

Paul Belton Early Childhood Center

Campus Improvement Plan

2010-11

The mission of the Paul Belton Early Childhood Center is to provide a safe learning environment where students have the opportunity to develop the knowledge, skills, and attitudes necessary to find success in the changing world.

Paul Belton Early Childhood Center Belief Statements

- 1 We believe that school should be safe, positive and orderly place for teaching and learning.
- 2 We believe that decision making is to be shared by all and should be focused on what is best for students.
- 3 We believe that an appreciation for different cultures and value systems is vital.
- 4 We believe that involved parents and communities create a successful learning environments.
- 5 We believe that learning is a life long process.
- 6 We believe that play is important.
- 7 We believe in being innovative.

HISTORY

The Paul Belton Early Childhood Center is a stimulating, fun-filled learning environment which has been developed to address the unique needs of young children. The PBECC houses the Head Start programs for three and four year olds, open enrollment pre-kindergarten, and kindergarten.

The development of PBECC came through Borger ISD's grade leveling move that began in 2004-2005 school year. The building was renamed after, and dedicated to Mr. Paul Belton.

Paul Belton was genuinely determined to ensure that Borger ISD students receive a quality education regardless of ethnicity, economic status, or academic ability. Mr. Belton was elected to the BISD Board of Trustees in 1972 and served on the Board for 28 years. During those years, he served as president, vice-president, and secretary for BISD, three -term president for Panhandle Area Association of School Boards, and statewide trustee for 11 years for the Texas Association of School Boards. His spirit in the community and devotion to our children will always be remembered.

SCHOOL PHILOSOPHY

The young child is a unique individual with strengths and weaknesses in all areas of development. Each child brings unique experiences from his home and culture, which needs to be accepted as a part of the child.

Recognizing these characteristics, learning experiences should be provided in a rich, stimulating environment where the child feels comfortable and accepted. Through interaction with other people and the environment, the child will develop positive attitudes toward self and school.

Learning experiences enhance the child's development in the areas of emotional, social, intellectual, and physical growth. These experiences involve the use of concrete, sensory materials, which are basic learning devices for the young child. Activities that encourage problem solving, experimentation, observation, communication, and listening should be planned and implemented.

The total curriculum should be child-centered and developmental in nature. Involvement in learning experiences correlated with the child's development will help to build a positive self-concept and to provide a base for future learning success.

VISION

No one too small, no dream too tall.

Goal 1: Faculty and staff will use age-appropriate, research-based instructional strategies to teach children to process at a high cognitive level and become independent thinkers.

Correlates with:

District Goals			
1) Increase Student Achievement	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools	5) Create a Positive District Culture
8) Curriculum			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	7) Student Performance	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff		
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress	
Title I - Schoolwide Programs			
3) Instructional	4) Professional Development		
E-Rate Goals			
1) Goals and Strategy for Using Technology			

Strategies

Goal 1 - Strategy 1 Professional Development Time			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis</p>	<p>Brief Description:</p> <p>The term professional learning community describes a collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making (Hord, 1997b). The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Hord (1997b) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement." Faculty and staff members will be given ongoing opportunities for professional development.</p>		<p>Evaluation Benchmark:</p> <p>Campus Curriculum Documents Meeting agendas Technology Proficiencies Campus Professional Development Logs Special Teams meeting agendas and minutes Individualized Professional Improvement Plans</p>
<p>Resources Required:</p> <p>Time</p> <p>Teachers</p> <p>Outside Consultant</p> <p>District Admin. Staff</p> <p>Contract Service</p> <p>Computers</p> <p>Campus Admin. Staff</p> <p>Audio Visual Equipment</p>	<p>FTE's Required:</p> <p>Number of FTE's: 1.00</p> <p>Local</p> <p>Cost: \$65,474.00</p>	<p>Source of Funds:</p> <p>Title II</p> <p>Local Revenue</p>	<p>Amount</p> <p>\$9,200.00</p> <p>\$65,474.00</p> <hr/> <p>\$74,674.00</p>
<p>Timeline</p>			

Goal 1 - Strategy 1 Professional Development Time				
Activity	Person(s) Responsible	Start Date	to	End Date
Beginning of the year training: Blood-borne pathogens, child abuse prevention, new faculty training, staff handbooks, LPAC training, Woodcock-Munoz training, , sexual harassment training, confidentiality training, and PDAS yearly update.	Principal	08/12/2010	to	09/30/2010
Each Monday following student dismissal there will be a weekly staff meeting. This meeting will have a posted agenda that includes staff recognition, points to cover, upcoming events, a focus professional development time, opportunity for questions and concerns. This time will be focused on improving student achievement.	Principal	08/23/2010	to	05/27/2011
Faculty and staff members will participate in multiple online technology skills training opportunities throughout the instructional year. Faculty and staff members will implement newly acquired technology skills into classroom instruction to improve and support student academic achievement.	Principal	08/12/2010	to	05/27/2011
Weekly grade level meetings will focus on curriculum alignment (CSCOPE), planning, and sharing instructional strategies activities in the core content areas.	Principal	08/12/2010	to	05/27/2011
Develop bi-monthly PLC to address classroom teacher development and enhancement of a balanced literacy program. Topics to include best teaching practices, rationales, assessment strategies and implementation and procedures for literacy components.	Principal	08/12/2010	to	05/27/2011
Committee teams will meet once each month and more frequently as needed to develop professional development activities and interventions for children to improve academic achievement. These committees consist of Site Based Decision Making Committee, Attendance Team, Intervention Team, and Family Activities Team	Principal	08/12/2010	to	05/27/2011
Professional development activities specifically designed for each staff member for professional improvement based upon	Principal	08/12/2010	to	05/27/2011

Goal 1 - Strategy 1 Professional Development Time				
Activity	Person(s) Responsible	Start Date	to	End Date
need/interest.				
High quality advanced paraprofessional training	Principal	08/12/2010	to	05/27/2011
Continue to provide PBECC teachers with training on ESL supports and strategies to use in the classroom.	Principal	08/12/2010	to	05/27/2011
Provide opportunities for teachers to become ESL endorsed or be certified in order to support the students in the classroom. Send teachers to ESL Review Academy to help them prepare for endorsement testing on an as needed basis.	Principal	08/12/2010	to	05/27/2011
Provide training for new teachers in the district (Borger ISD New Teacher Academy)		08/12/2010	to	05/27/2011
Provide additional training for new staff members in the Head Start program. New teacher training for professionals and instructional assistant training for paraprofessionals.	Principal	08/12/2010	to	05/27/2011
Provide in depth training for staff members on differentiated instruction, inclusion practices, and research based instructional strategies.	Principal	08/12/2010	to	05/27/2011

Goal 1 - Strategy 2 Response to Intervention (RTI)				
Leader(s): Principal		Brief Description: Moving into an RTI model requires a paradigm shift for all involved. The concept, belief and purpose of student support teams must change -- from a philosophical belief system that the team's purpose is to get the child into special education, to a philosophical belief and action system that the team's purpose is to keep the child in the general education environment.		Evaluation Benchmark: Universal assessment scores Progress monitoring scores RTI meeting minutes RTI operating procedures Tier Level interventions
Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Transportation Dept.	Number of FTE's: 1.00	Title II	\$9,200.00	
Time	None	Local Revenue	\$65,474.00	
Teachers	Cost: \$65,474.00		<hr/> \$74,674.00	
Outside Consultant				
District Admin. Staff				
Contract Service				
Computers				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
RTI Team Development: Select team members, establish meeting times on campus calendar, designate team meeting room, additional training components for team members, designate team member roles and responsibilities, develop forms, utilize plan for monitoring cases, and develop parent information network for understanding.	RTI Team Leader	08/12/2010	to	05/27/2011
RTI Procedures Evaluation: Review administrative/operating	Principal and Rtl Team	08/12/2010	to	05/27/2011

Goal 1 - Strategy 2		Response to Intervention (RTI)		
Activity	Person(s) Responsible	Start Date	to	End Date
guidelines, record keeping and storage, guidelines for documentation of implementation, timelines for staff development on intervention strategies, and process for resolving conflicts.	Leader			
Utilize universal assessment baseline scores, including iStation, for determining low performing students.	Principal	08/12/2010	to	05/27/2011
Utilize developed Tier I, Tier II, and Tier III interventions to address the needs of at-risk students.	RTI Team	10/12/2010	to	05/27/2011

Goal 1 - Strategy 3		Academic/Behavioral Instructional Support				
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Twice a month progress monitoring Mid Year Review End of Year Review/Analysis</p>		<p>Brief Description: Faculty and staff will be trained in academic supports for children and behavior supports for children. All training will be based on scientifically-proven research based strategies. Training will be in the form of face-to-face workshop oriented format, small group study format, and online learning format.</p>		<p>Evaluation Benchmark: Staff development certificates of completion Professional development activities logs Increase in student achievement as teachers and paraprofessionals gain prerequisite skills for teaching effectively to all populations of students</p>		
<p>Resources Required:</p> <p>Time</p> <p>Teachers</p> <p>Outside Consultant</p> <p>Contract Service</p> <p>Computers</p> <p>Campus Admin. Staff</p> <p>Audio Visual Equipment</p>		<p>FTE's Required:</p> <p>Number of FTE's: 1.00</p> <p>None</p> <p>Cost: \$65,474.00</p>		<p>Source of Funds:</p> <p>Local Revenue</p> <p>Title II</p> <p>Title Budget</p> <p>Special Education</p>		
				<p>Amount</p> <p>\$65,474.00</p> <p>\$100.00</p> <p>\$1,000.00</p> <p>\$1,000.00</p> <hr/> <p>\$67,574.00</p>		
Timeline						
Activity		Person(s) Responsible		Start Date	to	End Date
CPI Training for staff members. Currently certified staff members will complete a 4-hour refresher course and identified staff members will complete an 8-hour course for new certifications as needed. Presenter is Nancy White of the HAC SSA		Principal		08/12/2010	to	12/17/2010
Continued gifted and talented training. (Advanced Academics Services) This training supports the PEAK program. Focus on Social/Emotional needs and identification.		Principal		08/12/2010	to	05/27/2011
Other various professional development based on research		Principal		08/12/2010	to	05/27/2011

Goal 1 - Strategy 3 Academic/Behavioral Instructional Support				
Activity	Person(s) Responsible	Start Date	to	End Date
based practices that improve student achievement of early childhood children.				
Campus Administrator will conduct walk-through observations in each classroom throughout the year to gather information about curriculum alignment, levels of engagement, measurements used to assess learning, implementation of research strategies, and classroom factors that contribute to student learning.	Principal	09/07/2010	to	05/27/2011

Goal 1 - Strategy 4 CSCOPE (Curriculum Alignment)		
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Monthly progress monitoring/reporting. Mid Year Review End of Year Review/Analysis</p>	<p>Brief Description:</p> <p>The Texas Education Service Center Curriculum Collaborative (TESCCC) includes a team of Education Service Centers that represents all areas of the state. The collaborative's goal is to provide a quality curriculum support system to Texas K-12 schools. TESCCC has developed CSCOPE, a comprehensive, customized, user-friendly curriculum support system. In addition to the curriculum, CSCOPE encompasses resources for implementation and monitoring to ensure a quality curriculum.</p> <p>The online curriculum is easy to navigate and can be accessed by teachers, administrators and other staff members 24/7. CSCOPE includes all core subjects from grades K-12 and several advanced courses.</p> <p>TEKS/TAKS expectations are clarified, specified, and assembled in a vertical alignment format to eliminate multiple interpretations.</p> <p>One page TEKS overview allows easy, yet complete 6 week planning</p> <p>Year at a glance planning tool to ensure comprehensive learning coverage</p> <p>Instructional plans are aligned with the TEKS/TAKS, researched-based, and include instructional strategies, and questioning techniques .</p> <p>Curriculum components include: Vertical Alignment Documents (VAD), Instructional Focus Documents (IFD), Instructional Units,</p>	<p>Evaluation Benchmark:</p> <p>Web site usage on CSCOPE Walk through observations and documentation Teacher lesson plans Grade level alignment documents PDAS evaluation Curriculum/Grade level meetings minutes</p>

Goal 1 - Strategy 4		CSCOPE (Curriculum Alignment)			
Year-at-a-Glance					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Time	Number of FTE's: 1.00	Local Revenue		\$65,474.00	
Teachers	None	Title II		\$9,200.00	
Outside Consultant	Cost: \$65,474.00			<hr/>	
District Admin. Staff				\$74,674.00	
Contract Service					
Computers					
Campus Admin. Staff					
Audio Visual Equipment					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Kindergarten staff members and instructional support paraprofessionals will attend the CSCOPE Boot Camp with Dr. John Crain sponsored by Region 16. This staff development opportunity will focus vertical curriculum alignment, implementation and documentation. The training will be held at the Elementary Complex and will focus on K-3rd grade and the four core areas.	Principal	08/17/2010	to	08/17/2010	
Kindergarten staff and instructional support paraprofessionals will attend the conference: Engagement: Whatever it Takes sponsored by Region 16 Service Center and Pampa ISD. The Keynote Speaker, Ron Clark will provide an annual motivational message. The afternoon breakout sessions will focus on grade-level appropriate strategies to increase student engagement.	Principal	08/11/2010	to	08/20/2010	
Kindergarten staff will participate in weekly CSCOPE planning meetings. The administrator will attend meetings of each grade level to evaluate CSCOPE and to ensure fidelity to the curriculum alignment.	Principal	08/12/2010	to	05/27/2011	
Continued professional development as needed by individual	Principal	08/12/2010	to	05/27/2011	

Goal 1 - Strategy 4		CSCOPE (Curriculum Alignment)		
Activity	Person(s) Responsible	Start Date	to	End Date
faculty and staff on how to utilize the online CSCOPE system.				

Goal 2: Students will develop age-appropriate academic skills at a high cognitive level.

Correlates with:

District Goals			
1) Increase Student Achievement	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools	5) Create a Positive District Culture
8) Curriculum			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	7) Student Performance	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission		
Title I - Schoolwide Programs			
3) Instructional			
E-Rate Goals			
1) Goals and Strategy for Using Technology			

Strategies

Goal 2 - Strategy 1					Walkthrough Instructional Focus Monitoring				
Leader(s): Principal		Brief Description: Administration will continue in school year 2010-2011 to implement Walkthrough Observations as outlined in PDAS. They will be used to collect data that focuses on curriculum and instructional practices. Data from the walkthroughs are used to identify patterns and assist instructional leaders in drawing conclusions about the effectiveness of instruction, the level of instruction, the levels of engagement, and differentiation strategies used. It will also serve as guide dialogue between teachers and administrators concerning best teaching practices, areas of strength and areas needing improvement. Administration will begin using the CSCOPE Principal Tool to guide observation and correlate what is observed with CSCOPE expectations.			Evaluation Benchmark: Reports of data from CSCOPE Walkthrough Instructional Focus Monitoring Tool				
Leader Progress Report Dates: Mid Year Review End of Year Review/Analysis									
Resources Required:		FTE's Required:		Source of Funds:		Amount			
Outside Consultant		Number of FTE's: 1.00		Local Revenue		\$65,474.00			
Contract Service		None							
Campus Admin. Staff		Cost: \$65,474.00				\$65,474.00			
Audio Visual Equipment									
Timeline									
Activity			Person(s) Responsible		Start Date		to	End Date	
Walkthroughs will continue to be conducted through each classroom for 2010-2011. Data will be collected about student activity in regards to the 5 E Model of Instruction, questioning levels observed, key understandings and student responses,			Principal		09/13/2010		to	05/27/2011	

Goal 2 - Strategy 1 Walkthrough Instructional Focus Monitoring				
Activity	Person(s) Responsible	Start Date	to	End Date
level of academic vocabulary, differentiation strategies.student/teacher engagement,implementation Rigor rate, research based instructional strategies, and classroom factors that effect instruction will also be noted.				
Data from the Instructional Focus Monitoring Tool will be analyzed for patterns and trends that affect instruction. Data will be used to assess areas of school wide strength and areas which can be improved upon through coaching and professional development.	Principal	09/13/2010	to	05/27/2011
Data will be analyzed, evaluated and used for campus goal setting.	Principal	09/13/2010	to	05/27/2011

Goal 2 - Strategy 2		Head Start Program	
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis</p>	<p>Brief Description:</p> <p>Paul Belton Early Childhood Center will provide specific academic programming to build strong academic skills in children. We believe that everyone has an array of strengths and that by encouraging instructional staff and parents to build on those strengths, our efforts will enhance student achievement.</p> <p>The mission of the Head Start program is to bring about a greater degree of social competence in children of low-income families in a way that:</p> <ul style="list-style-type: none"> Promotes intellectual and cognitive development Improves physical and mental health Advocates healthy nutritional practices Enhances student achievement Increases parent involvement Encourages self-sufficiency <p>so that the child is successful in dealing with his or her present environment and in handling future responsibilities in school and life.</p>	<p>Evaluation Benchmark:</p> <ul style="list-style-type: none"> Dial 3 Assessment Ongoing Assessment Head Start Student Records FSA Records Outside Professional records and assessments 	
<p>Resources Required:</p> <p>Volunteer Support</p> <p>Time</p> <p>Teaching Aids</p> <p>Teachers</p> <p>Supplies</p> <p>Staff</p> <p>Parent Support</p>	<p>FTE's Required:</p> <p>Number of FTE's: 9.00</p> <p>Not Specified</p> <p>Cost: \$297,744.00</p>	<p>Source of Funds:</p> <p>Local Campus Budget</p> <p>Local Revenue</p> <p>Head Start Federal Money</p>	<p>Amount</p> <p>\$375.00</p> <p>\$214,378.00</p> <p>\$83,366.00</p> <hr/> <p>\$298,119.00</p>

Goal 2 - Strategy 2		Head Start Program			
Outside Consultant District Admin. Staff Contract Service Computers Child Nutrition Dept. Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide 1/2 day three-year old Head Start program for eligible three-year olds. [Total of three sections -PM)	Principal and Teachers	08/23/2010	to	05/27/2011	
Provide 1/2 day four-year old Head Start program for eligible four-year olds. (Total of three sections -- AM)	Principal	08/23/2010	to	05/27/2011	
Coordinate all related services through Head Start staff in Amarillo at Region 16.	Principal	08/23/2010	to	05/27/2011	
Head Start spring student roundup.	Principal	04/13/2011	to	04/13/2011	
Head Start summer student roundup if necessary.	Principal	08/05/2011	to	08/05/2011	
Supplementary materials, teaching aides, etc., as determined by the classroom teachers.	Principal	08/23/2010	to	05/27/2011	

Goal 2 - Strategy 3		Prekindergarten Program	
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis</p>	<p>Brief Description:</p> <p>Paul Belton Early Childhood Center will provide specific academic programming to build strong academic skills in children. We believe that everyone has an array of strengths and that by encouraging instructional staff and parents to build on those strengths, our efforts will enhance student achievement.</p> <p>The mission of the Prekindergarten program is to bring about a greater degree of social competence in children in a way that:</p> <ul style="list-style-type: none"> Promotes intellectual and cognitive development Improves physical and mental health Advocates healthy nutritional practices Enhances student achievement Increases parent involvement Encourages self-sufficiency <p>so that the child is successful in dealing with his or her present environment and in handling future responsibilities in school and life.</p>	<p>Evaluation Benchmark:</p> <ul style="list-style-type: none"> Student attendance Student records PK Report cards Curriculum alignment documents 	
<p>Resources Required:</p> <p>Time</p> <p>Teaching Aids</p> <p>Teachers</p> <p>Supplies</p> <p>Staff</p> <p>Computers</p> <p>Child Nutrition Dept.</p>	<p>FTE's Required:</p> <p>Number of FTE's: 7.00</p> <p>Not Specified</p> <p>Cost: \$253,465.00</p>	<p>Source of Funds:</p> <p>Local Revenue</p> <p>Title Budget</p> <p>Local Campus Budget</p>	<p>Amount</p> <p>\$253,465.00</p> <p>\$1,000.00</p> <p>\$2,000.00</p> <hr/> <p>\$256,465.00</p>

Goal 2 - Strategy 3 Prekindergarten Program				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Provide 1/2 day four-year old prekindergarten program. Enrollment is open to any child who is four years old by September 1. (six total sections-three AM, three PM)	Principal	08/23/2010	to	05/27/2011
Implement prekindergarten curriculum standards created and endorsed by the State of Texas.	Principal	08/23/2010	to	05/27/2011
Prekindergarten student roundup.	Principal	04/20/2011	to	04/20/2011
Supplementary materials, teaching aides, etc., as determined by the classroom teachers.	Principal	08/23/2010	to	05/27/2011

Goal 2 - Strategy 4 Kindergarten Program					
Leader(s): Principal		Brief Description: Paul Belton will offer full day kindergarten to students 5 years as of September 1st of each school year.		Evaluation Benchmark: ISIP reports from IStation Grades on Report Cards Attendance Records	
Leader Progress Report Dates: Each 9 weeks End of Year Report Review/Analysis					
Resources Required: None	FTE's Required: Number of FTE's: 12.00 Not Specified Cost: \$614,192.00	Source of Funds: Local Campus Budget Local Revenue Special Grant	Amount \$9,000.00 \$451,030.00 \$163,162.00 <hr/> \$623,192.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide full day Kindergarten classes for students 5 years of age as of September 1.	Principal and Teachers	08/23/2010	to	05/27/2011	
Implement kindergarten curriculum standards (TEKS) created and endorsed by the State of Texas.	Principal and Teachers	08/23/2010	to	05/27/2011	
Supplementary materials, teaching aides, etc. as determined by classroom teachers.	Principal and Teachers	08/23/2010	to	05/27/2011	
Kindergarten student roundup	Principal and Teachers	04/27/2011	to	05/11/2011	
Implement ELPS (English Language Proficiency Standards) to address the special needs of our at-risk ELL students and differentiate their instruction.		10/15/2010	to	10/15/2010	

Goal 2 - Strategy 5	IStation Computer Lab	
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis</p>	<p>Brief Description:</p> <p>IStation is a technology based reading curriculum with an approved integrated assessment. I-Station has four basic components, automated progress monitoring, differentiated instruction, instant/comprehensive reports, and small group instruction. IStation assesses all critical areas of reading development including phonemic awareness, letter knowledge, alphabetic decoding, vocabulary, comprehension, spelling and text fluency. ISIP (Indicators of Progress) accomplishes this through the administration of student, friendly, short tests that measure a student's overall reading ability. The objective of ISIP is to identify students potentially at risk of reading failure. Ability scores are used from each subtest to determine a student's overall reading ability score. The student's overall reading ability score is used as the dividing line to determine students potentially at risk. Students are placed into one of three instructional tiers. I-Station offers research-based effective differentiated reading instruction which integrates subject-area content with strategic reading skills. The five key reading areas are threaded carefully throughout with explicit, direct, and systematic instruction.</p> <p>Phonological and Phonemic Awareness- Students progress from counting words, syllables, and phonemes to segmenting and blending.</p>	<p>Evaluation Benchmark:</p> <p>IStation generated progress reports IStation student scores and reports Student report cards Each student will demonstrate 100% accuracy to advance to the next level of each module Lexia individualized student reports</p>

Goal 2 - Strategy 5

IStation Computer Lab

Phonics-Systematic and explicit instruction and practice of letter and sound relationships are provided through differentiated activities. Students apply these skills to decode words in books and stories.

Vocabulary-Multiple exposures by seeing, hearing, and manipulating words reinforces learning. Animated visual clues and interactive activities develop vocabulary in a variety of contexts. Fluency-Engaging word-naming games, multi-leveled books, and a controlled reader provide extensive practice and measure accuracy and rate.

Comprehension-Explicit comprehension instruction and application are provided through high-interest animated teaches, guided practice, and independent practice. Students receive visual support in decodable skill books, read-aloud books, and chapter books.

The Istation Reading Program has assessments that feed into its twelve cycles of instruction that cover the five main areas of reading: phonemic and phonological awareness, phonics, fluency, vocabulary, and comprehension. Each time a student is assessed within the curriculum, the student data determines whether or not the student needs the built-in reteach lessons associated with specific skills.

I-Station offers small group instruction. assessments show student struggles and gives teacher guides to help with individual, small, or whole group instruction

Goal 2 - Strategy 5		IStation Computer Lab			
<p>Kindergarten students participate in I-Station lessons five days a week for 30 minutes per day. Pre-K and Head Start students participate in technology lessons in the I-Station lab focusing on aligned indicators set forth by TEA Texas Pre-K guidelines. These indicators focus on various reading components and computer skills that will prepare them for Kindergarten and for future I-Station participation. Pre-K and Head Start students participate in these technology lessons once a week.</p>					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Time	Number of FTE's: 2.00	Local Revenue	\$81,362.00		
Teaching Aids	Not Specified	Local Campus Budget	\$1,000.00		
Teachers	Cost: \$81,362.00		<hr/>		
Supplies			\$82,362.00		
Staff					
Outside Consultant					
Computers					
Campus Admin. Staff					
Audio Visual Equipment					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Schedule all kindergarten children into the IStation lab for 30	Principal and	10/04/2010	to	05/27/2011	

Goal 2 - Strategy 5		IStation Computer Lab			
Activity	Person(s) Responsible	Start Date	to	End Date	
minutes four days a week for a total of 120 minutes a week of IStation Reading curriculum. Schedule Pre-K and Head Start in the IStation lab once a week for lessons on various reading components and preparatory lessons for future IStation participation.	Paraprofessional				
Begin all kindergarten students on the letter recognition portion and computer education using Learning.com and other supplementary resources.	Paraprofessional	08/23/2010	to	10/01/2010	
Supplementary materials, teaching aides, etc., as determined by the classroom teachers and iStation leader.	Paraprofessional	08/23/2010	to	05/27/2011	
Utilize the supplementary lessons and activities designated by iStation to address specific needs of at-risk students (reading readiness needs and ELL needs and needs of retainees)		10/15/2010	to	10/15/2010	

Goal 2 - Strategy 6		English Language Learner (ESL) Support		
Leader(s): Principal		Brief Description: Provide intensive instructional supports for all identified limited English students.		Evaluation Benchmark: Woodcock-Munoz testing data LPAC minutes Student placements/attendance records
Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Teachers	Number of FTE's: 1.00	Local Revenue	\$65,474.00	
Supplies	Fully Title Funded	Local Campus Budget	\$1,000.00	
Staff	Cost: \$65,474.00		<hr/>	
Outside Consultant			\$66,474.00	
District Admin. Staff				
Contract Service				
Computers				
Child Nutrition Dept.				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Require that all new professional staff members become ESL endorsed by the end of the school year.	Principal	08/23/2010	to	05/27/2011
Administer the Woodcock-Munoz test in English and Spanish to any new student identified by the home language survey.	Principal	08/23/2010	to	05/27/2011
Provide a bilingual kindergarten teacher and a bilingual pre k	Principal	08/23/2010	to	05/27/2011

Goal 2 - Strategy 6 English Language Learner (ESL) Support				
Activity	Person(s) Responsible	Start Date	to	End Date
teacher. Class is taught in English and supported in Spanish.				
LPAC annual reviews.	Principal	05/11/2011	to	06/10/2011
Supplementary materials, teaching aides, etc., as determined by the classroom teachers.	Principal	08/23/2010	to	05/27/2011
Implement the English Language Proficiency Standards in daily instruction to differentiate for language learners		10/15/2010	to	10/15/2010

Goal 2 - Strategy 7		Sensory Development Lab		
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis</p>	<p>Brief Description: Sensory Development Lab is an integration of motion, balance, pressure, and senses to build brain connections to impact student learning and time-on task.</p>	<p>Evaluation Benchmark: Completion of a parent reporting document showing progress and participation in Sensory Development Lab Master schedule</p>		
<p>Resources Required:</p> <p>Time</p> <p>Supplies</p> <p>Staff</p> <p>Outside Consultant</p> <p>Campus Admin. Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 2.00</p> <p>Fully Comp. Ed Funded</p> <p>Cost: \$81,498.00</p>	<p>Source of Funds:</p> <p>Title Budget</p> <p>Local Revenue</p> <p>Local Campus Budget</p>	<p style="text-align: right;">Amount</p> <p style="text-align: right;">\$500.00</p> <p style="text-align: right;">\$81,498.00</p> <p style="text-align: right;">\$300.00</p> <hr style="width: 100%; margin: 0;"/> <p style="text-align: right;">\$82,298.00</p>	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Schedule children into sensory motor lab. Each student will have the opportunity to visit the lab at least once weekly.	Principal and Paraprofessional	08/23/2010	to	05/27/2011

Goal 2 - Strategy 8		Music Classes			
<p>Leader(s): Music Teachers</p> <p>Leader Progress Report Dates: Midyear Review End of the Year Review</p>		<p>Brief Description: Fine arts programs are an integral part of a student's overall growth. Paul Belton will provide students the opportunity to attend music classes 5 days a week for Kindergarten and at least 1 day a week for Pre-K and Head Start. Students will have the opportunity to participate in singing songs, playing music instruments, participating in rhythm and movement activities and developing music appreciation for various types of music.</p>		<p>Evaluation Benchmark: Report Card Grades Participation Monitoring</p>	
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: 3.00 Not Specified Cost: \$141,917.00</p>		<p>Source of Funds: Local Revenue Local Campus Budget</p>	
				<p>Amount</p> <p>\$141,917.00</p> <p>\$700.00</p> <hr/> <p>\$142,617.00</p>	
Timeline					
Activity		Person(s) Responsible	Start Date	to	End Date
Kindergarten students will participate in music classes 5 days a week for 30 minutes each day. Pre-K and Head Start students will participate in music classes 30 minutes 1 time a week.		Principal and Music Staff	08/24/2009	to	05/28/2010

Goal 2 - Strategy 9		Student Health Accountability				
<p>Leader(s): Physical Education Teacher</p> <p>Leader Progress Report Dates: Mis Year Review End of the Year Review</p>		<p>Brief Description: Health problems interfere with student's ability to come to school, stay in school, or make the most of their opportunity to learn. Health education recognizes that risk behaviors in a range of health and social issues often share the same root causes and the factors and conditions that affect them. It allows students to develop and demonstrate increased health related knowledge, attitudes , skills, practices to motivate and assist them in maintaining improved health, disease prevention, and reduced heath-related risk behaviors.</p>		<p>Evaluation Benchmark: Physical Education Grades Progress Monitoring Student/Parent Surveys</p>		
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: 3.00 Not Specified Cost: \$142,954.00</p>		<p>Source of Funds: Local Campus Budget Local Revenue</p>		
				<p>Amount \$1,000.00 \$142,954.00 <hr/>\$143,954.00</p>		
Timeline						
Activity		Person(s) Responsible		Start Date	to	End Date
Students in Kindergarten will participate in PE 5 days a week for 30 minutes per day or for 135 minutes a week. Pre-K and Head Start will participate in PE classes 1 day a week for 30 minutes a day.		Principal and Physical Education Staff		08/23/2010	to	05/27/2011
SHAC Committees- School Health Advisory Council A staff member from Paul Belton sits on the district SHAC committee. This committee meets a minimum of 4 times a year and recommends indicators for evaluating the effectiveness of Coordinated School Heath Programs.		Physical Education Teacher		08/23/2010	to	05/27/2011

Goal 2 - Strategy 9		Student Health Accountability		
Activity	Person(s) Responsible	Start Date	to	End Date
<p>Coordinated School Health is a systematic approach of advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students in establishing healthy behaviors designed to last a lifetime. CSH consists of 8 components : Health Education, Nutrition services, Health Services, Healthy and Safe School Environment, Counseling and Mental Services, Staff Wellness Promotion, Parent and Community Involvement, Physical Education. Paul Belton Early Childhood Program has selected the SPARK-Healthy and Wise Program. SPARK EC has been developed for ages 3-5 and is designed to provide high activity, academically integrated, enjoyable activities that enhance motor development and school readiness.</p>	Physical Education Teacher	08/23/2010	to	05/27/2011

Goal 2 - Strategy 10 PPCDClasses				
Leader(s): Special Education Teacher Leader Progress Report Dates: 9 weeks report monitoring		Brief Description: Provide services for special education students. Services will vary depending upon each individual student's IEP (Individual Education Plan).		Evaluation Benchmark: IEP Services Provided Individual Student Growth Based Upon IEP
Resources Required: None	FTE's Required: Number of FTE's: 4.00 Not Specified Cost: \$164,813.00	Source of Funds: Special Education Local Revenue	Amount \$37,487.00 \$127,326.00 <hr/> \$164,813.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Provide special education services for students with identified special needs.	Principal and Special Education Staff	08/23/2010	to	05/27/2011

Goal 2 - Strategy 11 Discovery Center Learning Lab		
<p>Leader(s): Discovery Lab Teacher</p> <p>Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis</p>	<p>Brief Description:</p> <p>Science is a broad and exciting subject especially for young children, who are naturally curious and have questioning minds. It is therefore important that a wide range of experiences is introduced to children in the early years so they can develop their scientific knowledge. Inquisitive children can easily be encouraged to find things out for themselves by making observation, carrying out simple experiments and sharing their discoveries. Reasons Science Instruction is Important for Young Children:</p> <ul style="list-style-type: none"> * Young children naturally enjoy observing and thinking about nature. * Exposing students to science develops positive attitudes towards science. * Early exposure to scientific phenomena leads to better understanding of scientific concepts studied later in a formal way. * The use of scientifically informed language at an early age influences the eventual development of scientific concepts. * Helps young children understand scientific concepts and learn to reason scientifically. * Science instruction is an efficient means for developing scientific thinking. <p>In order to facilitate science instruction, Paul Belton will utilize available space to create a Discovery Center Lab. All students (Head Start, Pre-K and Kindergarten populations) will visit the lab weekly to participate in science experiments, observations, data recording, etc.</p>	<p>Evaluation Benchmark:</p> <p>Kindergarten report card Pre-K/Head Start Assessments Grade level reports</p>

Goal 2 - Strategy 11		Discovery Center Learning Lab		
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 1.50	Local Revenue	\$85,968.00	
Teachers	Not Specified		<hr/>	
Supplies	Cost: \$85,968.00		\$85,968.00	
Outside Consultant				
District Admin. Staff				
Computers				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Teachers will utilize aligned CSCOPE curriculum to facilitate science education. Teachers will utilize the Discovery Center Learning Lab at least 1 time per week.	Principal and Discovery Lab Teacher	08/23/2010	to	05/27/2011

Goal 2 - Strategy 12 Other Age Appropriate Programs				
Leader(s): Principal Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis		Brief Description: These programs are resources to ensure that children receive a well balanced curriculum at a high cognitive level. Programs include but are not limited to: PEAK (Gifted and Talented program), A-Z Reading, United Steaming, Kelso and Conscience Discipline.		Evaluation Benchmark: Gifted and Talented PEIMS report. Technology reports from A-Z, United Streaming, and Kelso Program being used by counselor documented by lesson plans Counselor schedule/Master schedule Homeless PEIMS report
Resources Required: Transportation Dept. Time Teaching Aids Teachers Supplies Outside Consultant Contract Service Computers Campus Admin. Staff Audio Visual Equipment		FTE's Required: Number of FTE's: 2.00 Not Specified Cost: \$12,532.00	Source of Funds: Local Revenue Title Budget Local Campus Budget	Amount \$115,144.00 \$10,175.00 \$300.00 <hr/> \$125,619.00
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Gifted and Talented Program and access to the PEAK program.	PEAK Coordinator	08/23/2010	to	05/27/2011
Technology Programs/Resources: Reading A to Z, Print Shop, and other programs as licensed	Principal	08/23/2010	to	05/27/2011
Weekly library lessons	Librarian/Library Aide	08/23/2010	to	05/27/2011

Goal 2 - Strategy 12 Other Age Appropriate Programs				
Activity	Person(s) Responsible	Start Date	to	End Date
Implement Character Counts program	Other	08/23/2010	to	05/27/2011
Pre-school transition. Coordinate activities with ECI staff to ensure 3-yr old transition and testing as needed	Principal	08/12/2010	to	05/27/2011
Homeless child education. Identify children who meet the definition of homeless and provide instructional supports and other supports to maintain regular classroom attendance.	Parent Involvement Coordinator	09/01/2010	to	09/30/2010
Utilize reporting tools such as ISIP reports and other measures to make evidence based decision making to improve instruction for all kindergarten children.	Principal	10/04/2010	to	05/27/2011
Implement Kelso Counselor Program to help students develop conflict resolution skills	Counselor	08/23/2010	to	05/27/2011

Goal 3: PBECC will strive to maintain a 96% attendance rate in all programs.

Correlates with:

District Goals			
1) Increase Student Achievement	4) Improve Public Support and Confidence in Schools	5) Create a Positive District Culture	7) Parent Involvement
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	7) Student Performance	8) School Environment
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	
Title I - Schoolwide Programs			
6) Parental Involvement			

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2009-10	93.8 %	≥ 96 %	2015-16	≥ 96 %	2011
2008-09	94 %				

Strategies

Goal 3 - Strategy 1 Student Incentives and Recognition					
Leader(s): Principal		Brief Description: PBECC will use student incentives and recognition to encourage attendance. Paul Belton will conduct monthly prize drawings for students who have had at least one week perfect attendance for that month		Evaluation Benchmark: Daily attendance reports	
Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis					
Resources Required: Supplies Campus Admin. Staff		FTE's Required: Number of FTE's: 1.00 Not Specified Cost: \$65,474.00		Source of Funds: Local Revenue	
				Amount \$65,474.00 <hr/> \$65,474.00	
Timeline					
Activity		Person(s) Responsible		Start Date	to End Date
Classroom incentive for perfect attendance: Each class will be given a class bulldog that they will name, decorate and develop background history about. Each day that the class has perfect attendance they will get to "feed" their bulldog a bone. Once a class has 10 days of classroom perfect attendance, the class can go to the treasure box located in the principal's office.		Principal		08/23/2010	to 05/27/2011
Each day classes with perfect attendance the previous day will be announced during morning announcements.		Principal		08/23/2010	to 05/27/2011

Goal 3 - Strategy 2		Attendance Monitoring			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Weekly attendance analysis Daily attendance notes Monthly progress notes Mid Year Review End of Year Review/Analysis</p>		<p>Brief Description: PBECC will utilize administration, teaching staff, home liaison, and Head Start family support to monitor and encourage daily attendance through: phone calls, letters home, attendance hearings, and home visits.</p>		<p>Evaluation Benchmark: Attendance record (action comments) Phone logs Attendance record books Sign-in and sign-out of school documentation</p>	
<p>Resources Required: Time Staff Computers Campus Admin. Staff</p>		<p>FTE's Required: Number of FTE's: 2.00 Not Specified Cost: \$87,929.00</p>		<p>Source of Funds: Local Revenue</p>	
				<p>Amount \$22,455.00 \$22,455.00</p>	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Attendance phone calls on a daily basis when a student is absent.	Principal and office secretary	08/23/2010	to	05/27/2011	
Home visits to homes where students are not coming to school or when the school can not get in touch with the parents.	Principal	08/23/2010	to	05/27/2011	
Use the truancy officer (Mr. McWilliams) to find children who are not coming to school.	Amy Blansett	08/23/2010	to	05/27/2011	
Attendance committee meetings on a monthly basis and attendance hearings as needed.	Amy Blansett	08/23/2010	to	05/27/2011	
Send letters home to parents of students who have excessive absences or tardies	Principal	10/15/2010	to	10/15/2010	

Goal 3 - Strategy 3		Attendance Communication								
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Monthly progress notes Mid Year Review End of Year Review/Analysis</p>		<p>Brief Description: Communicate information to parents specifically attendance rules and how attendance affects school funding.</p>		<p>Evaluation Benchmark: Booster club meeting agendas Parent conference day sign-in sheets Head Start Parent Council agendas VIPS documentation and reports Parent/Teacher/Student Contracts</p>						
<p>Resources Required: Volunteer Support Time Teachers Supplies Staff School Commons Area Parent Support District Admin. Staff Computers Campus Admin. Staff</p>		<p>FTE's Required: Number of FTE's: 1.00 Not Specified Cost: \$65,474.00</p>		<p>Source of Funds: Local Revenue</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$65,474.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$65,474.00</td> </tr> </tbody> </table>		Amount		\$65,474.00		\$65,474.00
	Amount									
	\$65,474.00									
	\$65,474.00									
Timeline										
Activity	Person(s) Responsible	Start Date	to	End Date						
Attendance information, laws and policies, will be given to parents at the New Year Party, Booster Club meetings, Head Start Parent Council meetings and through attendance letters and campus newsletters.	Principal	08/23/2010	to	05/27/2011						

Goal 4: PBECC will provide a safe and orderly environment to maximize time for teachers to teach and for students to learn.

Correlates with:

District Goals			
1) Increase Student Achievement	2) Provide a Safe Environment	4) Improve Public Support and Confidence in Schools	5) Create a Positive District Culture
State Objectives			
8) School Environment			
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success		
Title I - Schoolwide Programs			
4) Professional Development			

Strategies

Goal 4 - Strategy 1 Alcohol, Tobacco, and Illicit Drug Use Awareness					
Leader(s): Principal		Brief Description: PBECC will develop a greater awareness of alcohol, tobacco, and other drugs and appropriate referral resources. PBECC will participate in Red Ribbon Week activities and student education on the dangers of drug use.		Evaluation Benchmark: Parent Survey	
Leader Progress Report Dates: Red Ribbon Committee Members/Staff					
Resources Required:		FTE's Required:		Source of Funds:	
Parent Support		Number of FTE's: 1.75		Title Budget	
District Staff		Not Specified		Local Revenue	
Computers		Cost: \$98,520.00			
Campus Admin. Staff				Amount	
				\$10,175.00	
				\$88,345.00	
				<hr/>	
				\$98,520.00	
Timeline					
Activity		Person(s) Responsible		Start Date to End Date	
Teachers and students will participate in Red Ribbon Week activities. Each day students, teachers and parents will dress in theme clothing and participate in special activities.		Principal		10/25/2010 to 10/29/2010	
Paul Belton ECC will utilize the Borger ISD adopted drug curriculum DAVE (Drug and Violence Education).		Counselor		08/23/2010 to 05/27/2011	
Paul Belton ECC will participate in the Community Wide Red Ribbon Event. Students and parents will participate in various activities promoting abstinence from drug use.		Parent Involvement		10/27/2010 to 10/27/2010	

Goal 4 - Strategy 2 Gun Safety and Accident Prevention					
Leader(s): Principal		Brief Description: Safety around guns is imperative for children. The Eddie Eagle Curriculum teaches safety procedures such as Stop!, Don't Touch, Leave the Area, Tell an Adult.		Evaluation Benchmark: Student Summary Activities Lesson Plans	
Leader Progress Report Dates: Initial Training/Monthly Review					
Resources Required:		FTE's Required:		Source of Funds:	
Guest Speaker		Number of FTE's: 1.25		Local Revenue	
Audio Visual Equipment		Not Specified			
		Cost: None		Amount	
				\$75,766.00	
				\$75,766.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
PBECC will utilize Eddie Eagle Gun Safety Curriculum. Students will participate in lessons centered around gun safety and will receive stickers and coloring books to take home and share with parents.	Principal and PEAK Coordinator	10/13/2010	to	10/15/2010	
Police officers will come to Paul Belton and discuss gun safety.	Principal	10/13/2010	to	10/13/2010	

Goal 4 - Strategy 3		Safety Drills			
Leader(s): Principal		Brief Description: The safety of our students at PBECC is a priority. To ensure proper planning and preparedness, PBECC will participate in routine fire, intruder, tornado, and bus evacuation drills.		Evaluation Benchmark: Safety drill reports	
Leader Progress Report Dates: None					
Resources Required: Campus Admin. Staff	FTE's Required: Number of FTE's: 1.00 Not Specified Cost: \$65,474.00	Source of Funds: Local Revenue	Amount		
			\$65,474.00		
			\$65,474.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Fire Drills will be conducted monthly Intruder drills will be conducted 2 times each year (Fall/Spring) Tornado Drills will be conducted two times each year (Spring 2 times) Bus evacuation drills will be conducted 1 time each year (Fall)	Principal	08/23/2010	to	05/27/2011	

Goal 4 - Strategy 4		Use of Go Packs			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: De'Lila Holder Mid Year Review End of Year Review</p>		<p>Brief Description: Backpacks with emergency supplies will be furnished to each classroom. In case of emergency the teacher will take the backpack and participate in emergency procedures.</p>		<p>Evaluation Benchmark: 100% use of backpacks in emergency drills or actual emergency situations.</p>	
<p>Resources Required: Campus Admin. Staff</p>		<p>FTE's Required: Number of FTE's: 1.00 Not Specified Cost: \$65,474.00</p>		<p>Source of Funds: Local Campus Budget Local Revenue</p>	
				<p>Amount \$150.00 \$65,474.00 <hr/>\$65,624.00</p>	
Timeline					
Activity		Person(s) Responsible		Start Date	to End Date
"Go Packs" will be used in emergency drills and in actual emergency situations.		Principal		08/23/2010	to 05/27/2011

Goal 4 - Strategy 5 Paul Belton Paw Prints for Success				
Leader(s): Principal		Brief Description: The Paul Belton Paw Prints for Success focus on setting expectations and giving students the skills to be contributing members of the community. Be Responsible Be Honest Be Polite and Use Good Manners Be Respectful Be Positive		Evaluation Benchmark: Paw Print Awards Given for Paw Print Implementation
Leader Progress Report Dates: Mid Year Review End of the Year Review				
Resources Required: Parent Support Computers	FTE's Required: Number of FTE's: 1.00 None Cost: \$65,474.00	Source of Funds: Local Campus Budget Local Revenue	Amount \$100.00 \$65,474.00 <hr/> \$65,574.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Bull Dog Awards Teachers will nominate students that have used the paw prints for success successfully. The student's names will be announced each morning along with the information for why they received the award. Each student that is nominated will receive a button.	Principal	08/23/2010	to	05/27/2011

Goal 4 - Strategy 6		Kelso Counseling Curriculum		
<p>Leader(s): Counselor</p> <p>Leader Progress Report Dates: Mid Year Review End of the Year Review</p>		<p>Brief Description:</p> <p>Kelso's Choice Conflict Management for children is a powerful and timely tool to build a vital life skill for the young people in today's world. The program philosophy is simple" each child is smart enough and strong enough to resolve conflict. Kelso empowers children to determine their own behavior, encouraging an internal focus of control and appropriate problem ownership. The program is designed to reduce the amount of tattling through a proactive prevention approach that keeps small problems from escalating. The program encourages the development and explanation of systematized expectations of student behavior. The program provides a cognitive structure for discriminating between "small" and "big" problems. Small problems can be solved by the children themselves while "big" problems require adult intervention. The program increases the student's feeling personal competence and gives the student the tool's necessary to solve problems when adults are not around.</p>		<p>Evaluation Benchmark:</p> <p>Number of behavior office referrals Number of "Pawprint" awards given.</p>
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: 0.50 Not Specified Cost: \$22,871.00</p>	<p>Source of Funds: Local Revenue</p>	<p>Amount</p> <p>\$24,387.00</p> <hr/> <p>\$24,387.00</p>
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date

Goal 4 - Strategy 6 Kelso Counseling Curriculum				
Activity	Person(s) Responsible	Start Date	to	End Date
The staff of Paul Belton ECC will facilitate the implementation of the Kelso Counseling curriculum.	Counselor	08/23/2010	to	05/27/2011

Goal 4 - Strategy 7		Maintenance of Playground Area			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: each 9 weeks Mid Year Report End of Year Report</p>		<p>Brief Description: Student safety is a primary goal concern at Paul Belton. Providing students with a play area that is both safe and conducive to large and small muscle/motor movement is important.</p>		<p>Evaluation Benchmark: Accident Reports Teacher Reports</p>	
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: 1.00 None Cost: \$65,474.00</p>		<p>Source of Funds: Local Revenue Local Campus Budget</p>	
				<p>Amount \$65,474.00 \$300.00 <hr/>\$65,774.00</p>	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
New mulch for the playground fall zone will be purchased, as needed and placed in the area within the fall zone area surrounding playground equipment. This purchase of mulch will maintain our compliance with school safety regulations.	Principal	08/23/2010	to	05/27/2011	
Maintenance of crosswalk in the parking lot.	Amy Blansett	08/23/2010	to	05/27/2011	
Purchase of additional walkie talkies and/or batteries for safety drills and dismissal.	Amy Blansett	08/23/2010	to	05/27/2011	
Development of campus wide discipline expectations for common areas.	Amy Blansett	08/23/2010	to	05/27/2011	

Goal 5: Parent and community involvement is an integral part of a child's educational process. The PBECC will work to strengthen relationships with parents and members of the community by working to instill public trust, work to facilitate the lines of communication and provide an open and inviting environment.

Correlates with:

District Goals			
1) Increase Student Achievement	4) Improve Public Support and Confidence in Schools	5) Create a Positive District Culture	7) Parent Involvement
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	7) Student Performance	8) School Environment
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success		
Title I - Targeted Assistance Schools			
7) Strategies for Parental Involvement			
Title I - Schoolwide Programs			
6) Parental Involvement			

Strategies

Goal 5 - Strategy 1					Parent Involvement Coordinator				
Leader(s): Principal		Brief Description: PBECC will utilize the Parent Involvement Coordinator to assist with parent activities, assist with language interpretation, and assist with parent communication in the form of home visits, phone calls, letters, etc.			Evaluation Benchmark: Booster Club Meeting Agendas Parent Conference Documentation Phone Logs VIPS Documentation and Reports				
Leader Progress Report Dates: Monthly Progress Notes Mid Year Review End of Year Review									
Resources Required: Local Bus. Leader Library Guest Speaker Computers Audio Visual Equipment		FTE's Required: Number of FTE's: 1.00 Fully Title Funded Cost: \$27,345.00			Source of Funds: Local Revenue			Amount \$27,345.00 <hr/> \$27,345.00	
Timeline									
Activity		Person(s) Responsible			Start Date		to	End Date	
The Parent involvement Coordinator will assist with campus activities such as Character Book Day, Dr. Suess Birthday, PTO Meetings.		Parent Involvement Liason			08/23/2010		to	05/27/2011	
The Parent involvement Coordinator will assist with campus communication by interpreting language, writing letters, phone calls and home visits.		Parent Involvement Liason			08/23/2010		to	05/27/2011	
Community members will participate in various activities throughout the year, such as: Dr. Suess Day Junie B. Jones Day Santa Claus Dress Up Clifford the Big Red Dog Dress Up		Amy Blansett			10/24/2010		to	10/24/2010	

Goal 5 - Strategy 2 PBECC Parent/Teacher Organization				
Leader(s): Principal		Brief Description: The PBECC PTO will meet once a month to disseminate information to parents about school events and activities. The PTO will also organize parent involvement opportunities.		Evaluation Benchmark: Meeting agendas
Leader Progress Report Dates: Mid Year Review End of the Year Review				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Parent Support	Number of FTE's: 1.00	Local Revenue	\$65,474.00	
Computers	Not Specified		<hr/>	
Audio Visual Equipment	Cost: \$65,474.00		\$65,474.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
The PBECC PTO will organize fun Fridays, Provide Snacks for special activities, coordinate yearbook, t-shirts sales, etc.	Principal	08/23/2010	to	05/27/2011

Goal 5 - Strategy 3		Head Start Parent Council Organization			
Leader(s): Principal		Brief Description: The Head Start Parent Council Organization will be held once monthly to disseminate information to parents about school events and activities and Head Start Information. Head Start FSA staff will also conduct parent training.		Evaluation Benchmark:	
Leader Progress Report Dates: None					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Parent Support	Number of FTE's: 9.00	Local Revenue	\$214,378.00		
Computers	Not Specified	Head Start Federal Money	\$83,366.00		
Community Speaker	Cost: \$297,000.00		<hr/>		
Campus Admin. Staff			\$297,744.00		
Audio Visual Equipment					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
HeadStart staff and parents will work together to evaluate and implement Head Start protocols, procedures and curricula.	Princiapl and teachers	08/23/2010	to	05/27/2011	

Goal 5 - Strategy 4 Assemblies and Programs					
Leader(s): Principal		Brief Description: Paul Belton ECC will provide opportunities for parents to visit the campus and build a sense of community.		Evaluation Benchmark: Sign In Sheets Attendance	
Leader Progress Report Dates: Mid Year Review End of Year Review					
Resources Required:		FTE's Required:		Source of Funds:	
Guest Speaker		Number of FTE's: 1.00		Local Revenue	
District Staff		None		Local Campus Budget	
Community Speaker		Cost: \$65,474.00			
Campus Admin. Staff					
Audio Visual Equipment					
				Amount	
				\$65,474.00	
				\$100.00	
				<hr/>	
				\$65,574.00	
Timeline					
Activity		Person(s) Responsible		Start Date to End Date	
PBECC will provide school assemblies, music programs, PE Programs and recognition assemblies. Examples are: * Christmas Programs * Kindergarten Graduation Ceremonies * New Year Party		Principal		08/23/2010 to 05/27/2011	

Goal 5 - Strategy 5		VIPS-Volunteers In Public Schools			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: None</p>		<p>Brief Description: PBECC will participate in the VIPS-Volunteers in Public Schools program to facilitate volunteer opportunities in schools. Opportunities include: * Reading to students * Laminating, cutting out materials * Copying materials * Facilitating lunch and breakfast * Working with their own children at home on homework projects</p>		<p>Evaluation Benchmark: Sign In Sheets Number of Volunteers Hours of Volunteers</p>	
<p>Resources Required: Parent Support Guest Speaker Computers Community Speaker Campus Admin. Staff Audio Visual Equipment</p>		<p>FTE's Required: Number of FTE's: 0.25 None Cost: \$10,175.00</p>		<p>Source of Funds: Title Budget</p>	
				<p>Amount \$10,175.00 <hr/>\$10,175.00</p>	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Paul Belton will participate in organized parental involvement activities that will develop and sustain parental support for the education community. Various parent education classes will be offered throughout the 2009-2010 school year that are open to all parents at our campus.	Parent Involvement Coordinator	08/23/2010	to	05/27/2011	

Goal 5 - Strategy 6		Parent/Teacher Conferences		
Leader(s): Principal		Brief Description: Teachers and parents will have the opportunity to engage in conferences on October 7, 2010 to discuss student progress, student goals and importance of parental involvement in their child's education. Parents and teachers will discuss and sign the Teacher/Parent Compact that outlines the roles, responsibilities, and goals for both teachers and parents.		Evaluation Benchmark: 100% participation documented on sign-in sheets
Leader Progress Report Dates: October 7th				
Resources Required: None	FTE's Required: Number of FTE's: 1.00 None Cost: \$65,474.00	Source of Funds: Local Campus Budget	Amount \$65,474.00 <hr/> \$65,474.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Teachers will conduct parent/teacher conferences after the first 6 weeks of school.	Principal	10/07/2010	to	10/07/2010

Goal 6: All students at Paul Belton will be taught by highly qualified teachers and highly qualified paraprofessionals

Correlates with:

District Goals	
1) Increase Student Achievement	4) Improve Public Support and Confidence in Schools
State Objectives	
5) Prepare Students	6) School Personnel
NCLB/ESEA Goals and Indicators	
3) Highly Qualified Staff	
Title I - Targeted Assistance Schools	
5) Highly Qualified Teachers	

Strategies

Goal 6 - Strategy 1 Highly Qualified					
Leader(s): Superintendent and Assistant Superintendent		Brief Description: Highly Qualified Staff: PBECC will ensure that all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.		Evaluation Benchmark: Personnel files, highly qualified worksheets, and principal attestations	
Leader Progress Report Dates: Mid Year Review End of the Year Review					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount		
			\$0.00		
			\$0.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	Superintendent Assistant Superintendent for Perso	08/23/2010	to	05/27/2011	
Establish an effective teacher mentoring system in order to retain highly qualified staff.	Assistant Superintendent for Personnel and Curricu	08/23/2010	to	05/27/2011	
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	Assistant Superintendent for Personnel and Curricu	08/23/2010	to	05/27/2011	
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	Personnel Superintendent Campus Principal	08/23/2010	to	08/23/2010	
Require all new instructional aides to complete PDA training.	Assistant Superintendent for Personnel and Curricu	08/23/2010	to	05/27/2011	

Goal 6 - Strategy 1		Highly Qualified		
Activity	Person(s) Responsible	Start Date	to	End Date
All new instructional aides will be required to be proficient on the Skills Profiler no later than six weeks after the hire date or have 48 college hours.	Assistant Superintendent for Personnel and Curricu	08/23/2010	to	05/27/2011
Encourage teachers to attain ESL/GT certification.	Superintendent Assistant Superintendent for Perso	08/23/2010	to	05/27/2011
Professional Development is provided for all teacher in the district	Superintendent Campus Principal	08/23/2010	to	05/27/2011
All Teachers will have the opportunity to attend Staff Development throughout the year that will assist them in becoming Highly Qualified with special consideration given to those who are not Highly Qualified.	Assistant Superintendent Campus Principal	08/23/2010	to	05/27/2011
All teachers will have the opportunity to attend staff development throughout the year that will assist them in becoming highly qualified with special consideration given to those who are not highly qualified.	assistant Superintendent and Campus Principal	08/23/2010	to	05/27/2011
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified staus.	AssistSuperintendent for Personnel and Curriiculum	08/23/2010	to	05/27/2011

APPENDIX I

**SITE BASED DECISION MAKING
COMMITTEE**

PLAN IMPLEMENTATION AND DEVELOPMENT LOG

NEEDS ASSESSMENT

SUMMATIVE EVALUATION

2010-11 Site Based Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Classroom Teacher	Tiffany Saxon	Head Start	tiffany.saxon@borgerisd.net	
Classroom Teacher	Tiffany Willis	Prekindergarten	tiffany.willis@borgerisd.net	
Classroom Teacher	Laura Stark	Kindergarten	laura.starki@borgerisd.net	
District Level Professional	Elizabeth Denton		liz.denton@borgerisd.net	
Paraprofessional	Elizabeth Winks		elizabeth.winks@borgerisd.net	
Parent	Kelly Haney			
Non-Classroom Professional Staff	Sondra Raines		sondra.raines@borgerisd.net	
Business Representative	Georgia Scott			
Principal	Amy Blansett		amy.blansett@borgerisd.net	

Campus Improvement Plan Plan Implementation and Development Log	
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Date	Purpose
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Needs Assessment

Summative Evaluation for 2009-10

Objective Accomplishments

Attendance - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09	94%	Explanation of Performance
Projected Annual Objective for 2009-10	96%	
Actual Performance for 2009-10	93.8%	
<i>No Progress Rating Selected</i>		

Needs Assessment Focus

Indicators Rated

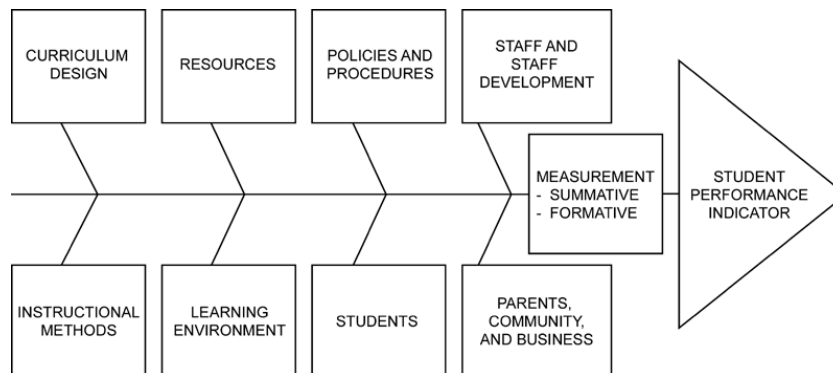
		Priority Rating	Satisfaction Rating
1	Percent of students MASTERING TAAS/TAKS MATH	High	Low
2	Percent passing REPORT CARD GRADES FOR MATH	High	Low
3	Percent of students MASTERING TAAS/TAKS READING	High	Med
4	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
5	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	High	Med
6	Percent of students demonstrating appropriate SELF-DISCIPLINE	High	Med
7	Percent of students able to validly respond in the world view of another culture given hypothetical situations	Med	Med
8	Percent passing REPORT CARD GRADES FOR SCIENCE	Med	Med
9	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	Low	Med
10	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	Low	Med
11	Percent of students demonstrating good CITIZENSHIP SKILLS	High	High
12	Annual Student RETENTION RATES	Med	High
13	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	Med	High
14	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	Med	High
15	DISCIPLINE REFERRAL RATES	Low	High

Indicators Not Rated

		Priority Rating	Satisfaction Rating
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR

3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
5	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
6	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
7	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
8	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
9	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
12	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
13	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
14	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
15	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
16	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
17	Percent of students passing ENGLISH II EOC Examination	NR	NR
18	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
19	Percent of students passing BIOLOGY EOC Examination	NR	NR
20	Percent of students passing ALGEBRA I EOC Examination	NR	NR
21	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
22	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
23	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
24	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR

Process Chart



Summative Evaluation for year 2010-11

Objective Accomplishments

Attendance - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2009-10	93.8%
Projected Annual Objective for 2010-11	96%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Goals

Goal 1: Increase Student Achievement

BISD student performance will demonstrate gains as measured by scores on TAKS, ACT, and other state and national tests, while performance gaps between minority and nonminority students will narrow.

Goal 2: Provide a Safe Environment

Provide a Safe Environment for all who are at District facilities, and attend district related events. The district shall develop a strategic plan with specific long-range actions that ensure the safety of all who are at district schools and facilities or attending district related events.

Goal 3: Increase Management Efficiency

Qualified and highly effective personnel will be recruited, developed, and retained.

Goal 4: Improve Public Support and Confidence in Schools

Borger ISD will improve the community's support and confidence in the quality of the district and will make BISD the district of choice.

Goal 5: Create a Positive District Culture

Borger ISD will create and maintain a strong, positive district culture making Borger ISD a school district of choice for educational professionals.

Goal 6: Provide Facilities-to-Standard Program

Facility assessments will be completed and plans will be made to repair, renovate, or replace existing structures in a timely manner thus enabling the district to provide safe, clean, modern, and well-equipped facilities for all children.

Goal 7: Parent Involvement

Parent will share with educators the responsibility of the education of their children.

Goal 8: Curriculum

A well balanced and appropriate curriculum will be provided so that all students will be encouraged and challenged to meet their full educational potential.

State Goals

Goal 1: Performance - English

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: Performance - Mathematics

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: Performance - Science

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: Performance - Social Studies

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

State Objectives

Objective 1: Partnering Parents with Educators

Parents will be full partners with educators in the education of their children.

Objective 2: Student Potential

Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Dropout Prevention

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4: Curriculum

A well balanced and appropriate curriculum will be provided to all students.

Objective 5: Prepare Students

Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: School Personnel

Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Student Performance

The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Instructional Techniques

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Goal 2: LEP will become Proficient in English

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.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Goal 3: Highly Qualified Staff

By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

Goal 4: Safe, Drug Free Learning Environments

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

Effective School Correlates

Correlate 1: Safe and Orderly Environment

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

Correlate 2: Climate of High Expectations for Success

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."

Correlate 3: Instructional Leadership

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about. The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

Correlate 4: Clear and Focused Mission

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?" When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced. It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

Correlate 5: Opportunity to Learn and Student Time on Task

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

Correlate 6: Frequent Monitoring of Student Progress

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

Correlate 7: Home-School Relations

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

Goal 2: Ensure Planning is Incorporated

Ensure that planning for students served under this part is incorporated into existing school planning.

Goal 3: Use Effective Methods

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -

- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

Goal 4: Support Regular Education Program

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

Goal 7: Strategies for Parental Involvement

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Goal 8: Coordinate and Integrate Services and Programs

Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I - Schoolwide Programs

Goal 1: Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

Goal 2: Student Opportunities

- (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- (ii) Use effective methods and instructional strategies that are based on scientifically based research that -
 - *strengthen the core academic program in the school;
 - *increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - *include strategies for meeting the educational needs of historically underserved populations;
- (iii)
 - *include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include -
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, personal finance education, and innovative teaching
 - the integration of vocational and technical education programs; and
 - *address how the school will determine if such needs have been met;
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Goal 5: Professional Staff

Strategies to attract high-quality highly qualified teachers to high-need schools.

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Goal 8: Include Teachers in Decisions

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Goal 9: Identify and Assist with Student Difficulties

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Goal 10: Federal, State, and Local Programs

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

Goal 2: Development Strategy for Training

The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

Goal 3: Assessment of Services for Improvement

The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

Goal 4: Sufficient Budget for Implementation

The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.

Goal 5: Evaluation Process for Monitoring Progress

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

Report of TAKS Reading

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Reading.**

Report of TAKS Math

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Math.**

Report of TAKS Writing

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Writing.**

Report of TAKS Overall

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Overall.**

Report of SDAA II Reading

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Reading.**

Report of SDAA II Math

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Math.**

Report of SDAA II Writing

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Writing.**

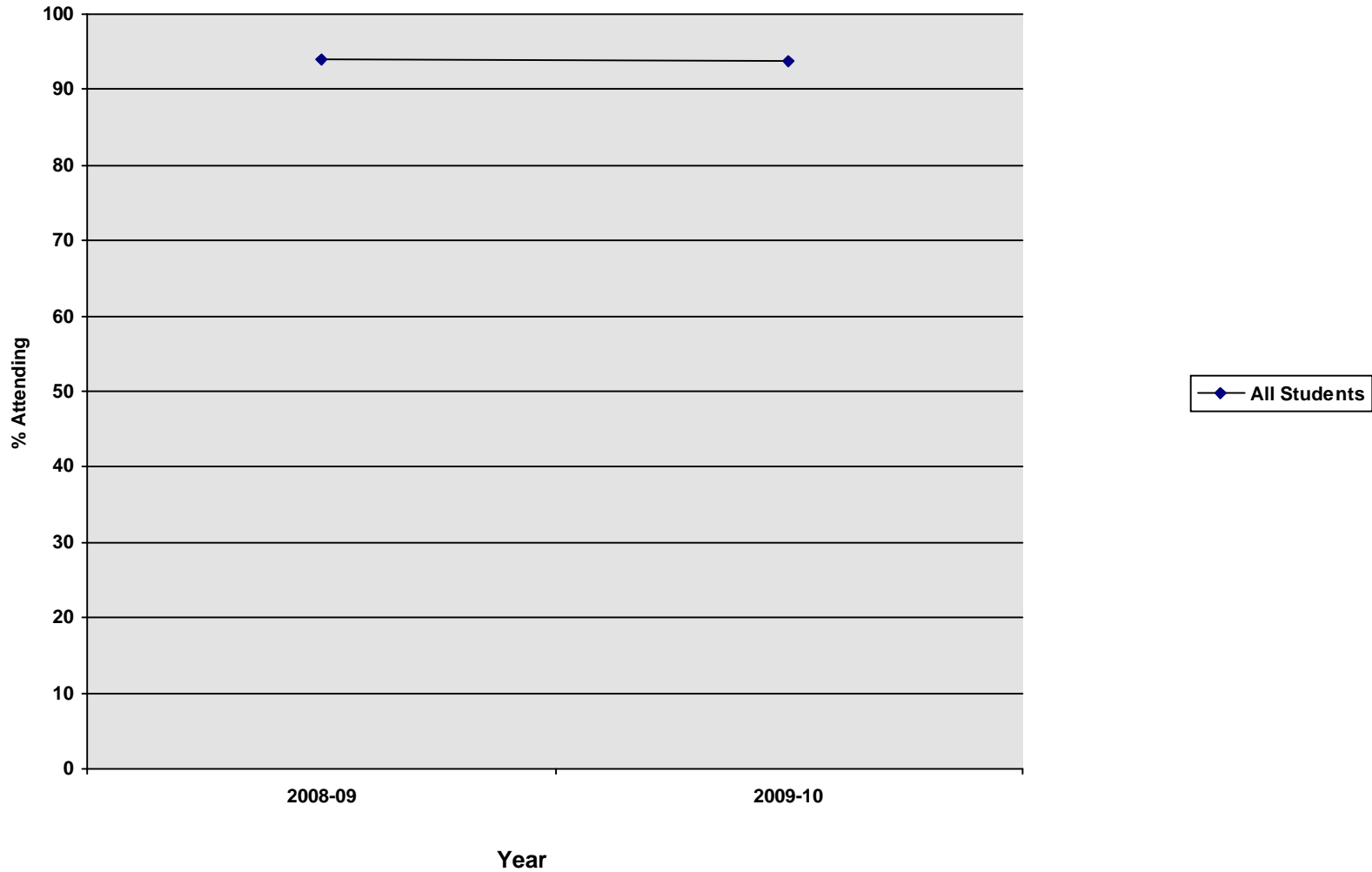
Report of SDAA II Overall

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Overall.**

Report of Attendance

Graph of Current Performance by Analysis Group



Report of Completion: Graduated

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Graduated.**

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Received GED.**

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Continued HS.**

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

There is no information associated with Completion: Dropped Out (4-yr).

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Taking
SAT/ACT.**

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Scoring At or
Above Criterion.**

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean SAT Scores.**

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean ACT Scores.**