

PAUL BELTON EARLY CHILDHOOD CENTER

Campus Improvement Plan

2011/2012

"No one too small, no dream too tall."

Date Reviewed:

Date Approved:

PAUL BELTON EARLY CHILDHOOD CENTER

Mission

The mission of Paul Belton Early Childhood Center is to create a safe learning environment where students have the opportunity to develop the knowledge, skills, and attitudes necessary to reach their educational potential. We will provide learning opportunities that use instructional strategies that reflect best practices and developmental appropriateness to prepare children for the changing world.

Nondiscrimination Notice

PAUL BELTON EARLY CHILDHOOD CENTER does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Needs Assessment

Paul Belton Early Childhood Center Campus Needs Assessment 2011-2012

Paul Belton Early Childhood Center provides kindergarten, an open- enrollment 4-year old preschool program for children, and a 3- and 4-year old Head Start program for qualified children. The atmosphere is child-centered, safe and nurturing. Our highly-qualified staff is dedicated to the academic, social and emotional needs of young children. Each and everything our students participate in is structured to give them the foundational skills they need to be successful as they move on to the elementary campus and later on to graduation.

Early childhood education has evolved over the past 20 years and our programs look a lot different than pre-school and kindergarten of the past. Borger ISD, keeping up with national trends in education, embraces high-expectations and rigorous instruction. Our students in pre-k and Head Start are busy taking those first steps in early literacy, early mathematics, social and emotional learning, and learning the norms of school. Our wonderful pre-k and Head Start teachers provide rich, hands-on learning experiences to prepare them to transition into kindergarten. In kindergarten children are met with quality literacy, math, and science programs. Students experience rich literature, writing, problem solving, and hands-on activities to build concepts in mathematics, science, and language. Woven throughout all curriculum are character development, physical development, music and art. We are especially proud of our Discovery Lab, Sensory Lab and Computer Lab. Our teachers are expert at creating engaging, energetic, rigorous, classrooms where students can achieve those high-expectations. Our students leave Paul Belton Early Childhood Center ready for first grade.

At the close of the 2010-2011 school year, our Site Based Decision-Making Committee collected data through multiple sources to assess the “pulse” of our campus. Sources included, but were not limited to: PEIMS data, enrollment records for all grade levels and sub groups, ECI projections, AEIS, iStation and Study Island reports, results from kindergarten assessments including our developed literacy assessments, STAR Chart technology data, Galileo Reports from Head Start, attendance data, teacher and parent interviews and surveys. As these sources were studied we were able to identify many strengths, and some areas of need.

STRENGTHS:

- Well-educated, dedicated and collaborative faculty and staff
- Bilingual and ESL supports for language learners
- ARD procedures
- Literacy Instruction
- Implementation of TEKS and Guidelines
- Growth toward more aligned assessments and use of data
- Administration support
- Positive attitudes
- PTO
- School-wide projects and events
- Implementation of current technology and programs

NEEDS and AREAS of CONCERN and Recommended Action:

Curriculum and Instruction and Student Achievement

- A more developmentally appropriate and rigorous math program and materials to address the depth and complexity of the TEKS
 - Recommendations: continue training and alignment through KILGO, which has been adopted at other campuses
 - Research and acquire math resources to guide PLC discussions and teacher growth in developing mathematical concepts and thinking processes (ex: Kathy Richardson Developing Number Concepts)
- More learning and development with balanced literacy
- Lack materials to support students reading at higher levels
 - PLC development in literacy will need to continue
 - iStation: utilize the interventions and materials along with assessment piece of the program
 - Study Island to supplement and enrich learning

Technology

- Need more appropriate and supplemental software to enhance instruction and meet the technology needs of Pre-K students and ELL's
 - Software on campus such as Jump Start Preschool and Jump Start Spanish
 - Research other Study Island products such as Reading EGGS (addresses early literacy)

Demographics of Student Populations

- Increased populations of identified Autistic students
 - Seek professional development opportunities concerning autism and behavior issues of young children
- Increased populations of ELL's
 - Professional development in ELPS needs to continue
 - Teachers need specific, targeted training in writing and implementing language objectives

School Culture and Climate

- Behavior management of young children is becoming more difficult
- Paw Prints for Success as a school wide management plan is too abstract for young learners
 - Development of a simplistic and concrete plan incorporating few rules with wide application
- Parent volunteers and Parent participation needs to be increased
 - Creation of a volunteer committee to plan, coordinate and evaluate parent participation
 - Development of specific volunteer opportunities and groups

School Context and Organization

- Current Emergency Operations Plan is outdated and all needs are not addressed
 - Committee will review and revise the plan to reflect recent changes to the building
 - Procedures will be revised to be more effective and meet more of the possible emergency situations

PAUL BELTON EARLY CHILDHOOD CENTER

- Goal 1.** PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.
- Objective 1.** PBECC will effectively align TEKS and assessment data to make instructional and programming decisions.
 - Objective 2.** PBECC will participate in targeted professional development that addresses campus needs and Campus/District Improvement initiatives.
 - Objective 3.** PBECC will function as a Professional Learning Community (PLC) reflecting a culture of collaborations, unity and team-work and will strategically address improvement in instruction and student achievement.
 - Objective 4.** PBECC will utilize the district adopted RtI process to strategically and purposefully identify and address the needs of 100% of students within the RtI three-tier system (Tier 1, Tier 2 and Tier3).
 - Objective 5.** PBECC will provide students with developmentally appropriate instruction that is horizontally and vertically aligned.
 - Objective 6.** PBECC will provide quality Bilingual/ESL/ELL instructional support implementing state and district initiatives.
 - Objective 7.** Instruction and curriculum will be enhanced through technology education using quality programs and software.
 - Objective 8.** PBECC will integrate supports and enhancements within the instructional program.
- Goal 2.** PBECC will strive to maintain a 96% attendance rate.
- Objective 1.** The administration and attendance committee will effectively communicate state law and district policy regarding attendance.
 - Objective 2.** PBECC will implement an incentive program to help students and parents learn the importance of consistent school attendance.
 - Objective 3.** The school administrator, attendance committee and teachers will effectively monitor and address individual student's attendance. Measures including local initiatives and interventions and/or in compliance with state attendance laws will be taken to correct attendance issues.
- Goal 3.** PBECC will provide a positive, safe and orderly learning environment conducive to learning.
- Objective 1.** PBECC will increase safety and emergency response awareness and effectiveness.
 - Objective 2.** PBECC will develop and adopt an age-appropriate school-wide behavior plan.
 - Objective 3.** PBECC will continue to foster a positive and productive school climate focusing on morale, parent involvement and shared responsibility.
- Goal 4.** PBECC will work to strengthen relationships with parents and community by facilitating trust, open lines of communication and an inviting environment.

PAUL BELTON EARLY CHILDHOOD CENTER

Objective 1. PBECC will effectively communicate with parents and staff.

Objective 2. PBECC will increase parental and community involvement through the implementation of appropriate and developed programs.

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 1. PBECC will effectively align TEKS and assessment data to make instructional and programming decisions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All instructional staff will attend "KILGO Data Decision Making" inservice at start of school year, and other KILGO curriculum trainings as needed and appropriate. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,5)	Executive Director of Special Programs, Principal, Teacher(s)	August 2011	(L)Local Taxes and State Per Capita Allotments	Formative - -Classroom observations/PDAS -Staff interviews/surveys -On-going assessments -Lesson plans
2. All classroom teachers will participate in "Treasure Hunting" PLC's to analyze TEKS and find and/or develop lessons to teach concepts to the depth and complexity of the TEKS. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Classroom observations -Staff interviews/surveys/meeting notes -Lesson Plans/Treasure Hunt Collection
3. KILGO will be evaluated by teachers and the instructional leadership team to revise the document to align TEKS to campus readiness standards. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	Instructional Liaison, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Grade Level PLC notes -lesson plans -readiness standard alignment -assessments
4. TEKS will be posted in classrooms and noted in weekly lesson plans with a focus on the verbs of the TEKS. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Walk-through observations/PDAS
5. Instructional staff will implement developmentally appropriate lessons that rigorously address concept development. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2,5)	Instructional Liaison, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Classroom observations/PDAS -Treasure Hunt -Grade level PLC notes
6. Instructional staff will continue to improve efforts to effectively assess literacy development and align student achievement with appropriate leveled reading materials. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2,5)	Instructional Liaison, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Classroom observations/PDAS -PLC notes/adendas -On-going assessments -Professional Development Requests/Schedules

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 1. PBECC will effectively align TEKS and assessment data to make instructional and programming decisions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. iStation and Study Island will be utilized to support and enhance assessment and instruction. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Monthly ISIP Reports -Weekly Study Island reports -Rtl records

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 2. PBECC will participate in targeted professional development that addresses campus needs and Campus/District Improvement initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annual professional trainings including: Blood-borne pathogens, child abuse prevention, new faculty training, staff handbooks, LPAC training, sexual harassment training, confidentiality training and PDAS yearly update. (Title I SW: 4)	Principal, School Nurse	August 2011-September 2011	(L)Local Taxes and State Per Capita Allotments	Required district trainings.
2. All instructional staff will attend "KILGO Data Driven Decision Making" and "Academic Vocabulary" inservices. Other appropriate professional development will be provided and attended as needed. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2011	(L)Local Taxes and State Per Capita Allotments	Summative - -Sign in sheets will be checked and collected -Professional Development requests -PDAS
3. Instructional staff will participate in ESL/ELL targeted trainings as needed and appropriate to improve teaching strategies and implement ELPS in the classroom. (Title I SW: 1,2,3,4) (Target Group: H, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Classroom observations/PDAS -Lesson plans checked for ELPS etc -Professional Development Requests/sign in sheets
4. Head Start personnel will attend trainings as required by the Head Start Program. (Title I SW: 3,4,7) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Required training schedule from Region 16/Head Start
5. Staff will seek out and participate in other chosen professional development opportunities aligned to campus and district needs and initiatives as needed and appropriate. Such opportunities will include those addressing needs and strategies for students with Autism Spectrum Disorder. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2011 - May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -PDAS -Professional Development Requests -Campus Needs Assessment 2012-2013
6. Identified staff will participate in other Professional Development such as: CPI training/recertification, PEAK training.	Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Professional Development Requests -PDAS

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 3. PBECC will function as a Professional Learning Community (PLC) reflecting a culture of collaborations, unity and team-work and will strategically address improvement in instruction and student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to explore "Professional Learning Communities" as a campus culture and use to address classroom teacher development in areas such as balanced literacy and developmentally appropriate math instruction. (Title I SW: 1,2,4,9,10) (NCLB: 1,2,5)	Instructional Liaison, Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -PLC notes/agendas -Classroom observations -Campus Needs Assessment data 2012-2013
2. Weekly Grade Level meetings will focus on curriculum alignment, planning, "Treasure Hunting", and discussion of best practices for instruction. (Title I SW: 1,2,3,4,8,10) (Target Group: All) (NCLB: 1,2,5)	Instructional Liaison, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Meeting notes/agendas -Treasure Hunt Collections -Classroom observations

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 4. PBECC will utilize the district adopted Rtl process to strategically and purposefully identify and address the needs of 100% of students within the Rtl three-tier system (Tier 1, Tier 2 and Tier3).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Rtl Team Development: select team members, establish meeting times, provide additional training as needed, designate roles and responsibilities. (Title I SW: 1,8,9) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Meeting schedules/agendas
2. Implement district procedures for referrals to Rtl, Progress Monitoring, and Intervention Service Record Keeping. (Title I SW: 3,6,9) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Evaluate Rtl folders for compliance with procedure -Check individual student Rtl service logs -Progress Monitoring schedules/notes
3. Utilize, improve, and/or develop new Universal Assessments that are aligned with TEKS to identify low performing students. (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Progress Monitoring Minutes--look for student growth -Assessment data/results
4. Rtl Team will continue to develop and utilize campus specific interventions that are specifically targeted for Tier 1, Tier 2 and Tier 3. (Title I SW: 1,2,3,9) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Classroom observations -Staff interviews/surveys -On-going assessments

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 5. PBECC will provide students with developmentally appropriate instruction that is horizontally and vertically aligned.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide 1/2 day 3 and 4 year old Head Start, coordinating related services through Region 16. (Title I SW: 1,2,6,7) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s)	August 2011-May 2012	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	
2. Provide an open enrollment 1/2 day Pre-Kindergarten program implementing Texas adopted pre-Kindergarten Guidelines for instruction. (Title I SW: 3,7) (Target Group: All) (NCLB: 1,3,5)	Designee(s), Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	
3. Provide full day Kindergarten classes to qualified students implementing the TEKS/KILGO and ELPS. (Title I SW: 3) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	
4. Teachers will collaborate to identify and focus on Readiness Standards for both Pre-K and Kindergarten. Planning activities will be coordinated to ensure vertical alignment with corresponding grade levels. (Title I SW: 1,2,8,10) (Target Group: All) (NCLB: 1,2,5)	Instructional Liaison, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Walk-through PDAS data -Lesson Plans checked for alignment/focus -Meeting notes/agendas
5. Provide supplementary curriculum through Music, Physical Education, Sensory Lab, and Discovery Lab. (Title I SW: 3) (Target Group: All) (NCLB: 5)	Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	
6. Qualified students will be provided Special Education Services and Speech Therapy Services through PPCD and Speech Therapy as needed and appropriate.	Designee(s), Principal, Teacher(s)		(F)Federal Grants, (L)Local Projects, (L)Local SSA (Shared Services Arrangement)	Summative - -Rtl records used to identify needs -ARD minutes -Schedules monitored

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 6. PBECC will provide quality Bilingual/ESL/ELL instructional support implementing state and district initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students identified through the Home Language Survey shall be assessed for oral language development using district adopted oral language test materials. (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Enrollment records/PEIMS data checked for identified LEP students -Testing schedules -LPAC minutes
2. Qualifying students will be provided a bilingual kindergarten program or a bilingual pre-kindergarten, or ESL supported program. (Title I SW: 3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -LPAC meetings will focus on student growth, needs, and program placement
3. All teachers will be ESL certified and will implement best practices and ELPS to address language learners. (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Personnel Director, Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Lesson plans monitored for ELPS -Classroom observations/PDAS used to assess instructional practices
4. Annual LPAC review will be conducted to monitor progress and make decisions concerning ELL students. (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Principal	May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -LPAC Minutes maintained and utilized to monitor students and assess program placement

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 7. Instruction and curriculum will be enhanced through technology education using quality programs and software.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All kindergarten students will utilize iStation in the computer lab for a minimum of 90 minutes per week to supplement and support literacy development. (Target Group: All) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -ISIP Reports checked for growth and Tier movement -Rtl will look at ISIP as part of Universal Assessments
2. All kindergarten students will utilize Study Island as a supplementary support of TEKS mastery. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	January 2012-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Weekly Study Island reports checked for program utilization and TEKS mastery -Campus Needs Assessment 2012-2013 will evaluate teacher input regarding program effectiveness
3. Technology hardware and software will be maintained and upgraded as needed and appropriate. (Title I SW: 2) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	August 2011 - May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Campus Needs Assessment 2012-2013 will assess effectiveness of current programs and needs for changes/additions -STAR Chart data will be evaluated to determine strengths and needs -Technology Notebook will be maintained to request and record individual computer needs/repairs

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 1. PBECC will strategically and systematically provide students with developmentally appropriate rigorous instruction, with depth and complexity, that emphasizes alignment between the taught and tested curriculum.

Objective 8. PBECC will integrate supports and enhancements within the instructional program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instruction will be enhanced through the use of the campus library, PEAK programs as appropriate, KELSO counseling resources, Character Counts program, Reading A-Z materials. (Title I SW: 10) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Campus Needs Assessment 2012-2013 will assess program effectiveness through survey questions
2. Activities will be coordinated with Early Childhood Intervention staff to ensure 3 year old transitions and testing are performed as needed. (Title I SW: 6,7,9,10) (Target Group: ECD, SPED, AtRisk) (NCLB: 1,5)	Designee(s), Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Transition meeting schedules/agendas/minutes checked to evaluate identification and placement of students
3. A Preschool Program for Children with Disabilities will be provided to meet the needs of identified special education students. (Title I SW: 3,7) (Target Group: ECD, SPED, AtRisk) (NCLB: 1,5)	Designee(s), Personnel Director, Principal, Teacher(s)	August 2011-May 2012	(L)Local SSA (Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments	
4. Kindergarten teachers will utilize ESGI, a web-based assessment tool developed for kindergarten teachers to assess students, disaggregate data, and report progress to parents. (Title I SW: 8,9) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -assessment data -teacher input regarding effectiveness
5. Student incentives, such as the ABC Club and the Study Island Wall of Fame, will be developed to recognize student achievement. (Target Group: All) (NCLB: 1,2,5)	Designee(s), Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Classroom observations -Staff interviews/surveys -On-going assessments

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 2. PBECC will strive to maintain a 96% attendance rate.

Objective 1. The administration and attendance committee will effectively communicate state law and district policy regarding attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance information, laws and polices will be given to parents at enrollment, the New Year Party through the Campus Handbook, Head Start communications, attendance letters and campus newsletters. (Title I SW: 6) (Target Group: All) (NCLB: 5)	Principal	August 2011- May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - - Weekly/monthly/annual attendance data will be used to determine effectiveness of communication. Focus will be the number/frequency of Truancy Procedure implementation

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 2. PBECC will strive to maintain a 96% attendance rate.

Objective 2. PBECC will implement an incentive program to help students and parents learn the importance of consistent school attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom incentives for perfect attendance will be planned and initiated. (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Teachers will implement daily -Attendance rate will be monitored for growth
2. Each day during the morning announcements, classes with perfect attendance and classes who have met individual classroom goals for perfect attendance will be announced and celebrated. (Target Group: All) (NCLB: 5)	Designee(s), Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -School secretary will report classes with perfect attendance on a daily basis -Attendance rate will be monitored for growth
3. An incentive program will be developed and implemented to encourage parents to make school attendance a priority. (Target Group: All) (NCLB: 5)	Designee(s), Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Truancy Procedure implementation will be evaluated for frequency of need -Attendance rate monitored

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 2. PBECC will strive to maintain a 96% attendance rate.

Objective 3. The school administrator, attendance committee and teachers will effectively monitor and address individual student's attendance. Measures including local initiatives and interventions and/or in compliance with state attendance laws will be taken to correct attendance issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily attendance phone calls will be made to check on absent students who have not called in the absence. (Target Group: All) (NCLB: 5)	Designee(s), Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -TEXiS will be used to record and monitor data -Truancy Procedure record will reflect use of this information to address truancy issues
2. The District Truancy Officer will be utilized to check on parents of children who are not coming to school and are experiencing an attendance problem. (Target Group: All) (NCLB: 5)	Principal, SRO Officer	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Truancy Procedures will reflect need and use of Truancy Officer for intervention
3. Letters, phone conferences, face-to-face conferences and other interventions as directed by the Texas Education Code and District Policy and Procedures, will be executed for students who have excessive absences. (Target Group: All) (NCLB: 5)	Designee(s), Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Truancy Procedure records will track interventions used -Individual attendance records will be monitored for improvement in attendance
4. The attendance committee will meet when necessary and appropriate to address specific attendance issues. (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 3. PBECC will provide a positive, safe and orderly learning environment conducive to learning.

Objective 1. PBECC will increase safety and emergency response awareness and effectiveness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Campus Emergency Operations Plan will be reviewed by committee. Necessary changes and updates will be addressed. This plan will be dispursed to all staff members and evacuation/emergency procedures and campus maps will be posted in all relevant areas. (NCLB: 4)	Designee(s), Principal, School Nurse	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Staff discussions will be held to address needs/effectiveness of procedures following drills
2. Fire Drills will be conducted monthly. Intruder drills will be conducted in the Fall and the Spring. Tornado drills will be conducted twice in the Spring. Mass Evacuation and Bus Evacuation drills will be conducted as directed by central administration. (NCLB: 4)	Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Staff will meet to evaluate procedure effectiveness
3. Teachers and students will participate in district Red Ribbon Week activities to address alcohol, tobacco and other drug awareness. (Target Group: All) (NCLB: 4)	Designee(s), Teacher(s)	October 2011	(L)Local Taxes and State Per Capita Allotments	
4. PBECC will utilize the Eddie Eagle Gun Safety Curriculum and will receive take home materials to share with families. Local policemen will visit to reinforce gun safety issues. (Target Group: All) (NCLB: 4)	Designee(s)	October 2011	(L)Local Taxes and State Per Capita Allotments	
5. PBECC will invite local firemen to visit and discuss fire prevention and safety. Fire prevention lessons will be reinforced in classrooms. (Target Group: All) (NCLB: 4)	Designee(s)	October 2011	(L)Local Taxes and State Per Capita Allotments	
6. Local policemen will be invited to discuss bicycle safety and stranger awareness with students. (Target Group: All) (NCLB: 4)	Designee(s)	May 2012	(L)Local Taxes and State Per Capita Allotments	

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 3. PBECC will provide a positive, safe and orderly learning environment conducive to learning.

Objective 2. PBECC will develop and adopt an age-appropriate school-wide behavior plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A committee will develop and implement a new school-wide behavior management system that is age appropriate for our campus. (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August 2011	(L)Local Taxes and State Per Capita Allotments	Formative - -Student observations -Discipline referral records -Bus referral records -Teacher input regarding effectiveness

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 3. PBECC will provide a positive, safe and orderly learning environment conducive to learning.

Objective 3. PBECC will continue to foster a positive and productive school climate focusing on morale, parent involvement and shared responsibility.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Committees will meet as needed and appropriate to address campus needs and strengthen unity with groups and programs. These include: Site Base Decision Making Committee, Attendance Committee, RtI Committee, Campus Activities Committee, Sunshine Committee, Emergency Operations Committee. (NCLB: 4)	Designee(s), Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Meeting schedules/agendas/notes retained and evaluated -Campus Needs Assessment 2012-2013 will assess effectiveness of various activities etc.
2. Instructional team with the cooperation of teachers will create opportunities to recognize, encourage and support staff morale throughout the year. (NCLB: 4)	Instructional Liaison, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Campus Needs Assessment 2012-2013 will evaluate staff opinions concerning morale, unity, etc. through survey questions

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 4. PBECC will work to strengthen relationships with parents and community by facilitating trust, open lines of communication and an inviting environment.

Objective 1. PBECC will effectively communicate with parents and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All office written communications, including the campus handbook, will be translated into Spanish to better communicate with our non-English speaking families. (Title I SW: 6)	Designee(s), Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Communications will be collected to reflect evidence of translations -Campus Needs Assessment 2012-2013 will assess effectiveness of reaching our Spanish speaking parent population through survey questions

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 4. PBECC will work to strengthen relationships with parents and community by facilitating trust, open lines of communication and an inviting environment.

Objective 2. PBECC will increase parental and community involvement through the implementation of appropriate and developed programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents and community members will be invited and encouraged to participate in school-wide activities such as: Book Character Day, Dr. Seuss Birthday, Holiday Gift Shop, and PTO meetings. (Title I SW: 6)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Volunteer sign in sheets checked for participation
2. PTO will organize Fun Fridays, snacks for special activities, coordinate yearbook and conduct fundraising activities. (Title I SW: 6)	Designee(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -PTO minutes and sign in sheets will be used to monitor participation and activity effectiveness
3. A volunteer committee will be organized to coordinate volunteer activities on campus. They will organize groups such as: Belton Pals to assist with day to day activities, and a men's volunteer reading program. (Title I SW: 6)	Designee(s)	August 2012-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Volunteer sign in sheets will be used to monitor participation -Campus Needs Assessment 2012-2013 will assess program effectiveness through survey questions
4. PBECC will communicate with parents often through phone calls, School Announcement, conferences, class newsletter. (Title I SW: 6)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Campus Needs Assessment 2012-2013 will assess effectiveness of communication through parent survey questions
5. Teachers will participate in Parent Conference Day. (Title I SW: 6)	Principal, Teacher(s)	October 2011	(L)Local Taxes and State Per Capita Allotments	Summative - -Conference sign in sheets will be saved to determine parent participation rate
6. Head Start staff and parents will work together to evaluate and implement Head Start protocols, procedures, and curriculum. (Title I SW: 6,7,10)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Formative - -Classroom observations -Staff interviews/surveys -On-going assessments

PAUL BELTON EARLY CHILDHOOD CENTER

Goal 4. PBECC will work to strengthen relationships with parents and community by facilitating trust, open lines of communication and an inviting environment.

Objective 2. PBECC will increase parental and community involvement through the implementation of appropriate and developed programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. PBECC will work closely with VIPS coordinator and participate in organized parental involvement activities that will develop and sustain parental support for the school community. (Title I SW: 6)	Designee(s), Principal	August 2011-May 2012	(L)Local SSA (Shared Services Arrangement)	Formative - -Classroom observations -Staff interviews/surveys -On-going assessments
8. PBECC will provide evening and school-day programs for parents including: Kindergarten Fall Program, Christmas Carolling at local banks, Kindergarten Spring Program, Texas Public Schools Week activities, Kindergarten Graduation, Pre-Kindergarten and Head Start programs in the fall, at Christmas, and in the Spring. (Title I SW: 6)	Designee(s), Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2011/2012 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

PAUL BELTON EARLY CHILDHOOD CENTER Site Base

Name	Position
Blansett, Amy	Principal
Guitierrez, Cynthia	Parent
Harris, Peggy	Teacher
Price, Lynde	Teacher
Saxon, Tiffany	Teacher
Wells, Patricia	Instructional Liaison/Teacher
Willis, Tiffany	Teacher
Winks, Elizabeth	Para Professional

Resources

Resource	Source
No rows defined.	