

PAUL BELTON EL Campus Improvement Plan 2015/2016

"What we start here changes the world."

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
Baeza, Mary	Teacher
Garay, Angelica	Teacher
Kotara, Daniel	Principal
Laird, Jason	Parent
Lindley, Holly	Teacher
Moore, Brandi	Teacher
Porter, Dana	Business Representative
Wood, Leaann	Teacher

PAUL BELTON EL

- Goal 1.** Paul Belton Elementary will increase awareness, interests, community support, and involvement in the education of students through the cooperative efforts of staff, parents, and the community.
- Objective 1.** Paul Belton Elementary will improve parental involvement by 10% as measured by sign-in sheet documentation, completed registration, and estimated attendance at school functions and activities.
 - Objective 2.** Paul Belton Elementary will promote parent and community partnerships in education by increasing parental and community involvement opportunities by 5%.
- Goal 2.** Paul Belton Elementary will improve academic achievement for all students.
- Objective 1.** All teachers at Paul Belton Elementary will work to align TEKS and assessment data to make instructional and programming decisions that are developmentally appropriate and horizontally and vertically aligned.
 - Objective 2.** Paul Belton Elementary 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.
 - Objective 3.** Paul Belton Elementary will provide quality Bilingual instruction and supports for all English Language Learners.
 - Objective 4.** Instruction and curriculum will be enhanced through technology education using quality programs and software.
 - Objective 5.** All Paul Belton Elementary teachers will integrate materials, supports, and enhancements within the instructional program including special campus programs, materials, supplies, and technology to support instruction and district/campus initiatives.
 - Objective 6.** Paul Belton Elementary will provide incentives and special activities to increase student achievement as well as strive to maintain a 96% attendance rate.
- Goal 3.** Teachers and Instructional Assistants at Paul Belton Elementary will be provided with professional development opportunities.
- Objective 1.** All Paul Belton Elementary teachers will have the opportunity to participate in targeted professional development that addresses campus needs and Campus/District Improvement initiatives and to increase teacher/instructional paraprofessional pedagogy.
 - Objective 2.** Paul Belton Elementary will function as a Professional Learning Community (PLC) reflecting a culture of collaboration, unity, team-work, and will strategically address improvement in instruction and student achievement for 100% of the students.
- Goal 4.** Paul Belton Elementary will create a climate in which all students feel safe, welcome, and recognized.
- Objective 1.** Paul Belton Elementary will promote school safety awareness in order for all students and staff to be educated in what to do in times of crisis.
 - Objective 2.** Paul Belton Elementary will continue to foster a positive and productive school climate focusing on morale, parent involvement, and shared responsibility.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Paul Belton Elementary will provide a parent involvement coordinator as a full time staff member.</p> <p>CSF: Family and Community Engagement (Title I SW: 1,6,9,10) (Target Group: All) (NCLB: 1,4,5)</p>	Parent Involvement Coordinators, Principal	08/24/2015 - 05/27/2016	(F)Title I	Summative - Campus Needs Assessments, Parent Surveys (May 2016)
<p>2. Paul Belton Elementary will increase parental involvement in the education of children through ARD meetings, LPAC meetings, parent volunteer program, Title 1 program meetings, and the New Year's party.</p> <p>CSF: Family and Community Engagement, Use of Quality Data to Drive Instruction (Title I SW: 2,6,7,8) (Target Group: All) (NCLB: 4)</p>	Parent Involvement Coordinators, Principal, Teacher(s)	08/24/2015 - 05/27/2016	(F)Title I, (L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May 2016) Summative - Parent surveys (May 2016)
<p>3. Paul Belton Elementary will effectively communicate to staff, parents, and community through various means including: conferences, newsletters, school website, notices, school announcement, email, school marquee, local newspapers, remind 101, and School Way App. Communications may include Round-Up notifications, special projects, fundraiser announcements, etc.</p> <p>CSF: Family and Community Engagement (Title I SW: 1,2,3,8) (Target Group: All) (NCLB: 1,2,5)</p>	Parent Involvement Coordinators, Principal, Teacher(s)	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys (May 2016)
<p>4. All office written communications, including the campus handbook, will be translated into Spanish to better communicate with our non-English speaking families.</p> <p>CSF: Family and Community Engagement (Title I SW: 6) (Target Group: All)</p>	Designee(s), Parent Involvement Coordinators, Principal	08/24/2015 - 05/27/2016	(O)No Associated Cost, (O)Staff Time	Summative - Communications will be collected to reflect evidence of translation. Parent Surveys (May 2016)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Parents will have the opportunity to join the parent teacher organization.</p> <p>CSF: Family and Community Engagement (Title I SW: 1,6,10) (Target Group: All) (NCLB: 4)</p>	<p>Designee(s), Parent Involvement Coordinators, Principal</p>	<p>Fall 2015 - Spring 2016</p>	<p>(O)No Associated Cost</p>	<p>Formative - Sign in sheet documentation after meetings (Quarterly)</p>
<p>6. Paul Belton Elementary will initiate "Parents Need to Know Night" twice annually in order to provide parents with campus information, school policies, and state assessment information (STAAR).</p> <p>CSF: Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1,5)</p>	<p>Designee(s), Principal</p>	<p>Fall 2015 & Spring 2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Sign in sheets (May 2016)</p>
<p>7. Parents and community members will be invited and encouraged to participate in school-wide activities such as: Dr. Seuss Birthday, holiday gift shop, and PTO meetings.</p> <p>CSF: Family and Community Engagement (Title I SW: 6) (Target Group: All)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Volunteer sign in sheets (May 2016)</p>
<p>8. PTO will organize Fun Fridays, snacks for special activities, coordinate yearbook, and conduct fundraising activities.</p> <p>CSF: Family and Community Engagement (Title I SW: 6) (Target Group: All)</p>	<p>Designee(s), Principal</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - PTO minutes and sign in sheets (May 2016)</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>9. Paul Belton Elementary will provide school-day programs inviting parents to participate: Kindergarten programs, Christmas caroling at local banks, Texas Public Schools Week, Kindergarten Graduation, Pre-Kindergarten programs in the fall, Christmas, and in the Spring.</p> <p>CSF: Family and Community Engagement (Title I SW: 6) (Target Group: All)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Parent surveys (May 2016)</p>

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- Objective 2.** Paul Belton Elementary will promote parent and community partnerships in education by increasing parental and community involvement opportunities by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Parent Involvement Coordinators will communicate periodically in order to notify parents of ongoing efforts/trends and upcoming events.</p> <p>CSF: Family and Community Engagement (Title I SW: 2,6,9,10) (Target Group: All) (NCLB: 4,5)</p>	<p>Parent Involvement Coordinators</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Record of document contact (Daily)</p>
<p>2. Parental Involvement Coordinators will support parent involvement initiatives through trainings such as ESL, GED, and parenting classes at Paul Belton Elementary as well as at the District Parent Involvement Center.</p> <p>CSF: Family and Community Engagement, School Climate (Title I SW: 2,6,9,10) (Target Group: All) (NCLB: 2)</p>	<p>Parent Involvement Coordinators</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Parent surveys (May 2016)</p>

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Goal 2. Paul Belton Elementary will improve academic achievement for all students.

Objective 1. All teachers at Paul Belton Elementary will work to 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. Student academic performance will be measured through the development of common formative assessments created by the principal to address equal or higher levels of rigor as outlined in the Texas Essential Knowledge and Skills.</p> <p>CSF: Academic Performance, Use of Quality Data to Drive Instruction (Title I SW: 2) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Literacy Coordinator, Principal, Teacher(s)</p>	<p>Fall 2015 & Spring 2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - We will use the data from ESGI and benchmarking assessments to determine performance (Fall 2015 & Spring 2016)</p>
<p>2. 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: Handwriting Without Tears, Continuum of Literacy Learning, Fountas and Pinnel Phonics and Word Study, Pearson Math adoption, Social Studies adoption.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Data to Drive Instruction, Teacher Quality (Title I SW: 1,2,3,8) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Classroom observations, treasure hunts, PLC notes (Every 6-9 weeks)</p>
<p>3. Paul Belton Elementary will use differentiated instructional strategies in order to meet all learning styles.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction, Teacher Quality (Title I SW: 2,9) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)No Associated Cost, (O)Teacher pedagogy</p>	<p>Formative - Walkthroughs data, lesson plan audits (Every 6-9 weeks) Summative - Increased student performance as evidenced through local assessments. (Fall 2015 & Spring 2016)</p>

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<p>4. Teachers will utilize Fundamental 5 strategies into the classroom in order to meet educational needs of all students.</p> <p>CSF: Academic Performance, Teacher Quality (Title I SW: 2) (Target Group: All) (NCLB: 1)</p>	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/24/2015 - 05/27/2016	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	Formative - Walkthrough data, lesson plan audits (Every 6-9 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall 2015 & Spring 2016)
<p>5. Supplemental positions will be utilized to support the educational needs of students at Paul Belton Elementary.</p> <p>CSF: Academic Performance, Leadership Effectiveness (Title I SW: 9) (Target Group: All) (NCLB: 1,5)</p>	Principal	08/24/2015 - 05/27/2016	(F)Title 1 Part A Funds	Summative - Formative - PDAS and Walkthrough data (every 6 weeks) Summative - Increased student performance on local assessments (Fall 2015 & Spring 2016)
<p>6. Instructional positions will be utilized to continue providing instruction for At-Risk students.</p> <p>CSF: Academic Performance, Leadership Effectiveness (Title I SW: 1) (Target Group: AtRisk) (NCLB: 1,5)</p>	Principal	08/24/2015 - 05/27/2016	(O)FTE, (S)State Compensatory	Summative - Formative - PDAS and walkthrough data (Every 6 weeks) Summative - Increased student performance as evidenced by local assessments Fall 2015 & Spring 2016)
<p>7. Paul Belton Elementary will utilize the support from outside consultants to assist with quality of instruction, leadership, and student performance.</p> <p>CSF: Student Performance, Leadership Effective, Use of Quality Data to Drive Instruction, Teacher Quality (Title I SW: 1,2,4,8) (Target Group: All) (NCLB: 1,2)</p>	Director of Federal Programs and Instruction, Principal, Teacher(s)	2015-2016 School Year	(F)Title I	Summative - Formative - PDAS and Walkthrough data (every 6 weeks) Summative - Increased student performance on local assessments (Fall 2015 & Spring 2016)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. The principal will conduct frequent walk throughs using the PowerWalks system created by Lead Your School to ensure Fundamental 5 and high yield strategies are being demonstrated. (Title I SW: 1,2,8,9) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Director of Technology, Principal, Superintendent(s), Teacher(s)	8/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments	Formative - PDAS and Walkthrough data (every 9 weeks) Summative - Increased student performance on local assessments (Fall 2015 & Spring 2016)

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Goal 2. Paul Belton Elementary will improve academic achievement for all students.

Objective 2. Paul Belton Elementary 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Paul Belton Elementary will target our English Language Learners through the use of a student level review in reading and math to meet system safeguards by providing interventions to satisfy their academic needs.</p> <p>PBMAS/System Safeguards CSF: Academic Performance, Use of Quality Data to Drive Instruction (Title I SW: 2,3,9) (Target Group: LEP) (NCLB: 1,2)</p>	Designee(s), Principal, Teacher(s)	08/24/2015 - 05/27/2016	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Formative - RtI records, SLR (Every 6 weeks) Summative - Increased performance as evidenced by local assessments (Fall 2015 & Spring 2016)
<p>2. Paul Belton Elementary will utilize progressing levels of intervention with students to close performance gaps.</p> <p>PBMAS/System Safeguards CSF: Academic Performance, Use of Quality Data to Drive Instruction (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)</p>	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/24/2015 - 05/27/2016	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Formative - RtI records, SLR (Every 6 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall 2015 & Spring 2016)
<p>3. RtI Team Development: Select team members, establish meeting times, provide additional training as needed, designate roles and responsibilities.</p> <p>CSF: Use of Quality Data to Drive Instruction, Leadership Effectiveness, Teacher Quality (Title I SW: 1,8,9) (Target Group: All) (NCLB: 1,2,5)</p>	Designee(s), Principal, Teacher(s)	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Personnel, (O)Staff Time	Formative - RtI records (Every 6 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall 2015 & Spring 2016)
<p>4. Implement district procedures for referrals to RtI, progress monitoring, and intervention service record keeping.</p> <p>CSF: Use of Quality Data to Drive Instruction, Leadership Effectiveness (Title I SW: 3,6,9) (Target Group: All) (NCLB: 1,2,5)</p>	Designee(s), Principal, Teacher(s)	08/24/2015 - 05/27/2016	(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	Formative - Evaluate RtI folders for compliance, check students service logs, and progress monitoring (Every 6 weeks)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. RtI team will continue to develop and utilize campus specific interventions that are specifically targeted for Tier 1, Tier 2, and Tier 3 students.</p> <p>CSF: Academic Performance, Use of Data to Drive Instruction, Leadership Effectiveness (Title I SW: 1,2,3,9) (Target Group: All) (NCLB: 1,2,5)</p>	Principal, Teacher(s)	08/24/2015 - 05/27/2016	(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 (Every 6-9 weeks)

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Goal 2. Paul Belton Elementary will improve academic achievement for all students.

Objective 3. Paul Belton Elementary will provide quality Bilingual instruction and supports for all English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students identified through the home language survey will be assessed for oral language development using district adopted oral language test materials.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time</p>	<p>Formative - Enrollment records/PEIMS data checked for identified LEP students (as needed)</p>
<p>2. Qualifying students will be provided a dual language one way kindergarten program or a dual language one way Pre-Kindergarten program for 3 and 4 year old bilingual students.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Leadership Effectiveness (Title I SW: 3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - LPAC meetings will focus on student growth, needs, and program placement (Yearly)</p>
<p>3. Teachers will be ESL certified and will implement best practices and ELPS to address English Language Learners.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction, Teacher Quality (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Lesson plan audits monitored for ELPS (Every 6-9 weeks)</p>

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Goal 2. Paul Belton Elementary will improve academic achievement for all students.

Objective 3. Paul Belton Elementary will provide quality Bilingual instruction and supports for all English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Annual LPAC review will be conducted to monitor progress and make decisions concerning ELL students.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Principal</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - LPAC minutes maintained and utilized to monitor students and assess program placement (May 2016)</p>
<p>5. Instructional staff will participate in ESL/ELL target trainings as needed and to improve teaching strategies ELPS and best instructional practices for ELL's in the classroom.</p> <p>System Safeguards/PBMAS CSF: Teacher Quality (Title I SW: 1,2,3,4) (Target Group: H, ESL, LEP, AtRisk) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(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</p>	<p>Summative - Needs assessments, teacher conferences (May 2016)</p>
<p>6. Paul Belton Elementary will provide appropriate supplies, materials, and instructional assistants to support dual language one way program implementation.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Data to Drive Instruction, Leadership Effectiveness (Title I SW: 1,2,9,10) (Target Group: LEP) (NCLB: 1,2,5)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Principal</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Title III Bilingual / ESL, (L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Needs assessments, teacher conferences (May 2016)</p>

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Objective 3. Paul Belton Elementary will provide quality Bilingual instruction and supports for all English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>7. Paul Belton Elementary will continue to increase use of ELPS into daily instructional delivery.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Teacher Quality (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)No Associated Cost, (O)Teacher pedagogy</p>	<p>Formative - Lesson plan/walkthrough (Every 9 weeks) Summative - Increased student achievement as evidenced on TELPAS (March-April 2016)</p>
<p>8. Paul Belton Elementary will provide a summer school program for incoming Bilingual Kindergarten students.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Increase Learning Time (Title I SW: 2,3,7,9,10) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, Teacher(s)</p>	<p>Summer 2016</p>	<p>(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Attendance records and increased performance as evidenced on local assessments. (Summer 2016)</p>

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Goal 2. Paul Belton Elementary will improve academic achievement for all students.

Objective 4. Instruction and curriculum will be enhanced through technology education using quality programs and software.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All Kindergarten students will utilize Istation in the computer lab to supplement and support literacy development and serve as a method of collecting assessment data.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction, Increase Learning Time (Title I SW: 1,3,8,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	Designee(s), Director of Technology, Principal, Teacher(s)	08/24/2015 - 05/27/2016	(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	Formative - ISIP reports checked for growth (Every 6-9 weeks) Summative - Increased student performance as evidenced through local assessments (Fall 2015 & Spring 2016)
<p>2. All students will utilize district purchased computer programs and web based programs to supplement instruction and provide, review, and reinforcement.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction, Increase Learning Time (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,5)</p>	Director of Technology, Principal, Teacher(s)	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increased academic achievement as evidenced by local assessments (Fall 2015 & Spring 2016)
<p>3. Technology hardware and software will be maintained and upgraded as needed.</p> <p>CSF: Leadership Effectiveness (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)</p>	Designee(s), Director of Technology, Principal	08/24/2015 - 05/27/2016	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - A Needs Assessment will be performed to determine the effectiveness of the current technology and needs. STAR chart data will also be evaluated (May 2016)
<p>4. Paul Belton teachers will be provided teacher iPads to use as an instructional tool in the classrooms.</p> <p>CSF: Student Performance, Teacher Quality (Title I SW: 1) (Target Group: All) (NCLB: 1,2)</p>	Director of Federal Programs and Instruction, Teacher(s)	2015-2016 School Year	(F)Federal Grants	Summative - End of the year surveys (Spring 2016)

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Objective 4. Instruction and curriculum will be enhanced through technology education using quality programs and software.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Paul Belton Elementary will utilize an iPad lab as an instructional tool for all students.</p> <p>CSF: Student Performance, Increase Learning Time (Title I SW: 1) (Target Group: All) (NCLB: 1,2)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>2015-2016 School year</p>	<p>(F)Title I</p>	<p>Summative - End of the year staff surveys. (May 2016)</p>
<p>6. All Kindergarten students will use TPRI to support literacy development and serve as a method of collecting assessment data.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2)</p>	<p>Core Subject Teachers, Principal</p>	<p>Fall 2015 & Spring 2016</p>	<p>(F)Title I</p>	<p>Summative - Increased student performance as evidenced through local assessments and TPRI asesment (Fall 2015 & Spring 2016)</p>

PAUL BELTON EL

Goal 2. Paul Belton Elementary will improve academic achievement for all students.

Objective 5. All Paul Belton Elementary teachers will integrate materials, supports, and enhancements within the instructional program including special campus programs, materials, supplies, and technology to support instruction and district/campus initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Instruction will be enhanced through the use of the campus library, PEAK programs as appropriate, counseling resources, character counts program, and Reading A-Z.</p> <p>CSF: Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, School Climate (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Counselor(s), Designee(s), Director of Federal Programs and Instruction, G/T Lead Teacher, Literacy Coordinator, Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time</p>	<p>Summative - Summative - Campus Needs Assessment will be conducted and will include parent and staff survey results (May 2016)</p>
<p>2. Activities will be coordinated with Early Childhood Intervention staff to ensure 3 year old transitions and testing are performed as needed.</p> <p>CSF: Use of Data to Drive Instruction, Leadership Effectiveness, Increase Learning Time (Title I SW: 1,3,6,7,9,10) (Target Group: ECD, SPED, AtRisk) (NCLB: 1,5)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Summative - Transition meetings/schedules are checked to evaluate identification and placement of students (May 2016)</p>
<p>3. A Preschool Program for Children With Disabilities, inclusion opportunities, and/or speech therapy will be provided to meet the needs of identified special education students.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Data to Drive Instruction (Title I SW: 3,7) (Target Group: ECD, SPED, AtRisk) (NCLB: 1,5)</p>	<p>Designee(s), Director of Special Education , Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local SSA (Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative - Student schedules (Fall 2015 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2015 & Spring 2016)</p>

PAUL BELTON EL

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. A continuum of services will be available based on need as determined by the ARD committee for special education students including: Life Skills, Resource, Inclusion.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Director of Special Education , Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Formative - Student schedules (Fall 2015 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2015 & Spring 2016)</p>
<p>5. Paul Belton Elementary will focus and support the implementation of a quality inclusion program.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction, Teacher Quality (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Designee(s), Director of Special Education , Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Formative - Student schedules (Fall 2015 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2015 & Spring 2016)</p>
<p>6. Special Education teachers and general education teachers will participate in common lesson planning times in order to align instructional practices, calibrate resources, and increase teacher pedagogy.</p> <p>System Safeguards/PBMAS CSF: Teacher Quality (Title I SW: 4) (Target Group: All) (NCLB: 1)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)No Associated Cost</p>	<p>Formative - PLC documentation (Weekly) Summative - Increased student achievement as evidenced by local assessments (Fall 2015 & Spring 2016)</p>

PAUL BELTON EL

Goal 2. Paul Belton Elementary will improve academic achievement for all students.

Objective 5. All Paul Belton Elementary teachers will integrate materials, supports, and enhancements within the instructional program including special campus programs, materials, supplies, and technology to support instruction and district/campus initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>7. A Kindergarten resource/self-contained class will be added to meet the needs of identified special education students.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Data to Drive Instruction (Title I SW: 1,2,3,8,10) (Target Group: SPED) (NCLB: 1,5)</p>	<p>ARD Committee, Director of Special Education , Principal, Special Education Teachers, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Student schedules (Fall 2015 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2015 & Spring 2016)</p>

PAUL BELTON EL

Goal 2. Paul Belton Elementary will improve academic achievement for all students.

Objective 6. Paul Belton Elementary will provide incentives and special activities to increase student achievement as well as strive to maintain a 96% attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Student incentives, such as the ABC club and the sight word ninjas, color club, and name stars will be developed to recognize student achievement.</p> <p>CSF: Academic Performance, School Climate (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2,5)</p>	Designee(s), Principal, Teacher(s)	08/24/2015 - 05/27/2016	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments	Summative - Needs Assessment will be developed and reviewed (May 2016)
<p>2. Paul Belton Elementary will facilitate college awareness by hosting a "College Day" on campus.</p> <p>CSF: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 5)</p>	Designee(s), Principal, Teacher(s)	Fall 2015 & Spring 2016	(O)No Associated Cost	Summative - End of the year parent surveys (May 2016)
<p>3. Classroom incentives for perfect attendance will be planned and initiated.</p> <p>CSF: Academic Performance, School Climate (Title I SW: 1) (Target Group: All) (NCLB: 5)</p>	Designee(s), Principal, Teacher(s)	Fall 2015 & Spring 2016	(L)Local Taxes and State Per Capita Allotments	Formative - Teachers will implement (Daily) Formative - Attendance rate will be monitored for growth (Monthly)
<p>4. 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.</p> <p>CSF: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 5)</p>	Designee(s), Principal, Teacher(s)	08/24/2015 - 05/27/2016	(O)No Associated Cost	Formative - School secretary will report classes with perfect attendance (Daily) Formative - Attendance rate will be monitored (Daily)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. An incentive program will be developed and implemented in cooperation with the local Rotary Club to encourage parents to make school attendance a priority.</p> <p>CSF: Parent and Community Engagement, School Climate (Title I SW: 1) (Target Group: All) (NCLB: 5)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Attendance will be monitored to determine perfect attendance for this incentive (Fall 2015 & Spring 2016)</p>
<p>6. Paul Belton Elementary will provide attendance information and laws to parents during enrollment. This will also be communicated through the campus handbook, communications, attendance letters, and campus newsletters.</p> <p>CSF: Parent and Community Engagement (Title I SW: 1,6) (Target Group: All) (NCLB: 5)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Weekly/Monthly/Yearly attendance data will be used to determine effectiveness of communication (Fall 2015 & Spring 2016)</p>
<p>7. Daily attendance phone calls will be made to check on absent students who have not called in the absence.</p> <p>CSF: Family and Community Engagement (Title I SW: 1) (Target Group: All) (NCLB: 5)</p>	<p>Designee(s), Principal</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)No Associated Cost</p>	<p>Formative - TxEIS will be used to monitor attendance (Daily)</p>
<p>8. 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.</p> <p>CSF: Family and Community Engagement (Title I SW: 1) (Target Group: All) (NCLB: 5)</p>	<p>Designee(s), Principal, SRO Officer</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Truancy procedures will incorporate the use of the district truancy office (as needed)</p>

PAUL BELTON EL

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>9. 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 in compliance with new truancy laws.</p> <p>CSF: Family and Community Engagement (Title I SW: 1) (Target Group: All) (NCLB: 5)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)No Associated Cost</p>	<p>Summative - Truancy records and procedures will be reviewed and discussed (Spring 2016)</p>
<p>10. The attendance committee will meet when necessary and appropriate to address specific attendance issues.</p> <p>CSF: Leadership Effectiveness (Title I SW: 1) (Target Group: All) (NCLB: 5)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)No Associated Cost</p>	<p>Summative - Truancy records and procedures will be reviewed and discussed (Spring 2016)</p>

PAUL BELTON EL

Goal 3. Teachers and Instructional Assistants at Paul Belton Elementary will be provided with professional development opportunities.

Objective 1. All Paul Belton Elementary teachers will have the opportunity to participate in targeted professional development that addresses campus needs and Campus/District Improvement initiatives and to increase teacher/instructional paraprofessional pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All instructional staff will attend appropriate professional development including but not limited to: Kilgo scope and sequence, Kilgo data driven, Kilgo assessment, Continuum of Learning, instructional planning, collaborative coaching, dual language, inclusion, and other district and campus provided trainings as needed as appropriate.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Teacher Quality (Title I SW: 1,2,3,4,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)KILGO Training and Resources, (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</p>	<p>Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (May 2016)</p>
<p>2. Staff will seek out and participate in other chosen professional development opportunities aligned to campus/district needs and initiatives as needed and appropriate.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Teacher Quality (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Principal, School Nurse, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Professional Development, (L)Local Taxes and State Per Capita Allotments, (O)Access to Region 16 ESL Preparation Class, (O)Personnel, (O)Staff Time</p>	<p>Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (May 2016)</p>
<p>3. Instructional staff will participate in professional development with a focus on building common vocabulary, developing process skills, and building an instructional repertoire for leading and coaching.</p> <p>CSF: Leadership Effectiveness, Teacher Quality (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Federal Grants, (F)Professional Development, (L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (May 2016)</p>

PAUL BELTON EL

Goal 3. Teachers and Instructional Assistants at Paul Belton Elementary will be provided with professional development opportunities.

Objective 1. All Paul Belton Elementary teachers will have the opportunity to participate in targeted professional development that addresses campus needs and Campus/District Improvement initiatives and to increase teacher/instructional paraprofessional pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Designated staff will participate as needed in professional development focused on inclusive education and help implement campus inclusion plan.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Use of Quality Data to Drive Instruction, Teacher Quality (Title I SW: 1,2,3,4,7,9,10) (Target Group: All, SPED) (NCLB: 1,5)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Professional Development, (L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Teacher interviews Inclusion implementation results Inclusion schedules Student IEP progress (as needed)</p>
<p>5. All instructional staff at Paul Belton Elementary will be provided professional development on lesson planning and fundamental teaching practices to increase rigor and alignment to the depth and complexity of the TEKS.</p> <p>CSF: Teacher Quality (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development</p>	<p>Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (May 2016)</p>
<p>6. Renew, purchase, provide training, and monitor usage of the technology program (Dyned) for Paul Belton Dual Language students.</p> <p>System Safeguards/PBMAS CSF: Academic Performance (Title I SW: 2,9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - Increased student achievement as evidenced through local assessments (Fall 2015 & Spring 2016)</p>

PAUL BELTON EL

Goal 3. Teachers and Instructional Assistants at Paul Belton Elementary will be provided with professional development opportunities.

Objective 1. All Paul Belton Elementary teachers will have the opportunity to participate in targeted professional development that addresses campus needs and Campus/District Improvement initiatives and to increase teacher/instructional paraprofessional pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>7. Paul Belton Elementary will strive to increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population by using the districts ESL supplemental initiative.</p> <p>CSF: Academic Performance, Teacher Quality (Title I SW: 9,10) (Target Group: ESL) (NCLB: 2,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)Access to Preparation Class</p>	<p>Formative - ESL endorsement documentation, teacher to student ratio analysis (December 2015 & May 2016) Summative - Increased student achievement on local assessments (Fall 2015 & Spring 2016)</p>

PAUL BELTON EL

Goal 3. Teachers and Instructional Assistants at Paul Belton Elementary will be provided with professional development opportunities.

Objective 2. Paul Belton Elementary will function as a Professional Learning Community (PLC) reflecting a culture of collaboration, unity, team-work, and will strategically address improvement in instruction and student achievement for 100% of the students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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.</p> <p>System Safeguards/PBMAS CSF: Academic Performance, Leadership Effectiveness, Teacher Quality (Title I SW: 1,2,4,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	Principal, Teacher(s)	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time	Formative - PLC notes and agendas (Monthly) Summative - Classroom observations Campus Needs Assessment (May 2016)
<p>2. Instructional coaching will be utilized among teachers to improve teaching practices and instruction and assessment alignment as part of the PLC model.</p> <p>CSF: Leadership Effectiveness, Teacher Quality (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,5)</p>	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - Walk through and observation data (May 2016)

PAUL BELTON EL

Goal 4. Paul Belton Elementary will create a climate in which all students feel safe, welcome, and recognized.

Objective 1. Paul Belton Elementary will promote school safety awareness in order for all students and staff to be educated in what to do in times of crisis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Paul Belton Elementary will utilize surveillance cameras and monitors to increase monitoring parking lots, and facilities.</p> <p>CSF: Family and Community Engagement, School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	Director of Environmental Services, Principal	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments	Formative - Surveillance records (Daily) Summative - End of the year survey (May 2016)
<p>2. Paul Belton Elementary will follow procedures for all drills/actual incidences as outlined in the established campus emergency operations plan (fire drills, tornado drills, intruder drills).</p> <p>CSF: School Climate (Title I SW: 10) (Target Group: All) (NCLB: 4)</p>	Principal	08/24/2015 - 05/27/2016	(O)No Associated Cost, (O)Staff Time	Summative - Documentation from safety drills and incidence reports (May 2016)
<p>3. Paul Belton Elementary will utilize the Raptor Visitor Management System.</p> <p>CSF: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	Principal	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments	Formative - Campus visitor data records (Weekly-Monthly) Summative - Parent visitor records, Parent volunteer records (May 2016)
<p>4. Paul Belton Elementary assigns staff to duty stations in common areas to monitor students and promote safety.</p> <p>CSF: School Climate (Title I SW: 1,9) (Target Group: All) (NCLB: 4)</p>	Principal, Teacher(s)	08/24/2015 - 05/27/2016	(O)No Associated Cost, (O)Staff Time	Formative - Observations made by the campus administration. (Monthly)

PAUL BELTON EL

Goal 4. Paul Belton Elementary will create a climate in which all students feel safe, welcome, and recognized.

Objective 1. Paul Belton Elementary will promote school safety awareness in order for all students and staff to be educated in what to do in times of crisis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. School-wide drug free rally during red ribbon week.</p> <p>CSF: Family and Community Engagement, School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	<p>Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal</p>	<p>10/26/2015 - 10/30/2015</p>	<p>(O)Access to facilities, (O)Personnel</p>	<p>Summative - Agenda of activities (October 2015) Summative - Reduction in documented instances of drug use by students (May 2016)</p>
<p>6. The campus emergency operations plan will be reviewed by a committee. Necessary changes and updates will be addressed. This plan will be dispersed to all staff members and evacuation/emergency procedures and campus maps will be posted in all relevant areas.</p> <p>CSF: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	<p>Designee(s), Principal, School Nurse</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)No Associated Cost</p>	<p>Formative - Staff discussions will be held to address needs/effectiveness of procedures following drills (as needed)</p>
<p>7. Paul Belton Elementary 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 fireman and law enforcement topics, bicycle safety, and stranger awareness.</p> <p>CSF: Family and Community Engagement, School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	<p>Designee(s), Principal, SRO Officer</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Teacher interviews, survey data, campus needs assessment (May 2016)</p>
<p>8. Paul Belton Elementary will utilize an elementary school resource officer to assist with and maintain campus safety.</p> <p>CSF: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	<p>Assistant Superintendent(s), Principal, SRO Officer, Superintendent(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local SSA (Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Survey data, campus needs assessment (May 2016)</p>

PAUL BELTON EL

Goal 4. Paul Belton Elementary will create a climate in which all students feel safe, welcome, and recognized.

Objective 1. Paul Belton Elementary will promote school safety awareness in order for all students and staff to be educated in what to do in times of crisis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>9. Paul Belton Elementary has installed a "buzz in system" to promote student safety.</p> <p>CSF: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	<p>Assistant Superintendent(s), Principal, Superintendent(s)</p>	<p>Fall 2015 - Spring 2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Survey data, campus needs assessment (May 2016)</p>

PAUL BELTON EL

Goal 4. Paul Belton Elementary will create a climate in which all students feel safe, welcome, and recognized.

Objective 2. Paul Belton Elementary 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
<p>1. Committees will meet as needed and address campus needs as well as strengthen unity with groups and programs. These include: Site Base Decision Making committee, attendance committee, Rtl committee, campus activities committee, sunshine committee, emergency operations committee.</p> <p>CSF: Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, School Climate, Increase Instruction Time, Teacher Quality (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	<p>Designee(s), Principal</p>	<p>As needed during 15-16 school year</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Meeting schedules/agendas/notes retained and evaluated (Monthly) Summative - Campus Needs Assessment will assess effectiveness of various activities (May 2016)</p>
<p>2. Instructional team with the cooperation of teachers will create opportunities to recognize, encourage, and support staff morale throughout the year.</p> <p>CSF: School Climate, Teacher Quality (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	<p>Principal, Teacher(s)</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Campus Needs Assessment will evaluate staff opinions concerning morale, unity, etc. through survey questions (May 2016)</p>
<p>3. All teachers will be informed and trained on what actions constitute a discipline referral and what actions should be addressed through effective classroom management strategies.</p> <p>CSF: Academic Performance, Increase Learning Time, School Climate, Teacher Quality (Title I SW: 2) (Target Group: All) (NCLB: 4)</p>	<p>Designee(s), Principal</p>	<p>08/24/2015 - 05/27/2016</p>	<p>(O)No Associated Cost</p>	<p>Summative - Sign in sheet documentation (Spring 2016) Summative - Discipline records as evidenced through our discipline management system (May 2016)</p>

PAUL BELTON EL

Goal 4. Paul Belton Elementary will create a climate in which all students feel safe, welcome, and recognized.

Objective 2. Paul Belton Elementary 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
<p>4. Teachers will use effective classroom management strategies to keep students engaged in order to reduce the number of discipline referrals.</p> <p>CSF: Academic Performance, Increase Learning Time, School Climate, Teacher Quality</p>		2015-2016 School Year		Summative - Discipline records as evidenced through our discipline management system (May 2016)
<p>5. Playgrounds will be provided and maintained to support the physical development of children and facilitate free and organized play.</p> <p>CSF: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	Designee(s), Principal, Teacher(s)	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments, (S)Local Funds	Summative - Staff interviews, campus needs assessments, and surveys (May 2016)
<p>6. Paul Belton Elementary will utilize the "Snack Pak for Kids" program.</p> <p>CSF: Family and Community Engagement, School Climate (Title I SW: 1) (Target Group: ECD) (NCLB: 4)</p>	Counselor(s), Parent Involvement Coordinators, Principal	08/24/2015 - 05/27/2016	(L)Local Taxes and State Per Capita Allotments	Formative - Documentation records (Monthly)

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2015/2016 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

Daniel Kotara, Principal

May 2015

Paul Belton Elementary School Campus Needs Assessment 2015-2016

Paul Belton Elementary School provides kindergarten, and open-enrollment pre-kindergarten for our three year and four year old students. Paul Belton also offers a PPCD program for students with special needs. The atmosphere is child-centered, safe and nurturing. Our highly-qualified staff is dedicated to the academic, social, and emotional needs of young children. Everything our students participate in is structured to give them the foundation of skills they need to be successful as they move on to their next step in education and eventually high school graduation. The staff at Paul Belton emphasizes College readiness as our expectation is all students receive further education after high school.

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-kindergarten are busy taking those first steps in early literacy, early mathematics, social and emotional learning, and learning the norms of school. Our team of pre-kindergarten teachers provides 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 arts. Woven throughout the 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 masterful at creating engaging, energetic, rigorous, classrooms where students can achieve those high-expectations. Our students leave Paul Belton Elementary ready for first grade.

At the close of the 2014-2015 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, Istation reports, results from kindergarten assessments and reading benchmarks, including our developed literacy assessments, STAR Chart technology data, attendance data, Raptor reports, Student Level Reviews, teacher and parent interviews and surveys. As these sources were studied, we were able to identify

many strengths, and some areas of need.

During this last school year, Borger ISD elected to cut ties with the Head Start program and offer a locally funded Pre-Kindergarten program. Pre-Kindergarten at Paul Belton will offer half day morning and afternoon. Just as we anticipated, we saw a growth in our Pre-Kindergarten in enrollment. A class was added this year for our three year old program to meet the needs of this age group. The Pre-Kindergarten teachers have continued to grow and work collaboratively in our PLC's. We will continue to grow with our vertical alignment with kindergarten and emerge in the planning and development of a BISD Pre-K scope and sequence. This will continue to be a goal on our campus and time will be devoted to the growth of this Treasure Hunting opportunity.

Parent and staff 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, parent volunteer opportunities, help with traffic flow, need for playground updates, continued safety supports including cameras, inclusion support for our special education, and more opportunities for teacher leadership roles.

As a campus it is our goal to align our effort with the overall District Improvement Plan. To that end we are working diligently as a campus to learn about and implement an Inclusion Plan for our special education students. As we increase our numbers transitioning into PPCD at three years old, and as the behavioral support needs increase, we are finding the need to be strategic in our placement of students within the master schedule. It is our goal to create a PPCD classroom that intentionally addresses the IEP's of students while providing the proper amount of support. When the number of our special education students transition into kindergarten with behavioral support needs and/or educational support needs increases, we notice the need to use an inclusion model rather than a self-contained resource room model to best meet these needs. Therefore, this need for supports and professional development for an inclusion model have been addressed in this needs assessment and ultimately the Campus Improvement Plan.

Our campus has identified some needs concerning safety on our campus. Security continues to be an area of emphasis on our campus and it is our hope to continue to refine our procedures as a campus concerning visitors,

install and replace security cameras as needed. To help increase the security of the campus, the district has elected to re-model the entrance of the campus. The noted updates will include the addition of windows as well as the addition of electronically locked (buzz-in) doors. After a full year with these new upgrades in security, the staff and parents feel a sense of awareness and comfortable to bring their children to our campus as evidenced in our parent surveys. In addition to the construction of the entrance, we will continue to make repairs and updates to our playground. These updates would include the materials used for surfacing and adding an additional gate to the fence for emergency exits.

As previously noted, Paul Belton Elementary is a Pre-K and Kindergarten campus that is a feeder school of Crockett Elementary which is the 3rd and 4th grade campus for Borger ISD. After the recent round of STAAR testing, Crockett Elementary, Gateway Elementary, and Paul Belton Elementary became an Improvement Required (IR) campus. With the help of our assigned PSP, DSCI, and CLT we have identified problem statements and root causes that has resulted in our campus being an IR campus. This team will work with all staff in order to communicate expectations and strategies needed to help us become a Met Standard campus. With Paul Belton being an IR campus and a feeder school for Gateway and Crockett, our Site Base Committee has determined needs in order to ensure students are on target or interventions to help them become successful.

AREA OF CONCERN	DATA SOURCES	RECOMMENDED NEEDS	RATIONALES
<p>Curriculum & Instruction and Student Achievement</p> <p>Continue to provide rigorous and developmentally appropriate math instruction that align to new Kindergarten math TEKS</p> <p>Develop common universal math and ELAR assessments that are aligned with TEKS and scope and sequence</p> <p>Continue to monitor the district Pre-Kindergarten Scope and Sequence</p> <p>Identify Readiness Standards for three year old pre-K</p> <p>Continued alignment horizontally and vertically</p> <p>Continued growth across all student sub groups as aligned with district goals</p> <p>Materials needed to supplement instruction for</p>	<ol style="list-style-type: none"> 1. KILGO Treasure Hunts and Lesson Calibration 2. PLC minutes 3. New Pearson Math adoption 4. Teacher interviews and lesson plans 5. Rtl minutes, folders, roster 6. Semester and End of Year Literacy Assessment results 7. New TEKS for math 8. Pre-K guidelines and Early Childhood Outcomes 9. Home Language Surveys 10. Oral Language Testing outcomes 11. LPAC minutes 12. Benchmark results from 2014-2015 school year. 13. Literacy Assessments 14. Istation reports English/Spanish 15. Available resources 16. ESGI Reports 17. Vertical alignment discussions with Literacy Coordinator 18. Notes and recommendations from consultants such as Stetson 	<ol style="list-style-type: none"> 1. Continue KILGO use and Treasure Hunts 2. Pearson Math 3. Singapore Math 4. Professional Development opportunities through Region 16 and collaborative coaching 5. Professional Development strategically designed for inclusion and dual language needs 6. DMAC-data management system 7. Supplemental teaching materials for RTI 8. Staff member to manage and work rigorously with students in the RTI program 9. Writing alignment team 10. Time, schedules, and substitute coverage for staff coaching and Treasure Hunts 11. Tracking systems for ELL's 12. Supplemental resources and materials for Bilingual and ESL support 13. Supplemental training in 	<ol style="list-style-type: none"> 1. Saxon Math, while well organized and spiraled, there is a need to supplement with more rigor (Pearson Math/Singapore) 2. There are needs for sustainability in campus development of scope and sequence using KILGO methods 3. Universal assessment for math is necessary for alignment and RTI process 4. Aligned curriculum and aligned Readiness Standards will positively impact vertical instruction 5. ELL student population continues to be an area of concern for the district, especially at the 3rd and 4th grade level 6. New apps for the iPads that will assist in reinforcing student learning 7. Guided reading instruction with appropriately chosen leveled readers will assist all readers. 8. Aligned curriculum will impact vertical instruction 9. Inclusion Model will provide mainstreaming opportunities and will positively affect the special education population within our

<p>struggling learners, ELL's and Special Needs Balanced Literacy continues to improve. Higher level resources are needed.</p> <p>Need for vertical alignment for handwriting. Students and teachers are in need of a complete program with consistent instruction in a standalone handwriting curriculum.</p> <p>Handwriting Without Tears training</p> <p>Dual Language One Way bilingual program</p> <p>New Social Studies adoption</p>	<p>and Associates (INCLUSION) and El Saber (BILINGUAL EDUCATION)</p> <p>19. TPRI assessment results</p>	<p>district Bilingual ESL initiatives</p> <p>14. Guided Reading Materials, literacy library and teacher resources, Reading A-Z, and Journeys</p> <p>15. Istation</p> <p>16. Continue to use ESGI (Educational Software for Guiding Instruction)</p> <p>17. <u>Handwriting Without Tears</u> consumable materials</p> <p>18. <u>enVisionMath 2.0</u> Math adoption/Teacher guide and workbooks.</p> <p>19. <u>Empowering Writers</u></p> <p>20. The purchase of apps for the student iPads</p> <p>21. Teacher iPads</p> <p>22. TPRI kits</p>	<p>district</p> <p>10. Dual Language One Way is the district choice for improving our bilingual program</p> <p>11. Teacher iPads for reinforce working in the power zone.</p> <p>12. The assessments from TPRI will guide instruction and identify needed interventions.</p>
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<p style="text-align: center;">Technology</p> <p>Lack available and appropriate supplemental computer programs to enhance instruction and meet the technology needs of Pre-K and Kindergarten students.</p> <p>Computer hardware is dated and slow and needs replacing</p> <p>Programs for ELL's and for integration of all students</p> <p>Supplemental wireless access points to provide adequate signal</p>	<ol style="list-style-type: none"> 1. Istation reports 2. Teacher and parent survey/interviews 3. STAR Chart 4. TAPR data/Bench mark results from 2014-2015 school year 	<ol style="list-style-type: none"> 1. Updated computers and other hardware through IMAT 2. Computer program(s)/apps appropriate for Kindergarten, Pre-Kindergarten, and 3 year old Pre-K students. 3. Program to assist ELL's in bilingual classrooms. 4. Istation in Spanish/English 	<ol style="list-style-type: none"> 1. Older computers/hardware do not accommodate our software, internet needs, imbedded programs. 2. Younger students need appropriate programs to assist in their development of basic computer skills. 3. Supplemental programs will add variety and developmentally appropriate learning for all learners, including ELL's. 4. Computer materials can be used for re-teaching and reinforcing struggling students. 5. Technology will accommodate and pique the interests and needs of the 21st century learner.
<p>Demographics, Staff Quality</p> <p>Increased populations of Autistic students, ELL's, and other special needs 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</p>	<ol style="list-style-type: none"> 1. TAPR for 2014-2015 2. School Report Card 3. Enrollment data from TxEIS for ELL, SPED 4. ECI referrals and transitions 5. Certifications 6. PDAS parts 2 and 3 concerning staff development needs 7. Teacher Surveys and interviews 	<ol style="list-style-type: none"> 1. Professional development opportunities concerning, but not limited to Autism and Behavior issues 2. Offer a full day resource pullout for our Kindergarten Special Education students 3. Continued training and staff development concerning ELL's and ELPS, and writing 	<ol style="list-style-type: none"> 1. PPCD population is growing and observation and testing data shows increases in developmental delays that are common to Autism Spectrum Disorders. 2. With the Special Education population growing the need to balance our PPCD numbers with Kindergarten is needed. 3. ELL and Bilingual Education have been and continue to be a priority in our district. Teachers need comprehensive training and

<p>professional development and vertical alignment of literacy issues.</p> <p>Professional Development opportunities need to be relevant, monitored for implementation of new learning and related to current instructional/campus needs.</p> <p>Kindergarten resource teacher and Kindergarten Instructional assistant for Special Education</p>		<p>language objectives.</p> <ol style="list-style-type: none"> 4. Vertically aligned professional development opportunities for meeting the needs of Balanced Literacy Initiative. 5. Continue to provide Professional Development to address curriculum and instruction support, including any through Region 16 Service Center or other service providers. Sample topics may include: PLC development, Students in Poverty, KILGO, Balanced Literacy, Campus Needs, Bilingual/ESL education 6. An added position is needed to supplement the needs of Kindergarten special education. 7. An instructional assistant position is needed for special education 	<p>coaching in appropriate language objective alignment and instructional strategies.</p> <ol style="list-style-type: none"> 4. Balanced Literacy is a priority in BISD for PK- Grade 2. Teachers continue to want and need opportunities for professional growth. 5. As rigor continues to increase and 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>School Culture and Climate</p> <p>Paul Belton needs to continue and improve its school-wide discipline and behavior</p>	<ol style="list-style-type: none"> 1. Teacher and Parent Surveys 2. Staff interviews 3. PDAS data 4. Discipline reports 	<ol style="list-style-type: none"> 1. Committee (PBSI)to oversee the continued implementation of our school-wide management system: Puppy Promises 	<ol style="list-style-type: none"> 1. PBE continues to see the need to promote self-discipline in students. 2. There is a larger population of students seemingly not exposed

<p>management in order to promote respect, responsibility, and self-control.</p> <p>Collaborative Coaching growth opportunities</p>	<p>5. Cafeteria/Classroom/Bu s behavior observations</p>	<p>2. Instructional opportunities in character development etc.</p> <p>3. Opportunities for counselor driven lessons in classrooms and intervention with students</p> <p>4. Develop an RTI plan for behavioral needs</p> <p>5. Professional Development in the areas of behavior management etc will be needed for refresher as well as new teachers (Love and Logic for example)</p> <p>6. Create a collaborative coaching model and schedule opportunities for teachers to observe, provide feedback and learn from each other</p>	<p>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.</p> <p>3. 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.</p> <p>4. Discipline at PBE is more of a learning opportunity rather than a punitive one. Counselor could provide intervention in this area along with campus principal and teachers.</p>
<p>Community and Parent Involvement</p> <p>Better participation of</p>	<p>1. Teacher and Parent surveys</p> <p>2. Staff interviews</p> <p>3. Sign in records</p>	<p>1. Computer based visitor sign in system: RAPTOR</p> <p>2. Opportunities to train more staff on Raptor</p>	<p>1. 1. PBE continues to improve but still has areas within our school day where parent volunteers can be utilized. As staff decreases or</p>

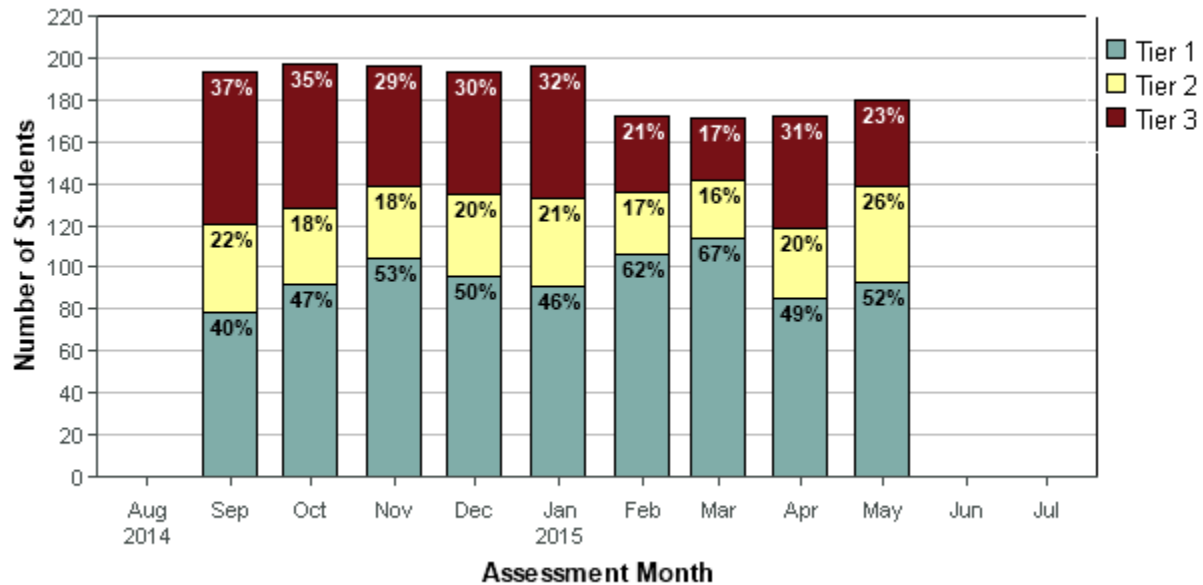
<p>volunteers and parents</p> <p>Improve tracking of volunteers, student sign in and out, and continue to monitor visitors on campus</p>		<p>procedures.</p> <ol style="list-style-type: none"> 3. Committee development and implementation of volunteer management system 4. Offering GED/ESL classes 5. Snack Pac for Kids 6. Title I meetings/Parent Need To Know Night 	<p>unavailable, volunteers can be used to fill gaps in supervision etc.</p> <ol style="list-style-type: none"> 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. 3. Supplemental classes for parents allow for continuing education opportunities and collaboration between staff and parents 4. Snack Pac for Kids allows for supplemental meals for families that may be struggling financially
<p>School Context and Organization</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.</p>	<ol style="list-style-type: none"> 1. Parent and Staff Surveys 2. Conferences with stake holders 3. Conferences with those involved in drop off/pick up duties etc. 4. Routine checks of maintenance needs, camera videos, 	<ol style="list-style-type: none"> 1. Playground surface is the most important component of playground to minimize injury. 2. Re-modeling of the main entrance to minimize visitors getting through without checking with office staff 	<ol style="list-style-type: none"> 1. Repairs to existing playground surface will reduce the possibility of injury to staff and students 2. Overall student and staff safety will be increased through monitoring of visitors 3. After parting ways with Head Start, we will have to re-furnish three classrooms worth of

<p>The building construction provides improved security with the addition of windows in the main office as well as electronically locking main entrance doors.</p> <p>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>Not all areas of campus are covered by security cameras</p> <p>Parent flow through the building and parking lots needs to be addressed and solutions found.</p> <p>Surface areas of main playground need maintenance: wood chips or rubber mulch, foam tiles</p>	<ol style="list-style-type: none"> 5. Raptor reports 6. Construction blueprints 	<ol style="list-style-type: none"> 3. Furniture for previous Head Start classrooms 4. Full time School Resource Officer 	<p>furniture. (Student tables, chairs, etc.)</p> <ol style="list-style-type: none"> 4. Having a full time school resource officer allows for more security and assistance for illegal activity 5. Parents and visitors will have to check in with the office and less people will be able to “sneak” by without checking in.
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Data Sources

Istation ISIP Reports May 2015

All Grades - Overall Reading



Paul Belton Elementary

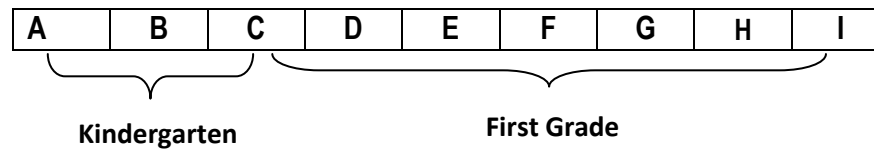
2013-2014

End of Year Reading Results

190 Students Assessed

Goal: Level D

READING LEVEL



Percent of Students	Reading Level
4%	<A
6%	A
11%	B
21%	C
24%	D
31%	Above D

Number of Students	Percent	Reading Level
42/190	22%	<C
108/190	57%	D and above
149/190	78%	C and above

Paul Belton Elementary

2014-2015

End of Year Reading Results

195 Students Assessed

Goal: Level D

READING LEVEL



Kindergarten

First Grade

Percent of Students	Reading Level
6%	A
7%	B
27%	C
31%	D
29%	Above D

Number of Students	Percent	Reading Level
25/195	13%	<C
116/195	56%	D and above
167/195	83%	C and above

Population Groups 2014-2015

Student Group	Total Populations
Kindergarten Bilingual	27
Pre-Kindergarten Bilingual	38
EE	6
Special Education Kindergarten	16
Special Education Pre-K	21
Migrant	0
Homeless	2
At Risk	105
Economically Disadvantaged	295

ELL Population for 2014-2015

Data from Student Level Reviews

Does not include new enrollees from Roundup

Pre-K moving into Kindergarten Bilingual	13
Three Year olds moving into 4 year old Pre-K Bilingual	15

**Snack Pak 4 Kids
Distribution 2014-2015**

Month	Number of Sacks Distributed
August - September	50
October	96
November	124
December	125
January	162
February	113
March	113
April	164
May	140

ATTENDANCE DATA 2014-2015

Month	Rate EE	Rate PK	Rate K	OVERALL RATE
August/September	83.33	94.37	95.21	94.90
October	78.26	93.70	94.93	94.40
November	70.31	91.44	92.91	92.25
December	83.33	89.50	89.25	89.30
January	74.07	93.12	95.12	94.31
February	66.67	92.86	92.95	92.79
March	85.25	92.65	93.14	92.92
April	95.65	93.99	94.32	94.21
May	96.30	94.23	95.66	95.17
			YEARLY AVERAGE	93.36