

PAUL BELTON EL

Campus Improvement Plan

2023/2024

At Paul Belton Elementary "We have HEART!"

Sydney Hertel
800 N. McGee
806-273-1059
sydney.hertel@borgerisd.net

PAUL BELTON EL

Mission

The mission of Paul Belton Elementary School is to have excellent teachers that ensure a positive learning environment while enhancing communication and raising student achievement.

Vision

At Paul Belton Elementary, we have HEART--(Happiness, Excellence, Acceptance, Respect, Teamwork).

Nondiscrimination Notice

PAUL BELTON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

PAUL BELTON EL Site Base

Name	Position
Hertel, Sydney	Principal
Welch, Jimmie	Assistant Principal
Brown, Pattie	Administrative Representative
Gowdy, Loren	Business Representative
Robledo, Terryn	Parent Representative
Campos, Daniela	Parent Representative
Morales, Marisol	Teacher - Bilingual Education
McKinnis, Jodie	Teacher - Special Education
Gowdy, Manda	Teacher - Special Education
Cox, Tamra	Teacher - General Education
Martinez, Autumn	Teacher - General Education
Davis, Veronica	Teacher - General Education
Farmer, Amber	Teacher - General Education
Shackelford, Shea	Teacher - General Education
Saxon, Tiffany	Teacher - General Education

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- 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 Guidelines, TEKS, and assessment data to make instructional and programming decisions that are developmentally appropriate and horizontally and vertically aligned.
 - Objective 2.** Paul Belton Elementary will utilize the district adopted Rtl process to strategically and purposefully identify and address the needs of 100% of students within the Rtl three tier system.
 - Objective 3.** Paul Belton Elementary will provide quality Bilingual instruction and supports for all English Language Learners.
 - Objective 4.** Instruction and curriculum will be enhanced through technology education using quality programs and software.
 - Objective 5.** All Paul Belton Elementary teachers will integrate materials, supports, and enhancements within the instructional program including special campus programs, materials, supplies, and technology to support instruction and district/campus initiatives.
 - Objective 6.** Paul Belton Elementary will provide incentives and special activities to increase student achievement as well as strive to maintain a 96% attendance rate.
- Goal 3.** Teachers and Instructional Assistants at Paul Belton Elementary will be provided with professional development opportunities.
- Objective 1.** All Paul Belton Elementary teachers will have the opportunity to participate in targeted professional development that addresses campus needs and Campus/District Improvement initiatives and to increase teacher/instructional paraprofessional pedagogy.
 - Objective 2.** Paul Belton Elementary will function as a Professional Learning Community (PLC) reflecting a culture of collaboration, unity, team-work, and will strategically address improvement in instruction and student achievement for 100% of the students.
- Goal 4.** Paul Belton Elementary will create a climate in which all students feel safe, welcome, and recognized.
- Objective 1.** Paul Belton Elementary will promote school safety awareness in order for all students and staff to be educated in what to do in times of crisis.
 - Objective 2.** Paul Belton Elementary will continue to foster a positive and productive school climate focusing on morale, parent involvement, and shared responsibility.
- Goal 5.** Paul Belton Elementary will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

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- Objective 1.** Paul Belton Elementary will address learning loss from summer slide.
- Objective 2.** Paul Belton Elementary will provide mental health supports to students and staff.
- Objective 3.** Paul Belton will address facilities maintenance, repairs, and upgrades.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paul Belton Elementary will provide a parent involvement liaison as a full time staff member. (Title I SW: 1,6,9,10) (Target Group: All) (CSFs: 5)	Parent Involvement Coordinators, Principal	August - May	(F)Title I	Formative - Summative - Campus Needs Assessments, Parent Surveys (June)
2. Paul Belton Elementary will increase parent and family engagement in the education of children through ARD meetings, LPAC meetings, parent volunteer program, Title 1 program meetings, and the New Year's party. (Title I SW: 2,6,7,8) (Target Group: All) (Strategic Priorities: 4) (CSFs: 2,5)	Parent Involvement Coordinators, Principal, Teacher(s)	August - May	(F)Title I, (L)Local Taxes and State Per Capita Allotments	Formative - Summative - Sign in sheets (May) Summative - Parent surveys (May)
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)	August - May	(L)Local Taxes and State Per Capita Allotments	Formative - Summative - Parent surveys (June)
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	August - May	(O)No Associated Cost, (O)Staff Time	Formative - Summative - Communications will be collected to reflect evidence of translation. Parent Surveys (June)
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 - Spring	(O)No Associated Cost	Formative - Formative - Sign in sheet documentation after meetings

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				(Quarterly)
6. Parents and community members will be invited and encouraged to participate in school-wide activities such as: Dr. Seuss Birthday and PTO meetings. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Designee(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Formative - Summative - Volunteer sign in sheets (May)
7. PTO will organize snacks for special activities and conduct fundraising activities. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Designee(s), Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Formative - Summative - PTO minutes and sign in sheets (May)
8. 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)	August - May	(L)Local Taxes and State Per Capita Allotments	Formative - Summative - Parent surveys (June)
9. Paul Belton Elementary will provide Parent and Family Engagement activities specifically for parents of bilingual/esl students (Title III). (Title I SW Elements: 3.1) (Target Group: EB,PRE K,K) (Strategic Priorities: 4) (CSFs: 5)	Assistant Superintendent(s), Principal, Teacher(s)	August-May	(F)Title III Bilingual / ESL, (S)Local Funds	
10. Parents will be invited to attend student programs at least twice a year. (PK-Fall and Spring Program // Kinder-Caroling and Graduation) (Target Group: All)	Communications Coordinator, Designee(s), Principal, Teacher(s)	August-May	(O)Access to facilities	
11. Paul Belton Elementary will provide Love and Logic Parenting sessions for parents, who want to participate (Target Group: All)	Assistant Superintendent(s), Principal	September-May	(O)Access to facilities, (S)Local Funds	

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 4)				

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Parent Involvement Coordinators will communicate periodically in order to notify parents of ongoing efforts/trends and upcoming events.</p> <p>(Title I SW: 2,6,9,10) (Target Group: All) (CSFs: 5)</p>	Parent Involvement Coordinators	August - May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - Record of document contact (Daily)
<p>2. Parental Involvement Coordinators will support parent involvement initiatives through trainings such as ESL, GED, and parenting classes at Paul Belton Elementary as well as at the District Parent Involvement Center.</p> <p>(Title I SW: 2,6,9,10) (Target Group: All) (CSFs: 5,6)</p>	Parent Involvement Coordinators	August - May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Parent surveys (June)
<p>3. 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)</p>	Communications Coordinator, Designee(s), Instructional Services Coordinator	August	(O)Access to facilities	Summative - District sign-in sheets (yearly)

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Student academic performance will be measured through the development of common formative assessments created to address equal or higher levels of rigor as outlined in the Texas Essential Knowledge and Skills and PK Guidelines. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Literacy Coordinator, Principal, Teacher(s)</p>	<p>Fall and Spring</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative - We will use the data from ESGI and benchmarking assessments to determine performance (Fall & Spring)</p>
<p>2. Instructional staff will implement developmentally appropriate lessons and assessment strategies that rigorously address concept development using a variety of resources including but not limited to: Continuum of Literacy Learning, Units of Study writing/reading, Frog Street and HMH curriculum, guided math, Estriatas, Countdown and Launchpad.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 1,2,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)Federal Grants, (F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative - Classroom observations, treasure hunts, PLC notes (Every 6-9 weeks)</p>
<p>3. Paul Belton Elementary will use differentiated instructional strategies in order to meet all learning styles.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,7)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(O)No Associated Cost, (O)Teacher pedagogy</p>	<p>Summative - Formative - Walkthrough data, lesson plan audits (Every 6-9 weeks) Summative - Increased student performance as evidenced through local assessments. (Fall & Spring)</p>
<p>4. Teachers will utilize Fundamental 5 strategies into the classroom in order to meet educational needs of all students.</p> <p>(Title I SW: 2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy</p>	<p>Summative - Formative - Walkthrough data, lesson plan audits (Every 6-9 weeks) Summative - Increased student achievement as evidenced</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				through local assessments (Fall & Spring)
<p>5. Supplemental positions will be utilized to support the educational needs of students at Paul Belton Elementary.</p> <p>(Title I SW: 9) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3)</p>	Principal	August - May	(F)Title 1 Part A Funds	Summative - Formative - T-TESS and Walkthrough data (every 6 weeks) Summative - Increased student performance on local assessments (Fall & Spring)
<p>6. Instructional positions will be utilized to continue providing instruction for At-Risk students.</p> <p>(Title I SW: 1) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,3)</p>	Principal	August - May	(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 & Spring)
<p>7. Paul Belton Elementary will utilize the support from outside consultants to assist with quality of instruction, leadership, and student performance.</p> <p>(Title I SW: 1,2,4,8) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,3,7)</p>	Director of Federal Programs and Instruction, Principal, Teacher(s)	August - May	(F)Title I	Summative - Formative - T-TESS and Walkthrough data (every 6 weeks) Summative - Increased student performance on local assessments (Fall & Spring)
<p>8. The principal will conduct frequent walk throughs using the PowerWalks system created by McRel and high yield strategies are being demonstrated. (Title I SW: 1,2,8,9) (Target Group: All) (CSFs: 1,7)</p>	Director of Federal Programs and Instruction, Director of Technology, Principal, Superintendent(s), Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - T-TESS and Walkthrough data (every 9 weeks) Summative - Increased student performance on local

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				assessments (Fall & Spring)
<p>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.</p> <p>Additional Targeted Supports (Title I SW: 1,2,4,8) (Target Group: All) (CSFs: 7)</p>	Principal, Teacher(s)	August - May	(F)Title I	Summative - End of the year survey to check for effectiveness (June)
<p>10. Paul Belton will purchase a vertically aligned phonics program in both Pre-K and Kindergarten to supplement core ELA instruction.</p> <p>(Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)</p>	Principal, Teacher(s)	Spring	(F)Title I	Summative - EOY benchmarking (June)
<p>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)</p>	Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	July - May	(L)Local Taxes and State Per Capita Allotments	Summative - Sign-in sheet documentation (Monthly)
<p>12. Paul Belton will provide an assistant principal to assist with instruction and discipline management. (Target Group: All) (Strategic Priorities: 1)</p>	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - End of the year surveys and needs assessment

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Paul Belton Elementary will target our English Language Learners through the use of a student level review in reading and math to meet system safeguards by providing interventions to satisfy their academic needs.</p> <p>PBMAS/Additional Targeted Supports (Title I SW: 2,3,9) (Target Group: EB) (Strategic Priorities: 2) (CSFs: 1,2)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative - RtI records, SLR (Every 6 weeks) Summative - Increased performance as evidenced by local assessments (Fall & Spring)</p>
<p>2. Paul Belton Elementary will utilize progressing levels of intervention with students to close performance gaps.</p> <p>PBMAS/Additional Targeted Supports (Title I SW: 2,9,10) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative - RtI records, SLR (Every 6 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall & Spring)</p>
<p>3. RtI Team Development: Select team members, establish meeting times, provide additional training as needed, designate roles and responsibilities.</p> <p>(Title I SW: 1,8,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2,3,7)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>August - May</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Personnel, (O)Staff Time</p>	<p>Summative - Formative - RtI records (Every 6 weeks) Summative - Increased student achievement as evidenced through local assessments (Fall & Spring)</p>
<p>4. Implement district procedures for referrals to RtI, progress monitoring, and intervention service record keeping.</p> <p>(Title I SW: 3,6,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2,3)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>August - May</p>	<p>(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</p>	<p>Summative - Formative - Evaluate RtI folders for compliance, check students service logs, and progress monitoring (Every 6 weeks)</p>
<p>5. RtI team will continue to develop and utilize</p>	<p>Principal, Teacher(s)</p>	<p>August - May</p>	<p>(L)Local Taxes and State Per</p>	<p>Summative - Summative -</p>

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>campus specific interventions that are specifically targeted for Tier 1, Tier 2, and Tier 3 students.</p> <p>(Title I SW: 1,2,3,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,3)</p>			<p>Capita Allotments, (O)Access to Student Performance Data, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time</p>	<p>Classroom observations (Every 6-9 weeks)</p>
<p>6. Accelerated instruction, including summer school for student identified as At-Risk will be provided to meet individual needs. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>August - July</p>	<p>(S)State Compensatory</p>	<p>Summative - At-Risk documentation in Cum Folder will be reviewed and updated at regular intervals Student data will be monitored at regular intervals Tutorial/summer school/program rosters</p>
<p>7. Targeted and strategic intervention for identified At-Risk students will be provided through RTI (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>August - May</p>	<p>(S)State Compensatory</p>	<p>Summative - RTI class rosters Student data At-Risk documentation and monitoring (green card)</p>
<p>8. Other services, as needed and identified, will be provided for students identified as At-Risk. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August - July</p>	<p>(S)State Compensatory</p>	<p>Summative - Documentation of At-Risk students (green card) Description of services provided</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students identified through the home language survey will be assessed for oral language development using district adopted oral language test materials.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 1,2,8) (Target Group: H,ECD,ESL,Migrant,EB,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time</p>	<p>Summative - Formative - Enrollment records/PEIMS data checked for identified LEP students (as needed)</p>
<p>2. Qualifying students will be provided a dual language one way Pre-Kindergarten program for 4 year old bilingual students and Kindergarten.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 3) (Target Group: H,ECD,ESL,Migrant,EB,AtRisk) (Strategic Priorities: 2) (CSFs: 1,3)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Summative - LPAC meetings will focus on student growth, needs, and program placement (Yearly)</p>
<p>3. Teachers will implement best practices and ELPS to address English Language Learners.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 1,2,3) (Target Group: H,ECD,ESL,Migrant,EB,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,7)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August - May</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Summative - Lesson plan audits monitored for ELPS (Every 6-9 weeks)</p>
<p>4. Annual LPAC review will be conducted to monitor progress and make decisions concerning ELL students.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 1,2,8) (Target Group: H,ECD,ESL,Migrant,EB,AtRisk) (CSFs: 1,2)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Principal</p>	<p>August - May</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Summative - LPAC minutes maintained and utilized to monitor students and assess program placement (June)</p>
<p>5. Instructional staff will participate in ESL/ELL target trainings as needed and to improve teaching strategies ELPS and best instructional practices for ELL's in the classroom.</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)Professional Development, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Campus</p>	<p>Summative - Summative - Needs assessments, teacher conferences (June)</p>

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Additional Targeted Supports/PBMAS (Title I SW: 1,2,3,4) (Target Group: H,ESL,EB,AtRisk) (Strategic Priorities: 2) (CSFs: 7)			Based Professional Development, (O)District Aligned Professional Development, (O)Personnel, (O)Staff Time	
6. Paul Belton Elementary will provide appropriate supplies, materials, and instructional assistants to support dual language one way program implementation. Additional Targeted Supports/PBMAS (Title I SW: 1,2,9,10) (Target Group: EB) (Strategic Priorities: 2) (CSFs: 1,2,3)	Designee(s), Director of Federal Programs and Instruction, Principal	August - May	(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)
7. Paul Belton Elementary will provide a summer school program for incoming Bilingual Kindergarten students. Additional Targeted Supports/PBMAS (Title I SW: 2,3,7,9,10) (Target Group: ESL,EB,AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, Teacher(s)	Summer	(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)
8. Pre-K Bilingual classrooms will be provided five supplemental android tablets to assist with language and academic development and purchase appropriate Bilingual APPS. Additional Targeted Supports/PBMAS (Title I SW: 1,2) (Target Group: EB) (CSFs: 1)	Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Principal, Teacher(s)	Fall - Spring	(F)Title III Bilingual / ESL	Summative - Local assessments. (Every 9 weeks)

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All 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 Spanish programs and APPs, Kindergarten programs and Apps, Reading A-Z, STEMscopes, Unique, and ST Math.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)</p>	<p>Director of Special Education , Director of Technology, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Summative - Increased academic achievement as evidenced by local assessments (Fall & Spring)</p>
<p>2. Technology hardware and software will be maintained and upgraded as needed.</p> <p>(Title I SW: 1,2) (Target Group: All) (CSFs: 3)</p>	<p>Designee(s), Director of Technology, Principal</p>	<p>August - May</p>	<p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel</p>	<p>Summative - 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)</p>
<p>3. Paul Belton Pre-K and Kindergarten teachers will be provided a classroom set of android tablets to use as instructional tools in the classrooms. (Title I SW: 1) (Target Group: All) (CSFs: 1,7)</p>	<p>Director of Federal Programs and Instruction, Teacher(s)</p>	<p>August - May</p>	<p>(F)Federal Grants</p>	<p>Summative - End of the year surveys (Spring)</p>
<p>4. Paul Belton will utilize the computer labs as an instructional tool for all students. (Title I SW: 1) (Target Group: All) (CSFs: 1,4)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)Title I</p>	<p>Summative - End of the year staff surveys. (June)</p>
<p>5. All Kindergarten students will use mClass and Pre-K will use CLI to support literacy development and serve as a method of collecting assessment data.</p>	<p>Core Subject Teachers, Principal</p>	<p>Fall & Spring</p>	<p>(F)Title I</p>	<p>Summative - Summative - Increased student performance as evidenced through local assessments and mClass/Frog Street assessment</p>

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
Additional Targeted Supports/PBMAS (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)				(Fall & Spring)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Instruction will be enhanced through the use of the campus library, PEAK programs as appropriate, counseling resources, and character education program. (Title I SW: 1,10) (Target Group: All) (CSFs: 1,2,3,6)</p>	<p>Counselor(s), Designee(s), Director of Federal Programs and Instruction, G/T Lead Teacher, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time</p>	<p>Summative - Summative - Campus Needs Assessment will be conducted and will include parent and staff survey results (June)</p>
<p>2. An Early Childhood Special Education, inclusion opportunities, and/or speech therapy will be provided to meet the needs of identified special education students.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 3,7) (Target Group: ECD,SPED,AtRisk) (CSFs: 1,2)</p>	<p>Designee(s), Director of Special Education , Principal, Teacher(s)</p>	<p>August - May</p>	<p>(L)Local SSA (Shared Services Arrangement), (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative - Student schedules (Fall and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall & Spring)</p>
<p>3. A continuum of services will be available based on need as determined by the ARD committee for special education students including: ECSE, Resource, Inclusion.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 9) (Target Group: SPED) (CSFs: 1,2)</p>	<p>Director of Special Education , Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Formative - Student schedules (Fall and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall & Spring)</p>
<p>4. Paul Belton Elementary will focus and support the implementation of a quality inclusion program.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 9,10) (Target Group: SPED) (CSFs: 1,2,7)</p>	<p>Designee(s), Director of Special Education , Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Formative - Student schedules (Fall and ongoing as students are identified) Summative - Increased student achievement as evidenced by local assessments (Fall & Spring)</p>

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Special Education teachers and general education teachers will participate in common lesson planning times in order to align instructional practices, calibrate resources, and increase teacher pedagogy.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>August - May</p>	<p>(O)No Associated Cost</p>	<p>Summative - Formative - PLC documentation (Weekly) Summative - Increased student achievement as evidenced by local assessments (Fall & Spring)</p>

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student incentives, such as the ABC club and Name Hall of Fame 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)	August - May	(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)
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)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Teachers will implement (Daily) Formative - Attendance rate will be monitored for growth (Monthly)
3. An incentive program will be developed and implemented in cooperation with the local Rotary Club to encourage parents to make school attendance a priority. (Title I SW: 1) (Target Group: All) (CSFs: 5,6)	Designee(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Attendance will be monitored to determine perfect attendance for this incentive (Fall & Spring)
4. 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)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Weekly/Monthly/Yearly attendance data will be used to determine effectiveness of communication (Fall & Spring)
5. Daily attendance phone calls will be made to check on absent students who have not called in the absence.	Designee(s), Principal	August - May	(O)No Associated Cost	Summative - Formative - TxEIS will be used to monitor attendance (Daily)

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
(Title I SW: 1) (Target Group: All) (CSFs: 5)				
6. 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	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Truancy procedures will incorporate the use of the district truancy office (as needed)
7. 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)	August - May	(O)No Associated Cost	Summative - Summative - Truancy records and procedures will be reviewed and discussed (Spring)
8. 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)	August - May	(O)No Associated Cost	Summative - Summative - Truancy records and procedures will be reviewed and discussed (Spring)

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 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.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 1,2,3,4,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)KILGO Training and Resources, (F)Professional Development, (F)Title I, (L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Personnel, (O)Staff Time</p>	<p>Summative - Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (June)</p>
<p>2. Staff will seek out and participate in other chosen professional development opportunities aligned to campus/district needs and initiatives as needed and appropriate.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Principal, School Nurse, Teacher(s)</p>	<p>August - May</p>	<p>(F)Professional Development, (L)Local Taxes and State Per Capita Allotments, (O)Access to Region 16 ESL Preparation Class, (O)Personnel, (O)Staff Time</p>	<p>Summative - Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (June)</p>
<p>3. Instructional staff will participate in professional development with a focus on building common vocabulary, developing process skills, and building an instructional repertoire for leading and coaching.</p> <p>(Title I SW: 1,2,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants</p>	<p>August - May</p>	<p>(F)Federal Grants, (F)Professional Development, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (June)</p>
<p>4. Designated staff will participate as needed in professional development focused on inclusive education and help implement campus inclusion plan.</p>	<p>Designee(s), Director of Federal Programs and Instruction, Teacher(s)</p>	<p>August - May</p>	<p>(F)Professional Development, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative - Teacher interviews Inclusion implementation results Inclusion schedules</p>

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Additional Targeted Supports/PBMAS (Title I SW: 1,2,3,4,7,9,10) (Target Group: All,SPED) (Strategic Priorities: 1) (CSFs: 1,2,7)</p>				<p>Student IEP progress (as needed)</p>
<p>5. All instructional staff at Paul Belton Elementary will be provided professional development on lesson planning and fundamental teaching practices to increase rigor and alignment to the depth and complexity of the TEKS.</p> <p>(Title I SW: 1,3) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>August - May</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development</p>	<p>Summative - Formative - Sign in sheets and professional development requests will be checked and collected (Monthly) Summative - Campus Needs Assessment (June)</p>
<p>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.</p> <p>(Title I SW: 9,10) (Target Group: ESL) (Strategic Priorities: 1,2) (CSFs: 1,7)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August - May</p>	<p>(O)Access to Preparation Class</p>	<p>Summative - Formative - ESL endorsement documentation, teacher to student ratio analysis (December & June) Summative - Increased student achievement on local assessments (Fall & Spring)</p>

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Professional Learning Communities will be established, maintained, and utilized to address classroom teacher development, problem solving, assessment and instruction alignment, and other instructional and student achievement needs.</p> <p>Additional Targeted Supports/PBMAS (Title I SW: 1,2,4,9,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,7)</p>	Principal, Teacher(s)	August - May	(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)
<p>2. Instructional coaching will be utilized among teachers to improve teaching practices and instruction and assessment alignment as part of the PLC model.</p> <p>(Title I SW: 1,2,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)</p>	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - Summative - Walk through and observation data (May)
<p>3. First year teachers and teachers who are new to the district/campus will participate in a PLC to build early childhood knowledge and teamwork (Target Group: BI,M,F,PRE K,K) (Strategic Priorities: 1)</p>	Assistant Principal(s), Principal, Teacher(s)	August-May		

PAUL BELTON EL

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

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

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

PAUL BELTON EL

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

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

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

PAUL BELTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Committees will meet as needed and address campus needs as well as strengthen unity with groups and programs. These include: Site Base Decision Making committee, attendance committee, RtI committee, sunshine committee, emergency operations committee.</p> <p>(Title I SW: 1) (Target Group: All) (CSFs: 1,2,3,4,6,7)</p>	Designee(s), Principal	As needed during school year	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Meeting schedules/agendas/notes retained and evaluated (Monthly) Summative - Campus Needs Assessment will assess effectiveness of various activities (June 2019)
<p>2. Instructional team with the cooperation of teachers will create opportunities to recognize, encourage, and support staff morale throughout the year.</p> <p>(Title I SW: 1) (Target Group: All) (CSFs: 6,7)</p>	Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Campus Needs Assessment will evaluate staff opinions concerning morale, unity, etc. through survey questions (June 2019)
<p>3. Teachers will use effective classroom management strategies to keep students engaged in order to reduce the number of discipline referrals. (Target Group: All) (CSFs: 1,4,6,7)</p>	Teacher(s)	August - May	(O)No Associated Cost	Summative - Summative - Discipline records as evidenced through our discipline management system (June 2019)
<p>4. Paul Belton Elementary will utilize the "Snack Pak for Kids" program.</p> <p>(Title I SW: 1) (Target Group: ECD) (CSFs: 5,6)</p>	Counselor(s), Parent Involvement Coordinators, Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Documentation records (Monthly)
<p>5. The district and Title I campuses shall jointly, with parents, develop and distribute written family engagement policies and compacts in compliance with Title I Parent and Family Engagement guidelines. These will be</p>	Designee(s), Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, Teacher(s)	August - July	(F)Title 1 Part A Funds	12/02/19 - Pending (S)

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
made available in understandable language/native language and will be distributed through campus means and electronic postings on district website. (Target Group: All) (Strategic Priorities: 2,4)				

PAUL BELTON EL

Goal 5. Paul Belton Elementary will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

Objective 1. Paul Belton Elementary will address learning loss from summer slide.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paul Belton Elementary will utilize staff and resources to provide acceleration and intervention to address student learning gaps. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Teacher(s)	August to July	(F)ESSER Funds (from American Rescue Plan)	Criteria: Summative - Formative - We will use the data from ESGI and benchmarking assessments to determine performance (Fall - Spring)
2. Instructional assistants will be recruited and hired to help provide additional assistance to students in classrooms and other settings. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal	August - May	(F)ESSER Funds (from American Rescue Plan)	
3. Summer school, enrichment learning, afterschool instruction will be provided to address learning gaps for students. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Teacher(s)	August - June	(F)ESSER Funds (from American Rescue Plan)	
4. Principal and Assistant Principal will participate in the Texas Instructional Leadership professional learning provided by the Region 16 Service Center. Learning will focus on: observation and feedback, data-driven instruction, school climate and culture, and lesson planning and assessment. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal	August - July	(F)ESSER Funds (from American Rescue Plan)	

PAUL BELTON EL

Goal 5. Paul Belton Elementary will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

Objective 2. Paul Belton Elementary will provide mental health supports to students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paul Belton Elementary will seek to hire additional social worker(s) to help address student and staff mental health needs. (Target Group: All) (Strategic Priorities: 1)	Principal	August - July	(F)ESSER Funds (from American Rescue Plan)	

PAUL BELTON EL

Goal 5. Paul Belton Elementary will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

Objective 3. Paul Belton will address facilities maintenance, repairs, and upgrades.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paul Belton Elementary will complete and HVAC needs assessment to determine repair or replacement needs as related to CDC recommendations for air quality in the mitigation of infectious disease.	Director of Environmental Services, Principal	August - July	(F)ESSER Funds (from American Rescue Plan)	
2. Paul Belton will complete needed HVAC repairs and make upgrades to HVAC systems to improve air quality and limit the spread of infectious disease.	Director of Environmental Services, Principal	August - July	(F)ESSER Funds (from American Rescue Plan)	
3. Paul Belton will purchase sanitizing supplies, PPE, and hand sanitizing stations to supply all facilities. (Target Group: All)	Director of Federal Programs and Instruction	August - July	(F)ESSER Funds (from American Rescue Plan)	
4. Paul Belton will install no contact water bottle filling stations. Contactless water bottle refill stations with automatic, no-touch operation will enhance student safety and wellness. (Target Group: All)	Director of Environmental Services	August - July	(F)ESSER Funds (from American Rescue Plan)	

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

2023-2024

Paul Belton Elementary School Campus Needs Assessment 2022-2023

Paul Belton Elementary School provides Kindergarten, and open-enrollment Pre-Kindergarten for all-day four-year-old students. Paul Belton also offers a ECSE/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 to 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. We embrace high-expectations and provide 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 and technology. 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 2022-2023 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 subgroups, ECI projections, results from kindergarten assessments. We also review reading benchmarks, mClass, 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.

According to the parent survey (37 participants):

- I feel my child is safe at Paul Belton Elementary. -95% Agree
- I feel the overall approach to discipline is fair at Paul Belton Elementary. -94% Agree & Not Applicable
- I feel the teachers and administrators are available to meet with me when a conference is requested in a reasonable time frame either by phone or in person. -100% Agree & Have not requested a conference
- I feel Paul Belton Elementary is preparing my child for the next academic year. -97% Agree
- I use the phone, ClassDojo, face-to-face conversations, or emails to communicate regularly with my students' teachers. -95% Yes

According to the staff survey (26 participants)

- Overall, I feel the working relationships in the school are caring, courteous, and respectful. - 100% Agree
- I feel safe working at Paul Belton Elementary. - 100% Agree

- I feel we have a positive school culture. -100% Agree
- I feel comfortable going to my administrator with my concerns. -100% Agree
- I feel parents, staff, and administrators work together in the best interest of the students at Paul Belton Elementary. -100% Agree
- I feel teachers collaborate well at Paul Belton Elementary. -100% Agree
- I feel I have access to the technology needed to teach. -96% Agree
- I feel I have the necessary resources to fulfill the duty of my job. -89% Agree
- I feel I have adequate opportunities for professional development, either embedded, workshops, or collaborative support. -96% Agree
- Knowing the state standards, I feel the expectations of Paul Belton Elementary are reasonable. -96% Agree
- Overall, I am satisfied with my experience at Paul Belton Elementary this year. -100% Agree

According to the student survey (218 participants):

- I like what I have learned this year. -95% Yes
- I feel safe in school. -95% Yes
- My teacher likes me. -97% Yes
- My principals care about me. -89% Yes
- I have friends at school. -95% Yes

Paul Belton Elementary School- Comprehensive Needs Assessment

School Year 23-24

Data Sources Reviewed:

- 2022 Campus Needs Assessment
- 2022 Campus Improvement Plan
- Student Survey
- Parent Survey
- Teacher Survey
- PEIMS Data
- ESGI Data
- mClass Data
- CLI Engage Data
- School Budget
- Master Schedule

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Demographics	<ul style="list-style-type: none"> • The Gifted and Talented Program (PEAK) tested 28 students, and 2 students qualified in Kindergarten. • Diversity in student population • Teacher to student ratio is lower than 20:1 • Teaching staff in Pre-K has been very solid over the last couple of years-not much change 	<ul style="list-style-type: none"> • Teaching staff in Kindergarten has had several changes • 72% of students are economically disadvantaged 	<ul style="list-style-type: none"> • Work to recruit more male teaching staff members to serve as models to the young male students • Assign mentors to new teachers • Continue Snack Pak 4 Kids program and encourage families to sign up for free or reduced lunch
Student Achievement	<ul style="list-style-type: none"> • Meeting the needs of all students • Balanced Literacy Initiative for Borger ISD creates the 	<ul style="list-style-type: none"> • Framework for Math and Math RTI • Pre-K RTI needed to support students who are 	<ul style="list-style-type: none"> • Work with Math district team to create a Math Framework in coordination with the LASO Planning

	<p>need for continued professional development and vertical alignment</p> <ul style="list-style-type: none"> ● 77% of Kindergarten students will read on a level D by the end of the school year. ● 75% of Pre-K will know all 26 upper and lower case letters and sounds. 	<p>needing more interventions</p> <ul style="list-style-type: none"> ● Vertically align Pre-K and Kindergarten themes ● Meet students at their level and provide enrichment activities for high achievers. 	<p>grant.</p> <ul style="list-style-type: none"> ● Align RTI and classroom instruction
<p>School Climate & Culture</p>	<ul style="list-style-type: none"> ● Creating and maintaining positive teacher morale ● Students feel happy and safe ● Morale feels high from stakeholders ● Opportunities provided to discuss disputes ● Teachers and staff feel supported 	<ul style="list-style-type: none"> ● Student behavior has the opportunity to hinder learning ● Tardiness and early out from parents adds up tp hours of instruction being missed. 	<ul style="list-style-type: none"> ● Needing more support with behavior. Recognize positive and correct the negative behavior.
<p>Staff Quality/Professional Development</p>	<ul style="list-style-type: none"> ● TIL, McRel and Fundamental 5 strategies will be implemented to reinforce classroom strategies in the classroom ● A mentor program will continue ● Creating and maintaining positive teacher morale ● Librarian or librarian IA and more IAs ● First Year Teacher/New to District PLC will continue ● Texas Instructional Leadership training (TIL) used to coach teachers 	<ul style="list-style-type: none"> ● Professional development opportunities concerning, but not limited to Autism and Behavior ● Continued training and staff development concerning ELL's and ELPS, and writing/integrating language objectives. ● Vertically aligned professional development opportunities for meeting the needs of Balanced Literacy Initiative and Math ● Continue to provide Professional Development 	<ul style="list-style-type: none"> ● We continue to vertically align Kindergarten Readiness TEKS and Pre-K Guidelines. ● We utilized supports through Region 16 to increase teacher effectiveness ● PD opportunity to observe and conference with other early childhood campuses ● Develop curricula and empowering teachers and IAs to achieve better learning outcomes ● TIL will build the capacity to

	<ul style="list-style-type: none"> Continued flexibility in student supports and grouping for reading/writing instruction 	<p>to address curriculum and instruction support, including any through Region 16 Service Center or other service providers. Sample topics may include: PLC development, Response To Intervention, Balanced Literacy, Bilingual/ESL education, analyzing running records training, LLI, TIL</p> <ul style="list-style-type: none"> Refresher on STR strategies for student success PD on differentiation and manipulative use/implementation in RLA and Math 	<p>improve instruction in our schools.</p>
<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> Continue to provide rigorous and developmentally appropriate math and reading instruction to provide rigor to the depth and complexity of Kindergarten TEKS and Pre-K guidelines Develop a universal math and reading assessment aligned with TEKS and scope and sequence and Pre-K guidelines Continued alignment horizontally and vertically Continued growth across all 	<ul style="list-style-type: none"> Professional Development opportunities through Region 16 and other sources Professional Development strategically designed for inclusion and dual language needs RTI/Computer IA for Pre-K interventions Curriculum that focuses on developing character and social-emotional skills and personnel (counselors/social workers, etc.) Opportunities for 	<ul style="list-style-type: none"> The Rtl position is valued and we will continue utilize the position. A certified teacher in our kindergarten RTI classroom and a Pre-K IA will increase student achievement We use the ELL tracking forms for our bilingual programing Our campus writing initiative has increased writing across the content areas and we are seeing progress at this time. With a Pre-K RTI IA will address gaps in Pre-K

	<p>student subgroups as aligned with the school improvement plan</p> <ul style="list-style-type: none"> ● Continue our vertically aligned phonics program ● Keep Pre-K and Kindergarten class sizes within or lower than the recommended limit and student-teacher ratio ● Really Great Reading phonics programs will align Pre K and Kindergarten ● Continue to use ESGI ● mClass and CLI will provide teachers insight into their phonological development of their class. We will see increased performance with the implementation of different programs ● Pre-K will use CLI as the progress measure. The feedback provided from CLI aligns with our local assessments and curriculum. ● Continue use of “The Feeling Spot” in campus-wide guidance lessons. ● Integrate “The 7 Habits of Happy Kids” in character lessons. 	<p>accelerated/intervention in math/reading during regular academic year and summer school.</p>	<p>student learning</p> <ul style="list-style-type: none"> ● Having a Pre K through grade 2 Character education and Social-Emotional will improve student behavior.
<p>School Context & Organization</p>	<ul style="list-style-type: none"> ● For safety reasons all doors on campus are being locked 	<ul style="list-style-type: none"> ● Cafeteria/Stage needs paint ● Wood floor on stage needs to be sanded and sealed 	<ul style="list-style-type: none"> ● Broken playground equipment and water meter box need to be fixed for the

	<ul style="list-style-type: none"> ● Electronically locking main entrance doors ● HVAC units are working ● Security is a strength with SRO on campus full time ● Full time Library Specialist is a strength to promote a love of learning and literacy ● Full-time counselor ● One contactless water bottle refill station 	<ul style="list-style-type: none"> ● Curtains on stage need to be replaced or cleaned ● Contactless water bottle refill stations on Pre-K hall. ● Color coded lines in cafeteria permanently painted for ease of identification for students ● Black and red lines need to be repainted in the hall. ● Broken playground equipment needs to be fixed ● Adaptive playground equipment for students with disabilities ● Permanently painted lines on the playground and bus lane. ● Privacy screen for playground ● Water meter box needs to be fixed on the playground. 	<p>safety of students</p> <ul style="list-style-type: none"> ● PBE needs to update the cafeteria and stage. It is the area most seen by our parents and visitors. ● Adaptive playground equipment needs to be added so that all students have access to the playground. ● Lines in the hallway, playground, and bus lanes need to be painted to make these areas easier to identify for students.
<p>Technology</p>	<ul style="list-style-type: none"> ● One-to-one with tablets in each classroom ● Computer lab for Pre-Kindergarten for increased time using ST Math program and meet Pre-K guidelines for technology ● Computer lab for Kindergarten ran by an IA to provide Kindergarten Technology TEKS ● Learning apps and websites available to all students 	<ul style="list-style-type: none"> ● More computer sites/apps age appropriate for learning in PK/K ● Kindergarten program for EB students ● Projectors and cameras are outdated and malfunction easily with dying bulbs ● Headphones available for each students ● Storage for tablets that include charging ● Reliable internet sources 	<ul style="list-style-type: none"> ● Update and/or replace existing technology equipment ● Need more technology training available for Early Childhood Educators ● PK and Kindergarten computer labs have many computers that do not work

	<ul style="list-style-type: none"> • All classrooms have smart boards and hovercams • IA's have their own computer • We are making efforts to include parents via technology apps/social media • District technology team is quick to come over to assist 		
<p>Parent, Family, and Community Involvement</p>	<ul style="list-style-type: none"> • PTO volunteers as an on-need basis • Love and Logic Parenting Sessions conducted weekly with parent volunteers • Snack Pak continues to be in place at BISD. • Continue to host Open Houses in both semesters. • Mentorship program with HS students buddying up with students at our campus during the day. 	<ul style="list-style-type: none"> • Better participation of volunteers and parents through district PAWS Program (Parents Actively Watching Students) • Better communication with families concerning student progress and how families can contribute at home • Look into a community garden • Utilize parents to come in and read to students 	<ul style="list-style-type: none"> • The required Title 1 meets were given to the public. • Family engagement will improve student achievement and reduce absenteeism. • Providing families with monthly newsletters and parent nights each semester to keep parents informed about their students' progress and expectations