, Chris duBois
- Benchmark:** 90% of students at each campus will meet or exceed state standards in all subject areas tested.
- Funds:** Title II Part A
- Costs:** \$48,500
- FTES:** Instructional Coach Secondary Social Studies

Item	Responsible	Evaluation	Dates
1 Provide additional funds for professional development opportunities for teachers to improve instructional practices and student achievement.	Celia Ray	Improved summative and formative assessment scores and nine weeks grades, Title II expenditures, lesson plans	June
2 Ensure that instructional coordinators 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	Coaching notes, walkthroughs	June
3 Use Title II, Part A funds to provide professional development activities for administrators and teachers to address instructional strategies.	Deanna Lovesmith, Celia Ray	Agendas, minutes, summative evaluation data	June
4 Use Title II, Part A funds to provide support as needed to teachers through test reimbursement so that they can attain ESL certification.	Celia Ray, Lauren Brisbin	Skyward records, increased number of teachers holding multiple certifications	June
5 Provide sign-on bonuses to teachers who are new to the District and teaching in positions requiring bilingual certification.	Celia Ray, Lauren Brisbin	Skyward records	June

Strategy 2 Title III Part A Language Instruction for Limited English Proficient and Immigrant Students

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

- Leaders:** Deanna Lovesmith, Lauren Brisbin, Yolanda Sarinana
- Benchmark:** Increase Bilingual/ESL STAAR State Assessment Scores in Reading, Math and Writing to 75%. Increase Bilingual/ESL STAAR scores for Science and Social Studies to 70%.

Funds: Title III Part A
Costs: \$74,330
FTES: None

Item	Responsible	Evaluation	Dates	
1	Identify and implement strategies to increase ELL achievement on state assessments.	Deanna Lovesmith, Lauren Brisbin	5% gain on all STAAR assessments	June
2	Identify students as ELL according to state criteria and approved Oral Language Proficiency Test (OLPT).	Lauren Brisbin, Yolanda Sarinana	OLPT test scores, LPAC minutes	October
3	Identify students as immigrants if they are age 3-21, were born outside the US and are in their first 3 full academic years in a US school.	Lauren Brisbin, Yolanda Sarinana	PEIMS data, parent interviews	October
4	Identify LEP student needs by conducting a needs assessment.	Lauren Brisbin, Yolanda Sarinana	PBMAS report, TELPAS and STAAR results	October
5	Provide high quality instruction for ELL and immigrant students to develop English proficiency and help students meet improve on all state assessments by at least 5%. Identify student needs and strategically provide interventions for students.	Lauren Brisbin	STAAR assessments	October
6	Ensure that teachers in bilingual language instruction programs are fluent in both English and any other language used for instruction.	Lauren Brisbin, Calvin Itz	Bilingual certifications, BTLPT, local assessment	October
7	Provide extended learning opportunities such as a Newcomers class, ESOL I and II, and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Lauren Brisbin, Yolanda Sarinana	Lesson plans, TELPAS scores, summer school attendance data, classroom walkthroughs	October
8	Assist parents in helping their children to improve their academic achievement by becoming active participants in the educational process and involving them in the LPAC process, providing ESL parent classes, and informational classes for student college entry.	Yolanda Sarinana	LPAC training sign-in, parent volunteer list, documents of translated material for parents	October
9	Provide professional development opportunities that target language proficiency and address speaking, listening, reading, and writing for ELL students.	Lauren Brisbin	STAAR assessments, TELPAS, professional development records	June
10	Continue to encourage secondary English teachers to obtain ESL certification by providing professional development for ESL test preparation.	Lauren Brisbin, Calvin Itz	Sign-in sheets, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October



11	Provide training and support to teachers so that they can attain ESL and Bilingual certification.	Lauren Brisbin, Yolanda Sarinana	Sign-in sheets from ESL preparation courses, on-line registration for Bilingual support class, Sign-out sheet for ESL and Bilingual study guides	October
12	Provide funding for teachers to attend conferences specific to ESL instruction.	Lauren Brisbin	Budget and expenditure reports	October
13	Notify parents of language program placement of their child, and provide them with their child's language progress.	LPAC Committee, Teachers, Yolanda Sarinana	Signed parent notification form, student progress report	October
14	Allocate funds to provide supplemental supplies to campuses according to the ELL numbers at the campus.	Lauren Brisbin	Budget and expenditure reports	October
15	Ensure participation of an LPAC representative at all ARD meetings for ELL students. The LPAC member will help in making decisions that ensure the language needs of the LEP student are met.	Lauren Brisbin, Campus Principals, LPAC Representative	Minutes of ARD and LPAC meetings	October
16	Provide campuses LPAC, TELPAS, and Woodcock Munoz training.	Lauren Brisbin, Yolanda Sarinana	Sign-in sheets	October

Strategy 3 Migrant Education

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

- Leaders:** Deanna Lovesmith, Celia Ray
- Benchmark:** Students advancing to the next grade level, passing state assessments, regular school attendance, passing grades.
- Funds:** Title I Part C
- Costs:** \$7,439
- FTES:** Shared Service Agreement ESC 12

Item	Responsible	Evaluation	Dates	
1	Contract with ESC 12 to train District Staff and Parents on Priority for Services (PFS) criteria.	ESC 12 MEP Coordinator/Yoland a Rollins, MSC/Maricela Hernandez, PFS Instructor	Application supports Shared Service Arrangement, MEP overview session sign-in, agenda, handout	October
2	Ensure that Migrant Priority for Service Student Reports are run monthly. Each monthly PFS report will be mailed and also sent electronically to the Superintendent by the second Friday of each month.	NGS Data Specialist/Cecilia Payan	Copies of emails with PFS Reports attached and sent to Superintendent	June



3	On a monthly basis, the ESC 12 MEP Staff will review the PFS reports to determine possible academic intervention(s) needed. In consultation with principals, counselors, and teachers a Migrant Individualized Education Plan (MIEP) will be developed for each PFS student.	MEP Coordinator/Yolanda Rollins, MSC/Maricela Hernandez, PFS Instructor	Report cards, teacher observations	June
4	Review the academic status of each PFS student after each nine week grade reporting period. The MIEP will be revised to address the needs of each student at risk of or not meeting all academic standards.	MEP Coordinator, Migrant Counselor, PFS Instructor, MSC, Campus Staff	Report cards, teacher observations	June
5	Include services, strategies, and interventions by non-migrant funded programs in the MIEP of each PFS student.	MEP Coordinator, MEP Counselor, PFS Instructor, Campus Principal, Counselor, Teachers	Migrant Individualized Education Plan, Title I A, Title III A	June
6	Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.	MEP Coordinator, MEP Counselor, PFS Instructor, Campus Principal, Counselor, Teachers	MSC and MEP staff logs, time and effort reflecting services/time spent with students	June

Strategy 4 Dyslexia

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

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: \$204,052

FTES: [9]
Director of Interventions & Testing, Teacher (4), Aide (5)

Item	Responsible	Evaluation	Dates
1	Identify students as active or monitored depending upon the level of intervention and services needed.	Campus Principal, 504 Committee, Teacher(s)	504 Committee documentation October
2	Provide instruction for dyslexic students utilizing individualized, intensive, multisensory, phonetic methods (ie. Dyslexia Training Program, Take Flight, or Dyslexia Intervention Program).	Vickie Dean, Campus Principal	504 Committee documentation April



- | | | | | |
|---|--------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|-------|
| 3 | Schedule 504 meetings to review eligibility and determine if accommodations are necessary. | Campus Principal,
Sandra Velo | 504 Committee
documentation | April |
|---|--------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|-------|

Strategy 5 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:** \$3,043,378
- FTES:** 121.15

Item	Responsible	Evaluation	Dates
1	Celia Ray, Deanna Lovesmith	EOC test results, progress monitoring data	June
2	Celia Ray, Counselors	PEIMS at-risk report, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3	Celia Ray	PEIMS at-risk report, completed at-risk student profile sheets	June
4	Deanna Lovesmith, Celia Ray	Increased student achievement	June
5	Celia Ray, Campus Principal	Readiness test results, STAAR/EOC scores, report cards	June



6	Communicate student progress to parents through formative information (three-week progress reports, report cards, benchmark data and student progress toward district academic goals), summative information in the form of STAAR/EOC scores and final Readiness results.	Celia Ray, Campus Principal	Progress reports, report cards, District goal reports	June
7	Continue to develop the budget focusing on students at-risk for failing EOC exams.	Celia Ray, Kim Christy-Anderson	SCE budgeted items for EOC failures	October

Strategy 6 Special Education

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

Leaders: Jennifer Ramirez

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

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

Costs: \$10,392,000

FTES: 204

Item	Responsible	Evaluation	Dates
1 Identify and connect special education parents with resources to assist special needs students as they transition out of high school.	Jennifer Ramirez	Resources communicated to parents and students	October
2 Conduct an internal focus group to evaluate and study the AIMS program. Make recommendations for improvements to the program as determined necessary including the structure of the program, professional development, parent communication and staffing.	Deanna Lovesmith, Jennifer Ramirez	Student success, increased achievement	April
3 Develop plans and budgets to comply with SB507 regarding videotaping in special education classrooms where students are served for at least 50% of the instructional day.	Jennifer Ramirez	Video recording plan developed and budgeted	October
4 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.	Jennifer Ramirez, Campus Principals	Processes in place, appropriate placement of students	June

5	Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.	Jennifer Ramirez, Campus Principals, Intervention Team Members, Assessment Personnel	Special education software reports, intervention team meeting logs, State Performance Plan Indicators	June
6	Train staff to participate in the ARD decision-making process to make decisions determining participation of students in STAAR, STAAR-A, or STAAR-Alt 2.	Jennifer Ramirez, Jennifer Letts, Sandra Nagy	Sign-in sheets	April
7	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Jennifer Ramirez, Campus Principal	Sign-in sheets, employee certification documentation	June
8	Address appropriate instruction and activities that lead to successful transitioning of students with disabilities to post-secondary placements.	Jennifer Ramirez	Documentation in Individual Education Plan (IEP), State Performance Plan Indicators	June
9	Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Jennifer Ramirez, Campus Principals	Employee certification documentation	June
10	Increase the percentage of students with an individual education plan who graduate from high school completing the Foundation Plan and meeting HB 5 EOC passing requirements.	Jennifer Ramirez, Campus Principals	State Performance Plan Indicator, graduation plans	June
11	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.	Jennifer Ramirez, Campus Principals	STAAR math, science and writing scores, State Performance Plan Indicators	June
12	Increase the percentage of students (taking STAAR and STAAR-A) with individual education plans served in the general education classroom for more than 60% of the school day to support access to the general education curriculum as necessary to meet standards on the STAAR and STAAR-A test.	Jennifer Ramirez, Campus Principals, ARD Committee Members	Student schedules, State Performance Plan Indicators, STAAR test results	June
13	Implement strategies to ensure the academic needs of students with disabilities are met by providing TEKS instruction at the appropriate grade level in the least restrictive environment. Monitor growth on a monthly basis with emphasis placed on closing the gap between current performance and grade level standards.	Jennifer Ramirez, Campus Principals	State Performance Plan Indicators, STAAR results for students served by special education, grade level assessment data	June
14	Improve practices to monitor residential facilities in order to maintain compliance with the RF Tracker system.	Jennifer Ramirez	100% compliance in RF Tracker system	June



15	Ensure individual education plan progress reports are provided to parents at each reporting period when report cards are issued.	Jennifer Ramirez, Campus Principals, Sandra Nagy, Jennifer Letts, Special Education Teachers	eSped documentation	June
16	Ensure teachers who provide specially designed instruction receive professional development on grade level TEKS and standards.	Jennifer Ramirez, Jennifer Letts, Campus Principals	Professional development attendance logs, lesson plans	April

Strategy 7 Gifted and Talented Education

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

- Leaders:** Sam Wilds
- Benchmark:** 100% of State Plan requirements are implemented, extended learning opportunities for G/T students, satisfaction reflected in G/T annual survey.
- Funds:** Local Funds, State G/T Funds
- Costs:** \$2,732,643
- FTEs:** 10.2 FTEs at secondary level

Item	Responsible	Evaluation	Dates	
1	Provide structured awareness training for all campuses to increase consideration, nomination, and placement of students in underrepresented populations.	Sam Wilds	Increase in student nomination data across underrepresented populations	October
2	Ensure all Campus Placement Committee members have 30 hours of training in gifted education and receive update training on a yearly basis.	Sam Wilds, Campus Principals	Ongoing teacher training records, Eduphoria workshop data	October
3	Ensure all Campus Placement Committee members review individual data prior to student placement committee decisions.	Sam Wilds, Campus Placement Committee Members	Placement meeting signatures	October
4	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Campus Principals	Teacher rosters/schedules, training database	October
5	Require designated G/T teachers to complete appropriate training (30 clock hours of Gifted and Talented training and 6 hours of update training annually).	Sam Wilds, Campus Principals	Teacher training files, teacher staff development records	October
6	Participate in College Board Early Participation Program designed to better prepare students for the rigor of AP, PSAT 8/9 and PSAT/NMSQT.	Sam Wilds, Secondary Principals	Records of College Board activities, increase in scores in PSAT/NMSQT and AP exams	October



7	Provide campus staff development on an annual basis to review policies regarding the G/T curriculum, program models and acceleration/credit by exam options.	Sam Wilds, Campus Principals	Meeting minutes	October
8	Provide parents/community with information regarding the Gifted and Talented Program. These communications will be provided in English and Spanish when needed and will include parent meetings at the campus, newspaper articles, memos/letters to parents, Gifted and Talented performance reviews and information about G/T services in the classrooms.	Sam Wilds	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
9	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Sam Wilds	PEIMS reports, surveys, lesson plans	October
10	Conduct an annual evaluation of the District GT program.	Sam Wilds	Campus level GT Evaluation Reports, District Level GT Evaluation Report	October

Strategy 8 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: Jennifer Ramirez, Sandra Velo, Chris duBois

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

Funds: Local Funds, State Funds

Costs: \$96,905

FTES: Coordinator of Dyslexia and 504

Item	Responsible	Evaluation	Dates
1 Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
2 Evaluate students referred by administrators, Rtl Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June



3	Identify students for services based on eligibility as determined by four committee questions regarding student impairment and substantial limitation(s) in the classroom.	Sandra Velo, Campus 504 Committee	Section 504 eligibility documentation	June
4	Review student individual academic plans at least tri-annually to determine level of service and accommodations needed. If student progress indicates a need for review, the 504 Committee will reconvene to revise the individual academic plan.	Sandra Velo, Campus 504 Committee	Section 504 annual meeting documentation	June
5	Monitor the number of days identified 504 students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Sandra Velo, Campus Administrators	MDRs scheduled by the 10th day out of placement	June

Strategy 9 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: Chris duBois, Vickie Dean, Classroom Teacher(s), Campus Counselor

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

Funds: Local Funds

Costs: \$45,000

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 Interventions and Testing to coordinate homebound services.	Vickie Dean	Student identified as needing services	October
2	Provide GEHI to eligible students a minimum of four hours per week. The homebound teacher will coordinate lessons and assignments with the classroom teacher and schedule times of service with the parent during the 504 meeting.	Vickie Dean, GEH Instructor	GEHI log, schedule of services	October
3	Maintain documentation on GEHI at the campus and submit appropriate reports to the PEIMS office.	Vickie Dean, Judy Stapper, GEH Instructor	GEHI log, schedule of services	October

Strategy 10 Career and Technical Education

Belton ISD will ensure that all secondary students are provided with the opportunity to enroll in career and technical education programs which enhance their perception of the value of academic skills while assisting them in making connections between education and the real world of work.

Leaders: Amanda Necessary

Benchmark: Number of CTE students with Indicator Code of 2 or 3, total FTEs of students in CTE, number of students receiving certifications, and number of CTE courses receiving dual credit or articulated college credit.

Funds: Carl D. Perkins Federal Grant, State Funds, Local Funds

Costs: \$2,967,334

FTEs: 38.5

Item	Responsible	Evaluation	Dates
1 Implement Computer Science program for the 2016-2017 school year.	Amanda Necessary	Teacher participation in PD, student enrollment in course	October
2 Develop and implement a plan to increase opportunities for students to participate in SkillsUSA competitions.	Amanda Necessary	SkillsUSA enrollment	October
3 Credential all CTE teachers that teach courses that can be taken for articulated credit through the ATC crosswalk.	Amanda Necessary	Course catalog, state ATC crosswalk listing	October
4 Continue a CTE Advisory Council that meets a minimum of two times a year.	Amanda Necessary	Advisory Council established, sign-in sheets	October
5 Ensure students receive instruction in completing applications, writing resumes, interviewing and developing employability skills in CTE courses.	Amanda Necessary	Review of lesson plans, walkthroughs	October
6 Ensure all ARD meetings contain a CTE component whereby special needs students and their parents receive information regarding course options and career guidance services.	Amanda Necessary	ARD documentation	October
7 Administer career interest inventory to all 8th and 9th grade students to connect student career interest to CTE class choice and career goals.	Amanda Necessary	Eduphoria	April
8 Expose students to employers and business leaders in the community through career fairs, guest speakers, and field trips.	CTE Teachers	Lesson plans	January



<p>9 Streamline the career education program for elementary, middle school, and high school students. Elementary programs will promote career awareness, middle school programs will promote career exploration, and high school programs will promote career readiness.</p>	<p>Amanda Necessary, Counselors, Kim Christy-Anderson</p>	<p>Counseling unit plans</p>	<p>April</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------	------------------------------	--------------

Strategy 11 Pregnancy Related Services

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

- Leaders:** Kim Christy- Anderson, Secondary Counselors, Secondary Nurses
- Benchmark:** Identification of students eligible for pregnancy related services. Annual report to the District and State regarding number of students receiving services.
- Funds:** State Comp Ed. Funds
- Costs:** \$25,000
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Continue the PRS program utilizing campus activities and strategies that provide support and instruction to students who are pregnant or who are a parent.	Counselors, Nurses, Kim Christy-Anderson	Documentation of meetings, services provided, total time involved in assisting PRS students	June
2 Offer compensatory education home instruction by appointed teacher.	Kim Christy-Anderson, CEHI Teacher	Documentation of home instruction	June
3 Complete all PRS documentation and PEIMS input in a timely fashion.	Campus PEIMS Staff, Nurses	PEIMS reports	June
4 Offer counseling as a pregnancy related service to pregnant students and/or students that are parents during the pre-confinement period.	Counselors, Nurses	Counselor log, nurse log	June

Strategy 12 Dating Violence Prevention Instruction

In accordance with TEC Section 37.0831, Belton ISD requires each secondary campus to adopt and implement a dating violence policy. The policy includes an education component to inform students of the signs of dating violence, the importance of reporting such activity and the procedure to report in such a way not to bring further harm to the victim.

- Leaders:** Counselors, Kim Christy-Anderson
- Benchmark:** Policy implemented according to legislative intent.
- Funds:** None

Costs: None**FTES:** None

Item	Responsible	Evaluation	Dates
1 Review dating violence prevention requirements with high school counselors at beginning of the school year.	Kim Christy-Anderson	Sign-in sheets documenting 100% of counselors attended professional development	October
2 Provide professional development to administrators, counselors, and teachers on dating violence and measures to protect students who are victims of dating violence.	Campus Counselor(s), Kim Christy-Anderson	Sign-in sheets documenting campus professional development	October
3 Deliver the Personal Safety/Dating Violence guidance lesson to all high school students, including how to report such activity.	Counselors, Kim Christy-Anderson	Documentation of lesson plans including Personal Safety/Dating Violence guidance lesson	January
4 Counsel students affected by dating violence.	Campus Counselor(s)	Counseling records maintained, students counseled as needed	June
5 Enforce protective orders provided by law enforcement.	Campus Administrators	Notification provided to appropriate personnel	June

Strategy 13 Personal Graduation Plans

Implement a Personal Graduation Plan (PGP) for all students who do not meet assessment standards on the prescribed evaluation instruments set forth in Subchapter B, Chapter 39, or students who are at risk of not graduating before the 5th year following initial enrollment in the 9th grade.

Leaders: Chris duBois, Secondary Counselors, Kim Christy-Anderson**Benchmark:** All students identified as At-Risk will receive a Personal Graduation Plan by December 16, 2016.**Funds:** None**Costs:** None**FTES:** None

Item	Responsible	Evaluation	Dates
1 Implement TEA rules regarding graduation plans revised during the 2013 legislative session.	Deanna Lovesmith, Kim Christy-Anderson	TEA rules fully implemented	October
2 Identify students who have failed any portion of the STAAR or fallen behind on graduation credits. Create a PGP for each identified student.	PEIMS Staff, Secondary Campus Counselors	Completed campus at-risk list	October



3	Meet with students and parents of students that have failed a portion of STAAR or fallen behind on graduation requirements to develop a PGP. Counselors will communicate to students and parents options for accelerated learning including tutorials, summer school, API, and other appropriate interventions.	Secondary Campus Counselors	PGP forms attached to students' post secondary conference forms in Eduphoria	January
4	Provide information to students and parents about college and career readiness standards during month of November.	Kim Christy-Anderson, Secondary Campus Counselors	Post-secondary planning tool, information made available to students and/or parents	April

Strategy 14 Homeless Education (Project HEARTBEAT)

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

Leaders: Celia Ray, Noemi Berumen

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

Funds: Title I Part A

Costs: \$4000

FTES: Caseworker Homeless

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.	Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
2	Provide the federal meal program for homeless students.	Cafeteria Managers, Noemi Berumen, Celia Ray	PEIMS records, case management files, family reports	June
3	Use Title I funds to provide services for homeless students on all campuses.	Celia Ray	PEIMS records, case management files, family reports	June
4	Coordinate additional services for homeless students. These services may include transportation, medical, dental or mental health services that meet student need.	Noemi Berumen, Celia Ray	Attendance records, doctor notes, discipline referrals, family reports	June
5	Present staff development on homeless issues to administrators, counselors, auxiliary and front-line personnel.	Noemi Berumen, Celia Ray	Sign-in sheets, agendas, presentation materials, minutes	January

Strategy 15 Disciplinary Alternative Educational Program

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

Leaders: Emilio Olivares, Chris duBois, Assistant Principals

Benchmark: Students will be placed at DAEP according to the Belton ISD Student Code of Conduct guidelines and policies.

Funds: State Compensatory Education Funds, Local Funds

Costs: \$463,369

FTES: [9]
DAEP Coordinator, Secretary, Teacher (5), DAEP Aide (2)

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.	Campus Principals, Assistant Principals, 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	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, Campus Principals	Passing scores on assessments	June
5	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
6	Continue the use of CHAMPS and Safe and Civil Schools to reduce discipline incidents and improve student behavior.	Emilio Olivares	Increased student engagement, reduced discipline incidents, improved student success	January

Appendix A: Student Indicators



Attendance

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	94.4	96.0	96.0	2016 ADA Report



Dropout Rate

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	0.3	0.0	0.0	2015 TAPR

EOC Alg 1

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	80	85	100	
Male	77	80	100	
Female	84	90	100	
African-American	76	80	100	
Hispanic	77	80	100	
White	83	85	100	
Eco Disadv	77	80	100	
Special Ed	49	70	100	
Gifted	100	100	100	
At Risk	77	80	100	

EOC Biology

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	93	95	100	
Male	92	95	100	
Female	94	95	100	
African-American	94	95	100	
Hispanic	89	95	100	
White	96	95	100	
Eco Disadv	88	90	100	
Special Ed	72	75	100	
Gifted	100	100	100	
At Risk	90	95	100	

EOC Eng 1

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	63	70	100	
Male	54	70	100	
Female	73	75	100	
African-American	57	70	100	
Hispanic	52	70	100	
White	71	75	100	
Eco Disadv	46	70	100	
Special Ed	20	70	100	
Gifted	97	100	100	
At Risk	48	70	100	

EOC Eng 2

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	72	75	100	
Male	67	75	100	
Female	77	80	100	
African-American	60	70	100	
Hispanic	60	70	100	
White	80	85	100	
Eco Disadv	54	70	100	
Special Ed	33	70	100	
Gifted	97	100	100	
At Risk	54	70	100	

EOC US History

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	95	95	100	
Male	95	95	100	
Female	94	95	100	
African-American	90	95	100	
Hispanic	93	95	100	
White	96	95	100	
Eco Disadv	90	95	100	
Special Ed	85	90	100	
Gifted	100	100	100	
At Risk	92	95	100	



Graduation Rate

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	98.4	100.0	100.0	2015 TAPR

