

**PAUL BELTON EL**

**Campus Improvement Plan**

2012/2013

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

Date Reviewed: 10/11/12

Date Approved: 10/11/12

# PAUL BELTON EL

## **Mission**

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

### Nondiscrimination Notice

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

# PAUL BELTON EL Site Base

Name	Position
Blansett, Amy	Principal
Cano, Gloria	Teacher
Cox, Tamra	Special Education Teacher
Gowdy, Manda	Teacher
Guitierrez, Cynthia	Parent
Harris, Peggy	Teacher
Hodge, Beth	Teacher
Luman, Candida	Business Community Member
Porter, Tamyra	Teacher

# PAUL BELTON EL

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

# PAUL BELTON EL

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

**Objective 1.** PBE will effectively align TEKS and assessment data to make instructional and programming decisions that are developmentally appropriate and horizontally and vertically aligned.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All classroom teachers will participate in "Treasure Hunting" PLC's to analyze TEKS and find and/or develop lessons to teach concepts to the depth and complexity of the TEKS, and utilize the district Calibration Rubric to assess the depth and complexity of the lesson/resource being used. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Literacy Coordinator, Principal, Teacher(s)</p>	<p>August 2012-May 2013</p>	<p>(F)CSCOPE Curriculum, (F)KILGO Training and Resources, (F)Professional Development, (L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Educator Lesson Plans, (O)Resource Calibration Instrument, (O)Staff Time</p>	<p>Formative - -Classroom observations -Staff interviews/surveys/meeting notes -Lesson Plans/Treasure Hunt Collection</p>
<p>2. KILGO will be evaluated to revise the document to align TEKS to campus/district readiness standards, the Vertical Alignment Document of CScope, and other district adopted curricular resources thereby creating and maintaining the Borger ISD Kindergarten Scope and Sequence. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Literacy Coordinator, Principal, Teacher(s)</p>	<p>August 2012-May 2013</p>	<p>(F)CSCOPE Curriculum, (F)KILGO Training and Resources, (L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time</p>	<p>Formative - -Grade Level PLC notes -lesson plans -readiness standard alignment -assessments</p>
<p>3. Instructional staff will implement developmentally appropriate lessons and assessment strategies that rigorously address concept development using a variety of resources including, but not limited to: Saxon Math, Handwriting Without Tears, Continuum of Literacy Learning, Fountas and Pinnel Phonics and Word Study, and Study Island's Reading EGGS. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Curriculum and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August 2012-May 2013</p>	<p>(F)CSCOPE Curriculum, (F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - -Classroom observations/PDAS -Treasure Hunt -Grade level PLC notes</p>

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**Objective 1.** PBE will effectively align TEKS and assessment data to make instructional and programming decisions that are developmentally appropriate and horizontally and vertically aligned.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Instructional staff will continue to improve literacy development and align student achievement with appropriate leveled reading materials and instructional practices as outlined in the District Literacy Initiative through professional development, PLC's, assessments, Balanced Literacy/Literacy Continuum (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2,5)	Executive Director of Special Programs, Literacy Coordinator, Principal, Teacher(s)	August 2012-May 2013	(F)CSCOPE Curriculum, (F)Professional Development, (F)Title 1 Part A Funds, (L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time	Summative - -Classroom observations/PDAS -PLC notes/adendas -On-going assessments and subsequent data -Lesson plans -Professional Development Requests/Schedules
5. iStation and Study Island-- Reading EGGS will be utilized to support and enhance assessment and instruction, identify areas of student need, and aide in intervention. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Executive Director of Special Programs, Principal, Teacher(s)	August 2012-May 2013	(F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Personnel, (O)Staff Time	Summative - -Monthly ISIP Reports -Weekly Study Island reports -Rtl records
6. Teachers will collaborate to identify and focus on Readiness Standards for both Pre-K and Kindergarten. Planning activities will be coordinated to ensure vertical alignment with corresponding grade levels. (Title I SW: 1,2,8,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2012-May 2013	(F)CSCOPE Curriculum, (F)KILGO Training and Resources, (F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time	Formative - -Walk-through PDAS data -Lesson Plans checked for alignment/focus -Meeting notes/agendas -Student performance data

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

**Objective 1.** PBE will effectively align TEKS and assessment data to make instructional and programming decisions that are developmentally appropriate and horizontally and vertically aligned.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Qualified students will be provided Special Education Services and Speech Therapy Services through PPCD and Speech Therapy as needed and appropriate. (Title I SW: 3,5,7,9,10) (Target Group: SPED) (NCLB: 1,3,5)	Designee(s), Director of Special Education , Executive Director of Special Programs, Principal, Teacher(s)	August 2012-May 2013	(F)Federal Grants, (F)IDEA Special Education, (L)Local SSA ( Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Materials, (O)Personnel, (O)Staff Time	Formative - -Rtl records used to identify needs -ARD minutes -Schedules monitored

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All instructional staff will attend appropriate professional development including, but not limited to: KILGO, Understanding Students in Poverty, Sheltered Instruction, Professional Learning Communities, Continuum of Literacy Learning, and other district and campus provided trainings as needed and appropriate. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1,2,5)	Executive Director of Special Programs, Literacy Coordinator, Principal, Teacher(s)	August 2012-May 2013	(F)Professional Development, (F)Title I, (L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Personnel, (O)Staff Time	Summative - -Sign in sheets will be checked and collected -Professional Development requests -PDAS
3. Staff will seek out and participate in other chosen professional development opportunities aligned to campus and district needs and initiatives as needed and appropriate. Such opportunities will include those addressing needs and strategies for students with Autism Spectrum Disorder, Literacy Learning, behavioral supports. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Executive Director of Special Programs, Principal, School Nurse, Teacher(s)	August 2012 - May 2013	(F)Professional Development, (L)Local Taxes and State Per Capita Allotments, (O)Access to Region 16 ESL Preparation Class, (O)Personnel, (O)Staff Time	Summative - -PDAS -Professional Development Requests -Campus Needs Assessment 2012-2013
4. Instructional coaches will participate in professional development with a focus on building a common vocabulary, developing process skills, and building an instructional repertoire for leading and coaching. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants	August 2012 - May 2013	(F)Federal Grants, (F)Professional Development	Formative - Notes from coaching conferences, walk through and PDAS data, formal and informal interviews with teachers and coaches will be reviewed.
5. Designated staff will attend a two day Step-by-Step Inclusive Schools Training with a focus on a systems approach to all of the factors impacting inclusive education. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,5)	Designee(s), Director of Federal Programs and Instruction, Principal	August 2012-May 2013	(F)Professional Development	



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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional Learning Communities will be established , maintained and utilized to address classroom teacher development, problem solving, assessment and instruction alignment and other instructional and student achievement needs. (Title I SW: 1,2,4,9,10) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time	Summative - -PLC notes/agendas -Classroom observations -Campus Needs Assessment data
2. Instructional coaching will be utilized among teachers to improve teaching practices and instruction and assessment alignment as a part of a PLC model. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,5)	Executive Director of Special Programs, Literacy Coordinator, Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Formative - -Walk through and observation data -PDAS data -Conference notes

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Rtl Team Development: select team members, establish meeting times, provide additional training as needed, designate roles and responsibilities. (Title I SW: 1,8,9) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Personnel, (O)Staff Time	Summative - -Meeting schedules/agendas -Student assessment data
2. Implement district procedures for referrals to Rtl, Progress Monitoring, and Intervention Service Record Keeping. (Title I SW: 3,6,9) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Principal, Teacher(s)	August 2012-May 2013	(F)IDEA Special Education, (L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Materials, (O)Personnel, (O)Staff Time	Summative - -Evaluate Rtl folders for compliance with procedure -Check individual student Rtl service logs -Progress Monitoring schedules/notes
3. Utilize, improve, and/or develop new Universal Assessments that are aligned with TEKS to identify low performing students. (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - -Progress Monitoring Minutes--look for student growth -Assessment data/results
4. Rtl Team will continue to develop and utilize campus specific interventions that are specifically targeted for Tier 1, Tier 2 and Tier 3. (Title I SW: 1,2,3,9) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time	Summative - -Classroom observations -Staff interviews/surveys -On-going assessments and student achievement data

# PAUL BELTON EL

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

**Objective 5.** PBE will provide quality Bilingual/ESL/ELL instructional support implementing state and district initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students identified through the Home Language Survey shall be assessed for oral language development using district adopted oral language test materials. (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk, PRE K, K) (NCLB: 1,2,5)	Designee(s), Executive Director of Special Programs, Principal, Teacher(s)	August 2012-May 2013	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - -Enrollment records/PEIMS data checked for identified LEP students -Testing schedules -LPAC minutes -Student performance data
2. Qualifying students will be provided a bilingual kindergarten program or a bilingual pre-kindergarten, or ESL supported program. (Title I SW: 3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s)	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -LPAC meetings will focus on student growth, needs, and program placement
3. All teachers will be ESL certified and will implement best practices and ELPS to address language learners. (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Personnel Director, Principal	August 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - -Lesson plans monitored for ELPS -Classroom observations/PDAS used to assess instructional practices
4. Annual LPAC review will be conducted to monitor progress and make decisions concerning ELL students. (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Principal	May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -LPAC Minutes maintained and utilized to monitor students and assess program placement
5. Instructional staff will participate in ESL/ELL targeted trainings as needed and appropriate to improve teaching strategies and implement ELPS and best instructional practices for ELLs in the classroom. (Title I SW: 1,2,3,4) (Target Group: H, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Executive Director of Special Programs, Principal, Teacher(s)	August 2012-May 2013	(F)Professional Development, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Personnel, (O)Staff Time	Summative - -Classroom observations/PDAS -Lesson plans checked for ELPS etc -Professional Development Requests/sign in sheets

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

**Objective 6.** Instruction and curriculum will be enhanced through technology education using quality programs and software.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All kindergarten students will utilize iStation in the computer lab for a minimum of 90 minutes per week to supplement and support literacy development. (Title I SW: 1,3,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Executive Director of Special Programs, Principal, Teacher(s)	August 2012 - May 2013	(F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (O)Educator Lesson Plans, (O)Materials, (O)Personnel	Summative - -ISIP Reports checked for growth and Tier movement -Rtl will look at ISIP as part of Universal Assessments
2. All kindergarten students will utilize Study Island-Reading EGGS- as a supplementary support of TEKS mastery. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	January 2012- May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - -Weekly Study Island reports checked for program utilization and TEKS mastery -Campus Needs Assessment 2012-2013 will evaluate teacher input regarding program effectiveness
3. Technology hardware and software will be maintained and upgraded as needed and appropriate. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	Campus Instructional Technologist, Designee(s), Principal, Superintendent(s)	August 2012- May 2013	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - -Campus Needs Assessment 2012-2013 will assess effectiveness of current programs and needs for changes/additions -STAR Chart data will be evaluated to determine strengths and needs -Technology Notebook will be maintained to request and record individual computer needs/repairs

# PAUL BELTON EL

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

**Objective 7.** PBE will integrate supports and enhancements within the instructional program.

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

# PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance information, laws and polices will be given to parents at enrollment, the New Year Party through the Campus Handbook, Head Start communications, attendance letters and campus newsletters. (Title I SW: 6) (Target Group: All) (NCLB: 5)	Principal	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - - Weekly/monthly/annual attendance data will be used to determine effectiveness of communication. Focus will be the number/frequency of Truancy Procedure implementation

# PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom incentives for perfect attendance will be planned and initiated. (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Teachers will implement daily -Attendance rate will be monitored for growth
2. Each day during the morning announcements, classes with perfect attendance and classes who have met individual classroom goals for perfect attendance will be announced and celebrated. (Target Group: All) (NCLB: 5)	Designee(s), Principal	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -School secretary will report classes with perfect attendance on a daily basis -Attendance rate will be monitored for growth
3. An incentive program will be developed and implemented in cooperation with the local Rotary Club to encourage parents to make school attendance a priority. (Target Group: All) (NCLB: 5)	Designee(s), Principal	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Truancy Procedure implementation will be evaluated for frequency of need -Attendance rate monitored

# PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily attendance phone calls will be made to check on absent students who have not called in the absence. (Target Group: All) (NCLB: 5)	Designee(s), Principal	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -TEXiS will be used to record and monitor data -Truancy Procedure record will reflect use of this information to address truancy issues
2. The District Truancy Officer will be utilized to check on parents of children who are not coming to school and are experiencing an attendance problem. (Target Group: All) (NCLB: 5)	Principal, SRO Officer	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Truancy Procedures will reflect need and use of Truancy Officer for intervention
3. Letters, phone conferences, face-to-face conferences and other interventions as directed by the Texas Education Code and District Policy and Procedures, will be executed for students who have excessive absences. (Target Group: All) (NCLB: 5)	Designee(s), Principal	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Truancy Procedure records will track interventions used -Individual attendance records will be monitored for improvement in attendance
4. The attendance committee will meet when necessary and appropriate to address specific attendance issues. (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - -Truancy Procedure records -Individual attendance records -Student performance data -Teacher/parent conference data



# PAUL BELTON EL

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

**Objective 1.** PBE will increase safety and emergency response awareness and effectiveness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Campus Emergency Operations Plan will be reviewed by committee. Necessary changes and updates will be addressed. This plan will be dispursed to all staff members and evacuation/emergency procedures and campus maps will be posted in all relevant areas. (NCLB: 4)	Designee(s), Principal, School Nurse	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Staff discussions will be held to address needs/effectiveness of procedures following drills
2. Raptor Technologies--Visitor Management System will be used to monitor visitors to the campus. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Designee(s), Principal, SRO Officer	August 2012-May 2013	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Personnel	Formative - -Daily Raptor scans/inquiries will be monitored to assess potential threats as identified by the system to safety of staff and students
3. Fire Drills will be conducted monthly. Intruder drills will be conducted in the Fall and the Spring. Tornado drills will be conducted twice in the Spring. Mass Evacuation and Bus Evacuation drills will be conducted as directed by central administration. (NCLB: 4)	Principal	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Staff will meet to evaluate procedure effectiveness
4. Teachers and students will participate in district Red Ribbon activities to address alcohol, tobacco and other drug awareness. (Target Group: All) (NCLB: 4)	Designee(s), Teacher(s)	October 2012	(L)Local Taxes and State Per Capita Allotments	
5. PBE will utilize various programs and local resources to expose students to safety procedures and accident prevention methods such as: the Eddie Eagle Gun Safety Curriculum, fire prevention and safety, local firemen and law enforcement toppics, bicycle safety, and stranger awareness. (Target Group: All) (NCLB: 4)	Designee(s)	October 2012	(L)Local Taxes and State Per Capita Allotments	

# PAUL BELTON EL

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

**Objective 1.** PBE will increase safety and emergency response awareness and effectiveness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Security cameras will be maintained, added, and/or upgraded as needed. These will be utilized to assess the overall safety of the perimeter of the building, entrances, parking lot and playground. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	August 2012-May 2013	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Access to facilities, (O)Personnel	Formative - Number of incidents of vandalism, intruders, alarm calls, loitering will be monitored and evaluated for decrease in occurrences. Staff and Parent Surveys will be utilized to assess opinions about overall safety and monitoring of the school campus.

# PAUL BELTON EL

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

**Objective 2.** PBE will continue to foster a positive and productive school climate focusing on morale, parent involvement and shared responsibility.

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

# PAUL BELTON EL

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

**Objective 1.** PBE will effectively communicate with all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All office written communications, including the campus handbook, will be translated into Spanish to better communicate with our non-English speaking families. (Title I SW: 6)	Designee(s), Principal	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Communications will be collected to reflect evidence of translations -Campus Needs Assessment 2012-2013 will assess effectiveness of reaching our Spanish speaking parent population through survey questions
2. PBE will effectively communicate to staff, parents, and community through various means including: school announcement, email, school marquee, public television channel, local newspapers, and local radio stations. Communications may include Round-up notifications, special projects, fundraiser announcements, etc. (Title I SW: 1,6,7) (Target Group: All) (NCLB: 1,5)	Designee(s), Principal	August 2012-May 2013	(F)Title I, (L)Agency Funds (ie: Student Activity Funds)	

# PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents and community members will be invited and encouraged to participate in school-wide activities such as: Book Character Day, Dr. Seuss Birthday, Holiday Gift Shop, and PTO meetings. (Title I SW: 6)	Designee(s), Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Volunteer sign in sheets checked for participation
2. PTO will organize Fun Fridays, snacks for special activities, coordinate yearbook and conduct fundraising activities. (Title I SW: 6)	Designee(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -PTO minutes and sign in sheets will be used to monitor participation and activity effectiveness
3. A volunteer committee will be organized to coordinate volunteer activities on campus. (Title I SW: 6)	Designee(s), Principal, Teacher(s)	August 2012-May 2012	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - -Volunteer sign in sheets will be used to monitor participation -Campus Needs Assessment 2012-2013 will assess program effectiveness through survey questions
4. PBE will communicate with parents often through phone calls, School Announcement, conferences, class newsletters. (Title I SW: 6)	Designee(s), Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - -Campus Needs Assessment 2012-2013 will assess effectiveness of communication through parent survey questions
5. Head Start staff and parents will work together to evaluate and implement Head Start protocols, procedures, and curriculum. (Title I SW: 6,7,10)	Designee(s), Principal, Teacher(s)	August 2012-May 2013	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - -Classroom observations -Staff interviews/surveys -On-going assessments
6. PBE will work closely with VIPs coordinator and participate in organized parental involvement activities that will develop and sustain parental support for the school community. (Title I SW: 6)	Designee(s), Principal	August 2012-May 2013	(L)Local SSA ( Shared Services Arrangement)	Summative - -Classroom observations -Staff interviews/surveys -On-going assessments

# PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. PBE will provide evening and school-day programs inviting parents to participate: Kindergarten Fall Program, Christmas Carolling at local banks, Kindergarten Spring Program, Texas Public Schools Week activities, Kindergarten Graduation, Pre-Kindergarten and Head Start programs in the fall, Christmas, and in the Spring. (Title I SW: 6)	Designee(s), Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	
8. Raptor Technologies will be utilized to track visitors and volunteers to the campus. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Designee(s), Principal	August 2012-May 2013	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - -Monthly Raptor reports will be utilized to assess the quantity and frequency of volunteers -Staff and Parent surveys will be utilized to assess the quality and value of volunteers
9. PLC will be developed to include local child care providers and private preschool teachers to network, collaborate and share in the district's literacy learning and vertical alignment. (Title I SW: 6,7) (Target Group: All) (NCLB: 5)	Designee(s), Executive Director of Special Programs, Literacy Coordinator, Principal	August 2012-May 2013	(F)Professional Development, (O)Access to facilities, (O)Personnel, (O)Staff Time	Formative - -on-going needs assessments of the PLC will be implemented to determine the direction of and need for learning of the group -future student performance data will be reviewed to look for increases in achievement trends in students feeding into BISD from at home care providers

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2012/2013 school year.)*

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



Comprehensive Needs Assessment

Paul Belton Elementary School

800 N. McGee Street

Borger, Texas 79007

Amy Blansett, Principal

May 2012





## **Paul Belton Elementary School Campus Needs Assessment 2011-2012**

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

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

At the close of the 2011-2012 school year, our Site Based Decision-Making Committee collected data through multiple sources to assess the "pulse" of our campus. Sources included, but were not limited to: PEIMS data, enrollment records for all grade levels and sub groups, ECI projections, AEIS, iStation and Study Island reports, results from kindergarten assessments and reading benchmarks, including our developed literacy assessments, STAR Chart technology data, Galileo Reports from Head Start, attendance data, teacher and parent interviews and surveys. As these sources were studied we were able to identify

many strengths, and some areas of need.

### **STRENGTHS:**

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

Parent feedback shows that a large percentage of responders feel that the staff at Paul Belton is supportive and caring, that students are making good progress and being well prepared for their next steps in education , and that the overall climate of this campus is positive with a focus on high achievement. Concerns that were noted included: a need for understanding the technology used at school and more variety, better communication needs, need for playground updates.

### **NEEDS and AREAS of CONCERN and Recommended Action:**

#### **Curriculum and Instruction and Student Achievement**

- A more developmentally appropriate and rigorous math program and materials to address the depth and complexity of the TEKS continues to be a need at Paul Belton. Recommendations:
  - o continue training and alignment through KILGO, treasure hunts and calibration of resources
  - o Research and acquire math resources to guide PLC discussions and teacher growth in developing mathematical concepts and thinking processes

- Replace current text book adoption with Saxon Math
- More learning and development with balanced literacy –including a vertically aligned PLC with Gateway teachers, and PLC with new district Literacy Coordinator
  - Lack materials to support students reading at higher levels
    - iStation: utilize the interventions and materials along with assessment piece of the program
    - Replace Study Island with the more age appropriate Literacy piece: Reading Eggs

## **Technology**

- Need more appropriate and supplemental software to enhance instruction and meet the technology needs of Pre-K students and ELL's
  - Software on campus such as Jump Start Preschool and Jump Start Spanish
  - Request to be considered for newer computers for teachers
    - Request a dedicated computer on campus that will allow open access to internet for teacher research purposes

## **Demographics of Student Populations**

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

## **School Culture and Climate**

- Behavior management of young children is becoming more difficult. Recommendations:
  - Build learning opportunities through PLCs to learn and understand better the unique needs of young children with behavior management issues, autism spectrum disorders, etc.

- Parent volunteers and Parent participation needs should continue to increase
  - o Continue to develop the volunteer committee to plan, coordinate and evaluate parent participation
  - o Development of specific volunteer opportunities and groups working closely with PTO

### **School Context and Organization**

- Continue to assess and revise emergency operations plans
  - o Committee will review and revise the plan to
  - o Procedures will be revised to be more effective and meet more of the possible emergency situations

# Paul Belton Elementary School

## Campus Needs Assessment

### 2012-2013

Areas of Concern	Data Sources	Recommended Program/Technology/Resources	Rationales
<p><b>Curriculum &amp; Instruction and Student Achievement</b> Need a higher level of developmentally appropriate math instruction to provide rigor to the depth and complexity of Kindergarten TEKS</p> <p>Continued alignment horizontally and vertically</p> <p>Continued growth across all student sub groups as aligned with district goal</p> <p>Materials needed to supplement instruction for struggling learners</p>	<ol style="list-style-type: none"> <li>1. AEIS data 2010-2011</li> <li>2. KILGO Treasure Hunts and Lesson Calibration</li> <li>3. Current Math adoption</li> <li>4. Teacher interviews and lesson plans</li> <li>5. RtI minutes, folders, roster</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue KILGO use and Treasure Hunts</li> <li>2. Replace Harcourt Brace Text Book Adoption with Saxon Math Adoption</li> <li>3. Eduphoria</li> <li>4. Supplemental teaching materials for RtI</li> <li>5. Supplemental staffing to increase student achievement</li> </ol>	<ol style="list-style-type: none"> <li>1. Adoption lacks adequate opportunities for concept development</li> <li>2. Saxon resources deeply develop concepts with developmentally appropriate activities and later links to the abstract paper pencil tasks.</li> <li>3. Teachers have used sample Saxon and aligned it with KILGO and Paul Belton Scope and Sequence</li> <li>4. Aligned curriculum will impact vertical instruction</li> </ol>
<p>Balanced Literacy continues to improve. Higher level resources are needed.</p> <p>Continued alignment horizontally and vertically.</p> <p>Need for vertical alignment</p>	<ol style="list-style-type: none"> <li>1. Benchmark results from 2011-2012 school year.</li> <li>2. ELA adoption</li> <li>3. Literacy Assessments</li> <li>4. iStation reports</li> <li>5. Available resources</li> </ol>	<ol style="list-style-type: none"> <li>1. KILGO Treasure Hunting</li> <li>2. Guided Reading Materials and teacher resources</li> <li>3. iStation</li> <li>4. Reading EGGS (study island early learning program)</li> <li>5. Continue to use ESGI (Educational Software for</li> </ol>	<ol style="list-style-type: none"> <li>1. Assistive technology program that assists in reinforcing student learning</li> <li>2. Guided reading instruction with appropriately chosen leveled readers will assist all readers.</li> <li>3. Aligned curriculum will impact vertical instruction</li> </ol>

<p>for handwriting. Students and teachers are in need of a complete program with consistent instruction in a standalone handwriting curriculum.</p>	<ol style="list-style-type: none"> <li>6. ESGI Reports</li> <li>7. Vertical alignment discussions with Literacy Coordinator</li> </ol>	<p>Guiding Instruction)</p> <ol style="list-style-type: none"> <li>6. Eduphoria</li> <li>7. <u>Handwriting Without Tears</u></li> </ol>	
<p><b>Technology</b></p> <p>Lack available and appropriate supplemental computer programs to enhance instruction and meet the technology needs of Pre-K students.</p> <p>Programs for ELL's and for integration of all students</p>	<ol style="list-style-type: none"> <li>1. iStation and Study Island reports</li> <li>2. Teacher survey/interviews</li> <li>3. STAR Chart</li> <li>4. AEIS data/Benchmark results from 2001-10 school year</li> </ol>	<p>Guiding Instruction)</p> <ol style="list-style-type: none"> <li>1. Computer program(s) appropriate for Pre-Kindergarten and 3 year old students. (such as <u>Jump Start</u> series)</li> <li>2. <u>Reading EGGS</u> from Study Island</li> <li>3. Program to assist ELL's in bilingual classrooms.</li> <li>4. Spanish instruction program for English speaking students such as <u>Jump Start Spanish</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Younger students need appropriate programs to assist in their development of basic computer skills.</li> <li>2. ELL's and English Language students could both benefit from a Spanish instruction program to supplement iStation and Study Island. ELL's will feel included and empowered, English speaking students will learn words and phrases in Spanish.</li> <li>3. Would provide materials for re-teaching struggling students.</li> </ol>
<p><b>Demographics, Staff Quality</b></p> <p>Increased populations of Autistic students, ELL's requires that staff be equipped with needed learning to address the specific needs of these students.</p> <p>Balanced Literacy Initiative for Borger ISD creates the need for continued professional development and vertical alignment of literacy issues.</p>	<ol style="list-style-type: none"> <li>1. AEIS for 2010-2011</li> <li>2. Enrollment data from TxEIS for LEP, SPED</li> <li>3. ECI referrals and transitions</li> <li>4. Certifications</li> <li>5. PDAS parts 2 and 3 concerning staff development needs</li> <li>6. Teacher Surveys and interviews</li> </ol>	<p>Guiding Instruction)</p> <ol style="list-style-type: none"> <li>1. Professional development opportunities concerning Autism and Behavior issues</li> <li>2. Continued training and staff development concerning ELL's and ELPS, and writing language objectives.</li> <li>3. Vertically aligned professional development opportunities for meeting the needs of Balanced Literacy Initiative.</li> <li>4. Continue to provide Professional Development to address curriculum and instruction support, including any through Region 16</li> </ol>	<ol style="list-style-type: none"> <li>1. PPCD population is growing and ARD data shows that Autism is a common disability.</li> <li>2. ELL and Bilingual Education have been and continue to be a priority in our district. Teachers need comprehensive training and coaching in appropriate language objective alignment and instructional strategies.</li> <li>3. Balanced Literacy is a priority in BISD for PK- Grade 2. Teachers continue to want and need opportunities for professional growth.</li> <li>4. As rigor continues to increase and</li> </ol>

<p>Professional Development opportunities need to be relevant, monitored for implementation of new learning and related to current instructional/campus needs.</p>		<p>Service Center or other service providers. Sample topics may include: PLC development, CScope, Students in Poverty, KILGO, Balanced Literacy, Campus Needs, Bilingual/ESL education</p>	<p>expectations for student achievement are on the rise, professional development, embedded and/or traditionally provided, needs to continue to be a priority in order to develop and sustain excellence in instruction.</p>
<p><b>School Culture and Climate</b> Paul Belton needs to continue and improve its school-wide discipline and behavior management in order to promote respect, responsibility, and self-control.</p>	<ol style="list-style-type: none"> <li>1. Teacher and Parent Surveys</li> <li>2. Staff interviews</li> <li>3. Discipline reports</li> <li>4. Cafeteria behavior observations</li> </ol>	<ol style="list-style-type: none"> <li>1. Committee to oversee the continued implementation of our school-wide management system: Puppy Promises</li> <li>2. Instructional opportunities in character development etc.</li> <li>3. Opportunities for counselor driven lessons in classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBE continues to see the need to promote self-discipline in students.</li> <li>2. There is a larger population of students seemingly not exposed to character development, manners education and self-discipline development in the home. Schools need to pick up more of this responsibility and counselor education could help.</li> <li>3. A simplistic, concrete plan incorporating few rules with wide application will be easier to implement.</li> <li>4. All teachers and staff need to continue using a common implementation plan so that all students in all situations know what is expected of them and what the consequences of wrong choices will be.</li> </ol>
<p>Better participation of volunteers and parents</p>	<ol style="list-style-type: none"> <li>1. Teacher and Parent surveys</li> <li>2. Staff interviews</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer based visitor sign in system: RAPTOR</li> <li>2. Opportunities to train more</li> </ol>	<ol style="list-style-type: none"> <li>1. 1. PBE continues to improve but still has areas within our school day where parent volunteers can</li> </ol>



	<p>3. Sign in records</p>	<p>staff on Raptor procedures. 3. Committee development and implementation of volunteer management system</p>	<p>be utilized. As staff decreases, volunteers can be used to fill gaps in supervision etc. 2. A computer based sign in system increases our ability to track visitors, their purpose on campus, and will contribute to making our campus safer.</p>
<p><b>School Context and Organization</b></p> <p>Parent drop-off/pick-up and traffic flow continues to frustrate all stake holders.</p> <p>For safety reasons all doors on campus are being locked excluding the front door. Parking in the back of the campus for visitors means that visitors must walk around the building to enter. Because of Raptor implementation this is a problem.</p> <p>Parent flow through the building and parking lots needs to be addressed and solutions found.</p>	<p>1. Parent and Staff Surveys 2. Conferences with stake holders 3. Conferences with those involved in drop off/pick up duties etc.</p>	<p>1. Consider re-routing the bus lanes to the back and designating the area for staff parking only. 2. Opening the front parking on McGee Street and 8<sup>th</sup> Street for visitor parking. 3. Consider requesting that 8<sup>th</sup> street be made One Way during arrival and dismissal times.</p>	<p>1. Buses will be able to utilize the back lot. 2. Parents and visitors will have easy access to the front door, thereby increasing staff ability to monitor. 3. Overall student and staff safety will be increased through monitoring of visitors, eliminating parent drive through issues with parked vehicles and negligent drivers and pedestrians.</p>