



Paul Belton Early Childhood Center

Campus Improvement Plan

2006-07

Mission Statement: No one too small, no dream too tall.



Paul Belton Early Childhood Center Belief Statements

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

HISTORY

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

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

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

SCHOOL PHILOSOPHY

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

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

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

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

VISION

The vision of the Paul Belton Early Childhood Center is to develop multiple opportunities, through appropriate modes of learning, to prepare children for the changing world. Through communication with families the educational experience will help each child achieve their potential.

Goal 1: Students will develop age-appropriate academic skills at a high cognitive level.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	4) Curriculum	5) Prepare Students	7) Student Performance
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English		
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional	10) Federal, State, and Local Programs	
E-Rate Goals			
1) Goals and Strategy for Using Technology	3) Assessment of Services for Improvement	5) Evaluation Process for Monitoring Progress	

Indicator: TELPAS: % of K-2 attaining Advanced High

Grade: Kindergarten		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group		Rate	Year	Rate	Year	Rate	Year
Hispanic		< 1 %	2006	≥ 50 %	2011-12	≥ 10.8 %	2007

Indicator: Attendance

Grade: Early Childhood Education		Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year		Rate		Rate	Year	Rate	Year
2005-06		89.1 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Attendance

Grade: Pre-K		Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year		Rate		Rate	Year	Rate	Year
2005-06		90.3 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Attendance

Grade: Kindergarten

Year	Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
2005-06	93.4 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Texas Primary Reading Inventory (TPRI)

Grade: Kindergarten

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	81 %	2006	≥ 95 %	2011-12	≥ 83.8 %	2007

Strategies

Goal 1 - Strategy 1		INOVA Process Analysis			
<i>Supports Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>					
Leader(s): Scott Carothers, Principal	Brief Description: PBECC will utilize the INOVA process to analyze all three administrations of the TPRI for Kindergarten, the assessments for Pre-Kindergarten, and the assessments for the Head Start program.	Evaluation Benchmark: Completed analysis and determination of value-added.			
Leader Progress Report Dates: Report dates will be after the administration of the various tests.					
NEW INITIATIVE					
Resources Required:	FTE's Required:	Source of Funds:			Amount
Computers	Number of FTE's: None	None			\$0.00
Campus Admin. Staff	Fully Comp. Ed Funded Cost: None				\$0.00
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Analysis of each TPRI administration, Head Start Assessment Administration, and PK administration.	Scott Carothers	10/02/2006	to	05/14/2007	

Goal 1 - Strategy 2		Curriculum Alignment			
<i>Supports Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>					
Leader(s): Scott Carothers, Principal	Brief Description: Campus staff will follow the Vertical Alignment Documents and the Instructional Focus Documents in the four core subject areas. (English/Language Arts, Math, Science, Social Studies)	Evaluation Benchmark: Lesson Plans Six-weeks unit plans			
Leader Progress Report Dates: Every three weeks					
NEW INITIATIVE					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Time	Number of FTE's: None	None			\$0.00
Teachers	None				\$0.00
Supplies	Cost: None				
School Commons Area					
Computers					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Training of teachers to use Curriculum Developer.	Scott Carothers, Principal	08/21/2006	to	05/21/2007	
Grade level unit planning meetings every three weeks.	Terri Rice, Kindergarten Lead Teacher	08/21/2006	to	05/21/2007	
Grade level lesson planning meetings	Terri Rice, Kindergarten Lead Teacher	08/21/2006	to	05/18/2007	

Goal 1 - Strategy 3 English Language Learner Support				
<i>Supports Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>				
Leader(s): Scott Carothers	Brief Description: Provide intensive instructional supports for all identified ELL students. All students will be served with an ESL endorsed teacher or a bilingual teacher.	Evaluation Benchmark: TPRI assessment Woodcock-Munoz assessment Other grade level assessments		
Leader Progress Report Dates: August 2006 January 2007 May 2007				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Volunteer Support	Number of FTE's: 1.00	Local Revenue	\$633.00	
Title Teachers	Partially Comp. Ed Funded	Compensatory Ed. Budget	\$36,227.00	
Time	Cost: \$36,860.00		<hr/> \$36,860.00	
Teaching Aids				
Teachers				
Supplies				
Staff				
School Library				
Parent Support				
Library				
District Admin. Staff				
Computers				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Students assessed for initial placement.	ESL/Bilingual Teacher	08/21/2006	to	09/04/2006
LPAC Meeting and placement of children.	LPAC Committee	08/21/2006	to	05/21/2007

Goal 1 - Strategy 4 Gifted and Talented				
<i>Supports TELPAS: % of K-2 attaining Advanced High - Grade: K, Texas Primary Reading Inventory (TPRI) - Grade: K</i>				
Leader(s): Scott Carothers, Principal	Brief Description: Provide intensive instructional support for all identified GT students.	Evaluation Benchmark: TPRI scores Benchmark testing scores GT testing		
Leader Progress Report Dates: December 2006 January 2007 May 2007				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Transportation Dept.	Number of FTE's: 0.33	Compensatory Ed. Budget	\$23,315.00	
Time	Fully Comp. Ed Funded		<hr/>	
Teaching Aids	Cost: \$23,315.00		\$23,315.00	
Teachers				
Supplies				
Staff				
School Library				
Public Library				
Parent Support				
District Admin. Staff				
Computers				
Central Office				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Identification process for GT students.	Jackie Marshall, PEAK Instructor	11/01/2006	to	01/08/2007

Goal 1 - Strategy 4		Gifted and Talented		
Activity	Person(s) Responsible	Start Date	to	End Date
PEAK program	Jackie Marshall, PEAK coordinator	01/29/2007	to	05/21/2007

Goal 1 - Strategy 5		Technology Integration		
<p><i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i></p>				
<p>Leader(s): Scott Carothers, Principal</p> <p>Leader Progress Report Dates: December 2006 May 2007</p>	<p>Brief Description: Technology integration to support curriculum and to provide supplementary materials.</p>	<p>Evaluation Benchmark: A to Z program reports and usage United Streaming Reports Technology Purchases</p>		
NEW INITIATIVE				
<p>Resources Required: Library Computers Audio Visual Equipment</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: Local Revenue</p>	<p>Amount</p> <p>\$2,200.00</p> <hr/> <p>\$2,200.00</p>	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Reading A to Z, United Streaming, MClass, Print Shop, Kid Pix, Reader Rabbit with Phonics	Barbie Schroeder, Technologists	08/21/2006	to	05/21/2007

Goal 1 - Strategy 6		Supplementary Materials		
<i>Supports Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>				
Leader(s): Scott Carothers	Brief Description: Acquire additional books, materials, and manipulatives to support curriculum instruction.	Evaluation Benchmark: Materials purchased TPRI scores		
Leader Progress Report Dates: December 2006 May 2007				
NEW INITIATIVE				
Resources Required: None	FTE's Required: Number of FTE's: None Not Specified Cost: None	Source of Funds: Special Education Title Budget District Budget Compensatory Ed. Budget	Amount \$15,000.00 \$15,000.00 \$10,000.00 \$20,000.00 <hr/> \$60,000.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Frog Street Press Materials, Math Manipulative Kits for all classrooms	Scott Carothers	08/21/2006	to	09/28/2006

Goal 1 - Strategy 7		Student Support Team			
<p><i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i></p>					
Leader(s):	Brief Description:	Evaluation Benchmark:			
Scott Carothers, Principal	Utilization of the established SST.	SST meeting minutes and report of meetings.			
Leader Progress Report Dates:					
Monthly					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Time	Number of FTE's: 4.00	IDEA B Money	\$15,091.00		
Teachers	Not Specified	Special Education	\$66,967.00		
Supplies	Cost: \$82,058.00		<hr/>		
Staff			\$82,058.00		
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Regular SST meetings.	Scott Carothers	08/21/2006	to	05/21/2007	

Goal 1 - Strategy 8		Homeless Child Education		
<p><i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i></p>				
<p>Leader(s): Liz Denton</p> <p>Leader Progress Report Dates: December 2006 May 2007</p>	<p>Brief Description: Provide intensive instructional support for all identified homeless students.</p>	<p>Evaluation Benchmark: PEIMS Report</p>		
<p>Resources Required: Teachers Supplies Staff Parent Support Child Nutrition Dept. Central Office</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <hr/> <p>\$0.00 \$0.00</p>	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Identify children who meet the definition of homeless and provide instructional supports and other supports to maintain regular classroom attendance.	Scott Carothers	08/21/2006	to	05/21/2007

Goal 1 - Strategy 9		Pre-Kindergarten Program		
<i>Supports Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>				
Leader(s): Scott Carothers, Principal	Brief Description: Open enrollment Pre-Kindergarten program for age eligible children.	Evaluation Benchmark: Enrollment reports		
Leader Progress Report Dates: July 2007				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Volunteer Support	Number of FTE's: 6.00	Local Revenue	\$15,568.00	
Time	Partially Title Funded	Title II	\$75,232.00	
Teaching Aids	Cost: \$164,322.00	Title Budget	\$76,522.00	
Teachers			<hr/>	
Supplies			\$167,322.00	
Staff				
School Library				
Parent Support				
Library				
District Admin. Staff				
Computers				
Child Nutrition Dept.				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
PK Roundup in July	Scott Carothers	07/02/2007	to	07/31/2007

Goal 1 - Strategy 10 Pre-School Transition				
<i>Supports Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>				
Leader(s): Scott Carothers, Principal	Brief Description: Transition activities for pre-school children.	Evaluation Benchmark: ECI Documentation		
Leader Progress Report Dates: Annually				
Resources Required: Campus Admin. Staff	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Coordinate activities with the ESC 16 ECI staff	Scott Carothers, Principal	08/21/2006	to	05/21/2007

Goal 1 - Strategy 11 Head Start Program				
<i>Supports Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>				
Leader(s): Scott Carothers	Brief Description: Provide a federally funded 3-year old program and a 4-year old program for qualified families including all the family service supports.	Evaluation Benchmark: Student Enrollment		
Leader Progress Report Dates: Monthly and Review Annually				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
School Commons Area	Number of FTE's: 7.00	Local Revenue	\$2,000.00	
Campus Admin. Staff	Partially Comp. Ed Funded	Head Start Federal Money	\$51,234.00	
Child Nutrition Dept.	Cost: \$178,740.00	Compensatory Ed. Budget	\$127,506.00	
Computers			<hr/>	
Custodial/Maint. Dept.			\$180,740.00	
Library				
Audio Visual Equipment				
Parent Support				
Volunteer Support				
School Library				
Staff				
Supplies				
Teachers				
Teaching Aids				
Time				
Outside Consultant				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date

Goal 1 - Strategy 11 Head Start Program				
Activity	Person(s) Responsible	Start Date	to	End Date
Coordinate activities through Head Start staff in Amarillo at Region 16.		08/07/2006	to	06/04/2007

Goal 1 - Strategy 12 CEI Program				
<i>Supports Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>				
Leader(s): Scott Carothers, Principal	Brief Description: Provide all Kindergarten students with CEI program daily.	Evaluation Benchmark: Teacher Schedules		
Leader Progress Report Dates: Monthly reports from CEI lab.				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Teachers	Number of FTE's: 2.00	Local Revenue	\$52,870.00	
Supplies	Locally	Title Budget	\$44,000.00	
Staff	Cost: \$52,683.00		<hr/>	
Computers			\$96,870.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Schedule children into CEI	Scott Carothers	08/21/2006	to	05/21/2007

Goal 1 - Strategy 13 Sensory Motor Lab				
<i>Supports TELPAS: % of K-2 attaining Advanced High - Grade: K, Texas Primary Reading Inventory (TPRI) - Grade: K, Attendance - Grade: PK, Attendance - Grade: K, Attendance - Grade: EE</i>				
Leader(s): Amy Marr	Brief Description: Sensory Motor Lab is an integration of children using balance, pressure, and senses to build brain connections to impact learning.	Evaluation Benchmark: Schedule of classes, sensory motor reports, individual child motor reports, and reports from Clint Hukill.		
Leader Progress Report Dates: Monthly reports from SML				
NEW INITIATIVE				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 1.00	Local Revenue	\$18,757.00	
Teachers	Locally	Title Budget	\$19,000.00	
Supplies	Cost: \$15,757.00		<hr/>	
Staff			\$37,757.00	
Computers				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Schedule classes into SML and evaluate program effectiveness monthly along with Clint Hukill.	Amy Marr	08/14/2006	to	05/21/2007

Goal 1 - Strategy 14 Library Lessons				
<p><i>Supports TELPAS: % of K-2 attaining Advanced High - Grade: K, Texas Primary Reading Inventory (TPRI) - Grade: K, Attendance - Grade: PK, Attendance - Grade: K, Attendance - Grade: EE</i></p>				
<p>Leader(s): Scott Carothers</p> <p>Leader Progress Report Dates: December 2006 May 2007</p>	<p>Brief Description: Lesson that are presented weekly to the students will utilize academic skills and challenge students at a high cognitive level.</p>	<p>Evaluation Benchmark: Library lessons that are presented with books and questions asked during the lessons.</p>		
<p>Resources Required: Staff Library</p>	<p>FTE's Required: Number of FTE's: 1.00 Locally Cost: \$15,786.00</p>	<p>Source of Funds: Local Revenue</p>	<p style="text-align: right;">Amount</p> <p style="text-align: right;">\$30,111.00</p> <hr/> <p style="text-align: right;">\$30,111.00</p>	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Schedule classes into the library for library time and lessons	Sondra Raines	08/21/2006	to	05/21/2007

Goal 1 - Strategy 15 Counseling Services				
Leader(s): Administration		Brief Description: Provide counseling opportunities and guidance lessons for all students.		Evaluation Benchmark: Guidance Lesson schedule and Discipline Referrals
Leader Progress Report Dates: Twice a Year				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 0.33	Local Revenue	\$15,673.00	
Teachers	Locally		\$15,673.00	
Supplies	Cost: \$15,423.00			
Staff				
School Library				
Parent Support				
Library				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Guidance lessons prepared for classrooms.	Counselor	10/03/2006	to	04/24/2007
Individual counseling opportunities	Administrator	08/21/2006	to	05/25/2007

Goal 2: Faculty and staff will utilize research-based instructional strategies to teach children to process at a high cognitive level and become independent thinkers.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	4) Curriculum	6) School Personnel	7) Student Performance
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program
5) Highly Qualified Teachers	6) Opportunities for Professional Development	8) Coordinate and Integrate Services and Programs	
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation
5) Evaluation Process for Monitoring Progress			

Indicator: TELPAS: % of K-2 attaining Advanced High

Grade: Kindergarten	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
Hispanic	< 1 %	2006	≥ 50 %	2011-12	≥ 10.8 %	2007

Indicator: Attendance

Grade: Early Childhood Education	Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year	Rate		Rate	Year	Rate	Year
2005-06	89.1 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Attendance

Grade: Pre-K	Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year	Rate		Rate	Year	Rate	Year
2005-06	90.3 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Attendance

Grade: Kindergarten

Year	Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
2005-06	93.4 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Texas Primary Reading Inventory (TPRI)

Grade: Kindergarten

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	81 %	2006	≥ 95 %	2011-12	≥ 83.8 %	2007

Strategies

Goal 2 - Strategy 1		Response to Intervention			
<i>Supports TELPAS: % of K-2 attaining Advanced High - Grade: K, Texas Primary Reading Inventory (TPRI) - Grade: K</i>					
Leader(s): Scott Carothers	Brief Description: Response to Intervention training.	Evaluation Benchmark: Training completed with staff members.			
Leader Progress Report Dates: December 2006 May 2007					
NEW INITIATIVE					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Time	Number of FTE's: None	Title Budget	\$404.00		
Teaching Aids	None	Local Revenue	\$350.00		
Teachers	Cost: None		<hr/> \$754.00		
Supplies					
Staff					
Outside Consultant					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Principal attend training on response to intervention and present to the staff.	Scott Carothers	10/30/2006	to	05/21/2007	

Goal 2 - Strategy 2		Teacher Professional Development			
<i>Supports TELPAS: % of K-2 attaining Advanced High - Grade: K, Texas Primary Reading Inventory (TPRI) - Grade: K</i>					
Leader(s): Scott Carothers	Brief Description: Teacher professional development in the following areas: Medical training, CAP video, AIM video, confidentiality training, PDAS update/initial training, new faculty training, mentoring, paraprofessional training, faculty/staff handbooks, LPAC and Woodcock-Munoz training.	Evaluation Benchmark: Sign-in documentation that all applicable staff members have completed required training.			
Leader Progress Report Dates: Monthly					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Staff	Number of FTE's: None	Title Budget	\$9,000.00		
Outside Consultant	None	Local Revenue	\$2,000.00		
Central Office	Cost: None		<hr/>		
Campus Admin. Staff			\$11,000.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Beginning of trainings: Blood-borne pathogens, child abuse prevention, new faculty training, staff handbooks, LPAC training, Woodcock-Munoz training, CAP video, AIM video, sexual harassment training, confidentiality training, and PDAS update	Scott Carothers	08/11/2006	to	08/28/2006	
High Quality Advanced Paraprofessional training.	Scott Carothers	09/04/2006	to	12/11/2006	

Goal 2 - Strategy 3		INOVA Process Analysis		
Leader(s): Scott Carothers, Principal		Brief Description: PBECC will utilize the INOVA process to analyze all three administrations of the TPRI for Kindergarten, the assessments for Pre-Kindergarten, and the assessments for the Head Start program.		Evaluation Benchmark: Completed analysis and determination of value-added.
Leader Progress Report Dates: Report dates will be after the administration of the various tests.				
NEW INITIATIVE				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Computers	Number of FTE's: None	None	\$0.00	
Campus Admin. Staff	Fully Comp. Ed Funded		<hr/>	
	Cost: None		\$0.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Analysis of each TPRI administration, Head Start Assessment Administration, and PK administration.	Scott Carothers	10/02/2006	to	05/14/2007

Goal 2 - Strategy 4		Curriculum Alignment			
Leader(s): Scott Carothers, Principal		Brief Description: Campus staff will follow the Vertical Alignment Documents and the Instructional Focus Documents in the four core subject areas. (English/Language Arts, Math, Science, Social Studies)		Evaluation Benchmark: Lesson Plans Six-weeks unit plans	
Leader Progress Report Dates: Every three weeks					
NEW INITIATIVE					
Resources Required:		FTE's Required:		Source of Funds:	
Time		Number of FTE's: None		None	
Teachers		None			
Supplies		Cost: None			
School Commons Area					
Computers					
				Amount	
				\$0.00	
				\$0.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Training of teachers to use Curriculum Developer.	Scott Carothers, Principal	08/21/2006	to	05/21/2007	
Grade level unit planning meetings every three weeks.	Terri Rice, Kindergarten Lead Teacher	08/21/2006	to	05/21/2007	
Grade level lesson planning meetings	Terri Rice, Kindergarten Lead Teacher	08/21/2006	to	05/18/2007	

Goal 2 - Strategy 5 English Language Learner Support				
Leader(s): Scott Carothers		Brief Description: Provide intensive instructional supports for all identified ELL students. All students will be served with an ESL endorsed teacher or a bilingual teacher.		Evaluation Benchmark: TPRI assessment Woodcock-Munoz assessment Other grade level assessments
Leader Progress Report Dates: August 2006 January 2007 May 2007				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Volunteer Support	Number of FTE's: 1.00	Compensatory Ed. Budget	\$36,277.00	
Title Teachers	Fully Comp. Ed Funded	Local Revenue	\$633.00	
Time	Cost: \$36,277.00	Title Budget	\$45,000.00	
Teaching Aids			<hr/>	
Teachers			\$81,910.00	
Supplies				
Staff				
School Library				
Parent Support				
Library				
District Admin. Staff				
Computers				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Students assessed for initial placement.	ESL/Bilingual Teacher	08/21/2006	to	09/04/2006
LPAC Meeting and placement of children.	LPAC Committee	08/21/2006	to	05/21/2007

Goal 2 - Strategy 6					Gifted and Talented				
Leader(s): Scott Carothers, Principal		Brief Description: Provide intensive instructional support for all identified GT students.			Evaluation Benchmark: TPRI scores Benchmark testing scores GT testing				
Leader Progress Report Dates: December 2006 January 2007 May 2007									
Resources Required:		FTE's Required:			Source of Funds:			Amount	
Transportation Dept.		Number of FTE's: 0.33			Compensatory Ed. Budget			\$23,315.00	
Time		Fully Comp. Ed Funded						<hr/>	
Teaching Aids		Cost: \$23,315.00						\$23,315.00	
Teachers									
Supplies									
Staff									
School Library									
Public Library									
Parent Support									
District Admin. Staff									
Computers									
Central Office									
Audio Visual Equipment									
Timeline									
Activity		Person(s) Responsible			Start Date		to	End Date	
Identification process for GT students.		Jackie Marshall, PEAK Instructor			11/01/2006		to	01/08/2007	

Goal 2 - Strategy 6		Gifted and Talented		
Activity	Person(s) Responsible	Start Date	to	End Date
PEAK program	Jackie Marshall, PEAK coordinator	01/29/2007	to	05/21/2007

Goal 2 - Strategy 7		Technology Integration		
Leader(s): Scott Carothers, Principal		Brief Description: Technology integration to support curriculum and to provide supplementary materials.		Evaluation Benchmark: A to Z program reports and usage United Streaming Reports Technology Purchases
Leader Progress Report Dates: December 2006 May 2007				
NEW INITIATIVE				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Library	Number of FTE's: None	Local Revenue	\$2,200.00	
Computers	Not Specified		\$2,200.00	
Audio Visual Equipment	Cost: None			
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Reading A to Z, United Streaming, MClass, Print Shop, Kid Pix, Reader Rabbit with Phonics	Barbie Schroeder, Technologists	08/21/2006	to	05/21/2007

Goal 2 - Strategy 8 Supplementary Materials					
Leader(s): Scott Carothers		Brief Description: Acquire additional books, materials, and manipulatives to support curriculum instruction.		Evaluation Benchmark: Materials purchased TPRI scores	
Leader Progress Report Dates: December 2006 May 2007					
NEW INITIATIVE					
Resources Required: None		FTE's Required: Number of FTE's: None Not Specified Cost: None		Source of Funds: Special Education Title Budget	
				Amount	
				\$15,000.00	
				\$15,000.00	
				\$30,000.00	
Timeline					
Activity	Person(s) Responsible		Start Date	to	End Date
Frog Street Press Materials, Math Manipulative Kits for all classrooms	Scott Carothers		08/21/2006	to	09/28/2006

Goal 2 - Strategy 9		Student Support Team			
Leader(s): Scott Carothers, Principal		Brief Description: Utilization of the established SST.		Evaluation Benchmark: SST meeting minutes and report of meetings.	
Leader Progress Report Dates: Monthly					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Time	Number of FTE's: 4.00	IDEA B Money	\$15,091.00		
Teachers	Special Education	Special Education	\$66,967.00		
Supplies	Cost: \$82,058.00		<hr/>		
Staff			\$82,058.00		
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Regular SST meetings.	Scott Carothers	08/21/2006	to	05/21/2007	

Goal 2 - Strategy 10 Homeless Child Education					
Leader(s): Liz Denton		Brief Description: Provide intensive instructional support for all identified homeless students.		Evaluation Benchmark: PEIMS Report	
Leader Progress Report Dates: December 2006 May 2007					
Resources Required:		FTE's Required:		Source of Funds:	
Teachers		Number of FTE's: None		None	
Supplies		None			
Staff		Cost: None			
Parent Support					
Child Nutrition Dept.					
Central Office					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Identify children who meet the definition of homeless and provide instructional supports and other supports to maintain regular classroom attendance.	Scott Carothers	08/21/2006	to	05/21/2007	

Goal 2 - Strategy 11 Pre-Kindergarten Program				
Leader(s): Scott Carothers, Principal		Brief Description: Open enrollment Pre-Kindergarten program for age eligible children.		Evaluation Benchmark: Enrollment reports
Leader Progress Report Dates: July 2007				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Volunteer Support	Number of FTE's: 6.00	Local Revenue	\$12,568.00	
Time	Partially Title Funded	Title II	\$75,232.00	
Teaching Aids	Cost: \$164,322.00	Title Budget	\$76,522.00	
Teachers			<hr/>	
Supplies			\$164,322.00	
Staff				
School Library				
Parent Support				
Library				
District Admin. Staff				
Computers				
Child Nutrition Dept.				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
PK Roundup in July	Scott Carothers	07/02/2007	to	07/31/2007

Goal 2 - Strategy 12 Pre-School Transition					
Leader(s): Scott Carothers, Principal		Brief Description: Transition activities for pre-school children.		Evaluation Benchmark: ECI Documentation	
Leader Progress Report Dates: Annually					
Resources Required: Campus Admin. Staff		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: None	
				Amount	
				\$0.00	
				\$0.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Coordinate activities with the ESC 16 ECI staff	Scott Carothers, Principal	08/21/2006	to	05/21/2007	

Goal 2 - Strategy 13 Head Start Program				
Leader(s): Scott Carothers		Brief Description: Provide a federally funded 3-year old program and a 4-year old program for qualified families including all the family service supports.		Evaluation Benchmark: Student Enrollment
Leader Progress Report Dates: Monthly and Review Annually				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
School Commons Area	Number of FTE's: 7.00	Head Start Federal Money	\$51,234.00	
Campus Admin. Staff	None	Compensatory Ed. Budget	\$127,506.00	
Child Nutrition Dept.	Cost: \$178,740.00		\$178,740.00	
Computers				
Custodial/Maint. Dept.				
Library				
Audio Visual Equipment				
Parent Support				
Volunteer Support				
School Library				
Staff				
Supplies				
Teachers				
Teaching Aids				
Time				
Outside Consultant				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date

Goal 2 - Strategy 14 CEI Program				
Leader(s): Scott Carothers, Principal		Brief Description: Provide all Kindergarten students with CEI program daily.		Evaluation Benchmark: Teacher Schedules
Leader Progress Report Dates: Monthly reports from CEI lab.				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Teachers	Number of FTE's: 2.00	Local Revenue	\$52,870.00	
Supplies	Locally		\$52,870.00	
Staff	Cost: \$52,683.00			
Computers				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Schedule children into CEI	Scott Carothers	08/21/2006	to	05/21/2007

Goal 2 - Strategy 15 Sensory Motor Lab					
Leader(s): Amy Marr		Brief Description: Sensory Motor Lab is an integration of children using balance, pressure, and senses to build brain connections to impact learning.		Evaluation Benchmark: Schedule of classes, sensory motor reports, individual child motor reports, and reports from Clint Hukill.	
Leader Progress Report Dates: Monthly reports from SML					
NEW INITIATIVE					
Resources Required:		FTE's Required:		Source of Funds:	
Time		Number of FTE's: 1.00		Local Revenue	
Teachers		Locally			
Supplies		Cost: \$15,757.00			
Staff					
Computers					
				Amount	
				\$18,757.00	
				<hr/>	
				\$18,757.00	
Timeline					
Activity		Person(s) Responsible		Start Date to End Date	
Schedule classes into SML and evaluate program effectiveness monthly along with Clint Hukill.		Amy Marr		08/14/2006 to 05/21/2007	

Goal 2 - Strategy 16 Library Lessons				
Leader(s): Scott Carothers		Brief Description: Lesson that are presented weekly to the students will utilize academic skills and challenge students at a high cognitive level.		Evaluation Benchmark: Library lessons that are presented with books and questions asked during the lessons.
Leader Progress Report Dates: December 2006 May 2007				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Staff	Number of FTE's: 1.00	Local Revenue	\$30,111.00	
Library	Not Specified		<hr/>	
	Cost: \$15,786.00		\$30,111.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Schedule classes into the library for library time and lessons	Sondra Raines	08/21/2006	to	05/21/2007

Goal 2 - Strategy 17 Counseling Services				
Leader(s): Administration		Brief Description: Provide counseling opportunities and guidance lessons for all students.		Evaluation Benchmark: Guidance Lesson schedule and Discipline Referrals
Leader Progress Report Dates: Twice a Year				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 0.33	Local Revenue	\$15,673.00	
Teachers	locally		\$15,673.00	
Supplies	Cost: \$15,423.00			
Staff				
School Library				
Parent Support				
Library				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Guidance lessons prepared for classrooms.	Counselor	10/03/2006	to	04/24/2007
Individual counseling opportunities	Administrator	08/21/2006	to	05/25/2007

Goal 3: Paul Belton Early Childhood Center will strive to maintain 95% attendance in all programs.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	6) School Personnel
7) Student Performance	8) School Environment		
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	7) Home-School Relations
Title I - Schoolwide Programs			
5) Professional Staff			

Indicator: Attendance

Grade: Early Childhood Education	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year	Rate	Rate	Year	Rate	Year
2005-06	89.1 %	≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Attendance

Grade: Pre-K	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year	Rate	Rate	Year	Rate	Year
2005-06	90.3 %	≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Attendance

Grade: Kindergarten	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year	Rate	Rate	Year	Rate	Year
2005-06	93.4 %	≥ 95 %	2011-12	≥ 93.7 %	2007

Strategies

Goal 3 - Strategy 1 Least Restrictive Environment				
Leader(s): Scott Carothers		Brief Description: Maintain a continuum of services for special populations considering LRE first.		Evaluation Benchmark: Special Education Documentation ARDs SST Deliberations
Leader Progress Report Dates: Annually				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 4.00	IDEA B Money	\$15,091.00	
Teaching Aids	Special Education	Special Education	\$66,967.00	
Teachers	Cost: \$82,058.00		<hr/>	
Supplies			\$82,058.00	
District Admin. Staff				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Assist all students in the least restrictive environment.	Principal and Special Ed Director	08/14/2006	to	05/21/2007

Goal 3 - Strategy 2		Kindergarten Round-up		
<i>Supports Attendance - Grade: K</i>				
Leader(s): Scott Carothers	Brief Description: Participate in a Kindergarten round up yearly	Evaluation Benchmark: Advertisements for round-up Round-up enrollment documents		
Leader Progress Report Dates: Annually				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Transportation Dept.	Number of FTE's: None	Local Campus Budget		\$500.00
Teaching Aids	None			\$500.00
Teachers	Cost: None			
Supplies				
Staff				
School Library				
Parent Support				
District Staff				
Custodial/Maint. Dept.				
Child Nutrition Dept.				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Hold Kindergarten Round-up for enrolling all Kindergarten students.	Scott Carothers	05/01/2007	to	05/21/2007

Goal 3 - Strategy 3 Pre-Kindergarten Round-up				
<i>Supports Attendance - Grade: PK</i>				
Leader(s): Scott Carothers	Brief Description: Participate in a Pre-Kindergarten round up yearly	Evaluation Benchmark: Advertisements for round-up Round-up enrollment documents		
Leader Progress Report Dates: Annually				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Transportation Dept.	Number of FTE's: None	Local Campus Budget		\$500.00
Teaching Aids	None			\$500.00
Teachers	Cost: None			
Supplies				
Staff				
School Library				
Parent Support				
District Staff				
Custodial/Maint. Dept.				
Child Nutrition Dept.				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Hold Pre-Kindergarten Round-up for enrolling all 4-year old students.	Scott Carothers	05/01/2007	to	05/21/2007

Goal 3 - Strategy 4 Head Start Application Day				
<i>Supports Attendance - Grade: PK</i>				
Leader(s): Scott Carothers	Brief Description: Participate in a Head Start Application day yearly	Evaluation Benchmark: Advertisements for Head Start application day Head Start enrollment documents		
Leader Progress Report Dates: Annually				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Transportation Dept.	Number of FTE's: None	Head Start Federal Money	\$3,000.00	
Teaching Aids	Head Start Federal Money		\$3,000.00	
Teachers	Cost: None			
Supplies				
Staff				
School Library				
Parent Support				
District Staff				
Custodial/Maint. Dept.				
Child Nutrition Dept.				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Hold Head Start application day for enrolling all 3 and 4 year old students.	Scott Carothers	03/05/2007	to	05/21/2007

Goal 3 - Strategy 5		Attendance Incentives		
<i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK</i>				
Leader(s): Scott Carothers	Brief Description: Implementation of an attendance incentive program.	Evaluation Benchmark: Attendance incentive program.		
Leader Progress Report Dates: Twice a year				
NEW INITIATIVE				
Resources Required: Campus Admin. Staff	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Local Campus Budget	Amount \$3,600.00 \$3,600.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Attendance incentives for classroom attendance and for individual attendance every three weeks.	Scott Carothers	08/21/2006	to	05/21/2007

Goal 3 - Strategy 6		Attendance Monitoring			
<i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK</i>					
Leader(s): Scott Carothers	Brief Description: Monitoring student attendance on a daily basis.	Evaluation Benchmark: Attendance reports			
Leader Progress Report Dates: Daily and Monthly					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Time	Number of FTE's: None	None	\$0.00		
Teaching Aids	None		\$0.00		
Teachers	Cost: None				
Staff					
Parent Support					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Attendance Committee meetings	Scott Carothers	08/21/2006	to	05/25/2007	
Attendance Phone Calls on a daily basis	Debby Eubank	08/21/2006	to	05/21/2007	
Arrival and Dismissal Records	Debby Eubank	08/21/2006	to	05/21/2007	
Absence documentation	Debby Eubank	08/21/2006	to	05/25/2007	
Home Visits and Truancy Officer	Scott Carothers	08/21/2006	to	05/25/2007	

Goal 3 - Strategy 7		Parent Information			
<i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK</i>					
Leader(s): Sylvia Garcia	Brief Description: Communicate information to parents specifically attendance rules and how attendance affects school funding	Evaluation Benchmark: Documented booster club meetings Various agendas of parent conferences			
Leader Progress Report Dates: Twice a Year					
Resources Required: School Commons Area	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Booster Club Meetings	Parent Involvement Coordinator	09/04/2006	to	05/25/2007	
Head Start Parent Council Meetings	FSA's	09/04/2006	to	05/25/2007	
Conference Days	Principal	10/02/2006	to	10/13/2006	
New Year Party	Principal	08/11/2006	to	08/25/2006	
School Assemblies	Principal	09/04/2006	to	05/25/2007	
VIPS Programs and Meetings	Liz Denton	08/14/2006	to	05/25/2007	
Boo Hoo Party	Scott Carothers	07/11/2006	to	08/25/2006	

Goal 3 - Strategy 8 Parent Involvement Coordinator				
<i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK</i>				
Leader(s): Principal	Brief Description: Parent Involvement Coordinator to help assist parent activities and to complete home visits on attendance concerns.	Evaluation Benchmark: Parent Involvement Coordinator Schedules Home Visits		
Leader Progress Report Dates: Twice a year				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 0.50	Title Budget	\$21,513.00	
Supplies	Fully Title Funded		\$21,513.00	
Staff	Cost: \$21,513.00			
Parent Support				
Computers				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Assist with home visits for attendance, booster club, and parent involvement activities.	Principal	08/14/2006	to	05/25/2007

Goal 3 - Strategy 9		Student Support Team			
Leader(s): Scott Carothers, Principal Leader Progress Report Dates: Monthly	Brief Description: Utilization of the established SST.	Evaluation Benchmark: SST meeting minutes and report of meetings.			
Resources Required: Time Teachers Supplies Staff Campus Admin. Staff	FTE's Required: Number of FTE's: 4.00 Special Education Cost: \$82,058.00	Source of Funds: Special Education IDEA B Money	Amount \$66,967.00 \$15,091.00 <hr style="width: 100%;"/> \$82,058.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Regular SST meetings.	Scott Carothers	08/21/2006	to	05/21/2007	

Goal 3 - Strategy 10 Counseling Services				
Leader(s): Administration		Brief Description: Provide counseling opportunities and guidance lessons for all students.		Evaluation Benchmark: Guidance Lesson schedule and Discipline Referrals
Leader Progress Report Dates: Twice a Year				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 0.33	Local Revenue	\$15,673.00	
Teachers	locally		\$15,673.00	
Supplies	Cost: \$15,423.00			
Staff				
School Library				
Parent Support				
Library				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Guidance lessons prepared for classrooms.	Counselor	10/03/2006	to	04/24/2007
Individual counseling opportunities	Administrator	08/21/2006	to	05/25/2007

Goal 4: Paul Belton Early Childhood Center will maintain a safe and caring environment for learning and support parent and community participation.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	6) School Personnel
7) Student Performance	8) School Environment		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	7) Home-School Relations
Title I - Targeted Assistance Schools			
2) Ensure Planning is Incorporated	8) Coordinate and Integrate Services and Programs		
Title I - Schoolwide Programs			
6) Parental Involvement	7) Student Transition to Elementary Programs	10) Federal, State, and Local Programs	

Indicator: TELPAS: % of K-2 attaining Advanced High

Grade: Kindergarten	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
Hispanic	< 1 %	2006	≥ 50 %	2011-12	≥ 10.8 %	2007

Indicator: Attendance

Grade: Early Childhood Education	Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year	Rate		Rate	Year	Rate	Year
2005-06	89.1 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Attendance

Grade: Pre-K	Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Year	Rate		Rate	Year	Rate	Year
2005-06	90.3 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Attendance

Grade: Kindergarten

Year	Current Performance		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
2005-06	93.4 %		≥ 95 %	2011-12	≥ 93.7 %	2007

Indicator: Texas Primary Reading Inventory (TPRI)

Grade: Kindergarten

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	81 %	2006	≥ 95 %	2011-12	≥ 83.8 %	2007

Strategies

Goal 4 - Strategy 1 **Parent Information**

<p>Leader(s): Sylvia Garcia</p> <p>Leader Progress Report Dates: Twice a Year</p>	<p>Brief Description: Communicate information to parents specifically attendance rules and how attendance affects school funding</p>	<p>Evaluation Benchmark: Documented booster club meetings Various agendas of parent conferences</p>
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<p>Resources Required: School Commons Area</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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Timeline

Activity	Person(s) Responsible	Start Date	to	End Date
Booster Club Meetings	Parent Involvement Coordinator	09/04/2006	to	05/25/2007
Head Start Parent Council Meetings	FSA's	09/04/2006	to	05/25/2007
Conference Days	Principal	10/02/2006	to	10/13/2006
New Year Party	Principal	08/11/2006	to	08/25/2006
School Assemblies	Principal	09/04/2006	to	05/25/2007
VIPS Programs and Meetings	Liz Denton	08/14/2006	to	05/25/2007
District Television Station		10/11/2006	to	10/11/2006
Web Site		10/11/2006	to	10/11/2006

Goal 4 - Strategy 2		Student Policies			
<p><i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i></p>					
<p>Leader(s): Administration</p> <p>Leader Progress Report Dates: Beginning of the Year</p>	<p>Brief Description: Give students and parents copies of handbook and other documents and have them return the documentation sheets.</p>	<p>Evaluation Benchmark: Returned Documentation Sheets</p>			
<p>Resources Required: Supplies</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Student Handbook and Student Code of Conduct	Principal	08/11/2006	to	09/05/2006	
Technology Acceptable Use Policy		10/11/2006	to	10/11/2006	

Goal 4 - Strategy 3		Awareness Programs		
<p><i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i></p>				
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Monthly</p>	<p>Brief Description: Various awareness programs to promote safety and student health.</p>	<p>Evaluation Benchmark: Completion of programs and documentation of programs.</p>		
<p>Resources Required: Community Leader</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Fire Prevention	Scott Carothers	10/02/2006	to	10/20/2006
Department of Transportation Programs	Scott Carothers	10/11/2006	to	05/25/2007
Bike Safety Program	Scott Carothers	10/11/2006	to	05/25/2007
Nursing programs and hand washing	Scott Carothers	08/21/2006	to	05/25/2007
Drug Awareness	Scott Carothers	10/02/2006	to	11/03/2006
Alcohol Awareness	Scott Carothers	10/02/2006	to	11/03/2006

Goal 4 - Strategy 4		Character Programs		
<i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i>				
Leader(s): Scott Carothers	Brief Description: Utilization of Paw Prints and Character Counts programming.	Evaluation Benchmark: Use of the Paw Prints and Character Counts		
Leader Progress Report Dates: Twice a Year				
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None		Amount \$0.00 <hr/> \$0.00
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Paw Prints for Success	Scott Carothers	07/11/2006	to	08/18/2006
Character Counts	Liz Denton	08/21/2006	to	05/25/2007

Goal 4 - Strategy 5 Opportunities for Parents/Community				
<p><i>Supports Attendance - Grade: EE, Attendance - Grade: K, Attendance - Grade: PK, Texas Primary Reading Inventory (TPRI) - Grade: K, TELPAS: % of K-2 attaining Advanced High - Grade: K</i></p>				
<p>Leader(s): Scott Carothers</p> <p>Leader Progress Report Dates: Monthly</p>	<p>Brief Description: Various opportunities for parents and community members to become involved at PBECC.</p>	<p>Evaluation Benchmark: Committee minutes and assembly attendance</p>		
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: Local Campus Budget</p>	<p>Amount \$500.00 <hr/>\$500.00</p>	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Scheduling for Families	Scott Carothers	08/21/2006	to	05/25/2007
Literacy Training	Sylvia Garcia	09/12/2006	to	05/25/2007
Parenting Classes	Sylvia Garcia	09/12/2006	to	05/25/2007
LPAC Training	Scott Carothers	09/04/2006	to	10/27/2006
Parent Resource Center	Sylvia Garcia	08/21/2006	to	05/25/2007
SBDM Committee	Scott Carothers	10/02/2006	to	05/25/2007

Goal 4 - Strategy 6		Counseling Services		
Leader(s): Administration		Brief Description: Provide counseling opportunities and guidance lessons for all students.		Evaluation Benchmark: Guidance Lesson schedule and Discipline Referrals
Leader Progress Report Dates: Twice a Year				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 0.33	Local Revenue	\$15,673.00	
Teachers	locally		\$15,673.00	
Supplies	Cost: \$15,423.00			
Staff				
School Library				
Parent Support				
Library				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Guidance lessons prepared for classrooms.	Counselor	10/03/2006	to	04/24/2007
Individual counseling opportunities	Administrator	08/21/2006	to	05/25/2007

Goal 4 - Strategy 7		Library Lessons		
Leader(s): Scott Carothers Leader Progress Report Dates: December 2006 May 2007		Brief Description: Lesson that are presented weekly to the students will utilize academic skills and challenge students at a high cognitive level.		Evaluation Benchmark: Library lessons that are presented with books and questions asked during the lessons.
Resources Required: Staff Library		FTE's Required: Number of FTE's: 1.00 Not Specified Cost: \$15,786.00	Source of Funds: Local Revenue	Amount \$30,111.00 <hr/> \$30,111.00
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Schedule classes into the library for library time and lessons	Sondra Raines	08/21/2006	to	05/21/2007

Goal 4 - Strategy 8		Parent Involvement Coordinator		
Leader(s): Principal		Brief Description: Parent Involvement Coordinator to help assist parent activities and to complete home visits on attendance concerns.		Evaluation Benchmark: Parent Involvement Coordinator Schedules Home Visits
Leader Progress Report Dates: Twice a year				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 0.50	Title Budget	\$21,513.00	
Supplies	Fully Title Funded		\$21,513.00	
Staff	Cost: \$21,513.00			
Parent Support				
Computers				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Assist with home visits for attendance, booster club, and parent involvement activities.	Principal	08/14/2006	to	05/25/2007

APPENDIX I

SHARED DECISION MAKING COMMITTEE PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION

2006-07 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Classroom Teacher	Cindy Campbell	Kindergarten		
District Level Professional	Patricia Wells			
Classroom Teacher	Tamra Cox	Special Populations		
Classroom Teacher	Melissa Fite	Pre-Kindergarten		
Classroom Teacher	Lynde Price	Head Start Program		
Classroom Teacher	Mary Cox	Physical Education		
Paraprofessional	Sondra Raines			
Non-Classroom Professional Staff	Sylvia Garcia			
Parent	Scott Maze			
Business Representative	Nancy Young			
Community Representative	Elena Gomez			
Principal	Scott Carothers			

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

Summative Evaluation for 2005-06

Needs Assessment Focus

Indicators Rated

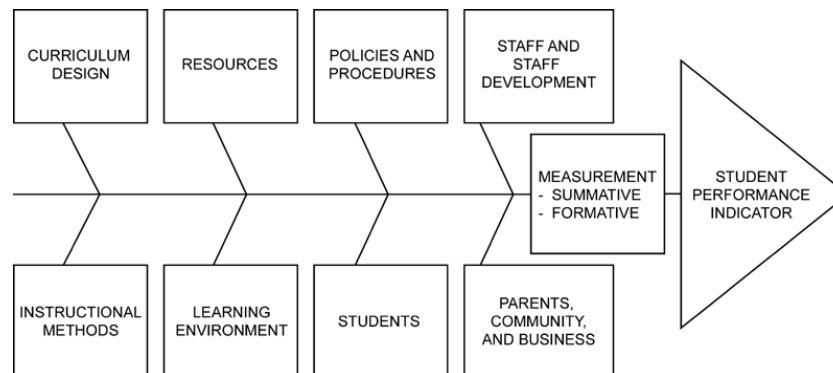
		Priority Rating	Satisfaction Rating
1	Percent of students MASTERING TAAS/TAKS MATH	High	Low
2	Percent passing REPORT CARD GRADES FOR MATH	High	Low
3	Percent of students MASTERING TAAS/TAKS READING	High	Med
4	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
5	Percent of students demonstrating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

Indicators Not Rated

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

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

Process Chart



Summative Evaluation for year 2006-07

Objective Accomplishments

TELPAS: % of K-2 attaining Advanced High - Grade: K

Analysis Group: Hispanic

Explanation of Performance

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	10.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Attendance - Grade: EE

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2005-06	89.1%
Projected Annual Objective for 2006-07	90.3%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Attendance - Grade: K

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2005-06	93.4%
Projected Annual Objective for 2006-07	93.7%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Attendance - Grade: PK

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2005-06	90.3%
Projected Annual Objective for 2006-07	91.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Texas Primary Reading Inventory (TPRI) - Grade: K

Analysis Group: All Students

Actual Performance for 2005-06	81%
Projected Annual Objective for 2006-07	83.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: Prepare Students

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

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

Title I - Schoolwide Programs

Goal 1: Needs Assessment

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

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

APPENDIX III

AEIS GRAPHS

Report of TAKS Reading

Graph of Current Performance by Analysis Group

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

Report of TAKS Math

Graph of Current Performance by Analysis Group

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

Report of TAKS Writing

Graph of Current Performance by Analysis Group

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

Report of TAKS Overall

Graph of Current Performance by Analysis Group

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

Report of SDAA II Reading

Graph of Current Performance by Analysis Group

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

Report of SDAA II Math

Graph of Current Performance by Analysis Group

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

Report of SDAA II Writing

Graph of Current Performance by Analysis Group

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

Report of SDAA II Overall

Graph of Current Performance by Analysis Group

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

Report of Attendance

Graph of Current Performance by Analysis Group

**There is no information associated
with Attendance.**

Report of Completion: Graduated

Graph of Current Performance by Analysis Group

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

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

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

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

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

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

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

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

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

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

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

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

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

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

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