



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

**BELTON EARLY CHILDHOOD
SCHOOL**

Summary

This 2015-2016 plan for Belton Early Childhood School was developed with the input of the campus leadership team and the site-based decision making committee. The primary focus of this plan is to increase the achievement of all students attending the Belton Early Childhood School so that they are ready to begin kindergarten.

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 Belton Early Childhood School is to provide a safe, respectful, and caring environment, which will create a pathway for successful learning for all students.

Mission Statement

The mission of Belton Early Childhood School is to develop successful, lifelong learners today and leaders tomorrow.

Belief Statements

- 1** We believe that everyone has the right to be treated with dignity and respect in a safe and positive learning environment.
- 2** We believe that shared decision-making among staff, parents, and community members will allow us to reach our goals.
- 3** We believe that a positive attitude and high expectations set the foundation for growth and that higher expectations promote higher achievement.
- 4** We believe that accepting responsibility fosters self-worth.
- 5** We believe that success is based on a common vision and mission and that it is imperative to celebrate success.

Needs Assessment Data Documentation

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

- * Review of district goals
- * Review of campus goals
- * Professional learning communities discussions
- * Results of benchmark assessments
- * Attendance data
- * 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
- * Prior year campus and/or district improvement plans
- * Staff development evaluations, surveys, and/or needs assessments
- * Study of best practices
- * Action research results
- * Analysis of Special Education population
- * Analysis of At-Risk population
- * Analysis of homeless population
- * Disaggregation of current-year state assessment data
- * Campus needs assessment
- * HB5 Community and Engagement Rating data

Goals & Strategies

Goal # 1:

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

Resources:

Math Intervention, Leveled Literacy Instruction, Campus Paraprofessionals, Student Assessment Data, Teachers



Strategy 1 Implementation of Pre-Kindergarten Curriculum

BECS teachers and staff will implement a locally developed Pre-Kindergarten curriculum that is aligned and centered around the state Pre-Kindergarten guidelines. The curriculum will guarantee that all Pre-K students gain knowledge and skills that are age appropriate and equivalent throughout the campus. The curriculum will also ensure that teachers are targeting instruction. It will include a non-negotiable vocabulary list to ensure vocabulary development for all students.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: 100% of teachers will be trained on Pre-K Curriculum and walkthroughs will indicate curriculum implementation in each classroom.

Funds: Local Funds

Costs: \$50,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Write and implement new pre-k curriculum.	Sue Banfield, Carolyn Marks, Denise Whitley, Classroom Teachers	Written Curriculum in eduphoria	October
2 Plan and provide professional development on the new curriculum for all pre-k staff.	Sue Banfield, Carolyn Marks, Sheila Surovik	Agenda, sign-in sheets	October
3 Provide instructional coaching for teachers centered around new curriculum.	Carolyn Marks	Coaches calendar, coaching observation tool	October
4 Monitor curriculum implementation through monitoring lesson plans and conducting classroom walkthroughs.	Sue Banfield, Sheila Surovik, Carolyn Marks	Lesson plans, classroom walkthroughs, coaching observations, lesson planning meetings	October

Strategy 2 Instructional Curricular Resources and Practice

Appropriate instructional and assessment material aligned to Pre-K Guidelines is vital and sets the foundation for student achievement. BECS will use the Conscious Discipline framework and Scholastic Big Day curriculum to address instructional and social emotional needs of students. mClass CIRCLE assessments and the Pre-K report card scored with a rubric will ensure that students are mastering state objectives.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Conscious Discipline framework written and provided to teachers, mCLASS licenses provided by engage.org, Scholastic Big Day curriculum provided, Conscious Discipline training dates set for professional development.

Funds: Local Funds

Costs: \$6,000

FTES: None

Item	Responsible	Evaluation	Dates
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1	Work with the Director of Literacy to analyze and revise reading blocks to ensure balanced literacy is being implemented effectively.	Sue Banfield, Sheila Surovik, Carolyn Marks, Deena Cornblum	Outlook calendar, meeting dates and agendas, classroom observations	October
2	Work with the Elementary Facilitator to analyze and revise math instruction.	Sue Banfield, Sheila Surovik, Carolyn Marks	Lesson plans, meeting agendas, observations,	October
3	Implement writers workshop in the Pre-K classroom that follows the Balanced Literacy model provided by Melissa Leach.	Sue Banfield, Sheila Surovik, Carolyn Marks, Teachers	Trainings, lesson plans, sign-in sheets, observations	October
4	Continue to implement the Conscious Discipline program through the integration of classroom management and social-emotional learning. Teachers will learn to use daily conflict in the classroom as teaching moments. These moments will be used to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying and develop pro-social behaviors. This program will empower children to successfully learn and internalize lifelong skills.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Training and book study agendas, sign-in sheets, observations, walkthroughs	October
5	Continue to implement Scholastic Big Day for PreK curriculum that embraces children's natural curiosity and encourages them to explore and connect to the world around them through thematic learning experiences. Each day will include whole-group, small group, and center experiences that will provide an anchor for conversation, play and learning in the classroom. Through integrated learning opportunities, children will be introduced to new vocabulary, concepts, and skills with intentional instruction in all learning domains from the Pre-K Guidelines.	Carolyn Marks, Classroom Teachers	Lesson plans, observations, walkthroughs	October
6	Continue to utilize a report card to inform parents of student progress. The report card has been revised to align with Pre-K Guidelines and the Conscious Discipline Framework and will provide detailed information on how well students are progressing toward mastery of the Pre-K learning objectives. Report cards will be sent home in October, February, and June. In the time period between report cards, teachers will maintain communication of academic progress with parents through progress reports.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Committee sign-in sheet, meeting documentation, finalized report card and rubric, signed report card	October

Strategy 4 Enrichment Activities

Enrichment activities provide a channel for reinforcing the lessons learned in the classroom. Participation in enrichment activities can lead to success in school by helping students make connections to text and other instructional material. Field trips, specialty classes, sensory exploration through a Block and Science Lab, outdoor sand and water stations, and a tricycle track will provide students with concrete experiences to base their learning.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: 100% of students will participate in enrichment activities.

Funds: Local Funds

Costs: \$8,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Continue to provide a tricycle track for students to work on both physical and social development. Tricycles will help students develop coordination, balance, and leg muscles as they play.	Sue Banfield, Teachers	Observations	October
2 Continue to provide a Block Lab to encourage children to think, plan, and problem-solve as they share space, materials, and ideas to create their various structures with blocks.	Carolyn Marks, Teachers	Weekly lesson plans, observations, walkthroughs	October
3 Continue to provide a Science Lab to capitalize on the natural curiosity of students where they will have opportunities to engage in scientific inquiry through language experiences, observations and hands-on explorations.	Carolyn Marks, Teachers	Weekly lesson plans, observations, walkthroughs	October
4 Continue to engage students in sand and water play through sensory table explorations where students investigate materials to develop and refine cognitive, social and emotional, physical, creative and linguistic skills.	Carolyn Marks, Teachers	Weekly lesson plans, observations, walkthroughs	October
5 Continue to plan and provide opportunities for student field trips that help students gain experiences and allow them to make connections to new learning in the classroom.	Sue Banfield, Sheila Surovik, Teachers	Plan and schedule trips, participation in trips	October
6 Adjust Pre-K schedule to provide additional enrichment activities such as rhythm and dance.	Sue Banfield, Sheila Surovik, Teachers	Completed schedule, participation in classes	October

Strategy 5 Data Analysis

With appropriate analysis and interpretation of data, Pre-K teachers can make informed decisions that will positively affect student outcomes. Data will be analyzed to inspect and transform classroom instruction. Pre-K teachers will gather several forms of data to include anecdotal notes, mCLASS data, report card assessments, and student portfolios.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Increase in student achievement data.

Funds: Local Funds

Costs: \$5,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Continue to implement progress monitoring three times a year using Amplify's mCLASS CIRCLE component. A beginning, middle, and end of year assessment will be conducted on each child. The results will be used to plan classroom instruction including small groups.	Carolyn Marks, Classroom Teachers	mClass data reports including class summary, student data reports	October
2 Continue to provide report cards to parents three times a year. A beginning, middle, and end of year assessment will be conducted on each child. The results will be used to plan classroom and small group instruction.	Carolyn Marks, Classroom Teachers	Report cards	October
3 Continue to use observational data to redirect instruction and validate student successes.	Carolyn Marks, Classroom Teachers	Checklists, anecdotal records, student portfolios	October

Strategy 6 Technology

Technology will be used in the Pre-K classroom to support both teaching and learning. By providing classrooms with computers, MimioTeach software, and iPads, student engagement and motivation will increase. Technology has the power to transform teaching by providing new experiences and personalizing the learning for students.

Leaders: Sue Banfield, Sheila Surovik, Donna Bounds, Debbie Alton

Benchmark: Increase in use of technology in the classroom.

Funds: Local Funds

Costs: \$5,000

FTES: None

Item	Responsible	Evaluation	Dates
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1	Continue to provide iPads and ebooks for Pre-K students to gain additional read aloud time.	Sue Banfield, Sheila Surovik, Michelle Gill, Classroom Teachers	Lesson plans, observations, walkthroughs	October
2	Continue to provide MimioTeach in classrooms so that students can experience a hands-on approach to learning. Students will also gain technology skills by maneuvering large icons projected on white boards.	Sue Banfield, Sheila Surovik, Michelle Gill, Classroom Teachers	Lesson plans, observations, walkthroughs	October
4	Continue to provide books for students with pictures that come to life through the use of Augmented Reality. Student creations can be augmented to become more life-like and will provide for increased student engagement.	Sue Banfield, Sheila Surovik, Michelle Gill, Classroom Teachers	Lesson plans, student products, observations, walkthroughs	October

Strategy 7 Special Education/PPCD

BECS will provide effective differentiated academic and social instruction to students experiencing a broad spectrum of disabilities. Research shows that students should have meaningful access to the general education curriculum. In order to provide access to the general curriculum to students with disabilities to the greatest extent possible, BECS will provide a PPCD self-contained model, an inclusion model, and a co-teach model for students.

Leaders: Sue Banfield, Sheila Surovik, Kim Beshansky, Angela Frausto, Tracy Dorsey

Benchmark: Increase in the number of students served in inclusive settings.

Funds: Local Funds

Costs: 180,000

FTES: 4

Item	Responsible	Evaluation	Dates	
1	Continue to provide co-teaching instruction for PPCD students to allow special education students access to both a teacher trained in content and a special education teacher to help modify the content.	Tracy Dorsey, Angela Frausto, Kim Beshanski	Observations, lesson plans	October
2	Continue to provide inclusion for PPCD students who are not able to participate in a full day co-teach model. Students will have access to the general content a portion of the time according to their IEP.	Tracy Dorsey, Nicole Chapman, Kaylen Echols	Classroom observations, lesson plans	October
3	Continue to provide early intervention services to children with special needs. Services may include speech therapy, occupational therapy and physical therapy as designated in the student's IEP.	Tracy Dorsey, PPCD Teachers	Classroom observations, lesson plans	October

Strategy 8 Student Attendance

Attendance is essential for students to benefit from school activities. BECS will encourage and provide support to students and parents so that student attendance is consistent and regular. BECS personnel will work to partner with parents to encourage students to attend school and avoid unnecessary absences.

Leaders: Sue Banfield, Sheila Surovik, Yvonne Yancey

Benchmark: Student attendance data, parent meeting agendas, motivational incentives for student attendance.

Funds: Local Funds

Costs: \$2,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Increase communication with parents regarding the importance of attendance through parent monthly meetings.	Sue Banfield, Sheila Surovik, Marciela Barrios	Agendas, sign-in sheets	October
2 Continue to implement a daily schedule that allows students to attend breakfast at the campus where older siblings attend. Students will ride to BECS on a bus designated for Pre-K students with bus monitors.	Sue Banfield, Sheila Surovik	Completed school schedule	October
3 Continue to provide bus transportation for all Pre-K students to and from BECS. BECS students will be monitored on the buses by BECS staff and instruction will be provided during bus rides.	Lucy Kerley, Sue Banfield, Sheila Surovik	Bus system in place and followed	October
4 Provide student attendance incentives for perfect attendance at BECS. Incentives for attendance will be communicated to Pre-K parents through notes home, monthly meetings and phone calls home. BECS teachers will contact and log a minimum of 10 positive contacts per month.	Sue Banfield, Sheila Surovik, Marciela Barrios, Classroom Teachers	Correspondence to parents	October
5 Track attendance daily. The front office staff will contact parents when students are absent.	Sue Banfield, Sheila Surovik, Marciela Barrios, Jennifer Johnson, Classroom Teachers	Attendance records, parent phone logs	October



Strategy 9 ELL Instruction

BECS will provide effective instruction in language development for ELL students through a Bilingual and an ESL program. Children will receive explicit instruction in both the home language and the English language. Targeted vocabulary and opportunities to hear and speak language throughout the day will be offered.

- Leaders:** Sue Banfield, Sheila Surovik, Carolyn Marks, Deena Cornblum, Teachers
- Benchmark:** Teacher lesson plans, classroom observations indicating use of ELL strategies.
- Funds:** Local Funds, Bilingual Allotment, Title III A
- Costs:** \$100,000
- FTES:** 3

Item	Responsible	Evaluation	Dates
1 Continue to provide bilingual instruction for students who qualify as ELL and have a home language of Spanish indicated on the home language survey. Through bilingual instruction students are taught in both their home language and English.	Sue Banfield, Sheila Surovik, Bilingual Teachers	Lesson plans, observations, walkthroughs	October
2 Continue to provide targeted vocabulary for LEP students through the use of sentence stems. Students will participate in word of the day activities and word work activities.	Sue Banfield, Carolyn Marks, Bilingual Teachers	Lesson plans, observations, walkthroughs	October
3 Continue to implement the use of measurable content and language objectives in all Pre-K classrooms. Through measurable objectives the teacher provides clear direction for the learning, and monitors mastery through the use of academic tasks and formative assessments.	Sue Banfield, Carolyn Marks, Bilingual Teachers	Lesson plans, observations, walkthroughs	October

Goal # 2:

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

Resources:

Campus Retention Data, Staff Development Records, Professional Development Materials

Strategy 1 Professional Development

Continuous growth and improvement of teacher practice will be supported through professional development which will enable teachers to offer students the learning opportunities that will prepare them to master objectives from the Pre-K Guidelines, transition into kindergarten, and gain skills for life. Professional development will deepen and broaden teacher knowledge of content, best practices, behavior management, vocabulary development, and technology.

Leaders: Sue Banfield, Sheila Surovik, Lauren Osborne, Josie Fields, Donna Bounds, Debbie Alston

Benchmark: Improved student assessment results and increased staff participation in professional development.

Funds: Local Funds

Costs: \$6,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Attend the Elementary Learning Expo in July and implement and monitor new learning throughout the school year.	Sue Banfield, Sheila Surovik, Teachers	Sign-in sheets, agendas, walkthroughs	October
2 Participate in Instructional Rounds training.	Sue Banfield, Sheila Surovik, Carolyn Marks	Calendar, agendas, observations	October
3 Continue to provide training for teachers in Conscious Discipline to better support students in social emotional development. The staff will participate in two group sessions of Conscious Discipline training and begin a new book study on Creating the School Family.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Framework for implementation, agendas, sign-in sheets	October
4 Provide continued training and support for teachers and instructional aides on Mimio Teach, Augmented Reality and iPads.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Agendas, sign-in sheets	October
5 Continue to enhance teacher knowledge of language development in Pre-K through training opportunities. Teachers will learn fun ways to incorporate language into lessons so children become verbal and enhance their vocabulary.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Agendas, sign-in sheets, lesson plans	October
6 Continue to ensure teachers learn to write and implement measurable learning objectives so teaching is aligned to the desired outcome.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Observations, lesson plans, posted objectives in classrooms	October

Strategy 2 Instructional Coaching

BECS will utilize an instructional coach to increase instructional effectiveness by monitoring current on-going professional development delivered through staff meetings.

Leaders: Carolyn Marks

Benchmark: Coaching agendas, implementation of collaborative cycle, and classroom walkthroughs.

Funds: Local Funds

Costs: \$60,000

FTES: 1

Item	Responsible	Evaluation	Dates
1 Continue to offer the Collaborative Cycle to teachers as a means to provide objective feedback. The cycle will include a pre-conference, an observation and a post conference.	Carolyn Marks, Classroom Teachers	Measurable Objective Form, monthly calendar	October
2 Continue to provide side-by-side coaching to help teachers learn how to adapt their instruction to more effectively meet children's needs.	Carolyn Marks, Classroom Teachers	Measurable Objective Form, lesson plans	October
3 Continue to provide modeling to ensure teachers know what good performance looks like.	Carolyn Marks, Classroom Teachers	Short Term Goal Report, lesson plans, video tapes	October
4 Continue to provide reflective feedback to teachers linked to data from observations, the Classroom Environment Checklist, or the Classroom Observation Tool.	Carolyn Marks, Classroom Teachers	Classroom Environment Checklist, Measurable Objective Form	October
5 Continue to facilitate the eCIRCLE professional development model designed to provide teachers with a common experience that allows for conversation and learning.	Carolyn Marks, Classroom Teachers	Sign-in sheets, agendas, teacher participation	October
6 Continue to provide co-teaching to engage teachers in all aspects of a well-planned lesson. The coach will start the lesson modeling instruction and then, using the gradual release model, the teacher will continue the lesson on her own with the coach there for support if needed.	Carolyn Marks, Classroom Teachers	Measurable Objective Form, calendar	October



Strategy 3 Professional Learning Communities

Professional learning communities (PLCs) is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning and higher levels of student achievement.

- Leaders:** Sue Banfield, Sheila Surovik, Carolyn Marks, Tracy Dorsey
- Benchmark:** Consistent implementation of PLCs, improved student assessment scores.
- Funds:** None
- Costs:** None
- FTES:** None

Item	Responsible	Evaluation	Dates
1 Continue to provide time for teachers to meet within their POD groups to analyze student data, collaborate, and share resources.	Sue Banfield, Sheila Surovik, Classroom Teachers	Scheduled meetings, agendas, minutes	October
2 Continue to provide scheduled time for teachers to meet in focus groups to improve areas at BECS that impact instruction. Teachers will collect data on the effectiveness of the Science Lab, the Block Lab, PE and music class, and the outdoor learning areas to ensure students are receiving quality learning experiences.	Sue Banfield, Sheila Surovik, Carolyn Marks, Classroom Teachers	Scheduled meetings, agendas, minutes	October

Goal # 3:

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

Resources:

LifeSkills Prevention Curriculum, Safe and Civil Schools Materials, CHAMPS Initiative, Crisis Plan, Common Area Rules and Procedures, Conscious Discipline

Strategy 1 Safe and Supportive Campus Environment

A safe and supportive school environment that fosters the emotional intelligence of teachers and students and encourages parent involvement will be established through implementation of Safe & Civil Schools and Conscious Discipline. BECS will lay a foundation utilizing these programs to help improve safety across all school settings, engage students, enhance learning, and empower staff/parents with techniques to help students behave responsibly and respectfully.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Decrease in number of student discipline events and number of safety concerns.

Funds: Local Funds

Costs: \$4,000

FTEs: None

Item	Responsible	Evaluation	Dates	
1	Promote safety on campus through the use of a badge system and clear/consistent procedures for campus transitions.	All Staff, Sue Banfield, Sheila Surovik, Jennifer Whitley	Consistent use of badge system and campus guidelines and procedures.	October
2	Continue to ensure emergency preparedness through an updated emergency and crisis intervention plan, monthly safety drills, MERT, and ongoing collaboration among the Foundations committee regarding campus procedures and guidelines.	Sue Banfield, Sheila Surovik, Foundations Committee	Campus Emergency Plan, Crisis Intervention Plan, Foundations meeting notes	October
3	Provide a safe and positive school climate through implementation of CHAMPS and Safe & Civil Schools.	Sue Banfield, Sheila Surovik, Jennifer Whitley, Staff	CHAMPS classroom visuals, CHAMPS common area visuals, lesson plans	October
4	Continue to promote pro-social behavior and prevent discipline issues by implementing a comprehensive social and emotional intelligence classroom management program known as Conscious Discipline which empowers both teachers and students.	Sue Banfield, Sheila Surovik, Carolyn Marks, Jennifer Whitley, Staff	lesson plans, observations	October
5	Provide consistent positive contacts to parents through parent-teacher conferences, parent newsletters, parent events/activities, and purposeful parent phone calls.	Sue Banfield, Sheila Surovik, Jennifer Whitley, Staff	Parent contact documentation	October
6	Boost faculty morale by completing/reviewing data from a campus needs survey, creating a sense of togetherness at staff meetings and luncheons, providing staff with professional learning experiences and curriculum guidance, and through additional staff appreciation methods.	Sue Banfield, Sheila Surovik, Cheer Committee	Campus needs survey, staff meeting notes/agenda	October



7	Provide monthly learning for parents through educational opportunities and school participation activities.	Sue Banfield, Parent Involvement Teacher-Led Focus Group	Sign-in sheets, agendas, focus group meeting notes	October
8	Designate a Campus Behavior Coordinator to complete responsibilities outlined in the 2015 legislative session.	Sue Banfield	Discipline records	October

Strategy 2 Safe and Supportive Classroom Environment

Self-discipline will be a developmental goal for students at BECS. This goal will be achieved through the implementation of Conscious Discipline which develops social-emotional awareness for students. Conscious Discipline allows students to identify and verbalize emotions and empowers them to work through these emotions to reach more productive behavior. The use of a Safe Place provides extra comfort for students who need time away from the group to gain composure. Students gain opportunities to express kindness and treat other students with respect. Students learn to commit to norms, expectations and daily routines when teachers provide choices and set reasonable limits.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Conscious Discipline Lesson Plans, Instructional Lesson Plans, Visuals for CHAMPS Procedures, and Observations.

Funds: Local Funds

Costs: \$4,000

FTES: None

Item	Responsible	Evaluation	Dates	
1	Continue to promote pro-social behavior and prevent discipline issues by implementing a comprehensive social and emotional intelligence classroom management program known as Conscious Discipline which empowers both teachers and students.	Sheila Surovik, Carolyn Marks, Jennifer Whitley, Teachers	Lesson plans, observations	October
2	Continue to provide a safe and positive school climate through implementation of CHAMPS and Safe & Civil Schools.	Sheila Surovik, Carolyn Marks, Jennifer Whitley, Teachers	CHAMPS classroom visuals, lesson plans	October
3	Continue to implement behavioral Rtl strategies for students who need additional behavioral support. Individualized behavior plans will be developed and implemented for identified students.	Sheila Surovik, Jennifer Whitley, Rtl Committee	Rtl and discipline documentation	April

Strategy 3 Comprehensive Guidance and Counseling Program

The goal of BECS guidance and counseling program is to provide specialized counseling and guidance within the TEA Developmental Guidance and Counseling Program Model to address the special needs of students in order to fully develop each student's academic, career, personal, and social abilities. Counseling services may also include unique skills and competencies of Play Therapy and Conscious Discipline.



Leaders: Jennifer Whitley
Benchmark: Counselor Schedules, Student Behavior Records, Campus Needs Assessment, Behavior RTI Plans, and Counselor Referrals.
Funds: Local Funds
Costs: \$25,000
FTES: .5

Item	Responsible	Evaluation	Dates
1 Implement a guidance curriculum that includes implementation of a monthly district-wide guidance focus, lessons promoting a safe and positive learning environment through Safe & Civil Schools, and guidance based on Conscious Discipline. BECS will also provide guidance on special issues based on the needs of the campus.	Jennifer Whitley, Sue Banfield, Sheila Surovik	Counselor schedules, observations, student behavior records, Campus Needs Assessment	October
2 Provide responsive services to students in need of counseling and guidance.	Jennifer Whitley, Sue Banfield, Sheila Surovik	Counselor schedules, observations, student behavior records, referrals, RTI minutes, records of home visits	October
3 Engage in individual planning by consulting with teachers and parents about students, collaborating with other counseling professionals, responding to discipline issues, and reviewing campus and at-risk needs.	Jennifer Whitley, Sue Banfield, Sheila Surovik	Counselor schedules, parent contact documentation, student behavior records, Campus Needs Assessment	October
4 Provide system support by completing daily duties, reviewing the Campus Plan, identifying needy families, and planning activities/events which promote pro-social behavior such as Red Ribbon Week, United Way, Texas Public School Week, and career exploration.	Jennifer Whitley, Sue Banfield, Sheila Surovik	Counselor schedules, at-risk data, Campus Needs Assessment	October

Strategy 4 Bullying Prevention & Response

BECS will promote positive learning experiences for all students by engaging in bullying prevention measures and investigative follow-up procedures to bullying/harassment concerns. Students and parents will be informed of bullying/harassment policies and resources which can be found on the BISD anti-bullying website. Additionally, all school staff will be trained on preventing bullying occurrences on campus and the appropriate steps one should pursue in response to bullying/harassment complaints.

Leaders: Jennifer Whitley
Benchmark: Completion and implementation of guidance lessons, decrease in student behavior issues and decrease in number of reported instances of bullying.
Funds: Local Funds
Costs: \$25,000
FTES: .5

Item	Responsible	Evaluation	Dates
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1	Ensure student safety, instill bullying awareness, and promote positive learning experiences through anti-bullying guidance curriculum.	Jennifer Whitley	Counselor schedules, guidance lesson plans	October
2	Increase awareness of bullying/harassment prevention and response by informing students and parents of policies and resources on the BISD anti-bullying website.	Sue Banfield, Sheila Surovik, Jennifer Whitley	Anti-bullying awareness efforts	October
3	Continue to train school staff on bullying prevention and response procedures to bullying/harassment complaints.	Sue Banfield, Sheila Surovik, Jennifer Whitley	Staff meeting notes/agenda	October

Goal # 4:

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

Resources:

Up-To-Date Website, Student Awards, Items for Faculty Recognition, Parental Involvement

Strategy 1 Communication to Parents, Community and Stakeholders

Clear communication to all stakeholders is essential to maintain positive partnerships in our community. BECS will communicate and market through banners, flyers and participation at public events such as the Turtle Festival. Communication to parents concerning processes and procedures will be provided through monthly meetings, newsletters, Skylert and Facebook announcements. A badge system for transportation and transitioning students to and from other campuses will be implemented. Clear written processes will be followed.

Leaders: Sue Banfield, Sheila Surovik

Benchmark: Increase in event participation, increase in positive feedback from parents, increase in number of communications with stakeholders.

Funds: Local Funds

Costs: \$10,000

FTES: None

Item	Responsible	Evaluation	Dates
1 Develop and distribute a BECS Parent Handbook.	Sue Banfield, Jennifer Johnson, Classroom Teachers	Printed and distributed handbook	October
2 Develop and distribute a Parent Involvement Policy that is collaboratively written with parents.	Sue Banfield, Sheila Surovik, CIT Committee	CIT agendas and minutes, Parent Involvement Policy	October
3 Maintain positive relationships with parents and community members through multiple methods. Teachers and staff will make and log ten positive phone calls home and the school will participate in marketing activities to establish positive relationships with parents and the community.	Sue Banfield, Sheila Surovik	Attendance at events, flyer distribution count	October
4 Distribute information through flyers, Skylerts, monthly newsletters and Facebook so that information is delivered in a timely manner and reaches interested parties.	Sue Banfield, Jennifer Johnson, Sheila Surovik	Skylerts, announcements, copies of monthly newsletters, flyer distribution count, Facebook posts	October
5 Continue to facilitate monthly parent meetings to allow for face-to-face communication with parents on topics of interest. Meeting topics have been chosen from suggestions made on parent surveys.	Sue Banfield, Celia Ray, Sheila Surovik	Attendance sheets, agendas, training logs	October
6 Continue to facilitate monthly parent trainings with childcare directors to increase knowledge and expertise in appropriate pre-k instructional strategies.	Carolyn Marks, Sue Banfield	Attendance sheets, agendas, communication logs	October

7	Maintain consistent communication with elementary principals to ensure Pre-K students have smooth transitions to and from BECS and to allow for alignment of instructional processes for students among all campuses.	Sue Banfield, Sheila Surovik, Jennifer Johnson,	Emails, meeting agendas	October
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Strategy 2 Business and Community Partnerships

Becoming a Partner In Education is an opportunity for the academic and business community to unite in a way that enhances the learning environment for students. Resources offered by businesses and community organizations positively impact student achievement and enrich the lives of students.

Leaders: Sue Banfield, Sheila Surovik, Carolyn Marks

Benchmark: Number of partners developed and maintained throughout the school year. Increase in community involvement on campus.

Funds: None

Costs: None

FTES: None

Item	Responsible	Evaluation	Dates	
1	Conduct monthly parent meetings/trainings to allow parents to learn school procedures and routines and stay informed concerning school activities so that they do not miss participation opportunities.	Sue Banfield, Sheila Surovik	Sign-in sheets, meeting agendas, flyers	October
2	Develop and implement an effective parent volunteer system to assist in classrooms, field trips and other classroom duties.	Sue Banfield, Sheila Surovik	Sign-in sheets, flyers	October
3	Continue our partnerships with child care centers to assist in providing high quality early childhood education programs that coordinate Pre-kindergarten resources among public school districts and child care providers.	Carolyn Marks	Sign-in sheets, short term goal reports, classroom checklists	October
4	Continue to grow and develop our partnerships with businesses to help develop and deliver lessons for parent learning sessions.	Sue Banfield, Celia Ray, Jennifer Whitley	Learning agendas, scheduled learning sessions and meetings	October

Goal # 5:

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

Resources:

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



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

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

Leaders: Deanna Lovesmith, Celia Ray

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

Funds: Title I Part A

Costs: \$195,421

FTES: 9.0

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



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

Strategy 2 Title II, Part A

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

- Leaders:** Deanna Lovesmith, Celia Ray, Sue Banfield
- Benchmark:** 100% of employees will be highly qualified as defined by No Child Left Behind, 90% of students at each campus will meet or exceed state standards in all subject areas tested.
- Funds:** Title II Part A
- Costs:** \$8,391
- FTES:** 0.1

Item	Responsible	Evaluation	Dates	
1	Provide additional funds for professional development opportunities for teachers to improve instructional practices and student achievement.	Celia Ray	Improved summative and formative assessment scores and nine weeks grades, Title II expenditures, lesson plans	June



2	Ensure that instructional coaches work directly with teachers to coach and improve instructional practices. Coaches funded by Title II, Part A serve the District's secondary campuses.	Celia Ray, Kim Christy-Anderson, Denise Whitley	Coaching notes, walkthroughs, PDAS	June
3	Provide Elementary Curriculum/Facilitator to work directly with principals, instructional coaches and teachers in the areas of math and science.	Celia Ray, Denise Whitley	Coaching notes, walkthroughs, PDAS	June
4	Use Title II, Part A funds to provide professional development activities for administrators as needed.	Deanna Lovesmith, Celia Ray	Agendas, minutes, summative evaluation data	June
5	Use Title II, Part A funds to ensure compliance with Highly Qualified requirements. Provide support as needed to teachers through test reimbursement so that they can attain ESL certification.	Celia Ray	Skyward records, increased number of teachers holding multiple certifications to meet HQ requirements, Principal Attestation	June
6	Provide sign-on bonuses to teachers who are new to the District and teaching in positions requiring bilingual certification.	Celia Ray, Deena Cornblum	Skyward records, Principal Attestation	June

Strategy 3 Language Instruction for Limited English Proficient and Immigrant Students

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

- Leaders:** Deanna Lovesmith, Deena Cornblum
- Benchmark:** Increase Bilingual/ESL STAAR State Assessment Scores in Reading, Math and Writing to 75%. Increase Bilingual/ESL STAAR scores for Science and Social Studies to 70%.
- Funds:** Local Funds
- Costs:** \$225,000
- FTES:** 6

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

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

Strategy 4 Migrant Education

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

Leaders: Deanna Lovesmith, Celia Ray

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

Funds: Title I Part C

Costs: \$468

FTES: Shared Service Agreement ESC 12

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

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: \$1,250,000
FTES: 33

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 14-15 school year.	Celia Ray, Deanna Lovesmith	EOC test results, progress monitoring data	June
2 Identify students at-risk of dropping out of school by using the State's 13 at-risk criteria. Identified students will be reported in PEIMS and a listing of identified students will be kept by teaching staff. Periodic review and updates will be entered.	Celia Ray, PEIMS Staff, Sue Banfield	PEIMS at-risk report, report cards, STAAR/EOC scores, readiness tests, dropout data	June
3 Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.	PEIMS Staff, Sue Banfield	PEIMS at-risk report, completed at-risk student profile sheets	June
4 Coordinate funding sources (local, state and federal) to meet students' needs in order to increase achievement.	Deanna Lovesmith	Increased student achievement	June
5 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.	Sue Banfield	Progress reports, report cards, District goal reports	June
6 Support funding for full day pre-kindergarten program.	Deanna Lovesmith, Phil Haggerty	mClass reports, increased student readiness for transition into kindergarten	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: Director of Special Education

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

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

Costs: \$8,194,183

FTES: 204

Item	Responsible	Evaluation	Dates
1 Carefully monitor the number of days special education students are out of placement due to ISS, LTISS, or OSS. Schedule Manifestation Determination meetings as necessary.	Director of Special Education, Sue Banfield	Processes in place, appropriate placement of students	June
2 Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.	Director of Special Education, Sue Banfield, Intervention Team Members, Assessment Personnel	Special education software reports, intervention team meeting logs, State Performance Plan Indicators	June
3 Maintain a campus team trained in Texas Behavioral Support Initiatives and restraint.	Director of Special Education, Sue Banfield	Sign-in sheets, employee certification documentation	June
4 Ensure all new crisis team members complete their online Texas Behavioral Support Initiative training.	Director of Special Education, Sue Banfield	Employee certification documentation	June
5 Increase the proficiency rate for children with disabilities against grade level standards and alternative achievement standards in the subject areas of reading, writing, math, science and writing.	Director of Special Education, Sue Banfield	STAAR math, science and writing scores, State Performance Plan Indicators	June
6 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.	Director of Special Education	State Performance Plan Indicators, ARD documentation	June



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

Strategy 7 Section 504

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

Leaders: Director of Special Education, Sandra Velo, Sue Banfield

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

Funds: Local Funds

Costs: \$

FTES: 1

Item	Responsible	Evaluation	Dates	
1	Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
2	Evaluate students referred by administrators, RtI Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.	Sandra Velo, Campus 504 Committee	Section 504 evaluation paperwork, supporting documentation/evidence	June
3	Identify students for services based on eligibility as determined by four committee questions regarding student impairment and substantial limitation(s) in the classroom.	Sandra Velo, Campus 504 Committee	Section 504 eligibility documentation	June



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

Strategy 8 General Education Homebound

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

Leaders: Principals, Denise Whitley, Classroom Teacher(s), Campus Counselor

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

Funds: Local Funds

Costs: \$

FTES: 2

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

Strategy 9 Homeless Education (Project HEARTBEAT)

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

Leaders: Celia Ray, Noemi Berumen

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

Funds: TEXSHEP Grant

Costs: \$2,632

FTEs: 0.1

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

Appendix A: Student Indicators



Attendance

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
All Students	93.0	95.0	97.0	



mClass Math

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
BOY				
MOY				
EOY				



mClass PA

GRADE: All Grades

Student Group	Current	Annual	Long-Term	Notes
BOY				
MOY				
EOY				

