



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

PIRTLE ELEMENTARY

Summary

This 2016-2017 plan for Joe. M. Pirtle 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 Joe M. Pirtle 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 Joe M. Pirtle Elementary is to be a leader in preparing every student to excel in tomorrow's world.

Mission Statement

The mission of Joe M. Pirtle Elementary is to provide an education that challenges all of our students to excel. Joe M. Pirtle Elementary will develop the whole child to be a productive citizen and life-long learner by instilling confidence, values, and skills. All students and staff will focus on excellence every day in every area.

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 and supportive environment.
- 5** We believe that success is measured on results.
- 6** We believe that the best way to solve problems is by working together in a respectful and supportive manner.

Needs Assessment Data Documentation

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

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

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

Goals & Strategies

Goal # 1:

Joe M. Pirtle 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:

Comp. Ed EOY Reports, Leveled Literacy Intervention Kits, Comp. Ed. Teachers, Campus Paraprofessionals, STAAR Results



Strategy 1 Student Attendance

Student attendance contributes to increased student achievement. The District receives funding based on the average daily attendance of all students. Campuses may receive an Academic Achievement Distinction Designation (AADD) for having a high attendance rate according to TEA guidelines.

Leaders: Pam Neves

Benchmark: Receive an Academic Achievement Distinction Designation (AADD) for having an annual attendance rate of 97% or higher.

Funds: Activity Account

Costs: \$2,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Continue year two of the Tiger Club experience six Fridays of each nine week grading period. Students will choose the club they desire to attend that will be approximately forty minutes in length. Attending club time will increase engagement and attendance as well as provide opportunities for students to collaborate.	Pam Neves, Lisa Sortor, Carol Holle	Increase in attendance rate and student engagement	October
2 Contact parents of absent students after 8:00am to verify safety and demonstrate concern for students.	Drenda Capps	Increase in attendance rate	October
3 Purchase four scooters to encourage attendance. Draw names from the perfect attendance list for the grading period to receive scooters. Post pictures on social media to encourage attendance.	Pam Neves	Increase in attendance rate	June
4 Run attendance reports every grading period to monitor attendance. Schedule student/parent conferences for students who have excessive absences to discuss absences and the importance of attendance. Send district attendance officer to check on students with poor attendance.	Drenda Capps, Robin Lawrence, Pam Neves, Christy Sharum	Increase in attendance rate	January
5 Announce daily perfect attendance for homerooms during morning announcements.	Drenda Capps, Pam Neves	Increase in attendance rate	October
6 Increase communication with parents regarding the importance of attendance by announcing campus goals and recognizing grade level goals through the monthly principal memo and through email.	Pam Neves	Increase in daily count	January



7	Recognize the grade level with highest attendance at each school-wide assembly. The grade level with the highest attendance will receive a special banner to be displayed in the hallway.	Drenda Capps, Pam Neves	Increase in attendance rate	January
8	Purchase perfect attendance flags for each teacher to display outside their classroom every day their class has perfect attendance. Encourage staff members to congratulate students.	Pam Neves, Sharlene Monsen	Increase in attendance rate	October

Strategy 2 Improvement of Math and Science Instruction

Joe M. Pirtle Elementary made gains in met standard and advanced levels on Math STAAR for 3rd through 5th grades. Special emphasis will be placed on continued implementation of Math The Belton Way and implementation of the math TEKS and resources. Continued emphasis will also be placed on improving instruction in science.

Leaders: Pam Neves, Kristin Butler, Carol Holle

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

Funds: Local Funds

Costs: \$5,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Analyze and revise math instruction based on current STAAR and benchmark results.	Dawn Schiller, Carol Holle, Kristin Butler	Lesson plans, walkthrough data	October
2	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.	Pam Neves, Lisa Sortor, Kristin Butler	Lesson plans, walkthrough data, increased % met standard on assessments	January
3	Continue to require teachers to display and use content and language objectives that are measurable during instruction. K-5th grades will use content objectives for math or reading. Fifth grade teachers will include science objectives.	Pam Neves, Lisa Sortor, Kristin Butler	Lesson plans, walkthrough data, increased % met standard on assessments	October
4	Train new teachers in the use of "Math Talks" in all kindergarten classrooms.	Kristin Butler, Kindergarten Teachers	Increased scores on STAR Enterprise	June
5	Train new teachers in the use of "Math Talks and "Number Bonds" in all first grade classrooms.	Kristin Butler, First Grade Teachers	Increased scores on STAR Enterprise	June
6	Build mathematical understanding using a Concrete, Pictorial, and Abstract approach in all grades.	Kristin Butler, Carol Holle, Classroom Teachers	Increased student achievement on common assessments	January

7	Train new teachers in the implementation of "Number Bonds" and "Model Drawing" in math second grade classrooms.	Kristin Butler, Second Grade Math Teachers	Increased scores on STAR Enterprise, increased scores on common assessments	October
8	Focus on utilizing TEKS resources in grades 3-5.	Kristin Butler, Classroom Teachers	Increased scores on common assessments	October
9	Review and provide PD on the Step-by-Step Model Drawing method to solve problems in grades 3-5.	Kristin Butler, Classroom Teachers	Increased scores on STAR Enterprise, increased scores on common assessments	October
10	Provide time for math and science teachers in grades 2-5 to meet in vertical teams to review TEKS including introductory statements, vocabulary, level of thinking required, and how objectives are tested at fifth grade. Teachers will determine science vocabulary and display vocabulary with visual representations. Vocabulary will be included in daily instruction and posted in lesson plans.	Kristin Butler, Erinn Rice, Math and Science Teachers	Lesson plans, walkthrough data, increased % met standard on assessments	October
11	Review and provide PD on the use of STEMScopes for science instruction in all grades.	Kristin Butler, Classroom Teachers	Increased student achievement on common assessments, increased scores on STAAR	October
12	Require science teachers to conduct a minimum of three hands-on inquiry-based science activities every grading period in all grades. Documentation in lesson plans will be required.	Pam Neves	Lesson plans, 90% of students will meet state passing standards in science	April
13	Work with the Coordinator of Math to enhance and refine math curriculum to ensure alignment of resources, TEKS and professional development for instructional coaches and teachers.	Dawn Schiller, Susie Langford	Increased student achievement on common assessments	April

Strategy 3 English Language Arts and Reading Instruction (ELAR)

Overall, scores in ELAR have plateaued at the elementary level. This plateau in scores and the increased rigor of STAAR indicate the need for increased focus on ELAR instruction. We want to continue to increase our focus on reading instruction and intervention in ELAR at all grade levels.

Leaders:	Kristin Butler, Pam Neves, Lauren Brisbin
Benchmark:	Increase student performance in reading and writing assessments to include common assessments, Fountas & Pinnell Benchmark assessments, STAR Early Literacy and Reading assessments, STAAR, and TELPAS assessments.
Funds:	\$40,000
Costs:	Title 1A, Title IIA, Local Funds
FTES:	None

Item	Responsible	Evaluation	Dates	
1	Work with Director of ELA to analyze and revise reading blocks in all classrooms to ensure balanced literacy is going well in each classroom. Ensure that teachers protect effective literacy blocks of time per position statement and align resources with district curriculum.	Lauren Brisbin, Kristin Butler, Pam Neves	Increase in F&P reading levels	October
2	Continue a school-wide emphasis on higher level vocabulary words. Teachers will teach two higher level words a week. All staff members will reiterate and emphasize the words during instruction. Friday will be review day. Teachers will be asked to include words in weekly newsletters to parents. A Word Wall will be created in the cafeteria to display words.	Pam Neves, Katie Sharp	Increase in vocabulary use	October
3	Require teachers to display and use content objectives that are measurable during instruction. K-5th grades will use content objectives for math or reading. Fourth grade will include content objectives in writing and 5th grade will include content objectives in science.	Pam Neves, Lisa Sortor, Kristin Butler	Walkthrough data, increased % met standard rate on assessments	October
4	Utilize the campus instructional coach to meet with all ELAR teachers once per grading period to review all TEKS for each grade level in the area of writing. Teachers will discuss the fourth grade writing state assessment and review how objectives are tested on the assessment. Teachers will focus on good traits of writing through Writing Workshop.	Kristin Butler	Agendas of meeting, 90% or above of all students meet or exceed state passing standard	January
5	Schedule all students into a two hour and twenty minute literacy block consisting of 60 minutes of Reading Workshop, 60 minutes of Writing Workshop, and 20 minutes of Language Word Study. ELAR lesson plans should show evidence of planning for each of the three blocks of the framework.	Lisa Sortor, Pam Neves, Kristin Butler	Schedule created, 90% or more of all students meet or exceed state passing standard	October
6	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.	Kristin Butler, Pam Neves	Logs created, 90% or above of all students meet or exceed state passing standard	January
7	Require teachers to conduct writing activities and use grading rubrics as outlined in the District's curriculum unit plan.	Kristin Butler, Pam Neves	Expectations and rubrics developed and communicated, lesson plans	October
8	Create a schedule to allow for flexible grouping for ELAR two times per week for 50 minutes. Flexible grouping time will be used to provide specific interventions and enrichment activities.	Lisa Sortor, Amy Hardin	Intervention schedule created and followed, increase in STAAR scores	April



9	Require 4th grade ELAR teachers to submit writing samples to the curriculum department several times per year for review and feedback.	Kristin Butler	90% or above of all students meet or exceed state passing standards	October
10	Provide PD in the use of the Comprehension Toolkit.	Kristin Butler	Walththrough data	June
11	Continue to require all ELAR teachers to write and use content and language objectives that are measurable.	Kristin Butler, Pam Neves	Increase in scores for common assessments	January
12	Strengthen alignment and implementation of reading instruction through vertical quarterly meetings using support from Comp. Ed. reading teacher.	Kristin Butler, Amy Hardin	Increase in common assessment scores	April

Strategy 4 Student Achievement for Struggling Students and Students Eligible for Special Programs

Joe M. Pirtle will provide academic and behavioral supports for struggling students. Teachers and staff will participate in professional development offered by the special education staff to address areas of concern. An emphasis will be placed on the importance of communication with parents.

- Leaders:** Jennifer Ramirez, Pam Neves, Lisa Sortor, Janet Easley
- Benchmark:** Improved academic and behavioral performance by special education students, professional development training and feedback, and reduced number of parent complaints.
- Funds:** IDEA-B, Special Education Funds, Local Funds
- Costs:** \$325,000
- FTES:** 10

Item	Responsible	Evaluation	Dates
1 Cluster students who are eligible for special education services and are now responsible for STAAR or STAAR A to allow for maximum amounts of inclusion support in the regular classroom.	Lisa Sortor, Janet Easley	Students clustered in classrooms, 100% of special needs students meeting standard on STAAR	June
2 Require teachers to open their lesson plans in Eduphoria to special education teachers.	Lisa Sortor, Janet Easley	Eduphoria Forethought opened, 100% of special needs students meeting standard on STAAR	October
3 Utilize STAR Enterprise and local assessment data once each grading period to determine progress of special education students.	Janet Easley, Kelly Kunders	100% of special needs students meeting standard on STAAR	October
4 Continue to utilize a spreadsheet to monitor out of placement days for students served in special education or 504.	Lisa Sortor	100% compliance	October

5	Include all special education teachers on the campus walkthrough rotation each grading period. Use data collected to determine instructional coaching and professional development needs.	Pam Neves, Lisa Sortor, Robin Lawrence, Kristin Butler	Walkthroughs completed	January
6	Create Behavior Intervention Plans for students with behavior needs and monitor implementation of plans. Plans will be reviewed at least once each grading period to determine if changes to plan are required.	Janet Easley, Kelly Kunders	Decrease in office referrals	October
7	Ensure that all students eligible for special education, 504 or ESL programs receive specific intervention time during the regular school day to provide additional support and time to learn grade level TEKS.	Janet Easley, Lisa Sortor	Intervention schedule created	January
8	Cluster ESL students in classrooms with a teacher who is ESL certified. Require teachers to document the English Language Proficiency Standards (ELPS) in their lesson plans.	Pam Neves, Lisa Sortor, Kristin Butler	ELPS documented in lesson plans	October
9	Monitor English language acquisition in the areas of listening, speaking, reading and writing for identified ELL students through the use of STAR Enterprise, district assessments, and intervention data at the beginning, middle and end of year. Teachers will maintain work samples to guide instructional and placement decisions at LPACS.	Lisa Sortor, Lorena Ortiz	Increase in number of ELL students meeting expectations on STAAR	January
10	Require the ESL instructional aide to monitor grades of all ESL students including any ELL students with a parent denial. The ESL aide will coordinate a conference with every LEP student, parent and teacher if a student is failing. The ESL aide will communicate with the Rtl team if an ESL student continues to struggle with academics or behavior.	Lisa Sortor, Lorena Ortiz	Increase in number of LEP students meeting expectations on STAAR	January
11	Submit students to the Rtl team who have been retained, failed STAAR, or been assigned ISS or OSS for more than five days. Progress will be monitored every nine weeks and the need for accommodations, Section 504 services or special education referral will be determined.	Lisa Sortor, Kelly Kunders, Robin Lawrence, Janet Easley, Classroom Teachers	Decrease in failure rate, decrease in OSS and ISS assignments	October
12	Continue to provide teachers a list of students that will be discussed weekly during teacher conference times. Rtl meetings will focus on creating SMART goals for students, discussing appropriate interventions and the use of data collection to determine growth.	Lisa Sortor, Kelly Kunders, Robin Lawrence, Janet Easley, Classroom Teachers	Decrease in failure rate	January



13	Utilize current STAAR data to carefully place struggling students in grades 3-5 in classrooms.	Lisa Sortor	Increase in STAAR scores	October
14	Assign new assistant principal the task of reviewing the structures in place for Rtl and to make recommendations to streamline the process.	Robin Lawrence	Decrease in failure rate	October

Strategy 5 Technology Integration

Pirtle Elementary will continue to improve student outcomes through the integration of technology. Each student in fourth and fifth grade will have access to an Ipad for daily instruction. The Chromebooks from a previous grant will be disbursed among other grades. Pirtle teachers will continue to implement the District Curriculum that incorporates Technology Applications TEKS.

- Leaders:** John Greiner , Donna Bownds, Debbie Alston, Pam Neves, Kristy Terry
- Benchmark:** Increase in technology assessment results, positive student, teacher, and parent surveys, BrightBytes data, increased STAAR results.
- Funds:** Local Funds
- Costs:** \$6,000 for Campus Technology
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Place refurbished I pads in all 4th and 5th grade classrooms to create a 1:1 experience.	Kristy Terry, Erinn Rice, Vera Russell-Dukes	Increased engagement October
2	Evaluate the effectiveness of the 1:1 experience using teacher, student, and parent reflection and relevant student data such as the Technology Applications Proficiency Assessment as a pre/post test.	Erinn Rice, Vera Russell-Dukes	Assessment results October
3	Encourage teachers in fourth and fifth grade to plan for and implement one Project Based Learning (PBL) unit this year.	Pam Neves, Debbie Alston, Kristy Terry	Completion of first PBL project April
4	Explore educational Apps and increase technology use in the functional academics classrooms to reinforce academic and behavioral skills.	Kayla Upshaw, Valerie Williams, Pam Neves, Amber Crocker	Walkthrough data April
5	Require all teachers to provide internet safety and digital literacy instruction to students twice a year as outlined in the curriculum.	Pam Neves	Documentation in lesson plans April
6	Place 2 to 5 Chromebooks in each k-3rd grade classroom to allow for technology integration, additional interventions for struggling learners and progress monitoring.	Kristy Terry	Assessment results June



7	Explore and discuss choice of Apps for I-pads in the 1:1 experience in fourth and fifth grade. Choose consistent apps across both grades for purchase and installation.	Kristy Terry, Erinn Rice, Vera Russell-Dukes	Apps purchased and installed	October
8	Purchase and install a long range projector and an electric screen to allow for technology integration into the physical education curriculum.	Kristy Terry, Nancy Whiteaker	Increased engagement	January
9	Re-image Dell notebooks from previous grant to create three mobile labs for checkout across the campus.	Kristy Terry	Labs made available for checkout	October
10	Increase use of ebooks in the library by making additional purchases.	Susan Cooper	Increased ebook use	January
11	Provide technology support for teachers using Apple computers and/or I-pads in partnership with UMHB. Teachers will be provided training the first week back on contract.	Kristin Butler	sign-in sheets	October
12	Provide training on the SAMR model. Discuss how the model is used in walkthroughs to assess technology integration on campus.	Kristy Terry	Increased awareness of technology initiatives	January

Strategy 6 Advanced Academics

The purpose of the Advanced Academics program is to provide services for identified students in accordance with the State Plan for Gifted Students. This area will be a focus this year as it was our weakest according to our HB5 Community Engagement Rubric. Lessons will be differentiated and identified students will be involved in a continuum of experiences that result in the development of products and performances using the Texas Performance Standards Project (TPSP).

Leaders: Sam Wilds, Pam Neves, GT Designated Teachers

Benchmark: 100% of State Plan requirements implemented.

Funds: Local Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates
1	Meet with all GT designated teachers to review the Texas Performance Standards Project.	Pam Neves, Brandi Karnowski	Implementation of two projects for each grade October
2	Create a schedule of vertical meetings for designated GT teachers to discuss implementation of TPSP and to celebrate success, support and encourage one another. Have teachers bring video of student products or samples of student work to discuss alignment of student developed products and performances.	Pam Neves, Brandi Karnowski	Meeting agendas, videos shared January

3	Provide GT orientation for all staff at the beginning of the year to include G/T identification process, services and the nature and needs of students.	Pam Neves, Brandi Karnowski, Sam Wilds	All teachers attend professional development on nature and needs of students	October
4	Utilize a flexible grouping schedule two times per week for 45 minutes (90 minutes per week) to provide the guided instruction component of the Texas Performance Standards Project (TPSP) for each grade level. This time may also be used to conference with gifted or advanced students to check on progress of independent learning experiences/research projects and products. Teachers will be required to document implementation of a minimum of one Texas Performance Standards based project per semester.	Lisa Sortor	Flexible grouping time scheduled	October
5	Conduct a campus awareness session for parents to provide information regarding the GT process and services provided for students.	Pam Neves, Sam Wilds, Brandi Karnowski	Increase in GT referrals	October
6	Conduct walkthroughs during flexible grouping to observe implementation of TPSP and to provide feedback regarding instruction.	Pam Neves	Documentation	January
7	Schedule a Parent Night in the spring for designated GT teachers to display or showcase GT research/products at a campus GT showcase night. Require GT teachers to invite parents to see GT presentations/products either during the school day or after school.	Brandi Karnowski, Pam Neves	Date scheduled	April

Goal # 2:

Joe M. Pirtle 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, Articles and Readings for the Year, Coaching Record



Strategy 1 Instructional Rounds

Instructional Rounds are intended to help educational leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it.

- Leaders:** Pam Neves, Lisa Sortor, Kristin Butler, Robin Lawrence
- Benchmark:** Increase levels of engagement through increased open ended questions, increased levels of verbal discourse and increased levels of collaborative tasks.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Meet with Dr. Sheila Maher during the summer to receive feedback and to revise the Problem of Practice and the Pirtle Rounds Momentum Plan.	Pam Neves, Kristin Butler	Problem of Practice and Rounds Momentum plan submitted June
2	Determine and plan professional development that supports the Rounds Momentum Plan.	Pam Neves, Kristin Butler, Robin Lawrence	Increase in student engagement June
3	Continue Instructional Rounds training by adding additional members to the Campus and Network Instructional Rounds Team. New members will attend training for two and a half days in July.	Pam Neves, Kristin Butler, Kristin Bate, Brandi Karnowski, Christina Hennig, Katie Sharp, Katherine Crittenden	Sign-in sheets October
4	Provide an overview of Instructional Rounds to the staff during the first week of school.	Pam Neves, Kristin Butler	Sign-in sheets January
5	Create a schedule of observations and conduct three campus instructional rounds during the fall. Campus data will be provided to staff during a faculty meeting within a two week period after the Rounds are completed. The Rounds Momentum Plan will be revised as needed to continue to meet the needs of the campus.	Pam Neves, Kristin Butler, Lisa Sorter, Amy Martinson, Christina Hennig, Kristin Bate, Brandi Karnowski	Increase in verbal discourse, increase in open ended questions January
6	Prepare for Network Rounds to be held in the spring. Provide the Network team with the Problem of Practice, a observation schedule and a brief summary of our Instructional Rounds work for the year. Use the Network Rounds feedback and data to work with our teachers to determine the next level of work.	Pam Neves, Kristin Butler, Lisa Sorter, Amy Martinson, Christina Hennig, Kristin Bate, Brandi Karnowski	Increase in verbal discourse, increase in open ended questions, increase in collaborative tasks June



7	Seek feedback regarding Internal Rounds by creating and delivering a campus-wide survey in the spring of 2017.	Pam Neves, Kristin Butler	Participation in feedback	April
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Strategy 2 T-TESS (Texas Teacher Evaluation and Support System)

Statewide implementation of T-TESS is now underway. Campus leaders will orient the faculty and staff to this growth-oriented model of supervision that invites teacher collaboration and provides ongoing feedback regarding professional performance.

- Leaders:** Pam Neves, Lisa Sortor, Robin Lawrence, Kristin Butler
- Benchmark:** 100% of teachers trained on T-TESS during 2016-2017 school year.
- Funds:** Activity Account
- Costs:** \$1,000
- FTES:**

Item	Responsible	Evaluation	Dates	
1	Attend T-TESS sessions at the TEPSA (Texas Elementary Principals and Supervisors Association) Conference in June of 2016 to hear lessons learned from pilot districts related to roll out and successful implementation of the process.	Pam Neves, Lisa Sortor	TESPA attended, T-TESS sessions attended	June
2	Beginning studying the T-TESS rubrics and working together to create a plan for a half day professional development session to introduce T-TESS.	Pam Neves, Lisa Sortor, Robin Lawrence, Kristin Butler	Professional Development session planned and delivered	June
3	Create T-TESS flip books for each teacher at Pirtle to utilize during beginning of year implementation and orientation as well as throughout the year during faculty meetings for review and continued study.	Kristin Butler	Flip books created and utilized	June
4	Attend the required three day training to become certified T-TESS appraisers.	Pam Neves, Lisa Sortor, Robin Lawrence	Certificates for T-TESS	June
5	Create schedules to guard time within the school day to implement the new evaluation system by supporting teachers with on-going coaching and learning.	Pam Neves, Lisa Sortor, Robin Lawrence	Full implementation of T-TESS	January
6	Follow all T-TESS requirements and meet all timelines.	Pam Neves, Lisa Sortor, Robin Lawrence	All timelines met for T-TESS	April



Strategy 3 Professional Development for English Language Arts and Reading (ELAR)

The Effective Literacy Framework is Joe M. Pirtle Elementary's approach to reading and writing instruction. Within that framework, specific strategies for teaching writing are provided. The Lucy Calkins Units of Study, the 6+1 Traits of Writing framework, and the Write From the Beginning model are powerful ways to use a common language with specific lessons to teach characteristics of writing while creating a common vision.

Leaders: Pam Neves, Kristin Butler

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

Funds: Local Funds

Costs: \$1,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Provide update training for teachers on the ELAR BISD Position Statement, the Writing Workshop model that integrates strategies from Lucy Calkins, 6+1 Traits of Writing, and Write from the Beginning.	Kristin Butler, Robin Lawrence, Amy Hardin	Sign-in sheets, increased student achievement	October
2 Provide better alignment in writing by scheduling four vertical team meetings throughout the year for ELAR teachers.	Kristin Butler, Pam Neves	Action plan on file, agenda of meetings, increased student achievement on fourth grade STAAR	January
3 Assist K-2nd ELAR teachers in setting up well-defined literacy stations with "I Can" statements that allow for differentiation and easy change of skills. Ensure that each teacher has a management board to utilize with stations.	Amy Hardin, Amy Martinson, Kristin Butler	Stations implemented and set up prior to start of school	October
4 Encourage teachers to include a writing task for each assignment in every subject every day.	Pam Neves	Increase in writing scores	October
5 Provide additional training in the use of The Comprehension Toolkit.	Kristin Butler	Increased student achievement on STAAR	June
6 Assist teachers in creating Reading and Writing Workshop schedules and in setting up Reading Workshop notebooks to allow teachers to organize running records and keep progress notes regarding student behaviors and levels.	Kristin Butler, Robin Lawrence, Amy Hardin	Increased student achievement on STAAR	October
7 Observe and coach teachers for shifts in teaching. The goal will be to improve Writing Workshop. Teachers will keep Guided Reading Notebooks, a conference log for Writing Workshop and will collect samples to discuss and share at vertical team meetings.	Kristin Butler	Increased student achievement on fourth grade STAAR	October



8	Select teachers to attend training that focuses on the development of a writing rubric consistent with the STAAR writing rubrics.	Kristin Butler	Rubric created	January
9	Encourage all ELAR teachers to attend the Learning Expo during July to receive training in Reading and Writing Workshop according to their personal level of expertise and need.	Kristin Butler, Pam Neves	Increase scores on Reading and Writing STAAR	January

Strategy 4 Professional Development for Math

Joe M. Pirtle Elementary is committed to effective math instruction. Teachers in grade K-5 will continue to build upon the foundation established during previous years that has emphasized the building of conceptual knowledge through the use of concrete and pictorial models.

- Leaders:** Pam Neves, Lisa Sortor, Kristin Butler
- Benchmark:** 90% of all students will meet or exceed standards on STAAR.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1	Work with the Coordinator of Math to enhance and refine math curriculum to ensure alignment of resources, TEKS and professional development for instructional coaches and teachers.	Dawn Schiller, Susie Langford	Increase in common assessment results April
2	Deliver job-embedded professional development to math teachers on using observable, measurable objectives and formative assessment focusing on student achievement at the correct rigor level of the TEKS.	Kristin Butler	Record of training delivered by coaches, record of collaborative coaching cycles January
3	Encourage math teachers to attend the Elementary Learning Expo and attend sessions focusing on building conceptual understanding through the use of concrete and pictorial models.	Pam Neves, Kristin Butler, Kim Christy-Anderson, Dawn Schiller, Susie Langford	Professional development records in Eduphoria Workshop, common assessment results June
4	Train new teachers and provide a review for returning teachers on writing observable, measurable objectives including the form and function of language objectives.	Kristin Butler, Carol Holle	Professional development records in Eduphoria Workshop, common assessment results January
5	Attend weekly planning sessions to provide additional job-embedded training, coaching, and support to teachers.	Kristin Butler, Carol Holle	Common assessment results, STAAR results January



6	Ensure all math teachers understand the district position statement on effective math instruction and fully implement each component in their classroom.	Kristin Butler, Carol Holle	Common assessment results, STAAR results	January
7	Assist teacher leaders in planning and leading vertical math meetings. Teachers will discuss the TEKS, support one another in implementation of the math program and continue to discuss and explore resources.	Kristin Butler, Carol Holle	Common assessment results, STAAR results	April
8	Utilize the compensatory math teacher to provide assistance in analyzing data to determine appropriate interventions for struggling students. Data will be discussed during PLC meetings following each common assessment to determine intervention plans.	Carol Holle	Common assessment results, STAAR results	October

Strategy 5 Instructional Support/Curricular Resources and Practice

Joe M. Pirtle Elementary will utilize a campus-based Instructional Coach (IC) to provide support for teachers as they plan engaging lessons aligned to grade level standards and work to implement research-based instructional strategies to improve student achievement. The IC will also provide on campus professional development and assist in collecting and analyzing data to help make instructional decisions.

Leaders: Kristin Butler, Pam Neves, Lisa Sortor

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

Funds: Local Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates
1	Kristin Butler, Pam Neves	Coaching logs, increased teacher retention	January
2	Kristin Butler	Improved benchmark and STAAR scores	October
3	Kristin Butler, Pam Neves	Agendas, sign-in sheets	October

4	Attend grade level, subject area planning sessions weekly to provide support and coaching as teachers use backward design to plan units of instruction. The IC will provide unit debriefs prior to each unit of planning while looking for opportunities to help teachers with unpacking the TEKS and planning instruction.	Kristin Butler	Planning sessions attended, increase in STAAR scores	April
5	Check lessons plans frequently to provide feedback to ensure plans are sufficient and meet expectations set by the campus.	Kristin Butler, Lisa Sortor	Notes in Forethought	October
6	Utilize data from common assessments to evaluate the quality of instructional strategies and make recommendations for adjusting instruction.	Kristin Butler	Improved benchmark and STAAR scores	January
7	Observe and provide coaching for shifts in teaching. Teachers must be provided honest feedback and encouragement as they work to improve their craft.	Kristin Butler	Improved benchmark and STAAR scores	April
8	Attend weekly meetings with other campus instructional coaches and District curriculum staff to ensure fidelity of the instructional coaching model.	Kristin Butler	Improved benchmark and STAAR scores	April
9	Communicate weekly with the principal to discuss campus needs and provide feedback regarding needed professional development.	Kristin Butler	Meetings completed	October
10	Outline a peer observation and coaching model that allows teachers to visit other teachers within the building that teach the same content area.	Kristin Butler	Implementation of model	October
11	Assist grade level leaders in developing a detailed plan for field trips to ensure alignment with the curriculum. Teachers must submit field trip plans by September 15, 2016.	Kristin Butler, Team Leaders	Field trip plan submitted	October
12	Provide teachers with an overview of the AIMS program to ensure that staff is familiar with the philosophy of AIMS.	Kristin Butler	Agendas, sign-in sheets	January

Strategy 6 Promotion and Retention of Quality Teachers and Staff

Joe M. Pirtle Elementary is committed to hiring, retaining and supporting high performing 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. We believe that supporting all teachers regardless of whether they are new to the profession or experienced is critical to the success of our students. We believe that the leadership team must be committed to learning to serve as excellent role models for teachers.

Leaders: Pam Neves

Benchmark: Joe M. Pirtle Elementary will meet standard on all four indices on the TEA School Report Card.

Funds: Activity Account

Costs: \$2,000

FTES: None

Item	Responsible	Evaluation	Dates
1	Encourage effective, motivated and interested teachers to apply for the BISD Aspiring Administrator Academy which was developed to ensure that BISD has high quality assistant principals and principals who are trained and ready to assume a campus leadership role in the future.	Pam Neves, Charla Trejo, Merl Brandon	Participation in Academy January
2	Attend and participate in the required three day training to become certified T-TESS appraisers.	Pam Neves, Lisa Sortor, Robin Lawrence	Certificates earned June
3	Attend and participate in a one-day training titled, "Administrator/School Resource Officer Training" in June.	Pam Neves, Lisa Sortor	Participation in training June
4	Attend a summer workshop titled "Supervisor's Guide to Managing Employees" to better understand employment laws to prevent claims of discrimination, retaliation, and unfair treatment.	Pam Neves, Lisa Sorter	Increased retention rate June
5	Encourage teachers to attend the GT Summer Institute which include all components required for the mandatory 30 hour GT training required of all GT teachers.	Pam Neves, Lisa Sortor	Increase in number of teachers GT certified October
6	Attend a four day conference on behavioral interventions hosted by the Safe and Civil Schools organization.	Pam Neves	Increase in intervention strategies used on campus October
7	Encourage teachers to attend the Elementary Learning Expo in July. Assist new teachers in determining the most useful sessions for them to attend.	Pam Neves, Kristin Butler	Increase in teacher retention June
8	Attend The Texas Behavior Support State Conference in Houston to build knowledge and skills in the use of positive behavior supports for students.	Lisa Sortor	Increase in knowledge of positive interventions October
9	Schedule observation follow up meetings once per grading period with new teachers to answer questions, assist and encourage them.	Kristin Butler	Increase in teacher retention January
10	Attend SAMA: Satori Alternatives to Managing Aggression, Basic 16 hour course in Austin, Texas.	Pam Neves, Lisa Sortor	Increase in intervention strategies October
11	Utilize social media to engage, build, and reinvigorate staff morale. Continue to utilize a private Facebook Account for staff to use as a positive platform for support, encouragement, sharing, and fun.	Pam Neves	Increase in teacher retention October

12	Attend training with Dr. John Crain to learn about proper documentation, notes, memos and T-TESS.	Pam Neves, Lisa Sortor	Increase in teacher retention	April
13	Work with staff to introduce the new "Big Red Heart Award" and encourage all staff to nominate employees for going the extra mile to support students.	Pam Neves	Increase in teacher retention rate	January
14	Form a committee to create a plan and calendar for rewarding and encouraging attendance of all staff members.	Pam Neves	Increase in teacher retention rate	April
15	Select one teacher on staff to serve as a mentor to all new teachers on campus. This mentor will meet with new teachers often and provide training and support as needed.	Pam Neves	Increase in teacher retention rate	January

Goal # 3:

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

Resources:

LifeSkills Prevention Curriculum, Safe and Civil Schools Materials



Strategy 1 Crisis, Safety and Security Planning

Joe M. Pirtle Elementary will maintain and review a crisis and safety plan that is aligned to the District's crisis and safety plan. The plan will be evaluated and modified as needed.

- Leaders:** Robert Atmar, Christy Sharum, Lisa Sortor, Robin Lawrence
- Benchmark:** Plan submitted to District's Director for Student Services, 100% of staff trained.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Continue to conduct campus based training on the Emergency Operations Plan and review all emergency procedures annually with staff.	Lisa Sortor, Christy Sharum	100% of employees trained, reduced number of incidents reported	October
2 Ensure that the Campus Safety and Security Committee meets a minimum of four times per year to review and revise the campus emergency operations plan and emergency procedures. The committee will plan campus drills and exercises and conduct mandatory safety assessments. All staff will receive feedback following drills. Drills will be documented in WebCentral.	Robert Atmar, Pam Neves, Lisa Sortor, Christy Sharum	Documentation of in Web Central, agendas, sign-in sheets	October
3 Ensure that the entire staff is trained in bullying prevention, child abuse awareness, and sexual harassment.	Christy Sharum	100% of employees trained, reduced number of incidents reported	October
4 Assign three employees to assist with minor first aid and administration of medications as needed when nurse is not available. These Unlicensed Assistive Personnel (UAP) will be trained to be Unlicensed Diabetic Care Assistants (UDCA).	Pam Neves, Jan Tyroch, Drenda Capps	Assignments made, training documentation	June
5 Train staff how to handle minor injuries, allergies, and care for diabetics. Staff members will also be trained to implement health care plans and learn the proper procedure for sending students to the nurse.	Jan Tyroch	100% of employees trained, reduced number of incidents reported	October
6 Establish a Campus Threat Assessment Team (CTAT). This team will work with the Director of Student Services to analyze and respond to student or other threats.	Christy Sharum, Robin Lawrence, Robert Atmar	Team established and trained, reduced number of incidents	October



7	Update the list of teachers and staff who are trained in Crisis Prevention Intervention (CPI) and determine which staff will make up the CPI team for the campus. Ensure that appropriate staff receive and maintain TBSI/CPI training. Utilize two way radios to communicate location and need for CPI team.	Pam Neves, Lisa Sortor, Robin Lawrence	Team established and trained, reduced number of restraints	October
8	Ensure that the entire staff is trained in CPR and in the use of AED equipment.	Pam Neves, Jan Tyroch	100% of employees trained	January

Strategy 2 Safe, Orderly and Nurturing School Environment

Joe M. Pirtle Elementary will continue to provide a safe and secure environment conducive to student learning.

- Leaders:** Carol Holle, Pam Neves, Lisa Sortor, Christy Sharum
- Benchmark:** Reduction in percent of student discipline referrals, decrease in percent of students placed in ISS or OSS, increased student attendance, increase in student participation, 100% campus personnel trained on crisis prevention, intervention and follow-up.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates	
1	Conduct an annual school safety and climate survey to be completed by fifth grade students, staff, and 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.	Carol Holle, Christy Sharum	Surveys completed, recommendations made through Comprehensive Needs Assessment	April
2	Maintain full implementation of the Safe and Civil Schools program. The Safe and Civil School Committee will attend a half day training in the summer to review basic components of the Safe and Civil School program. The committee will plan and deliver a yearly update and review for all staff. This committee will be responsible for refining the processes and procedures. This committee will meet a minimum of six times per year to review campus needs.	Carol Holle	Agenda, minutes, decreased referrals	April
3	Shift focus of the Safe and Civil Schools Team to studying "Interventions and Behavioral Strategies" to provide problem solving strategies and support for struggling students.	Pam Neves, Carol Holle	Decrease in office referrals	January



4	Provide all staff with a review of the on-line referral process and discuss how to write an effective and appropriate referral. Staff will review campus expectations regarding handling discipline concerns.	Lisa Sortor, Pam Neves	Agenda, decrease in discipline referrals	October
5	Streamline passes for primary and intermediate sides of the school and make sure all teachers understand the expectation that any student leaving the classroom must have a pass in hand.	Carol Holle	Implementation of common area expectations	October
6	Refine campus positive reinforcement menus by grade level. Ensure that all staff members have Tiger Tracks and understand the purpose for recognizing positive behavior.	Carol Holle	Implementation of common area expectations	October
7	Build strong relationships with parents and students by having each teacher create a personal welcome back letter that will be on the desk for "Meet the Teacher" night. Teachers will contact each student's home during the first two weeks of school to make a positive contact. Contacts will be documented in Eduphoria Journal.	Pam Neves, Lisa Sortor	Letters prepared, contacts in Eduphoria	October
8	Refine the implementation of Tiger Clubs to increase student engagement, motivation and feelings of belonging.	Pam Neves, Carol Holle, Lisa Sortor, Teachers	Increased attendance and feeling of belonging	October
9	Provide training during a faculty meeting on strategies staff may use for dealing with students with anger management issues.	Pam Neves, Christy Sharum	Decrease in office referrals	April
10	Explore the possibility of implementing a DADS program on campus which trains and allows parents to assist with active supervision in common areas of the campus.	Carol Holle	Decrease in office referrals	April

Strategy 3 Guidance Program

The counselor at Joe M. Pirtle Elementary will offer guided group counseling and will coordinate various support services and special events to assist in providing a safe, orderly, and nurturing learning atmosphere for all.

- Leaders:** Christy Sharum
- Benchmark:** Decrease in the percent of student discipline referrals, decrease in percent of students receiving small group or individual counseling services, increase in percent of participants in special events.
- Funds:** Local Funds
- Costs:** \$50,000
- FTES:** 1



Item	Responsible	Evaluation	Dates
1	Christy Sharum, Pam Neves	Curriculum reviewed, revisions made	October
2	Christy Sharum, Pam Neves	System data collection	January
3	Christy Sharum	Counselor logs, guidance lesson plans	April
4	Christy Sharum	Counselor logs, bully curriculum guidelines	June
5	Christy Sharum	Counselor logs	June
6	Christy Sharum	Career days scheduled	January

Strategy 4 Drug, Violence, and Bullying Prevention and Response

Drug, violence, and bullying prevention activities at the elementary level are delivered through guidance lessons and school wide programs. Elementary counselors implement guidance lessons that occur in the general classrooms kindergarten through fifth grades.

- Leaders:** Christy Sharum
- Benchmark:** Decrease in discipline referrals, increase in attendance rates, lesson plans documented and reviewed
- Funds:** Local Funds
- Costs:** \$50,000
- FTES:** 1

Item	Responsible	Evaluation	Dates
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1	Conduct regularly scheduled classroom guidance lessons at all grade levels to increase knowledge, identification, and prevention of drug use, violence, and bullying.	Christy Sharum	Counselor logs, lesson plans, decrease in discipline referrals	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. "Red Ribbon Week" is a yearly component of this program.	Christy Sharum	Campus calendar, counselor logs	October
3	Communicate and inform parents about the prevalence, availability, and usage of alcohol, drugs, and violence/bullying among BISD students and others. Parents will be provided training to identify signs of existence/usage and prevention skills to utilize in the program against drugs, violence, and bullying.	Christy Sharum	Parent letters, campus newsletters, campus events or parent education, parent surveys	October
4	Instruct students on how to obtain assistance and intervention in the event they are bullied and/or sexually abused.	Christy Sharum	Guidance lesson plans, student surveys	April
5	Provide staff development training within the first few weeks of school for teachers and staff on suicide prevention, sexual abuse awareness, and bullying awareness and prevention, and implement protocols to address concerns.	Christy Sharum	Campus calendar, Attendance sign in sheet	October

Strategy 5 Behavior Response to Intervention

Positive behavior is an important aspect of a student's educational experience. The Safe and Civil Schools program is designed to help school staff improve safety and civility. Behavior Rtl is a component of Safe and Civil Schools, providing systematic support for students with behavior problems.

- Leaders:** Christy Sharum, Pam Neves, Lisa Sortor
- 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	
1	Require teachers to refer students with more than three days of ISS/OSS to the Rtl committee for the development of a specific behavior intervention plan (BIP). This BIP will include follow up dates to review progress for students needing behavioral support.	Lisa Sortor, Kelly Kunders	Increase in number of students using behavior plans, decrease in office referrals	January



2	Demonstrate development of behavior intervention plans utilizing different examples. Demonstration will include showing teachers how to collect data for documentation.	Kelly Kunders, Janet Easley	Increase in number of students using behavior plans, decrease in office referrals	January
3	Continue full implementation of Safe and Civil Schools, including Foundations and CHAMPS.	Pam Neves, Carol Holle	Increase in number of students using behavior plans, decrease in office referrals	October
4	Continue to refine our positive reinforcement system "Tiger Tracks" as a way to recognize students who follow the Pirtle guidelines for success. All staff members are expected to award Tiger Tracks to deserving students throughout the day.	Pam Neves, Carol Holle	Increase in number of students using behavior plans, decrease in office referrals	October
5	Introduce teachers to the concept of Restorative Justice and Restorative Dialogue as a model that places the importance of relationship at the heart of the educational experience in order to build a healthy school community, support students and teachers and address discipline issues. This concept aligns with our training in Safe and Civil Schools and CHAMPS.	Pam Neves, Lisa Sortor	Decrease in office referrals and ISS placements	January
6	Designate a Campus Behavior Coordinator to complete responsibilities outlined in the 2015 legislative session.	Pam Neves	Discipline records	October
7	Review campus discipline data, including discretionary ISS placements and discretionary OSS placements. Any student served by a special program whose placements vary more than 10% from all students will be brought before the campus Behavior Response to Intervention Team within the first three weeks of school. The committee will formulate a plan to meet the needs of each student including assigning a mentor for the student.	Pam Neves	Decrease in discretionary ISS and OSS placements	April

Strategy 6 Celebrating Our Growing Diversity

Pirtle Elementary has seen a growth in diversity as our population/enrollment increases. We want to plan activities throughout the year that will be proactive in developing and maintaining a collaborative culture of care, inclusion, and respect for diversity. Cultivating an appreciation for all cultures will help our students be prepared to navigate within the diverse community.

- Leaders:** Katie Sharp, Brandi Karnowski, Pam Neves
- Benchmark:** Completion of Activities
- Funds:** Activity Account
- Costs:** \$500.00

 FTES: None

Item	Responsible	Evaluation	Dates
1	Work with Aspiring Administrators to collect needed demographic information and other data to get our campus registered online to participate in the No Place for Hate.	Pam Neves, Katie Sharp, Brandi Karnowski	Registration approved October
2	Complete the Resolution of Respect/Promise for No Place for Hate.	Katie Sharp, Brandi Karnowski	Resolution signed by all students and staff October
3	Create a campus committee of students, staff members, and parents to work through the No Place for Hate process to make decisions regarding three campus activities that have a campus wide impact. Activities will run from October 14-May 1st this year. Activities must be determined and selected by the students on the committee. The adults help with the logistics for each activity. Students will be asked how the activity directly related to bias, prejudice, stereotypes, discrimination, name-calling and/or bullying. Activities should involve discussion, promote respect, honor diversity and focus on inclusivity.	Katie Sharp, Brandi Karnowski	Completion of three activities April
4	Hold a special celebration ceremony after completion of required activities to accept the banner and distinction of a "No Place for Hate" school.	Katie Sharp, Brandi Karnowski, Pam Neves	Celebration held, banner accepted April
5	Work with campus librarian to make sure books that celebrate diversity are displayed and discussed throughout the year.	Susan Cooper , Pam Neves	Books displayed, library lesson plans January
6	Work with counselor to continue providing guidance lessons that focus on citizenship, honoring diversity, acceptance of people that are different from us and reflecting on what makes each of us unique and special. Guidance lessons will continue throughout the year that focus on anti-bullying.	Christy Sharum	Guidance lesson plans April

Goal # 4:

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

Resources:

Spot Light on Learners Posters, Awards, Ribbons, Pencils, Food

Strategy 1 Parental Engagement and Communication

Joe M. Pirtle will provide parental engagement opportunities designed to invite parents to be partners in the education of their child, encourage them to become involved with the school and provide skills and strategies for them to use with their children at home to support classroom learning.

Leaders: Pam Neves

Benchmark: Increase in number of parents attending and participating in school events.

Funds: Local Funds

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Use technology to encourage communication through email, campus webpage, Skyward, and on the campus Facebook page.	Pam Neves	Survey results	January
2 Revise campus brochure to provide parents a glimpse into what is offered at Pirtle. The brochure will be made available in the front office and will be sent home with students.	Lisa Sortor, Robin Lawrence	Brochure created, survey results	June
3 Invite parents to brown bag lunch sessions to introduce the components of Reading and Writing Workshop and Math The Belton Way.	Kristin Butler, Brandi Karnowski, Katie Sharp	Sign-in sheets, agendas, survey results	January
4 Require teachers to hold parent-teacher conferences to discuss proficiency levels expected of students and the Parent Compact. 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 placed in Aware under the journal tab.	Pam Neves, Celia Ray	Sign-in sheets, agendas, survey results	October
5 Schedule a parent information night after school begins to provide parents with additional information regarding policies, procedures, expectations, assessments and communication.	Pam Neves	Survey results	October
6 Work with PTA to schedule a "learning component" along with entertainment at PTA meetings to help increase parental involvement, educate parents on ways to help their child, and provide awareness of BISD programs.	Pam Neves, Jamie Butler	PTA meetings scheduled	October
7 Revise the Parent Engagement Plan in collaboration with parents. Post the plan on the Pirtle website.	Pam Neves, Kristy Terry	Parent Engagement Plan posted on website	October



Strategy 2 Student and Staff Recognition

Joe M. Pirtle 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, thank you notes, personal conversations, awards ceremonies, and high visibility.

Leaders: Pam Neves

Benchmark: Parent satisfaction surveys, increase in attendance, retention of teachers, paraprofessionals, and office employees.

Funds: Activity Account

Costs: \$1,000.00

FTES: None

Item	Responsible	Evaluation	Dates
1 Continue campus activities that recognize students for various accomplishments. These include but are not limited to Spot Light on Learner, A and AB Honor Roll, Attendance, etc.	Pam Neves	Increase in attendance, parent surveys	January
2 Schedule a school-wide celebration event at the beginning of each grading period to recognize students and staff for their accomplishments. The Guidelines for Success will be reviewed at each celebration.	Pam Neves	Increase in attendance, parent surveys	October
3 Continue to use a Private Facebook Group for Pirtle Staff to be used to support staff and promote positive messages. This will be a place to post pictures of happenings from all over the campus. We will also recognize different staff members weekly.	Pam Neves	Increased retention of teachers, increased attendance of teachers	January
4 Provide staff members with postcards to be used to recognize students in their classroom. Challenge staff to send home one postcard each faculty meeting.	Pam Neves	Increase in student attendance, parent surveys	January
5 Create a committee to review and revise the yearly event recognizing graduating seniors who were past Pirtle students.	Drenda Capps, Senior Committee Members	Event scheduled	October

Strategy 3 Shared Partnerships

Joe M. Pirtle Elementary will encourage shared partnerships through organizing and implementing a parent/community volunteer program to include mentoring for students that struggle with academics or behavior.

Leaders: Pam Neves, Katie Sharp

Benchmark: Increase in state assessments scores, decrease in discipline referrals, increase in student attendance.

Funds: Activity Account

Costs: \$500

FTES: None

Item	Responsible	Evaluation	Dates
1 Conduct a survey regarding the volunteer program to seek ways to improve opportunities and obtain new partnerships.	Katie Sharp	Survey completed	June
2 Train parents and teachers on the newly revised parent/community volunteer program which includes a mentoring component for struggling students. This year the focus will be securing more male adult mentors.	Katie Sharp	Sign-in sheets, new partnerships created	October
3 Film and publish short tutorial videos for "Volunteer" link. These tutorials will focus on appropriate use of the copy machine, laminator and communication systems.	Katie Sharp	Videos created and published, increase in volunteers	October
4 Revise the handbook by adding expectations and duty descriptions for different areas of volunteer/mentoring work and adding contact numbers for questions and more information.	Katie Sharp	Completion of revised handbook, new partnerships created	January
5 Contact various businesses to determine interests in partnering with Pirtle to volunteer in classrooms or to tutor students. Explore using Raptor to track volunteers and hours served.	Katie Sharp	Program implemented, new partnerships created	January
6 Improve Military Recognition Day to include more activities to honor our military parents and community members. Plan for a student assembly, patriotic activities, and a trot with the troops.	Pam Neves	Annual Turkey Trot activities revised and implemented	October
7 Secure volunteer sheets and background forms and distribute at "Meet the Teacher" night.	Katie Sharp	Increase in parental involvement	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, Pam Neves

Benchmark: 90% of students at each campus will meet or exceed state standards in all subject areas tested.

Funds: Title II Part A

Costs: \$17,500

FTES: Instructional Coach K-5 Math

Item	Responsible	Evaluation	Dates	
1	Provide additional funds for professional development opportunities for teachers to improve instructional practices and student achievement.	Celia Ray	Improved summative and formative assessment scores and nine weeks grades, Title II expenditures, lesson plans	June
2	Ensure that instructional coaches work directly with teachers to coach and improve instructional practices. Coaches funded by Title II, Part A serve the District's secondary campuses.	Celia Ray, Kim Christy-Anderson	Coaching notes, walkthroughs, PDAS	June
3	Provide Coordinator of Math, K-5 to work directly with principals, instructional coaches and teachers in the areas of math and science.	Celia Ray, Dawn Schiller	Coaching notes, walkthroughs, PDAS	June
4	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
5	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	Skyward records, increased number of teachers holding multiple certifications	June
6	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:** \$7439
- FTES:** Shared Service Agreement ESC 12

Item	Responsible	Evaluation	Dates
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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/Yoland a 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 1 A, Title III A	June
6	Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.	MEP Coordinator, MEP Counselor, PFS Instructor, 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. 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: \$302,000



FTES: 8.0

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: \$3,000,000
FTES: 121.15

Item	Responsible	Evaluation	Dates
1 Conduct a needs assessment to determine areas requiring assistance prior to building the State Compensatory Education budget. Special attention should be paid to the needs of students who did not pass an EOC during the 15-16 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, Counselors	PEIMS at-risk report, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3 Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.	Celia Ray	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, Celia Ray	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, 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	Support funding for full day pre-kindergarten program.	Deanna Lovesmith, Phil Haggerty, Celia Ray	mClass reports, increased student readiness for transition into kindergarten	October
8	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 Budget
- Costs:** \$9,500,000
- FTES:** 204

Item	Responsible	Evaluation	Dates	
1	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
2	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

3	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
4	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
5	Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Jennifer Ramirez, Campus Principal	Sign-in sheets, employee certification documentation	June
6	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
7	Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Jennifer Ramirez, Campus Principals	Employee certification documentation	June
8	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
9	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
10	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
11	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 by their third birthday.	Jennifer Ramirez	State Performance Plan Indicators, ARD documentation	June
12	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



13	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
14	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
15	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:** \$1,500,000
- 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	Conduct creativity assessment of all kindergarten students.	Sam Wilds, Kindergarten Teachers	Increase in student nominations in kindergarten, kindergarten portfolios	October
5	Provide service for identified kindergarten students by March 1st to include three field-based learning opportunities.	Sam Wilds, Principals, Kindergarten Teachers	Parent/Teacher surveys, communication samples, documentation of activities	April

6	Ensure all elementary campuses provide at least 90 minutes per week of designated GT delivery to identified GT students. Differentiation occurs at all other times.	Sam Wilds, Campus Principals	Campus GT plan and annual Campus GT Evaluation	June
7	Identify designated G/T teachers and maintain database to monitor teacher training hours.	Sam Wilds, Campus Principals	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, Campus Principals	Teacher training files, teacher staff development records	October
9	Provide campus staff development on an annual basis to review policies regarding the G/T curriculum, program models and acceleration/credit by exam options.	Sam Wilds, Campus Principals	Meeting minutes	October
10	Provide parents/community with information regarding the Gifted and Talented Program. These communications will be provided in English and Spanish when needed and will include parent meetings at the campus, newspaper articles, memos/letters to parents, Gifted and Talented performance reviews and information about G/T services in the classrooms.	Sam Wilds	Copies of memos, webpages, notices, parent/teacher survey, data on performance review	October
11	Provide for periodic district evaluation of effective G/T services offered at the campus level.	Sam Wilds	PEIMS reports, surveys, lesson plans	October
12	Conduct an annual evaluation of the District GT program.	Sam Wilds	Campus level GT Evaluation Reports, District Level GT Evaluation Report	October

Strategy 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, Pam Neves

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

Funds: Local Funds

Costs: \$100,000



FTES: 1

Item	Responsible	Evaluation	Dates
1 Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
2 Evaluate students referred by administrators, 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 Carefully monitor the number of days identified 504 students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Sandra Velo, Campus Administrators	MDRs scheduled by the 10th day out of placement	June

Strategy 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: Pam Neves, Vickie Dean, Classroom Teacher(s), Campus Counselor

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

Funds: Local Funds

Costs: \$75,000

FTES: 2

Item	Responsible	Evaluation	Dates
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1	Implement campus procedures for referring students to General Education Homebound Instruction (GEHI), including 504 committee meetings. Campuses will work with the Director of 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 Student Success Initiative

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

- Leaders:** Pam Neves, Vickie Dean, 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:** \$100,000
- FTES:** 8.4

Item	Responsible	Evaluation	Dates	
1	Identify struggling students on each campus and target them to receive instructional interventions. Notify the parent/guardian if the student's needs are to be addressed through an accelerated program.	Campus Principals	Lesson plans, RtI documentation, progress monitoring data	October
2	Provide immediate, intensive, targeted intervention programs for those students in grades K-8 who are at risk for reading difficulties, including dyslexia, and/or math difficulties.	Campus Principals, Vickie Dean	Lesson plans, student STAAR scores	October



3	Ensure that students in grades 5 and 8 demonstrate proficiency in the subjects required by TEC §28.0211(a) in order to be promoted.	Campus Principals, Classroom Teacher(s), GPC Committee Members, Vickie Dean	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.	Campus Principals, Vickie Dean	Lesson plans, student STAAR scores	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.	Campus Principals, GPC Committee Members, Vickie Dean	Parent waiver documentation, accelerated instruction plans (AIP plans)	June
6	Provide thirty to forty-five additional minutes of targeted reading/math instruction for K-8 students during the regular school day, with flexible grouping of up to six students with one adult.	Campus Principals, Vickie Dean	Lesson plans, student STAAR scores, progress monitoring data	April
7	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 5 and/or 8.	Campus Principals, Vickie Dean	GPC/ARD meeting minutes, AIP plans, student STAAR scores, progress monitoring data	June
8	Provide accelerated instruction to all students who do not demonstrate proficiency on STAAR in grades 3-8. Students who do not meet standard on STAAR must receive appropriate instructional intervention so that they will be able to make the academic progress necessary to do on-grade-level work at the next grade.	Campus Principals, Vickie Dean	Confidential student reports, accelerated instruction documentation, attendance rosters	June

Strategy 11 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: 1

Item	Responsible	Evaluation	Dates	
1	Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are sought with the assistance of the District Homeless Liaison.	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 12 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, Pam Neves, 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

Costs: \$450,000

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.	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	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
5	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	96.9	97.0	97.0	2016 ADA Reports

STAAR Math

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	90	95	100	
Male	91	95	100	
Female	89	95	100	
African-American	78	85	100	
Hispanic	100	95	100	
White	88	95	100	
Eco Disadv	85	90	100	
Gifted	100	100	100	
At Risk	80	85	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	86	90	100	
Male	90	95	100	
Female	82	85	100	
African-American	70	80	100	
Hispanic	86	90	100	
White	88	95	100	
Eco Disadv	79	85	100	
Gifted	100	100	100	
At Risk	64	75	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	94	95	100	
Male	94	95	100	
Female	94	95	100	
African-American	70	80	100	
Hispanic	100	95	100	
White	96	95	100	
Eco Disadv	88	95	100	



Gifted	100	100	100
At Risk	86	90	100

STAAR Reading

GRADE: 3

Student Group	Current	Annual	Long-Term	Notes
All Students	86	90	100	
Male	84	90	100	
Female	89	95	100	
African-American	89	95	100	
Hispanic	92	95	100	
White	83	90	100	
Eco Disadv	88	90	100	
Gifted	100	100	100	
At Risk	70	75	100	

GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	88	95	100	
Male	88	95	100	
Female	88	95	100	
African-American	60	75	100	
Hispanic	89	95	100	
White	93	95	100	
Eco Disadv	79	85	100	
Gifted	100	100	100	
At Risk	56	75	100	

GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	88	95	100	
Male	83	90	100	
Female	92	95	100	
African-American	80	85	100	
Hispanic	83	85	100	
White	91	95	100	
Eco Disadv	72	85	100	



Gifted	100	100	100
At Risk	69	80	100

STAAR Science
GRADE: 5

Student Group	Current	Annual	Long-Term	Notes
All Students	86	90	100	
Male	88	95	100	
Female	84	90	100	
African-American	70	80	100	
Hispanic	84	90	100	
White	90	95	100	
Eco Disadv	73	80	100	
Gifted	100	100	100	
At Risk	74	80	100	

STAAR Writing
GRADE: 4

Student Group	Current	Annual	Long-Term	Notes
All Students	76	85	100	
Male	75	85	100	
Female	77	85	100	
African-American	45	75	100	
Hispanic	79	85	100	
White	78	85	100	
Eco Disadv	60	75	100	
Gifted	100	100	100	
At Risk	42	75	100	

