PAUL BELTON EL
Campus Improvement Plan
2017/2018

"Shaping the future of our community."

Date Reviewed: 10/08/15   Date Approved: 10/13/16

PAUL BELTON EL

Mission

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

PAUL BELTON EL Site Base

Name	Position
Brown, Pattie	Administrative Representative
Englund , Aubree	Parent Representative
Francis, Katie	Teacher
Hill, Kellie	Teacher
Kotara, Daniel	Principal
Porter, Dana	Business Representative
Taylor, Lance	Assistant Principal
Tindall, Mindy	Teacher
Winks, Elizabeth	Teacher

PAUL BELTON EL

Goal 1. Paul Belton Elementary will increase awareness, interests, community support, and involvement in the education of students through the cooperative efforts of staff, parents, and the community.

    Objective 1. Paul Belton Elementary will improve parental involvement by 10% as measured by sign-in sheet documentation, completed registration, and estimated attendance at school functions and activities.

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

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

    Objective 1. All teachers at Paul Belton Elementary will work to align TEKS and assessment data to make instructional and programming decisions that are developmentally appropriate and horizontally and vertically aligned.

    Objective 2. Paul Belton Elementary will utilize the district adopted RtI process to strategically and purposefully identify and address the needs of 100% of students within the RtI three tier system.

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

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

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

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

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

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

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

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

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

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

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paul Belton Elementary will provide a parent involvement coordinator as a full time staff member. (Title I SW: 1,6,9,10) (Target Group: All) (CSFs: 5)	Parent Involvement Coordinators, Principal	08/28/2017 - 06/1/2018	(F)Title I	Formative - Summative - Campus Needs Assessments, Parent Surveys (June 2018)
2. Paul Belton Elementary will increase parental involvement in the education of children through ARD meetings, LPAC meetings, parent volunteer program, Watch DOGS, Title 1 program meetings, and the New Year's party. (Title I SW: 2,6,7,8) (Target Group: All) (Strategic Priorities: 4) (CSFs: 2,5)	Parent Involvement Coordinators, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Title I, (L)Local Taxes and State Per Capita Allotments	Formative - Summative - Sign in sheets (May 2018) Summative - Parent surveys (May 2018)
3. Paul Belton Elementary will effectively communicate to staff, parents, and community through various means including: conferences, newsletters, school website, notices, school messenger, email, school marquee, local newspapers, and School Way App. Communications may include Round-Up notifications, special projects, fundraiser announcements, etc. (Title I SW: 1,2,3,8) (Target Group: All) (CSFs: 5)	Parent Involvement Coordinators, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys (June 2018)
4. All office written communications, including the campus handbook, will be translated into Spanish to better communicate with our non-English speaking families. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Designee(s), Parent Involvement Coordinators, Principal	08/28/2017 - 06/1/2018	(O)No Associated Cost, (O)Staff Time	Summative - Communications will be collected to reflect evidence of translation. Parent Surveys (June 2018)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Parents will have the opportunity to join the parent teacher organization. (Title I SW: 1,6,10) (Target Group: All) (CSFs: 5)	Designee(s), Parent Involvement Coordinators, Principal	Fall 2017 - Spring 2018	(O)No Associated Cost	Formative - Sign in sheet documentation after meetings (Quarterly)
6. Paul Belton Elementary will initiate "Parents Need to Know Night" for Title 1 compliance twice annually in order to provide parents with campus information, school policies, and state assessment information (STAAR). (Title I SW: 6) (Target Group: All) (CSFs: 5)	Designee(s), Principal	Fall 2017 & Spring 2018	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (June 2018)
7. Parents and community members will be invited and encouraged to participate in school-wide activities such as: Dr. Seuss Birthday, holiday gift shop, and PTO meetings. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Volunteer sign in sheets (May 2018)
8. PTO will organize Fun Fridays, snacks for special activities, coordinate yearbook, and conduct fundraising activities. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Designee(s), Principal	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - PTO minutes and sign in sheets (May 2018)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Paul Belton Elementary will provide school-day programs inviting parents to participate: Kindergarten programs, Christmas caroling at local banks, Kindergarten Graduation, Pre-Kindergarten programs in the fall, Christmas, and in the Spring. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys (June 2018)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent Involvement Coordinators will communicate periodically in order to notify parents of ongoing efforts/trends and upcoming events. (Title I SW: 2,6,9,10) (Target Group: All) (CSFs: 5)	Parent Involvement Coordinators	08/28/2017 - 06/1/2018	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - Record of document contact (Daily)
2. Parental Involvement Coordinators will support parent involvement initiatives through trainings such as ESL, GED, and parenting classes at Paul Belton Elementary as well as at the District Parent Involvement Center. (Title I SW: 2,6,9,10) (Target Group: All) (CSFs: 5,6)	Parent Involvement Coordinators	08/28/2017 - 06/1/2018	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Parent surveys (June 2018)
3. Paul Belton Elementary will partner with the local McDonalds to have a "McTeachers night". This will be a fundraising opportunity as well as promoting community and school relations. (Title I SW: 6,10) (Target Group: All) (CSFs: 5)	Parent Involvement Coordinators, Principal, Teacher(s)	Fall 2017	(O)No Associated Cost	Summative - End of the year parent surveys. (June 2018)
4. Paul Belton will collaborate with the district in providing the annual "Back to School Fair." Free school supplies and backpacks will be distributed to all enrolled students in attendance especially targeting our low SES population. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5,6)	Communications Coordinator, Designee(s), Instructional Services Coordinator	August 2017	(O)Access to facilities	Summative - District sign-in sheets (yearly)

PAUL BELTON EL

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

Objective 1. All teachers at Paul Belton Elementary will work to align TEKS and assessment data to make instructional and programming decisions that are developmentally appropriate and horizontally and vertically aligned.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student academic performance will be measured through the development of common formative assessments created by the principal to address equal or higher levels of rigor as outlined in the Texas Essential Knowledge and Skills. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Literacy Coordinator, Principal, Teacher(s)	Fall 2017 & Spring 2018	(L)Local Taxes and State Per Capita Allotments	Formative - Formative - We will use the data from ESGI and benchmarking assessments to determine performance (Fall 2017 & Spring 2018)
2. Instructional staff will implement developmentally appropriate lessons and assessment strategies that rigorously address concept development using a variety of resources including but not limited to: Handwriting Without Tears, Continuum of Literacy Learning, Units of Study writing/reading, Frog Street curriculum, Pearson Math, guided math, Touch Math, Estriatas, Countdown and Zoophonics. System Safeguards/PBMAS (Title I SW: 1,2,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Formative - Formative - Classroom observations, treasure hunts, PLC notes (Every 6-9 weeks)
3. Paul Belton Elementary will use differentiated instructional strategies in order to meet all learning styles. System Safeguards/PBMAS (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(O)No Associated Cost, (O)Teacher pedagogy	Formative - Formative - Walkthrough data, lesson plan audits (Every 6-9 weeks) Summative - Increased student performance as evidenced through local assessments. (Fall 2017 & Spring 2018)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Teachers will utilize Fundamental 5 strategies into the classroom in order to meet educational needs of all students. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	Summative - Formative - Walkthrough data, lesson plan audits (Every 6-9 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall 2017 & Spring 2018)
5. Supplemental positions will be utilized to support the educational needs of students at Paul Belton Elementary. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3)	Principal	08/28/2017 - 06/1/2018	(F)Title 1 Part A Funds	Summative - Formative - T-TESS and Walkthrough data (every 6 weeks) Summative - Increased student performance on local assessments (Fall 2017 & Spring 2018)
6. Instructional positions will be utilized to continue providing instruction for At-Risk students. (Title I SW: 1) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,3)	Principal	08/28/2017 - 06/1/2018	(O)FTE, (S)State Compensatory	Summative - Formative - T-TESS and walkthrough data (Every 6 weeks) Summative - Increased student performance as evidenced by local assessments Fall 2017 & Spring 2018
7. Paul Belton Elementary will utilize the support from outside consultants to assist with quality of instruction, leadership, and student performance. (Title I SW: 1,2,4,8) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,3,7)	Director of Federal Programs and Instruction, Principal, Teacher(s)	2017-2018 School Year	(F)Title I	Summative - Formative - T-TESS and Walkthrough data (every 6 weeks) Summative - Increased student performance on local assessments (Fall 2017 & Spring 2018)

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8. The principal will conduct frequent walk throughs using the PowerWalks system created by Lead Your School to ensure Fundamental 5 and high yield strategies are being demonstrated. (Title I SW: 1,2,8,9) (Target Group: All) (CSFs: 1,7)	Director of Federal Programs and Instruction, Director of Technology, Principal, Superintendent(s), Teacher(s)	8/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Formative - T-TESS and Walkthrough data (every 9 weeks) Summative - Increased student performance on local assessments (Fall 2017 & Spring 2018)
9. The district will subscribe to Learning List as an instructional resource alignment tool to assist teachers with planning instruction to the depth and complexity of the TEKS and aligning resources to instructional and student needs. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,4,8) (Target Group: All) (CSFs: 7)	Principal, Teacher(s)	2017-2018 School year	(F)Title I	Summative - End of the year survey to check for effectiveness (June 2018)
10. Paul Belton will purchase a vertically aligned phonics program in both Pre-K and Kindergarten to supplement core ELA instruction. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Principal, Teacher(s)	Spring 2018	(F)Title I	Summative - EOY benchmarking (June 2018)
11. Paul Belton will utilize the district math and literacy coordinators to assist with implementation of guided reading/guided math and many other initiatives that will vertically and horizontally align. (Title I SW: 1,9,10) (Target Group: PRE K, K) (Strategic Priorities: 1,2) (CSFs: 1,7)	Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Literacy Coordinator, Math Coordinator, Principal, Teacher(s)		(L)Local Taxes and State Per Capita Allotments	Summative - Sign-in sheet documentation (Monthly)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Paul Belton will provide a part time assistant principal to assist with instruction and discipline management. (Title I SW: 1,9,10) (Target Group: PRE K, K) (Strategic Priorities: 1) (CSFs: 3,7)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	2017 - 2018 School Year	(L)Local Taxes and State Per Capita Allotments	Summative - End of the year surveys and needs assessment (June 2018)

PAUL BELTON EL

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

Objective 2.　Paul Belton Elementary will utilize the district adopted RtI process to strategically and purposefully identify and address the needs of 100% of students within the RtI three tier system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paul Belton Elementary will target our English Language Learners through the use of a student level review in reading and math to meet system safeguards by providing interventions to satisfy their academic needs. PBMAS/System Safeguards (Title I SW: 2,3,9) (Target Group: LEP) (Strategic Priorities: 2) (CSFs: 1,2)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - RtI records, SLR (Every 6 weeks) Summative - Increased performance as evidenced by local assessments (Fall 2017 & Spring 2018)
2. Paul Belton Elementary will utilize progressing levels of intervention with students to close performance gaps. PBMAS/System Safeguards (Title I SW: 2,9,10) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - RtI records, SLR (Every 6 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall 2017 & Spring 2018)
3. RtI Team Development: Select team members, establish meeting times, provide additional training as needed, designate roles and responsibilities. (Title I SW: 1,8,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2,3,7)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Personnel, (O)Staff Time	Summative - Formative - RtI records (Every 6 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall 2017 & Spring 2018)
4. Implement district procedures for referrals to RtI, progress monitoring, and intervention service record keeping. (Title I SW: 3,6,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2,3)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)IDEA Special Education, (L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Formative - Evaluate RtI folders for compliance, check students service logs, and progress monitoring (Every 6 weeks)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. RtI team will continue to develop and utilize campus specific interventions that are specifically targeted for Tier 1, Tier 2, and Tier 3 students. (Title I SW: 1,2,3,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,3)	Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Summative - Classroom observations (Every 6-9 weeks)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students identified through the home language survey will be assessed for oral language development using district adopted oral language test materials. System Safeguards/PBMAS (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Designee(s), Director of Federal Programs and Instruction, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - Formative - Enrollment records/PEIMS data checked for identified LEP students (as needed)
2. Qualifying students will be provided a dual language one way kindergarten program and a dual language one way Pre-Kindergarten program for 3 and 4 year old bilingual students. System Safeguards/PBMAS (Title I SW: 3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (Strategic Priorities: 2) (CSFs: 1,3)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - LPAC meetings will focus on student growth, needs, and program placement (Yearly)
3. Teachers will implement best practices and ELPS to address English Language Learners. System Safeguards/PBMAS (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,7)	Director of Federal Programs and Instruction, Principal	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Lesson plan audits monitored for ELPS (Every 6-9 weeks)
4. Annual LPAC review will be conducted to monitor progress and make decisions concerning ELL students. System Safeguards/PBMAS (Title I SW: 1,2,8) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (CSFs: 1,2)	Designee(s), Director of Federal Programs and Instruction, Principal	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - LPAC minutes maintained and utilized to monitor students and assess program placement (June 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Instructional staff will participate in ESL/ELL target trainings as needed and to improve teaching strategies ELPS and best instructional practices for ELL's in the classroom. System Safeguards/PBMAS (Title I SW: 1,2,3,4) (Target Group: H, ESL, LEP, AtRisk) (Strategic Priorities: 2) (CSFs: 7)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Professional Development, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Personnel, (O)Staff Time	Summative - Summative - Needs assessments, teacher conferences (June 2018)
6. Paul Belton Elementary will provide appropriate supplies, materials, and instructional assistants to support dual language one way program implementation. System Safeguards/PBMAS (Title I SW: 1,2,9,10) (Target Group: LEP) (Strategic Priorities: 2) (CSFs: 1,2,3)	Designee(s), Director of Federal Programs and Instruction, Principal	08/28/2017 - 06/1/2018	(F)Title III Bilingual / ESL, (L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Needs assessments, teacher conferences (June 2018)
7. Paul Belton Elementary will continue to increase use of ELPS into daily instructional delivery. System Safeguards/PBMAS (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (CSFs: 1,7)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(O)No Associated Cost, (O)Teacher pedagogy	Formative - Lesson plan/walkthrough (Every 9 weeks) Summative - Increased student achievement as evidenced on TELPAS (March-April 2018)
8. Paul Belton Elementary will provide a summer school program for incoming Bilingual Kindergarten students. System Safeguards/PBMAS (Title I SW: 2,3,7,9,10) (Target Group: ESL, LEP, AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, Teacher(s)	Summer 2018	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Attendance records and increased performance as evidenced on local assessments. (Summer 2018)

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Bilingual classrooms will be provided three supplemental iPads to assist with language and academic development. System Safeguards/PBMAS (Title I SW: 1,2) (Target Group: LEP) (CSFs: 1)	Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Principal, Teacher(s)	Fall 2017 - Spring 2018	(F)Title III Bilingual / ESL	Summative - Local assessments. (Every 9 weeks)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Kindergarten students will utilize Istation in the computer lab to supplement and support literacy development and serve as a method of collecting assessment data. System Safeguards/PBMAS (Title I SW: 1,3,8,9,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Designee(s), Director of Technology, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (O)Educator Lesson Plans, (O)Materials, (O)Personnel	Summative - Formative - ISIP reports checked for growth (Every 6-9 weeks) Summative - Increased student performance as evidenced through local assessments (Fall 2017 & Spring 2018)
2. All students will utilize district purchased computer programs and web based programs to supplement instruction and provide, review, and reinforcement. Programs that will be utilized not not limited to Istation (Spanish), Reading A-Z, Science A-Z, Compass Math, Unique, and Head sprout. System Safeguards/PBMAS (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Director of Special Education , Director of Technology, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Increased academic achievement as evidenced by local assessments (Fall 2017 & Spring 2018)
3. Technology hardware and software will be maintained and upgraded as needed. (Title I SW: 1,2) (Target Group: All) (CSFs: 3)	Designee(s), Director of Technology, Principal	08/28/2017 - 06/1/2018	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - A Needs Assessment will be performed to determine the effectiveness of the current technology and needs. STAR chart data will also be evaluated (June 2018)
4. Paul Belton teachers will be provided teacher iPads to use as an instructional tool in the classrooms. (Title I SW: 1) (Target Group: All) (CSFs: 1,7)	Director of Federal Programs and Instruction, Teacher(s)	2017-2018 School Year	(F)Federal Grants	Summative - End of the year surveys (Spring 2018)

PAUL BELTON EL

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Paul Belton Elementary will utilize multiple iPad labs as an instructional tool for all students. (Title I SW: 1) (Target Group: All) (CSFs: 1,4)	Designee(s), Principal, Teacher(s)	2017-2018 School year	(F)Title I	Summative - End of the year staff surveys. (June 2018)
6. All Kindergarten students will use TPRI or Tejas Lee to support literacy development and serve as a method of collecting assessment data. System Safeguards/PBMAS (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Principal	Fall 2017 & Spring 2018	(F)Title I	Summative - Summative - Increased student performance as evidenced through local assessments and TPRI asessment (Fall 2017 & Spring 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instruction will be enhanced through the use of the campus library, PEAK programs as appropriate, counseling resources, and character counts program. (Title I SW: 1,10) (Target Group: All) (CSFs: 1,2,3,6)	Counselor(s), Designee(s), Director of Federal Programs and Instruction, G/T Lead Teacher, Literacy Coordinator, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Summative - Campus Needs Assessment will be conducted and will include parent and staff survey results (June 2018)
2. Activities will be coordinated with Early Childhood Intervention staff to ensure 3 year old transitions and testing are performed as needed. (Title I SW: 1,3,6,7,9,10) (Target Group: ECD, SPED, AtRisk) (CSFs: 2,3,4)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Transition meetings/schedules are checked to evaluate identification and placement of students (May 2018)
3. A Preschool Program for Children With Disabilities, inclusion opportunities, and/or speech therapy will be provided to meet the needs of identified special education students. System Safeguards/PBMAS (Title I SW: 3,7) (Target Group: ECD, SPED, AtRisk) (CSFs: 1,2)	Designee(s), Director of Special Education , Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local SSA (Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments	Formative - Student schedules (Fall 2017 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2017 & Spring 2018)
4. A continuum of services will be available based on need as determined by the ARD committee for special education students including: Life Skills, Resource, Inclusion. System Safeguards/PBMAS (Title I SW: 9) (Target Group: SPED) (CSFs: 1,2)	Director of Special Education , Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)IDEA Special Education	Formative - Student schedules (Fall 2017 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2017 & Spring 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Paul Belton Elementary will focus and support the implementation of a quality inclusion program. System Safeguards/PBMAS (Title I SW: 9,10) (Target Group: SPED) (CSFs: 1,2,7)	Designee(s), Director of Special Education , Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)IDEA Special Education	Formative - Student schedules (Fall 2017 and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall 2017 & Spring 2018)
6. Special Education teachers and general education teachers will participate in common lesson planning times in order to align instructional practices, calibrate resources, and increase teacher pedagogy. System Safeguards/PBMAS (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(O)No Associated Cost	Summative - Formative - PLC documentation (Weekly) Summative - Increased student achievement as evidenced by local assessments (Fall 2017 & Spring 2018)
7. Paul Belton will strive to ensure that all Pre-K students will have an opportunity to come to school without being placed on a "wait list" by adding personnel as needed. (Title I SW: 1) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1,4,6)	Assistant Superintendent(s), Director of Curriculum and Instruction, Principal, Superintendent(s)	8/28/2017 - 6/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Projected numbers from our Spring Roundup (Yearly)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student incentives, such as the ABC club and the sight word ninjas, color club, and name stars will be developed to recognize student achievement. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,6)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Needs Assessment will be developed and reviewed (May 2018)
2. Classroom incentives for perfect attendance will be planned and initiated. (Title I SW: 1) (Target Group: All) (CSFs: 1,6)	Designee(s), Principal, Teacher(s)	Fall 2017 & Spring 2018	(L)Local Taxes and State Per Capita Allotments	Formative - Teachers will implement (Daily) Formative - Attendance rate will be monitored for growth (Monthly)
3. Each day during the morning announcements, classes with perfect attendance and classes who have met individual classroom goals for perfect attendance will be announced and celebrated. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(O)No Associated Cost	Formative - School secretary will report classes with perfect attendance (Daily) Formative - Attendance rate will be monitored (Daily)
4. An incentive program will be developed and implemented in cooperation with the local Rotary Club to encourage parents to make school attendance a priority. (Title I SW: 1) (Target Group: All) (CSFs: 5,6)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Formative - Attendance will be monitored to determine perfect attendance for this incentive (Fall 2017 & Spring 2018)

PAUL BELTON EL

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Paul Belton Elementary will provide attendance information and laws to parents during enrollment. This will also be communicated through the campus handbook, communications, attendance letters, and campus newsletters. (Title I SW: 1,6) (Target Group: All) (CSFs: 5)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Weekly/Monthly/Yearly attendance data will be used to determine effectiveness of communication (Fall 2017 & Spring 2018)
6. Daily attendance phone calls will be made to check on absent students who have not called in the absence. (Title I SW: 1) (Target Group: All) (CSFs: 5)	Designee(s), Principal	08/28/2017 - 06/1/2018	(O)No Associated Cost	Formative - TxEIS will be used to monitor attendance (Daily)
7. The district truancy officer will be utilized to check on parents of children who are not coming to school and are experiencing an attendance problem. (Title I SW: 1) (Target Group: All) (CSFs: 5)	Designee(s), Principal, SRO Officer	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Formative - Truancy procedures will incorporate the use of the district truancy office (as needed)
8. Letters, phone conferences, face to face conferences, and other interventions as directed by the Texas Education Code and district policy and procedures, will be executed for students who have excessive absences in compliance with new truancy laws. (Title I SW: 1) (Target Group: All) (CSFs: 5)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(O)No Associated Cost	Summative - Truancy records and procedures will be reviewed and discussed (Spring 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. The attendance committee will meet when necessary and appropriate to address specific attendance issues. (Title I SW: 1) (Target Group: All) (CSFs: 3)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(O)No Associated Cost	Summative - Truancy records and procedures will be reviewed and discussed (Spring 2018)
10. A board is placed in the main entrance of the school to inform parents/staff of what our daily attendance goal is as well as the previous school day's staff and student attendance. (Title I SW: 1) (Target Group: PRE K, K) (Strategic Priorities: 2) (CSFs: 1,3,7)	Designee(s)	8/28/2017 - 6/1/2018	(O)No Associated Cost	Summative - Monitoring of the attendance sign (Daily) Summative - AESOP report (June 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional staff will attend appropriate professional development including but not limited to: Continuum of Learning, instructional planning, collaborative coaching, dual language, inclusion, and other district and campus provided trainings as needed as appropriate. System Safeguards/PBMAS (Title I SW: 1,2,3,4,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)KILGO Training and Resources, (F)Professional Development, (F)Title I, (L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Personnel, (O)Staff Time	Summative - Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (June 2018)
2. Staff will seek out and participate in other chosen professional development opportunities aligned to campus/district needs and initiatives as needed and appropriate. System Safeguards/PBMAS (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Designee(s), Director of Federal Programs and Instruction, Principal, School Nurse, Teacher(s)	08/28/2017 - 06/1/2018	(F)Professional Development, (L)Local Taxes and State Per Capita Allotments, (O)Access to Region 16 ESL Preparation Class, (O)Personnel, (O)Staff Time	Summative - Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (June 2017)
3. Instructional staff will participate in professional development with a focus on building common vocabulary, developing process skills, and building an instructional repertoire for leading and coaching. (Title I SW: 1,2,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Designee(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants	08/28/2017 - 06/1/2018	(F)Federal Grants, (F)Professional Development, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (June 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Designated staff will participate as needed in professional development focused on inclusive education and help implement campus inclusion plan. System Safeguards/PBMAS (Title I SW: 1,2,3,4,7,9,10) (Target Group: All, SPED) (Strategic Priorities: 1) (CSFs: 1,2,7)	Designee(s), Director of Federal Programs and Instruction, Teacher(s)	08/28/2017 - 06/1/2018	(F)Professional Development, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - Teacher interviews Inclusion implementation results Inclusion schedules Student IEP progress (as needed)
5. All instructional staff at Paul Belton Elementary will be provided professional development on lesson planning and fundamental teaching practices to increase rigor and alignment to the depth and complexity of the TEKS. (Title I SW: 1,3) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development	Summative - Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (June 2018)
6. Paul Belton Elementary will strive to increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population by using the districts ESL supplemental initiative. (Title I SW: 9,10) (Target Group: ESL) (Strategic Priorities: 1,2) (CSFs: 1,7)	Director of Federal Programs and Instruction, Principal	08/28/2017 - 06/1/2018	(O)Access to Preparation Class	Summative - Formative - ESL endorsement documentation, teacher to student ratio analysis (December 2017 & June 2018) Summative - Increased student achievement on local assessments (Fall 2017 & Spring 2018)
7. Paul Belton Elementary will balance our Kindergarten and Pre-Kindergarten bilingual class sizes to meet the educational needs of this sub population. (Title I SW: 1,2,3,9,10) (Target Group: ESL, LEP) (Strategic Priorities: 1) (CSFs: 1)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(F)Title III Bilingual / ESL	Summative - EOY benchmarking (May 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional Learning Communities will be established, maintained, and utilized to address classroom teacher development, problem solving, assessment and instruction alignment, and other instructional and student achievement needs. System Safeguards/PBMAS (Title I SW: 1,2,4,9,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,7)	Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time	Summative - Formative - PLC notes and agendas (Monthly) Summative - Classroom observations Campus Needs Assessment (June 2018)
2. Instructional coaching will be utilized among teachers to improve teaching practices and instruction and assessment alignment as part of the PLC model. (Title I SW: 1,2,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - Summative - Walk through and observation data (May 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paul Belton Elementary will utilize surveillance cameras and monitors to increase monitoring parking lots, and facilities. (Title I SW: 1) (Target Group: All) (CSFs: 5,6)	Director of Environmental Services, Principal	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Formative - Surveillance records (Daily) Summative - End of the year survey (May 2018)
2. Paul Belton Elementary will follow procedures for all drills/actual incidences as outlined in the established campus emergency operations plan (fire drills, tornado drills, intruder drills). (Title I SW: 10) (Target Group: All) (CSFs: 6)	Principal	08/28/2017 - 06/1/2018	(O)No Associated Cost, (O)Staff Time	Summative - Documentation from safety drills and incidence reports (June 2018)
3. Paul Belton Elementary will utilize the Raptor Visitor Management System. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Principal	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Formative - Campus visitor data records (Weekly-Monthly) Summative - Parent visitor records, Parent volunteer records (June 2018)
4. Paul Belton Elementary assigns staff to duty stations in common areas to monitor students and promote safety. (Title I SW: 1,9) (Target Group: All) (CSFs: 6)	Principal, Teacher(s)	08/28/2017 - 06/1/2018	(O)No Associated Cost, (O)Staff Time	Formative - Observations made by the campus administration. (Monthly)
5. School-wide drug free rally during red ribbon week. (Title I SW: 1) (Target Group: All) (CSFs: 5,6)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	10/30/2017	(O)Access to facilities, (O)Personnel	Summative - Agenda of activities (October 2017)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. The campus emergency operations plan will be reviewed by a committee. Necessary changes and updates will be addressed. This plan will be dispersed to all staff members and evacuation/emergency procedures and campus maps will be posted in all relevant areas. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Designee(s), Principal, School Nurse	08/28/2017 - 06/1/2018	(O)No Associated Cost	Formative - Staff discussions will be held to address needs/effectiveness of procedures following drills (as needed)
7. Paul Belton Elementary will utilize various programs and local resources to expose students to safety procedures and accident prevention methods such as: the Eddie Eagle gun safety curriculum, fire prevention and safety, local fireman and law enforcement topics, bicycle safety, and stranger awareness. (Title I SW: 1) (Target Group: All) (CSFs: 5,6)	Designee(s), Principal, SRO Officer	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Teacher interviews, survey data, campus needs assessment (June 2017)
8. Paul Belton Elementary will utilize an elementary school resource officer to assist with and maintain campus safety. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Superintendent(s), Principal, SRO Officer, Superintendent(s)	08/28/2017 - 06/1/2018	(L)Local SSA (Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments	Summative - Survey data, campus needs assessment (June 2018)
9. Paul Belton Elementary has a "buzz in system" and bullet resistant safety glass which increases student safety. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Superintendent(s), Principal, Superintendent(s)	Fall 2017 - Spring 2018	(L)Local Taxes and State Per Capita Allotments	Summative - Survey data, campus needs assessment (June 2018)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Committees will meet as needed and address campus needs as well as strengthen unity with groups and programs. These include: Site Base Decision Making committee, attendance committee, RtI committee, sunshine committee, emergency operations committee. (Title I SW: 1) (Target Group: All) (CSFs: 1,2,3,4,6,7)	Designee(s), Principal	As needed during 17-18 school year	(L)Local Taxes and State Per Capita Allotments	Formative - Meeting schedules/agendas/notes retained and evaluated (Monthly) Summative - Campus Needs Assessment will assess effectiveness of various activities (June 2018)
2. Instructional team with the cooperation of teachers will create opportunities to recognize, encourage, and support staff morale throughout the year. (Title I SW: 1) (Target Group: All) (CSFs: 6,7)	Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Summative - Campus Needs Assessment will evaluate staff opinions concerning morale, unity, etc. through survey questions (June 2018)
3. Teachers will use effective classroom management strategies to keep students engaged in order to reduce the number of discipline referrals. (CSFs: 1,4,6,7)	Teacher(s)	2017-2018 School Year	(O)No Associated Cost	Summative - Discipline records as evidenced through our discipline management system (June 2018)
4. Paul Belton Elementary is seeking to update and improve the quality of surfacing and playground structure through the passage of the 2016 school bond. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Designee(s), Principal, Teacher(s)	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments, (S)Local Funds	Summative - Summative - Staff interviews, campus needs assessments, and surveys (June 2018)
5. Paul Belton Elementary will utilize the "Snack Pak for Kids" program. (Title I SW: 1) (Target Group: ECD) (CSFs: 5,6)	Counselor(s), Parent Involvement Coordinators, Principal	08/28/2017 - 06/1/2018	(L)Local Taxes and State Per Capita Allotments	Formative - Documentation records (Monthly)

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)

Goal 1.   By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2.   All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3.   By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4.   All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5.   All students will graduate from high school.

Comprehensive Needs Assessment

Paul Belton Elementary School
800 N. McGee Street
Borger, Texas 79007

Daniel Kotara, Principal

June 2017

Paul Belton Elementary School
Campus Needs Assessment
2017-2018

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

Early childhood education continues to evolve as the demand for increased academic expectations continue rise. Therefore we continue to evaluate our programs as we continue to push the rigor even at the early childhood level. Borger ISD continues to keep up with national trends in education, embraces high-expectations and rigorous instruction. Our students in pre-kindergarten are busy taking those first steps in early literacy, early mathematics, social and emotional learning, and learning the norms of school. Our team of pre-kindergarten teachers provides rich, hands-on learning experiences to prepare them to transition into kindergarten. In kindergarten, children are met with quality literacy, math, and science programs. Students experience rich literature, writing, problem solving, and hands-on activities to build concepts in mathematics, science, and language arts. Woven throughout the curriculum are character development, physical development, music and art. We also provide a science lab, sensory lab and computer lab. Our teachers are masterful at creating engaging, energetic, rigorous, classrooms where students can achieve those high-expectations. Our students leave Paul Belton Elementary ready for first grade.

At the close of the 2016-2017 school year, our Site Based Decision-Making Committee collected data through multiple sources to assess the "pulse" of our campus. Sources included, but were not limited to: PEIMS data, enrollment records for all grade levels and sub groups, ECI projections, TAPR, Istation reports, results from kindergarten assessments and reading benchmarks, including our developed literacy assessments, attendance data, Raptor reports, student level reviews, teacher and parent interviews and surveys. As these sources were studied, we were able to identify

many strengths, and some areas of need.

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

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

AREA OF CONCERN	DATA SOURCES	RECOMMENDED NEEDS	RATIONALES
Curriculum & Instruction and Student Achievement Continue to provide rigorous and developmentally appropriate math instruction to provide rigor to the depth and complexity of Kindergarten TEKS Develop a universal math assessment aligned with TEKS and scope and sequence Identify Readiness Standards for three year old pre-K Continued alignment horizontally and vertically Continued growth across all student sub groups as aligned with the school improvement plan Materials needed to supplement instruction for struggling learners, ELL's and Special Needs	1. TAPR data 2015-2016 2. PLC minutes 3. Teacher interviews and lesson plans 4. RtI minutes, folders, roster 5. Semester and End of Year Literacy/Math Assessment results 6. Pre-K guidelines and Early Childhood Outcomes 7. Home Language Surveys 8. Oral Language Testing outcomes 9. LPAC minutes 10. Benchmark results from 2016-2017 school year. 11. Literacy Assessments 12. Istation reports 13. Compass reports 14. Available resources 15. ESGI Reports 16. Vertical alignment discussions with Literacy/Math Coordinator 17. Sean Cain and LYS (Fundamental 5)	1. Pearson Math 2. Guided Math 3. Really Great Reading Phonics (Countdown) 4. Professional Development opportunities through Region 16 and collaborative coaching 5. Professional Development strategically designed for inclusion and dual language needs 6. DMAC-data management system 7. Supplemental teaching materials for RTI including but not limited to Letters Alive 8. Staff member to manage and work rigorously with students in the RTI program 9. Writing alignment team 10. Time, schedules, and substitute coverage for staff coaching and Treasure Hunts 11. Tracking systems for ELL's	1. Pearson math is a well organized and spiraled math adoption that incorporates multiple strategies such as Singapore. 2. Compass math provides a universal assessment for math is necessary for alignment and our RtI process 3. Aligned curriculum and aligned Readiness Standards will positively impact vertical instruction 4. ELL student population continues to be an area of concern for the district, especially at the 3rd and 4th grade level 5. New apps for the iPads that will assist in reinforcing student learning 6. Guided reading instruction with appropriately chosen leveled readers will assist all readers. 7. Inclusion Model will provide mainstreaming opportunities and will positively affect the special education population within our district 8. Dual Language One Way is the district choice for improving our bilingual program

Balanced Literacy continues to improve. Higher level resources are needed. Dual Language One Way bilingual program		12. Supplemental resources and materials for Bilingual and ESL support 13. Supplemental training in district Bilingual ESL initiatives 14. Guided Reading Materials, literacy library and teacher resources 15. Reading A-Z, Raz Kids 16. Istation (Bilingual) 17. Science A-Z/materials for science 18. Headsprout 19. Compass Math (Kindergarten) 20. Touchmath (Pre-K) 21. Units of Study (Kindergarten) 22. Continue to use ESGI 23. Guided math materials and professional development training. 24. The purchase of apps for the student iPads 25. Journeys 26. TPRI 27. Learning List 28. Pre-K assessment tool	9. It is required for our Pre-K students to be assessed by a state approved assessment tool to track academic progress.

Technology Lack available and appropriate supplemental computer programs to enhance instruction and meet the technology needs of Pre-K and Kindergarten students. Programs for ELL's and for integration of all students l	1. Teacher and parent survey/interviews 2. TAPR data/Benchmark results from 2014-2015 school year	1. Updated computers and other hardware 2. Computer program(s)/apps appropriate for Kindergarten, Pre-Kindergarten, and 3 year old Pre-K students. 3. Program to assist ELL's in bilingual classrooms. 4. More iPads in each Kindergarten class to accommodate bigger class sizes.	1. Older computers/hardware that does not accommodate our software, internet needs, or embedded programs. 2. Younger students need appropriate programs to assist with their development of basic computer skills. 3. Supplemental programs will add variety and developmentally appropriate learning for all learners, including ELL's and special needs. 4. Computer materials can be used for re-teaching and reinforcing struggling students. 5. Technology will accommodate and pique the interests and needs of the 21st century learner.
Demographics, Staff Quality Increased populations of Autistic students, ELL's, and other special needs requires that staff be equipped with needed learning to address the specific needs of these students. Balanced Literacy Initiative for Borger ISD creates the need for continued professional development	1. TAPR for 2014-2015 2. School Report Card 3. Enrollment data from TXEIS for ELL, SPED 4. ECI referrals and transitions 5. Certifications 6. Teacher Surveys and interviews 7. T-TESS conferences and observations	1. Professional development opportunities concerning, but not limited to Autism and Behavior issues 2. Continued training and staff development concerning ELL's and ELPS, and writing/integrating language objectives. 3. Vertically aligned professional development opportunities for meeting	1. The special education population is growing and observation and testing data shows increases in developmental delays that are common to Autism Spectrum Disorders. 2. ELL and Bilingual Education have been and continue to be a priority in our district. Teachers need comprehensive training and coaching in appropriate language objective alignment and instructional strategies.

and vertical alignment of literacy issues. Professional Development opportunities need to be relevant, monitored for implementation of new learning and related to current instructional/campus needs.		the needs of Balanced Literacy Initiative. 4. Continue to provide Professional Development to address curriculum and instruction support, including any through Region 16 Service Center or other service providers. Sample topics may include: PLC development, Students in Poverty, Balanced Literacy, Campus Needs, Bilingual/ESL education	3. Balanced Literacy is a priority in BISD for PK- Grade 2. Teachers continue to want and need opportunities for professional growth. 4. As rigor continues to increase and expectations for student achievement are on the rise, professional development needs to continue to be a priority in order to develop and sustain excellence in instruction.
School Culture and Climate Paul Belton needs to continue and improve its school-wide discipline and behavior management in order to promote respect, responsibility, and self-control. Collaborative Coaching growth opportunities	1. Teacher and Parent Surveys 2. Staff interviews 3. T-TESS data 4. Discipline reports 5. Cafeteria/Classroom/Bus behavior observations	1. Committee (PBSI)to oversee the continued implementation of our school-wide management system: Puppy Promises 2. Instructional opportunities in character development etc. 3. Opportunities for counselor driven lessons in classrooms and intervention with students 4. Develop an RTI plan for behavioral needs	1. PBE continues to see the need to promote self-discipline in students. 2. There is a larger population of students seemingly not exposed to character development, manners education and self-discipline development in the home. Schools need to pick up more of this responsibility and counselor education could help. 3. All teachers and staff need to continue using a common implementation plan so that all students in all situations know

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		5. Professional Development in the areas of behavior management etc will be needed for refresher as well as new teachers (Love and Logic for example) 6. Create a collaborative coaching model and schedule opportunities for teachers to observe, provide feedback and learn from each other	what is expected of them and what the consequences of wrong choices will be. 4. Discipline at PBE is more of a learning opportunity rather than a punitive one. Counselor could provide intervention in this area along with campus principal and teachers.
Community and Parent Involvement Better participation of volunteers and parents Improve tracking of volunteers, student sign in and out, and continue to monitor visitors on campus	1. Teacher and Parent surveys 2. Staff interviews 3. Sign in records	1. Computer based visitor sign in system: RAPTOR 2. Opportunities to train more staff on Raptor procedures. 3. Committee development and implementation of volunteer management system 4. Offering GED/ESL classes 5. Snack Pac for Kids 6. Title I meetings/Parent Need To Know Night	1. 1. PBE continues to improve but still has areas within our school day where parent volunteers can be utilized. As staff decreases or unavailable, volunteers can be used to fill gaps in supervision etc. 2. A computer based sign in system increases our ability to track visitors, their purpose on campus, and will contribute to making our campus safer. 3. Supplemental classes for parents allow for continuing education opportunities and collaboration between staff and parents

			4. Snack Pac for Kids allows for supplemental meals for families that may be struggling financially
School Context and Organization Parent drop-off/pick-up and traffic flow continues to frustrate all stake holders. For safety reasons all doors on campus are being locked. Electronically locking main entrance doors. Parking in the back of the campus for visitors means that visitors must walk around the building to enter. Because of Raptor implementation this is a problem.	1. Parent and Staff Surveys 2. Conferences with stake holders 3. Conferences with those involved in drop off/pick up duties etc. 4. Routine checks of maintenance, needs, and cameras 5. Raptor reports 6. Construction blueprints	1. Playground surface is the most important component of playground to minimize injury. 2. Re-modeling of the main entrance to minimize visitors getting through without checking with office staff 3. Full time School Resource Officer 4. Significant water damage from leaks through the roof and HVAC units 5. The auditorium is in poor condition	1. Repairs to existing playground surface will reduce the possibility of injury to staff and students 2. Overall student and staff safety will be increased through monitoring of visitors 3. Having a full time school resource officer allows for more security and assistance for illegal activity 4. Parents and visitors will have to check in with the office and less people will be able to "sneak" by without checking in. 5. Several HVAC units are not working properly or leak water when they are running. This has cause many celling tiles to crumble or cave in. 6. The curtains on the stage are old and need to be replaced along

Not all areas of campus are covered by security cameras Parent flow through the building and parking lots needs to be addressed and solutions found. Surface areas of main playground need maintenance: wood chips or rubber mulch, foam tiles			with the stage flooring needs to be looked at.

Data Sources

Istation ISIP Reports
May 2017
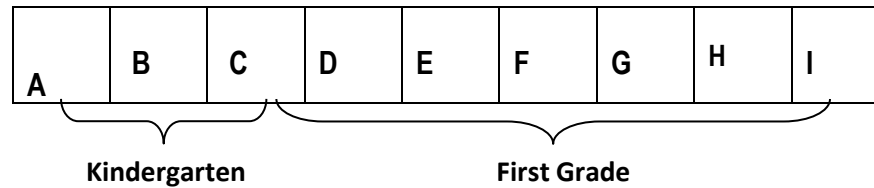

All Grades - Overall Reading
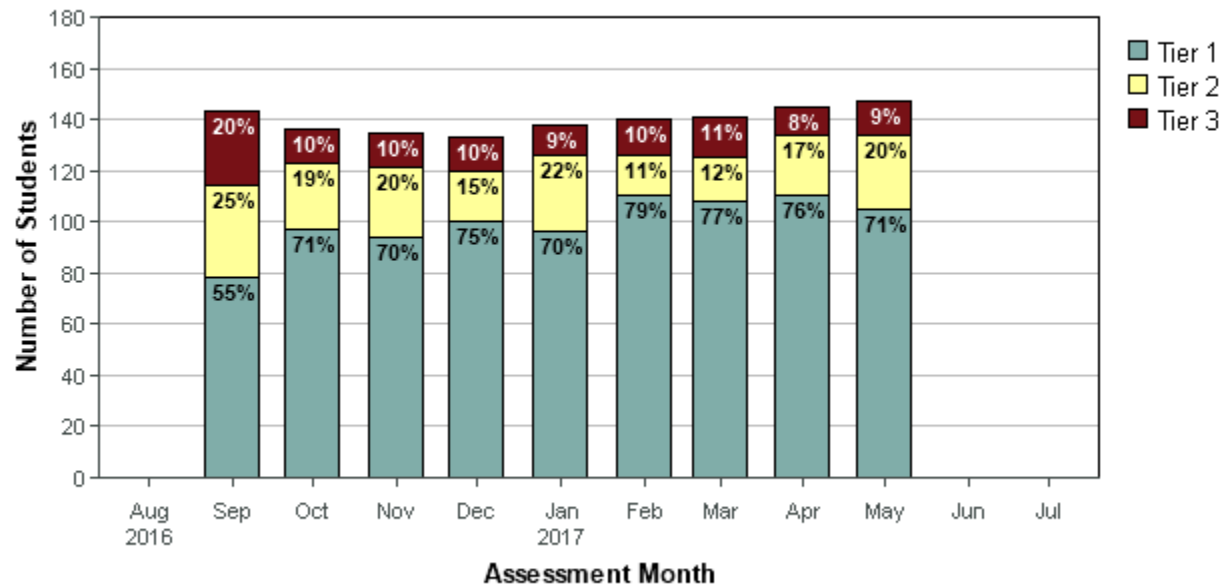
Paul Belton Elementary
2015-2016
End of Year Reading Results

193 Students Assessed

Goal: Level D

READING LEVEL

A	B	C	D	E	F	G	H	I

Kindergarten   First Grade

Percent of Students	Reading Level
10%	A
6%	B
17%	C
32%	D
35%	Above D

Number of Students	Percent	Reading Level
32/193	17%	<C
129/193	67%	D and above
161/193	83%	C and above

Paul Belton Elementary
2016-2017
End of Year Reading Results

193 Students Assessed
Goal: Level D

READING LEVEL

A	B	C	D	E	F	G	H	I

Kindergarten   First Grade
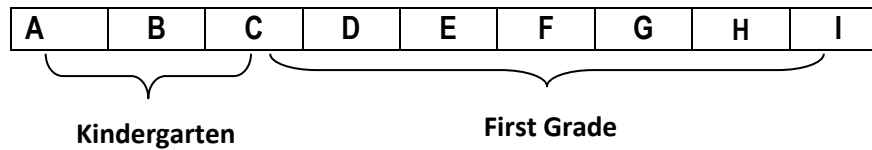
Percent of Students	Reading Level
8%	A
5%	B
13%	C
36%	D
38%	Above D

Number of Students	Percent	Reading Level
23/168	14%	<C
124/168	74%	D and above

Special Population Groups 2016-2017

Student Group	Total Populations
Kindergarten Bilingual	23
Kindergarten ESL	25
EE	9
Special Education Kindergarten	14
Special Education Pre-K	30
Migrant	1
Homeless	0
At Risk	104
Economically Disadvantaged	261

ELL Population for 2016-2017
Data from Student Level Reviews

Pre-K moving into Kindergarten Bilingual	26
Three Year olds moving into Pre-K Bilingual	20 (waiting on testing)

Snack Pak 4 Kids Distribution 2016-2017

Month	Number of Sacks Distributed
September	80
October	64
November	64
December	64
January	80
February	64
March	80
April	64
May	64

ATTENDANCE DATA 2016-2017

Month	Rate EE	Rate PK	Rate K	OVERALL RATE
August/September	95.24	96.56	95.20	95.67
October	92.27	96.29	93.81	94.12
November	94.08	95.96	92.87	94.30
December	90.83	95.83	93.48	93.38
January	92.78	95.83	94.22	94.28
February	95.94	94.23	91.08	93.75
March	97.48	93.66	94.03	95.06
April	93.89	91.53	94.13	93.18
May	96.93	94.75	95.09	95.59
			YEARLY AVERAGE	94.37