

PAUL BELTON EL

Campus Improvement Plan

2013/2014

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

Date Reviewed: 09/30/13

Date Approved: 10/10/13

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
Castillo, Jennifer	Parent
Cox, Tamra	Special Education Teacher
Gowdy, Manda	Teacher
Harris, Peggy	Teacher
Hodge, Beth	Teacher
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 and to increase teacher/instructional paraprofessional pedagogy.
 - 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 instruction and supports for English Language Learners.
 - Objective 6.** Instruction and curriculum will be enhanced through technology education using quality programs and software.
 - Objective 7.** PBE 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.
- 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 implement campus procedures designed to increase campus safety.
 - 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.

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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
1. All classroom teachers will participate in "Treasure Hunting" PLC's to analyze TEKS and Pre-Kindergarten Guidelines to find and/or develop lessons to teach concepts to the depth and complexity of the TEKS/Guidelines, and utilize the district Calibration Rubric to assess the depth and complexity of the lesson/resource being used. (Title I SW: 1,2,3,4,7,10) (Target Group: All) (NCLB: 1,2,5)	Literacy Coordinator, Principal, Teacher(s)	August 2013-May 2014	(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	Formative - -Classroom observations -Staff interviews/surveys/meeting notes -Lesson Plans/Treasure Hunt Collection
2. KILGO will be evaluated to revise the document to align TEKS to campus/district readiness standards, and other district adopted curricular resources thereby creating and maintaining the Borger ISD Kindergarten Scope and Sequence. (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,2,5)	Literacy Coordinator, Principal, Teacher(s)	August 2013-May 2014	(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	Formative - -Grade Level PLC notes -lesson plans -readiness standard alignment -assessments
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. (Title I SW: 1,2,3,8) (Target Group: All) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Literacy Coordinator, Principal, Teacher(s)	August 2013-May 2014	(F)CSCOPE Curriculum, (F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - -Classroom observations/PDAS -Treasure Hunt -Grade level PLC notes

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Executive Director of Special Programs, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August 2013-May 2014</p>	<p>(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</p>	<p>Summative - -Classroom observations/PDAS -PLC notes/adendas -On-going assessments and subsequent data -Lesson plans -Professional Development Requests/Schedules</p>
<p>5. iStation and ESGI (web based assessment tool) will be utilized to support and enhance assessment and instruction, identify areas of student need, and aide in intervention. (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Designee(s), Executive Director of Special Programs, Principal, Teacher(s)</p>	<p>August 2013-May 2014</p>	<p>(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</p>	<p>Summative - -Monthly ISIP Reports -Weekly Study Island reports -Rtl records</p>
<p>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: 1,2,7,8,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Principal, Teacher(s)</p>	<p>August 2013-May 2014</p>	<p>(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</p>	<p>Summative - -Walk-through PDAS data -Lesson Plans checked for alignment/focus -Meeting notes/agendas -Student performance data</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
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 2013-May 2014	(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	Summative - -Rtl records used to identify needs -ARD minutes -Schedules monitored
8. Instructional staff will begin integrating new Math TEKS to be fully implemented in 2014-2015. These will be aligned with KILGO and District Scope and Sequence for Math. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2013-May 2014	(F)KILGO Training and Resources, (F)Professional Development, (L)Agency Funds (ie: Student Activity Funds), (L)Local Projects, (O)Campus Based Professional Development	Formative - Scope and Sequence documents Teacher lesson plans Teacher interviews, PLC notes, collaborative coaching notes

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Objective 2. PBE will 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, Professional Learning Communities, Continuum of Literacy Learning, Instructional Planning, Collaborative Coaching, Dual Language, Inclusion, and other district and campus provided trainings as needed and appropriate.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,3,4,10) (Target Group: All) (NCLB: 1,2,5)</p>	Executive Director of Special Programs, Literacy Coordinator, Principal, Teacher(s)	August 2013-May 2014	(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
<p>2. 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, Inclusion, Math TEK changes, behavioral supports. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,5)</p>	Designee(s), Executive Director of Special Programs, Principal, School Nurse, Teacher(s)	August 2013 - May 2014	(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
<p>3. Instructional staff 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)</p>	Designee(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants	August 2013-May 2014	(F)Federal Grants, (F)Professional Development	Summative - Notes from coaching conferences, walk through and PDAS data, formal and informal interviews with teachers and coaches will be reviewed.
<p>4. Designated staff will participate as needed in professional development focused on inclusive education and help implement campus inclusion plan. (Title I SW: 1,2,3,4,7,9,10) (Target Group: All, SPED) (NCLB: 1,5)</p>	Designee(s), Director of Federal Programs and Instruction, Principal	August 2013-May 2014	(F)Professional Development	Summative - Teacher interviews Inclusion implementation results Inclusion schedules Student IEP progress

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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) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2013-May 2014	(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 2013-May 2014	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - -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 2013-May 2014	(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 2013-May 2014	(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 2013-May 2014	(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 201- May 2014	(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

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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 5. PBE will provide quality Bilingual instruction and supports for English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students identified through the Home Language Survey shall be assessed for oral language development using district adopted oral language test materials.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk, PRE K, K) (NCLB: 1,2,5)</p>	Designee(s), Executive Director of Special Programs, Principal, Teacher(s)	August 2013-May 2014	(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
<p>2. Qualifying students will be provided a Dual Language One Way kindergarten program or a Dual Language One Way pre-kindergarten.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)</p>	Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s)	August 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - -LPAC meetings will focus on student growth, needs, and program placement
<p>3. All teachers will be ESL certified and will implement best practices and ELPS to address language learners.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)</p>	Director of Federal Programs and Instruction, Personnel Director, Principal	August 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - -Lesson plans monitored for ELPS -Classroom observations/PDAS used to assess instructional practices
<p>4. Annual LPAC review will be conducted to monitor progress and make decisions concerning ELL students.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)</p>	Designee(s), Director of Federal Programs and Instruction, Principal	May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - -LPAC Minutes maintained and utilized to monitor students and assess program placement

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Objective 5. PBE will provide quality Bilingual instruction and supports for English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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.</p> <p>SYSTEM SAFEGUARDS/PBMAS (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, Executive Director of Special Programs, Principal, Teacher(s)</p>	<p>August 201.-May 2014</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 - -Classroom observations/PDAS -Lesson plans checked for ELPS etc -Professional Development Requests/sign in sheets</p>
<p>6. PBE will provide appropriate supplies, materials and instructional aides to support Dual Language One Way program implementation.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,9,10) (Target Group: LEP) (NCLB: 1,2,5)</p>	<p>Designee(s), Executive Director of Special Programs, Principal</p>	<p>August 2013- May 1014</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 conference, student needs</p>

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Objective 6. 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 (Title I SW: 1,3,8,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Designee(s), Executive Director of Special Programs, Principal, Teacher(s)</p>	<p>August 2013 - May 2014</p>	<p>(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</p>	<p>Summative - -ISIP Reports checked for growth and Tier movement -Rtl will look at ISIP as part of Universal Assessments</p>
<p>2. All kindergarten students will utilize other district purchased computer programs and web-based programs to supplement instruction and provide review and reinforcement. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August 2013-May 2014</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - -Weekly Study Island reports checked for program utilization and TEKS mastery -Campus Needs Assessment will evaluate teacher input regarding program effectiveness</p>
<p>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)</p>	<p>Campus Instructional Technologist, Designee(s), Principal, Superintendent(s)</p>	<p>August 2013 May 2014</p>	<p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel</p>	<p>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</p>

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Objective 7. PBE 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
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 2013-May 2014	(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 2013-May 2014	(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, Inclusion opportunities, 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 2013-May 2014	(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. Playgrounds will be provided and maintained to support the physical development of children and facilitate free and organized play. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,4,5)	Designee(s), Director of Special Education , Principal, Safety Review Team, Superintendent(s), Teacher(s)	August 2013-May 2014	(L)Local Taxes and State Per Capita Allotments, (S)Local Funds	
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 2013-May 2014	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments	Summative - -Classroom observations -Staff interviews/surveys -On-going assessments

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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 2013- May 2014	(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

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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 2013-May 2014	(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 2013-May 2014	(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 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - -Truancy Procedure implementation will be evaluated for frequency of need -Attendance rate monitored

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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 2013-May 2014	(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 2013-May 2014	(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 2013-May 2014	(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 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - -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 implement campus procedures designed to increase campus safety.

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. (Target Group: All) (NCLB: 4)	Designee(s), Principal, School Nurse	August 2013-May 2014	(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 2013-May 2014	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Personnel	Summative - -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. (Target Group: All) (NCLB: 4)	Principal	August 2013-May 2014	(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 2013	(L)Local Taxes and State Per Capita Allotments	Summative - Parent and Teacher Survey Data Community Response Student Participation
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 topics, bicycle safety, and stranger awareness. (Target Group: All) (NCLB: 4)	Designee(s), Principal, SRO Officer	August 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Teacher interviews, survey data Parent Survey Data

PAUL BELTON EL

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

Objective 1. PBE will implement campus procedures designed to increase campus safety.

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, SRO Officer	August 2013-May 2014	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Access to facilities, (O)Personnel	Summative - 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.
7. PBE will utilize an elementary School Resource Officer to assist with and maintain campus safety. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Principal, SRO Officer, Superintendent(s)	August 2013-May 1014	(L)Local SSA (Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments	Formative -

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. (Target Group: All) (NCLB: 4)	Designee(s), Principal	August 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - -Meeting schedules/agendas/notes retained and evaluated -Campus Needs Assessment 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. (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - -Campus Needs Assessment 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
<p>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) (Target Group: All)</p>	<p>Designee(s), Principal</p>	<p>August 2013-May 2014</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - -Communications will be collected to reflect evidence of translations -Campus Needs Assessment will assess effectiveness of reaching our Spanish speaking parent population through survey questions</p>
<p>2. PBE will effectively communicate to staff, parents, and community through various means including: conferences, newsletters, school website, notices, 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)</p>	<p>Designee(s), Principal</p>	<p>August 2013-May 2014</p>	<p>(F)Title I, (L)Agency Funds (ie: Student Activity Funds)</p>	<p>Summative - Parent Survey Data</p>

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) (Target Group: All)	Designee(s), Principal, Teacher(s)	August 2013-May 2014	(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) (Target Group: All)	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. Head Start staff and parents will work together to evaluate and implement Head Start protocols, procedures, and curriculum. (Title I SW: 6,7,10) (Target Group: All)	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
4. PBE will work closely with VIPS coordinator and PTO to encourage and organize parental involvement activities that will develop and sustain parental support for the school community. (Title I SW: 6) (Target Group: All)	Designee(s), Principal	August 2013-May 2014	(L)Local SSA (Shared Services Arrangement)	Summative - -Classroom observations -Staff interviews/surveys -On-going assessments
5. 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) (Target Group: All)	Designee(s), Principal, Teacher(s)	August 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Parent Survey Data

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
6. 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 2013- May 2014	(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

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 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 2013

Paul Belton Elementary School Campus Needs Assessment 2013-2014

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, and PPCD for students with 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. 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 2012-2013 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, 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.

This school year our campus restructured our Head Start and Pre-Kindergarten to allow for more team building. Each of the six teachers teaches a section of Head Start and a section of Pre-K. This has allowed for aligned professional development, aligned assessment opportunities, and allowed for the Head Start responsibility to be shared equally. These ladies have become a cooperative and successful team. This year has seen much growth in our Pre-kindergarten program and a vertical alignment with kindergarten and beyond has begun to 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, better communication needs, need for playground updates, continued safety supports including cameras, inclusion support for our special education.

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.

In addition, our district, with the help of the consultants from El Sabre, has made the decision to change our Bilingual distinction from Early Exit Transitional model to the Dual Language, One-Way model. This change will require a district plan for implementation. Paul Belton Pre-Kindergarten and Kindergarten will be the starting point for implementing this new plan beginning the 2013-2014 school year. In response to that, we will be looking for opportunities for professional growth, aligned materials and resources and building upon the bilingual PLC.

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. Our playground is in need of repairs and updates in the materials used for surfacing. It is also our hope to add an additional playground for our PPCD classroom to provide a separate safe environment for our special needs students.

AREA OF CONCERN	DATA SOURCES	RECOMMENDED RESOURCES	RATIONALES
<p>Curriculum & Instruction and Student Achievement</p> <p>Continue to provide rigorous and developmentally appropriate math instruction to provide rigor to the depth and complexity of Kindergarten TEKS</p> <p>Develop a universal math assessment aligned with TEKS and scope and sequence</p> <p>Delve into the upcoming new Math TEKS and work to integrate into our Kindergarten Scope and Sequence</p> <p>Develop a 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>	<ol style="list-style-type: none"> 1. AEIS data 2011-2012 2. KILGO Treasure Hunts and Lesson Calibration 3. PLC minutes 4. Current Math adoption 5. Teacher interviews and lesson plans 6. RtI minutes, folders, roster 7. Galileo data from Head Start 8. Semester and End of Year Literacy Assessment results 9. New TEKS for math 10. Pre-K guidelines and Early Childhood Outcomes 11. Home Language Surveys 12. Oral Language Testing outcomes 13. LPAC minutes 14. Benchmark results from 2012-2013 school year. 15. ELA adoption 16. Literacy Assessments 17. iStation reports 18. Available resources 19. ESGI Reports 20. Vertical alignment discussions with Literacy Coordinator 21. Notes and 	<ol style="list-style-type: none"> 1. Continue KILGO use and Treasure Hunts 2. Saxon Math 3. Professional Development opportunities through Region 16 and collaborative coaching 4. Professional Development strategically designed for inclusion and dual language needs 5. Eduphoria 6. Supplemental teaching materials for RtI 7. Supplemental staffing to increase student achievement 8. Time, schedules, and substitute coverage for staff coaching and Treasure Hunts 9. Tracking systems for ELL's 10. Supplemental resources and materials for Bilingual and ESL support 11. Supplemental training in district Bilingual ESL initiatives 12. KILGO Treasure Hunting 13. Guided Reading 	<ol style="list-style-type: none"> 1. Saxon resources deeply develop concepts with developmentally appropriate activities and later links to the abstract paper pencil tasks. 2. Saxon Math, while well organized and spiraled, there is a need to supplement with more rigor 3. There are needs for sustainability in campus development of scope and sequence using KILGO methods 4. Universal assessment for math is necessary for alignment and RTI process 5. Aligned curriculum and aligned Readiness Standards will positively impact vertical instruction 6. ELL student population continues to be an area of concern for the district, especially at the 3rd and 4th grade level 7. Assistive technology program that assists in reinforcing student learning 8. Guided reading instruction with appropriately chosen leveled readers will assist all readers. 9. Aligned curriculum will impact vertical instruction

<p>Continued growth across all student sub groups as aligned with district goals</p> <p>Materials needed to supplement instruction for struggling learners, ELL's and Special Needs</p> <p>Balanced Literacy continues to improve. Higher level resources are needed.</p> <p>Continued alignment horizontally and vertically.</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>District implementation of Dual Language One Way</p>	<p>recommendations from consultants such as Stetson and Associates (INCLUSION) and El Sabre (BILINGUAL EDUCATION)</p>	<p>Materials, literacy library and teacher resources, Reading A-Z</p> <p>14. iStation</p> <p>15. Reading EGGS (study island early learning program)</p> <p>16. Continue to use ESGI (Educational Software for Guiding Instruction)</p> <p>17. Eduphoria</p> <p>18. <u>Handwriting Without Tears</u> consumable materials</p>	<p>10. Inclusion Model will provide mainstreaming opportunities and will positively affect the special education population within our district</p> <p>11. Dual Language One Way is the district choice for improving our bilingual program</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 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>	<ol style="list-style-type: none"> 1. iStation and Study Island reports 2. Teacher and parent survey/interviews 3. STAR Chart 4. AEIS data/Bench mark results from 2012-2013 school year 	<ol style="list-style-type: none"> 1. Updated computers and other hardware through IMAT 2. Computer program(s) appropriate for Pre-Kindergarten and 3 year old students. (such as <u>Jump Start</u> series) 3. <u>Reading EGGS</u> from Study Island 4. Program to assist ELL's in bilingual classrooms. 	<ol style="list-style-type: none"> 1. Older computers do not accommodate our software, internet needs, and 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.
<p>Demographics, Staff Quality</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"> 1. AEIS for 2011-2012 2. Enrollment data from TxEIS for LEP, SPED 3. ECI referrals and transitions 4. Certifications 5. PDAS parts 2 and 3 concerning staff development needs 6. Teacher Surveys and interviews 	<ol style="list-style-type: none"> 1. Professional development opportunities concerning, but not limited to Autism and Behavior issues 2. Continued training and staff development concerning ELL's and ELPS, and writing language objectives. 3. Vertically aligned professional development opportunities for meeting the needs of Balanced Literacy Initiative. 4. Continue to provide 	<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. 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. 3. Balanced Literacy is a priority in BISD for PK- Grade 2. Teachers continue to want and need opportunities for professional

<p>Professional Development opportunities need to be relevant, monitored for implementation of new learning and related to current instructional/campus needs.</p>		<p>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, CScope, Students in Poverty, KILGO, Balanced Literacy, Campus Needs, Bilingual/ESL education</p>	<p>growth.</p> <p>4. 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>
<p>School Culture and Climate</p> <p>Paul Belton needs to continue and improve its school-wide discipline and behavior management in order to promote respect, responsibility, and self-control.</p> <p>Collaborative Coaching growth opportunities</p>	<ol style="list-style-type: none"> 1. Teacher and Parent Surveys 2. Staff interviews 3. PDAS data 4. Discipline reports 5. Cafeteria behavior observations 	<ol style="list-style-type: none"> 1. Committee to oversee the continued implementation of our school-wide management system: Puppy Promises 2. Instructional opportunities in character development etc. 3. Opportunities for counselor driven lessons in classrooms and intervention with students 4. Develop an RTI plan for behavioral needs 5. Professional Development in the areas of behavior management etc will be 	<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 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. 3. A simplistic, concrete plan incorporating few rules with wide application will be easier to implement. 4. All teachers and staff need to continue using a common implementation plan so that all

		<p>needed for refresher as well as new teachers (Love and Logic for example)</p> <ol style="list-style-type: none"> 6. Create a collaborative coaching model and schedule opportunities for teachers to observe, provide feedback and learn from each other 7. Training in the coaching model is needed 	<p>students in all situations know what is expected of them and what the consequences of wrong choices will be.</p> <ol style="list-style-type: none"> 5. 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>Community and Parent Involvement</p> <p>Better participation of volunteers and parents</p> <p>Improve tracking of volunteers, student sign in and out, and continue to monitor visitors on campus</p>	<ol style="list-style-type: none"> 1. Teacher and Parent surveys 2. Staff interviews 3. Sign in records 	<ol style="list-style-type: none"> 1. Computer based visitor sign in system: RAPTOR 2. Opportunities to train more staff on Raptor procedures. 3. Committee development and implementation of volunteer management system 	<ol style="list-style-type: none"> 1. 1. PBE continues to improve but still has areas within our school day where parent volunteers can 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.

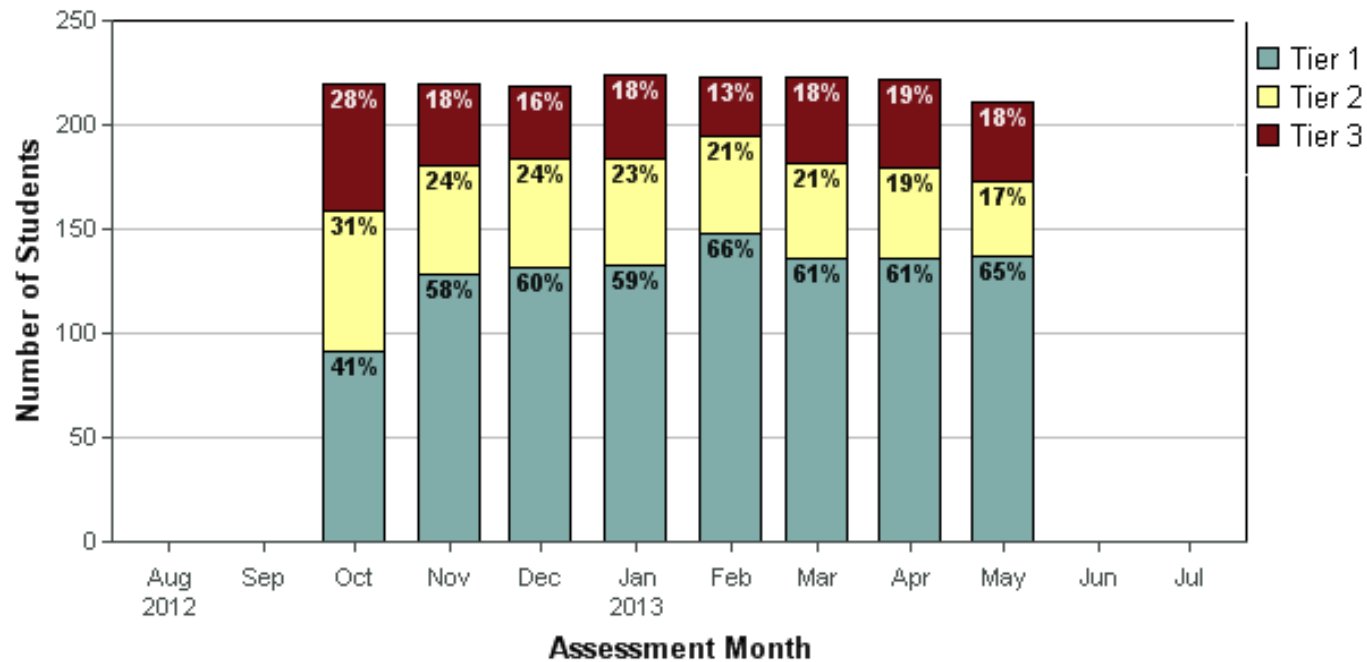
<p style="text-align: center;">School Context and Organization</p> <p>Parent drop-off/pick-up and traffic flow continues to frustrate all stake holders.</p> <p>For safety reasons all doors on campus are being locked excluding the front door. Parking in the back of the campus for visitors means that visitors must walk around the building to enter. Because of Raptor implementation this is a problem.</p> <p>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>Playground for PPCD classroom</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, 5. Raptor reports 6. 	<ol style="list-style-type: none"> 1. Playground is needed for safety of special needs students. 2. Consider rerouting office traffic...restructure doorways at front to minimize visitors getting through without checking with office staff 	<ol style="list-style-type: none"> 1. Parents and visitors will have to check in with the office and less people will be able to “sneak” by without checking in . 2. Overall student and staff safety will be increased through monitoring of visitors 3. Playground for special needs students will provide a need/age appropriate area for these children to play, build gross motor skills, and socialization skills. 4. Repairs to existing playground surface will reduce the possibility of injury to staff and students
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Surface areas of main playground need maintenance: wood chips, foam tiles			
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Data Sources

Istation ISIP Reports May 2013

All Grades - Overall Reading



Paul Belton Elementary 2011-2012 End of Year Reading Results

202 Students Assessed
Goal: Level C

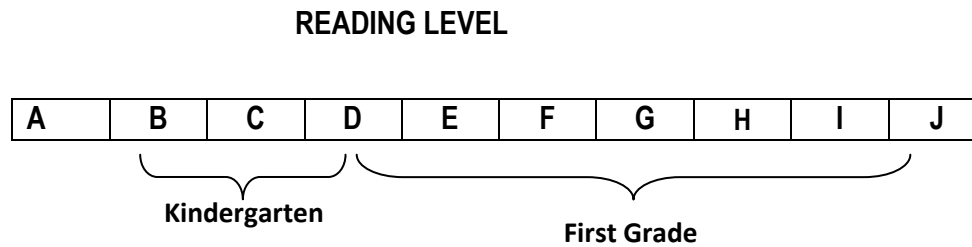
Percent of Students	Reading Level
4%	<A
4.5%	A
21%	B
21%	C
25%	D
7.4%	E
7.9%	F
3.5%	G
1.98%	H
0.9%	I
0.9%	J
0.49%	M
0.49%	N

Number of Students	Percent	Reading Level
60	29.7%	<C
52	26%	C
90	49%	>C
142	70.2%	> = C

Paul Belton Elementary 2012-2013 End of Year Reading Results

202 Students Assessed

Goal: Level D



Percent of Students	Reading Level
3%	<A
<1%	A
13%	B
23%	C
35%	D
26%	Above D

Number of Students	Percent	Reading Level
30/220	14%	<C
134/220	61%	D and above
184/220	84%	C and above

Special Population Groups 2012-2013

Student Group	Total Population as of May 2013
Kindergarten Bilingual	12
Kindergarten ESL	9
EE	15
Special Education Kindergarten	16
Special Education Pre-K	22
Migrant	1
Homeless	6
At Risk	72
Economically Disadvantaged	339

ELL Population for 2013-2014 Data from Student Level Reviews

Pre-K moving into Kindergarten Bilingual	17
Three Year olds moving into Pre-K Bilingual	13

Snack Pak 4 Kids Distribution 2012-2013

Month	Number of Sacks Distributed
November	77
December	80
January	73
February	84
March	43
April	54
May	67

ATTENDANCE DATA

Month	Rate EE	Rate PK	Rate K	OVERALL RATE
August/September	98.33	97.46	96.24	96.11
October	92.21	94.15	96.55	95.72
November	90.96	91.76	94.79	93.76
December	91.82	87.79	91.43	90.30
January	76.62	90.75	93.53	92.44
February	87.86	86.25	86.17	86.14
March	91.08	92.40	95.79	94.66
April	98.33	97.46	96.24	94.39
May	91.82	93.85	95.35	93.67
			YEARLY AVERAGE	93.02