

# PAUL BELTON EL Campus Improvement Plan 2014/2015

*"Building Towards a Brighter Future."*

# 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
Garay, Angelica	Teacher
Gowdy, Manda	Teacher
Hanna, Jennie	Parent
Hodge, Beth	Teacher
Kotara, Daniel	Principal
Moore, Brandi	Special Education Teacher
Porter, Dana	Business Representative
Porter, Tamyra	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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- 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paul Belton Elementary will provide a parent involvement coordinator as a full time staff member. (Title I SW: 1,6,9,10) (Target Group: All) (NCLB: 1,4,5)	Parent Involvement Coordinators, Principal	08/25/2014 - 05/29/2015	(F)Title I	Summative - Campus Needs Assessments, Parent Surveys (May 2015)
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. (Title I SW: 2,6,7,8) (Target Group: All) (NCLB: 4)	Parent Involvement Coordinators, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(F)Title I, (L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May 2015) Summative - Parent surveys (May 2015)
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. (Title I SW: 1,2,3,8) (Target Group: All) (NCLB: 1,2,5)	Parent Involvement Coordinators, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys (May 2015)
4. 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)	Designee(s), Parent Involvement Coordinators, Principal	08/25/2014 - 05/29/2015	(O)No Associated Cost, (O)Staff Time	Summative - Communications will be collected to reflect evidence of translation. Parent Surveys (May 2015)
5. Parents will have the opportunity to join the parent teacher organization. (Title I SW: 1,6,10) (Target Group: All) (NCLB: 4)	Designee(s), Parent Involvement Coordinators, Principal	Fall 2014 - Spring 2015	(O)No Associated Cost	Formative - Sign in sheet documentation after meetings (Monthly)
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). (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Designee(s), Principal	Fall 2014 & Spring 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May 2015)

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- 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Parents and community members will be invited and encouraged to participate in school-wide activities such as: Fall dress up day, Dr. Seuss Birthday, holiday gift shop, and PTO meetings. (Title I SW: 6) (Target Group: All)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Volunteer sign in sheets (May 2015)
8. PTO will organize Fun Fridays, snacks for special activities, coordinate yearbook, and conduct fundraising activities. (Title I SW: 6) (Target Group: All)	Designee(s), Principal	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - PTO minutes and sign in sheets (May 2015)
9. Paul Belton Elementary will provide evening and 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. (Title I SW: 6) (Target Group: All)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys (May 2015)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent Involvement Coordinators will communicate periodically in order to notify parents of ongoing efforts/trends and upcoming events. (Title I SW: 2,6,9,10) (Target Group: All) (NCLB: 4,5)	Parent Involvement Coordinators	08/25/2014 - 05/29/2015	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Formative - Record of document contact (Daily)
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. (Title I SW: 2,6,9,10) (Target Group: All) (NCLB: 2)	Parent Involvement Coordinators	08/25/2014 - 05/29/2015	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys (May 2015)

# PAUL BELTON EL

**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
1. Student academic performance will be measured through the development of common formative assessments to address equal or higher levels of rigor as outlined in the Texas Essential Knowledge and Skills. (Title I SW: 2) (Target Group: All) (NCLB: 1,2,5)	Literacy Coordinator, Principal, Teacher(s)	Fall 2014 & Spring 2015	(L)Local Taxes and State Per Capita Allotments	Formative - We will use the data from ESGI and benchmarking assessments to determine performance (Fall 2014 & Spring 2015)
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. (Title I SW: 1,2,3,8) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Formative - Classroom observations, treasure hunts, PLC notes (Every 6-9 weeks)
3. Paul Belton Elementary will use differentiated instructional strategies in order to meet all learning styles. (Title I SW: 2,9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost, (O)Teacher pedagogy	Formative - Walkthroughs data, lesson plan audits (Every 6-9 weeks) Summative - Increased student performance as evidenced through local assessments. (Fall 2014 & Spring 2015)
4. Teachers will utilize higher level/open-ended questioning, requiring multi-step processing. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(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 2014 & Spring 2015)
5. Supplemental positions will be utilized to support the educational needs of students at Paul Belton Elementary. (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Principal	08/25/2014 - 05/29/2015	(F)Title 1 Part A Funds	Formative - PDAS and Walkthrough data (every 6 weeks) Summative - Increased student performance on local assessments (Fall 2014 & Spring 2015)



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Instructional positions will be utilized to continue providing instruction for At-Risk students. (Title I SW: 1) (Target Group: AtRisk) (NCLB: 1,5)	Principal	08/25/2014 - 05/29/2015	(O)FTE, (S)State Compensatory	Formative - PDAS and walkthrough data (Every 6 weeks) Summative - Increased student performance as evidenced by local assessments (Fall 2014 & Spring 2015)

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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
1. Paul Belton Elementary will target our English Language Learners in reading and math to meet system safeguards by providing interventions to satisfy their academic needs. (Title I SW: 2,3,9) (Target Group: LEP) (NCLB: 1,2)	Principal, Teacher(s)	08/25/2014 - 05/29/2015	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Formative - RtI records (Every 6 weeks) Summative - Increased performance as evidenced by local assessments (Fall 2014 & Spring 2015)
2. Paul Belton Elementary will utilize progressing levels of intervention with students to close performance gaps. (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Formative - RtI records (Every 6 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall 2014 & Spring 2015)
3. RtI 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)	08/25/2014 - 05/29/2015	(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 2014 & Spring 2015)
4. Implement district procedures for referrals to RtI, 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)	08/25/2014 - 05/29/2015	(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)
5. 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)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Formative - Progress monitoring (Every 6 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall 2014 & Spring 2015)
6. RtI 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)	08/25/2014 - 05/29/2015	(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)

# PAUL BELTON EL

**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
1. Students identified through the home language survey will be assessed for oral language development using district adopted oral language test materials. (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Formative - Enrollment records/PEIMS data checked for identified LEP students (As needed)
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. (Title I SW: 3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - LPAC meetings will focus on student growth, needs, and program placement (Yearly)
3. Teachers will be ESL certified and will implement best practices and ELPS to address English Language Learners (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson plan audits monitored for ELPS (Every 6-9 weeks)
4. Annual LPAC review will be conducted to monitor progress and make decisions concerning ELL students. (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Principal	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - LPAC minutes maintained and utilized to monitor students and assess program placement (May 2015)
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. (Title I SW: 1,2,3,4) (Target Group: H, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(F)Professional Development, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Personnel, (O)Staff Time	Summative - Needs assessments, teacher conferences (May 2015)

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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
6. Paul Belton Elementary will provide appropriate supplies, materials, and instructional assistants to support dual language one way program implementation. (Title I SW: 1,2,9,10) (Target Group: LEP) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Principal	08/25/2014 - 05/29/2015	(F)Title III Bilingual / ESL, (L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments	Summative - Needs assessments, teacher conferences (May 2015)
7. Paul Belton Elementary will continue to increase use of ELPS in daily lesson plans and daily instructional delivery. (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost, (O)Teacher pedagogy	Formative - Lesson plan audits (Every 6 weeks) Summative - Increased student achievement as evidenced on TELPAS (March-April 2015)
8. Paul Belton Elementary will provide a summer school program for incoming Bilingual Kindergarten students. (Title I SW: 2,3,7,9,10) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, Teacher(s)	Summer 2015	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - Attendance records and increased performance as evidenced on local assessments. (Summer 2015)

# PAUL BELTON EL

**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
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. (Title I SW: 1,3,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Director of Technology, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(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 2014 & Spring 2015)
2. All kindergarten students will utilize 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)	Director of Technology, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Increased academic achievement as evidenced by local assessments (Fall 2014 & Spring 2015)
3. Technology hardware and software will be maintained and upgraded as needed. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Director of Technology, Principal	08/25/2014 - 05/29/2015	(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 2015)

# 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
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. (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2,5)	Counselor(s), Designee(s), Director of Federal Programs and Instruction, G/T Lead Teacher, Literacy Coordinator, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Campus Needs Assessment will be conducted and will include parent and staff survey results (May 2015)
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, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Transition meetings/schedules are checked to evaluate identification and placement of students (May 2015)
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 , Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local SSA ( Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments	Formative - Student schedules (Fall 2014 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2014 & Spring 2015)
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. (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal, Teacher(s)	08/25/2014 - 05/29/2015	(F)IDEA Special Education	Formative - Student schedules (Fall 2014 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2014 & Spring 2015)
5. Paul Belton Elementary will focus and support the implementation of a quality inclusion program. (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Designee(s), Director of Special Education , Principal, Teacher(s)	08/25/2014 - 05/29/2015	(F)IDEA Special Education	Formative - Student schedules (Fall 2014 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2014 & Spring 2015)

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**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
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. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost	Summative - Formative - PLC documentation (Weekly) Summative - Increased student achievement as evidenced by local assessments (Fall 2014 & Spring 2015)

# 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
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. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments	Summative - Needs Assessment will be developed and reviewed (May 2015)
2. Paul Belton Elementary will facilitate college awareness by hosting a "College Day" on campus. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	Fall 2014 & Spring 2015	(O)No Associated Cost	Summative - End of the year parent surveys (May 2015)
3. Classroom incentives for perfect attendance will be planned and initiated. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	Fall 2014 & Spring 2015	(L)Local Taxes and State Per Capita Allotments	Formative - Teachers will implement (Daily) Formative - Attendance rate will be monitored for growth (Monthly)
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. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost	Formative - School secretary will report classes with perfect attendance (Daily) Formative - Attendance rate will be monitored (Daily)
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. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Formative - Attendance will be monitored to determine perfect attendance for this incentive (Fall 2014 & Spring 2015)
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. (Title I SW: 1,6) (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Weekly/Monthly/Yearly attendance data will be used to determine effectiveness of communication (Fall 2014 & Spring 2015)



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Daily attendance phone calls will be made to check on absent students who have not called in the absence. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Designee(s), Principal	08/25/2014 - 09/29/2015	(O)No Associated Cost	Formative - TEXiS will be used to monitor attendance (Daily)
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. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Designee(s), Principal, SRO Officer	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Formative - Truancy procedures will incorporate the use of the district truancy office (As needed)
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. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost	Summative - Truancy records and procedures will be reviewed and discussed (Fall 2014 & Spring 2015)
10. The attendance committee will meet when necessary and appropriate to address specific attendance issues. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost	Summative - Truancy records and procedures will be reviewed and discussed (Spring 2015)

# 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
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. (Title I SW: 1,2,3,4,10) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(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	Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (May 2015)
2. Staff will seek out and participate in other chosen professional development opportunities aligned to campus/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, New Math TEKS, and behavioral supports. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Principal, School Nurse, Teacher(s)	08/25/2014 - 05/29/2015	(F)Professional Development, (L)Local Taxes and State Per Capita Allotments, (O)Access to Region 16 ESL Preparation Class, (O)Personnel, (O)Staff Time	Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (May 2015)
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. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants	08/25/2014 - 05/29/2015	(F)Federal Grants, (F)Professional Development, (L)Local Taxes and State Per Capita Allotments	Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (May 2015)
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)	Designee(s), Director of Federal Programs and Instruction, Teacher(s)	08/25/2014 - 05/29/2015	(F)Professional Development, (L)Local Taxes and State Per Capita Allotments	Formative - Teacher interviews Inclusion implementation results Inclusion schedules Student IEP progress (As needed)

# 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
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. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development	Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (May 2015)
6. Renew, purchase, provide training, and monitor usage of the technology program (Dyned) for Paul Belton Dual Language students. (Title I SW: 2,9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	08/25/2014 - 05/29/2015	(F)Title III Bilingual / ESL	Summative - Increased student achievement as evidenced through local assessments (Fall 2014 & Spring 2015)
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. (Title I SW: 9,10) (Target Group: ESL) (NCLB: 2,5)	Director of Federal Programs and Instruction, Principal	08/25/2014 - 05/29/2015	(O)Access to Preparation Class	Formative - ESL endorsement documentation, teacher to student ratio analysis (December 2014 & May 2015) Summative - Increased student achievement on local assessments (Fall 2014 & Spring 2015)
8. Reimburse designated costs for ESL endorsement testing/certificate update. (Title I SW: 9,10) (Target Group: ESL) (NCLB: 1,2)	Director of Federal Programs and Instruction	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Formative - Endorsement documentation, expenditure reports (December 2014) Summative - Increase in ESL endorsed teachers to meet the needs of ESL students (December 2014 & May 2015)

# 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
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)	08/25/2014 - 05/29/2015	(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 2015)
2. Instructional coaching will be utilized among teachers to improve teaching practices and instruction and assessment alignment as part of the PLC model. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - Walk through and observation data (May 2015)

# 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
1. Paul Belton Elementary will utilize surveillance cameras and monitors to increase monitoring parking lots, and facilities. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Environmental Services, Principal	08/25/2014 - 05/29/2014	(L)Local Taxes and State Per Capita Allotments	Formative - Surveillance records (Daily) Summative - Decrease in vandalism (May 2015)
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). (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal	08/25/2014 - 05/29/2014	(O)No Associated Cost, (O)Staff Time	Summative - Documentation from safety drills and incidence reports (May 2015)
3. Paul Belton Elementary will utilize the Raptor Visitor Management System. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Formative - Campus visitor data records (Weekly-Monthly) Summative - Parent visitor records, Parent volunteer records (May 2015)
4. Paul Belton Elementary assigns staff to duty stations in common areas to monitor students and promote safety. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost, (O)Staff Time	Formative - Observations made by the campus administration. (Monthly)
5. Community-wide drug free rally during red ribbon week (student programs and drug awareness and drug materials distributed). (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	10/27/2014 - 10/31/2014	(O)Access to facilities, (O)Personnel	Summative - Agenda of activities (October 2014) Summative - Reduction in documented instances of drug use by students (May 2015)
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. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Designee(s), Principal, School Nurse	08/25/2014 - 05/29/2015	(O)No Associated Cost	Formative - Staff discussions will be held to address needs/effectiveness of procedures following drills (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
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. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Designee(s), Principal, SRO Officer	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Teacher interviews, survey data, campus needs assessment (May 2015)
8. Paul Belton Elementary 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)	08/25/2014 - 05/29/2015	(L)Local SSA ( Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments	Summative - Survey data, campus needs assessment (May 2015)
9. Paul Belton Elementary has installed a "buzz in system" to promote student safety. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Principal, Superintendent(s)	Fall 2014 - Spring 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Survey data, campus needs assessment (May 2015)

# 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
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. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Designee(s), Principal	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Formative - Meeting schedules/agendas/notes retained and evaluated (Monthly) Summative - Campus Needs Assessment will assess effectiveness of various activities (May 2015)
2. Instructional team with the cooperation of teachers will create opportunities to recognize, encourage, and support staff morale throughout the year. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments	Summative - Campus Needs Assessment will evaluate staff opinions concerning morale, unity, etc. through survey questions (May 2015)
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. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Designee(s), Principal	08/25/2014 - 05/29/2015	(O)No Associated Cost	Summative - Sign in sheet documentation (Spring 2015) Summative - Discipline records as evidenced through our discipline management system (May 2015)
4. Teachers will use effective classroom management strategies to keep students engaged in order to reduce the number of discipline referrals.				Summative - Discipline records as evidenced through our discipline management system (May 2015)
5. 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: 4)	Designee(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(L)Local Taxes and State Per Capita Allotments, (S)Local Funds	Summative - Staff interviews, campus needs assessments, and surveys (May 2015)
6. Paul Belton Elementary will utilize the "Snack Pak for Kids" program. (Title I SW: 1) (Target Group: ECD) (NCLB: 4)	Counselor(s), Parent Involvement Coordinators, Principal	08/25/2014 - 05/29/2015	(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 2014/2015 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 2014

# **Paul Belton Elementary School**

## **Campus Needs Assessment**

### **2014-2015**

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.

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 2013-2014 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, TAPR, 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.

For the 2014-2015 school year, Borger ISD has 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. Administration and teachers at Paul Belton look forward to the changes made with the Pre-Kindergarten program as we anticipate an increase in enrollment and more efficient use of instructional time. 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. The parents also indicated they feel their child is safe while at school. 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, 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. 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.

AREA OF CONCERN	DATA SOURCES	RECOMMENDED NEEDS	RATIONALES
<p><b>Curriculum &amp; Instruction and Student Achievement</b> 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"> <li>1. TAPR data 2012-2013</li> <li>2. KILGO Treasure Hunts and Lesson Calibration</li> <li>3. PLC minutes</li> <li>4. New Math adoption</li> <li>5. Teacher interviews and lesson plans</li> <li>6. RtI minutes, folders, roster</li> <li>7. Semester and End of Year Literacy Assessment results</li> <li>8. New TEKS for math</li> <li>9. Pre-K guidelines and Early Childhood Outcomes</li> <li>10. Home Language Surveys</li> <li>11. Oral Language Testing outcomes</li> <li>12. LPAC minutes</li> <li>13. Benchmark results from 2013-2014 school year.</li> <li>14. ELA adoption</li> <li>15. Literacy Assessments</li> <li>16. Istation reports</li> <li>17. Available resources</li> <li>18. ESGI Reports</li> <li>19. Vertical alignment discussions with Literacy Coordinator</li> <li>20. Notes and recommendations from consultants such as Stetson</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue KILGO use and Treasure Hunts</li> <li>2. Pearson Math</li> <li>3. Singapore Math</li> <li>4. Professional Development opportunities through Region 16 and collaborative coaching</li> <li>5. Professional Development strategically designed for inclusion and dual language needs</li> <li>6. DMAC-data management system</li> <li>7. Supplemental teaching materials for RTI</li> <li>8. Staff member to manage and work rigorously with students in the RTI program</li> <li>9. Writing alignment team</li> <li>10. Time, schedules, and substitute coverage for staff coaching and Treasure Hunts</li> <li>11. Tracking systems for ELL's</li> <li>12. Supplemental resources and materials for Bilingual and ESL support</li> <li>13. Supplemental training in</li> </ol>	<ol style="list-style-type: none"> <li>1. Saxon Math, while well organized and spiraled, there is a need to supplement with more rigor (Pearson Math/Singapore)</li> <li>2. There are needs for sustainability in campus development of scope and sequence using KILGO methods</li> <li>3. Universal assessment for math is necessary for alignment and RTI process</li> <li>4. Aligned curriculum and aligned Readiness Standards will positively impact vertical instruction</li> <li>5. ELL student population continues to be an area of concern for the district, especially at the 3<sup>rd</sup> and 4<sup>th</sup> grade level</li> <li>6. New apps for the iPads that will assist in reinforcing student learning</li> <li>7. Guided reading instruction with appropriately chosen leveled readers will assist all readers.</li> <li>8. Aligned curriculum will impact vertical instruction</li> <li>9. Inclusion Model will provide mainstreaming opportunities and will positively affect the special education population within our</li> </ol>

<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>Dual Language One Way bilingual program</p>	<p>and Associates (INCLUSION) and El Saber (BILINGUAL EDUCATION)</p>	<p>district Bilingual ESL initiatives</p> <ol style="list-style-type: none"> <li>14. Guided Reading Materials, literacy library and teacher resources, Reading A-Z</li> <li>15. Istation</li> <li>16. Continue to use ESGI (Educational Software for Guiding Instruction)</li> <li>17. <u>Handwriting Without Tears</u> consumable materials</li> <li>18. <u>enVisionMath 2.0</u> Math adoption/Teacher guide and workbooks.</li> <li>19. <u>Empowering Writers</u></li> <li>20. The purchase of apps for the student iPads</li> </ol>	<p>district</p> <ol style="list-style-type: none"> <li>10. Dual Language One Way is the district choice for improving our bilingual program</li> </ol>
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<p style="text-align: center;"><b>Technology</b></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"> <li>1. Istation reports</li> <li>2. Teacher and parent survey/interviews</li> <li>3. STAR Chart</li> <li>4. TAPR data/Bench mark results from 2013-2014 school year</li> </ol>	<ol style="list-style-type: none"> <li>1. Updated computers and other hardware through IMAT</li> <li>2. Computer program(s)/apps appropriate for Kindergarten, Pre-Kindergarten, and 3 year old Pre-K students.</li> <li>3. Program to assist ELL's in bilingual classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Older computers/hardware do not accommodate our software, internet needs, imbedded programs.</li> <li>2. Younger students need appropriate programs to assist in their development of basic computer skills.</li> <li>3. Supplemental programs will add variety and developmentally appropriate learning for all learners, including ELL's.</li> <li>4. Computer materials can be used for re-teaching and reinforcing struggling students.</li> <li>5. Technology will accommodate and pique the interests and needs of the 21<sup>st</sup> century learner.</li> </ol>
<p><b>Demographics, Staff Quality</b></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"> <li>1. TAPR for 2012-2013</li> <li>2. School Report Card</li> <li>3. Enrollment data from TxEIS for ELL, SPED</li> <li>4. ECI referrals and transitions</li> <li>5. Certifications</li> <li>6. PDAS parts 2 and 3 concerning staff development needs</li> <li>7. Teacher Surveys and interviews</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional development opportunities concerning, but not limited to Autism and Behavior issues</li> <li>2. Continued training and staff development concerning ELL's and ELPS, and writing language objectives.</li> <li>3. Vertically aligned professional development opportunities for meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. PPCD population is growing and observation and testing data shows increases in developmental delays that are common to Autism Spectrum Disorders.</li> <li>2. ELL and Bilingual Education have been and continue to be a priority in our district. Teachers need comprehensive training and coaching in appropriate language objective alignment and instructional strategies.</li> <li>3. Balanced Literacy is a priority in</li> </ol>

<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>the needs of Balanced Literacy Initiative.</p> <p>4. 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</p>	<p>BISD for PK- Grade 2. Teachers continue to want and need opportunities for professional 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><b>School Culture and Climate</b></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"> <li>1. Teacher and Parent Surveys</li> <li>2. Staff interviews</li> <li>3. PDAS data</li> <li>4. Discipline reports</li> <li>5. Cafeteria/Classroom/Bus behavior observations</li> </ol>	<ol style="list-style-type: none"> <li>1. Committee (PBSI) to oversee the continued implementation of our school-wide management system: Puppy Promises</li> <li>2. Instructional opportunities in character development etc.</li> <li>3. Opportunities for counselor driven lessons in classrooms and intervention with students</li> <li>4. Develop an RTI plan for behavioral needs</li> </ol>	<ol style="list-style-type: none"> <li>1. PBE continues to see the need to promote self-discipline in students.</li> <li>2. There is a larger population of students seemingly not exposed to character development, manners education and self-discipline development in the home. Schools need to pick up more of this responsibility and counselor education could help.</li> <li>3. All teachers and staff need to continue using a common implementation plan so that all students in all situations know</li> </ol>



		<ol style="list-style-type: none"> <li>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)</li> <li>6. Create a collaborative coaching model and schedule opportunities for teachers to observe, provide feedback and learn from each other</li> </ol>	<p>what is expected of them and what the consequences of wrong choices will be.</p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Community and Parent Involvement</b></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"> <li>1. Teacher and Parent surveys</li> <li>2. Staff interviews</li> <li>3. Sign in records</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer based visitor sign in system: RAPTOR</li> <li>2. Opportunities to train more staff on Raptor procedures.</li> <li>3. Committee development and implementation of volunteer management system</li> <li>4. Offering GED/ESL classes</li> <li>5. Snack Pac for Kids</li> <li>6. Title I meetings/Parent Need To Know Night</li> </ol>	<ol style="list-style-type: none"> <li>1. 1. PBE continues to improve but still has areas within our school day where parent volunteers can be utilized. As staff decreases or unavailable, volunteers can be used to fill gaps in supervision etc.</li> <li>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.</li> <li>3. Supplemental classes for parents allow for continuing education opportunities and collaboration between staff and parents</li> </ol>

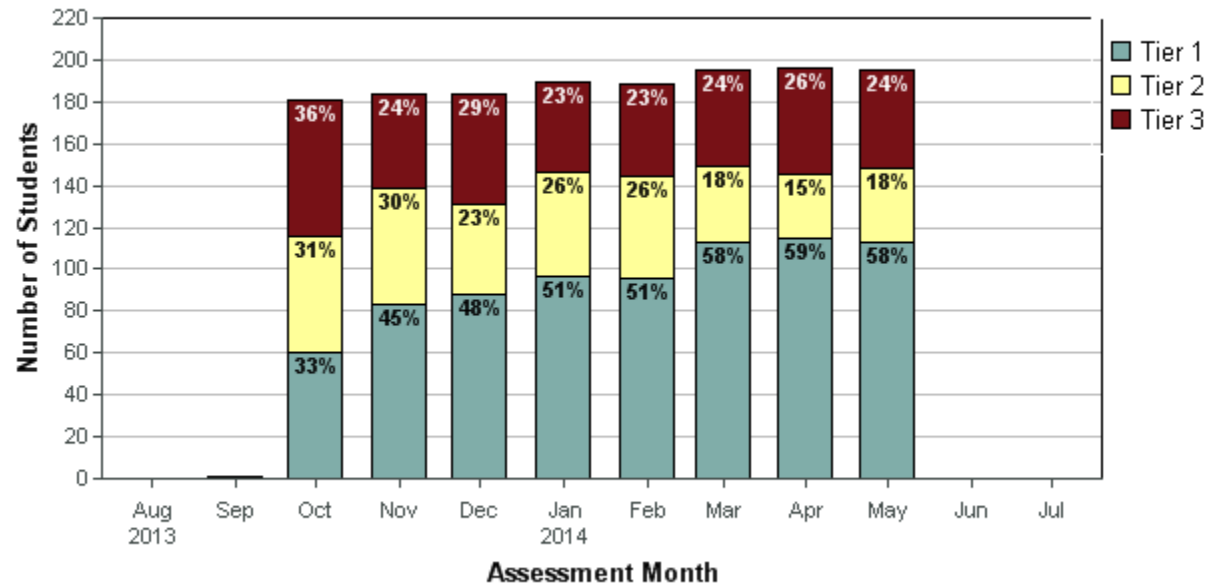
			<p>4. Snack Pac for Kids allows for supplemental meals for families that may be struggling financially</p>
<p><b>School Context and Organization</b></p> <p>Parent drop-off/pick-up and traffic flow continues to frustrate all stake holders.</p> <p>For safety reasons all doors on campus are being locked.</p> <p>The new building construction will provide 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</p>	<ol style="list-style-type: none"> <li>1. Parent and Staff Surveys</li> <li>2. Conferences with stake holders</li> <li>3. Conferences with those involved in drop off/pick up duties etc.</li> <li>4. Routine checks of maintenance needs, camera videos,</li> <li>5. Raptor reports</li> <li>6. Construction blueprints</li> </ol>	<ol style="list-style-type: none"> <li>1. Playground surface is the most important component of playground to minimize injury.</li> <li>2. Re-modeling of the main entrance to minimize visitors getting through without checking with office staff</li> <li>3. Furniture for previous Head Start classrooms</li> <li>4. Full time School Resource Officer</li> </ol>	<ol style="list-style-type: none"> <li>1. Repairs to existing playground surface will reduce the possibility of injury to staff and students</li> <li>2. Overall student and staff safety will be increased through monitoring of visitors</li> <li>3. After parting ways with Head Start, we will have to re-furnish three classrooms worth of furniture. (Student tables, chairs, etc.)</li> <li>4. Having a full time school resource officer allows for more security and assistance for illegal activity</li> <li>5. Parents and visitors will have to check in with the office and less people will be able to “sneak” by without checking in.</li> </ol>

<p>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>			
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# Data Sources

## Istation ISIP Reports May 2014

All Grades - Overall Reading

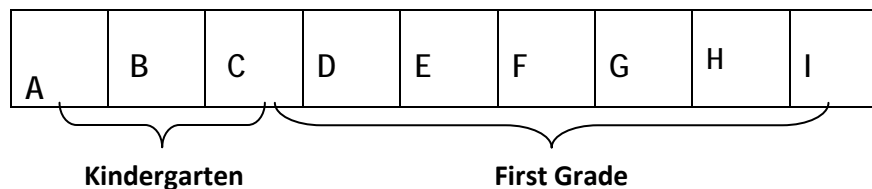


# Paul Belton Elementary 2012-2013 End of Year Reading Results

202 Students Assessed

Goal: Level D

READING LEVEL



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

# Paul Belton Elementary

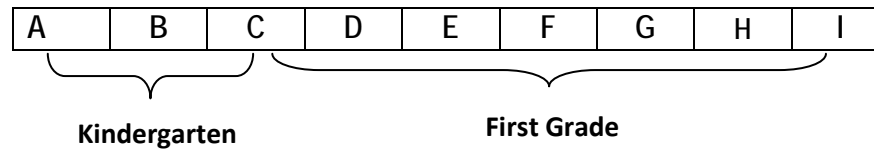
## 2013-2014

### 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

## Special Population Groups 2013-2014

<b>Student Group</b>	<b>Total Populations</b>
Kindergarten Bilingual	16
Kindergarten ESL	19
EE	10
Special Education Kindergarten	25
Special Education Pre-K	17
Migrant	0
Homeless	1
At Risk	85
Economically Disadvantaged	313

## ELL Population for 2013-2014 Data from Student Level Reviews

Pre-K moving into Kindergarten Bilingual	25
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

### Snack Pak 4 Kids Distribution 2013-2014

Month	Number of Sacks Distributed
October	51
November	94
December	97
January	123
February	69
March	85
April	72
May	57



## ATTENDANCE DATA 2013-2014

<b>Month</b>	<b>Rate EE</b>	<b>Rate PK</b>	<b>Rate K</b>	<b>OVERALL RATE</b>
August/September	N/A	95.99	96.28	96.18
October	N/A	93.10	94.88	94.28
November	93.88	90.74	94.04	92.92
December	86.67	92.85	93.95	93.56
January	85.71	92.51	93.02	92.83
February	100	92.06	92.64	92.47
March	95.35	92.11	93.48	93.04
April	90.67	93.42	95.58	94.84
May	90.43	93.34	96.20	95.21
			<b>YEARLY AVERAGE</b>	<b>94.05</b>