

# BRECKENRIDGE INDEPENDENT SCHOOL DISTRICT

AEIOU (Academic Excellence Is Our Ultimate Goal)

Every Child, Every Chance, Every Day

SOUTH ELEMENTARY CAMPUS

## **Breckenridge ISD Mission Statement:**

The mission of Breckenridge Independent School District is to provide an exemplary education to all students which empowers them to become successful, productive citizens as well as life-long learners.

## **Campus Improvement Council Members:**

Jerry Overman	Principal
Shelly Grissom	Testing Coordinator
Prairie Wilson	Assistant Principal
Cheryl Glover	Teacher
Virginia Weaver	Teacher
Brent Cofer	Teacher
Amy Moses	Teacher
Pat Renschler	Teacher
Cindy Cargal	Teacher
Deedra Boaz	Teacher
Abby Moore	Teacher
Gary Glick	Parent
Shai Berry	Parent
Gabriel Perez	Community
Efrain Gonzalez	Community
Derinda Holland	Business
Beverly Olson	Business

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## **SOUTH ELEMENTARY QUICK FACTS:**

Student enrollment:	335
# of teachers:	28
# of counselors	1
# of paraprofessionals	7
# of administrators	2
# of librarians	1

65% of the campus student body qualifies for free & reduced lunches.

***SCE funds will be used on this Title I schoolwide campus to upgrade the overall educational program.***

## **Funding Sources:**

Funding sources for South Elementary School include Title I – Part A (Basic Programs), Title IV – Part A (Safe & Drug-Free Schools Shared Service Arrangement member), Class Reduction Funding, State Compensatory Education, Special Education Funding, Accelerated Math & Reading Funding, Gifted & Talented, Bilingual Funding, E-rate, National School Lunch Program, Foundation School Program, and Local Tax Revenue. The allocation of State Compensatory Funds is delineated in this plan.

## **BISD District Goals:**

(as identified by the BISD Facilitated School & Community Planning Committee)

1. All Campuses Exemplary by 2014 school year
2. Balanced budget at the end of this school year.
3. Average daily attendance at 96%.
4. Build new facilities and improve existing facilities.
5. Marketing BISD.

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**South Elementary School is designated as a Title I school-wide campus.**

The 10 components of the school-wide program are listed below and are referenced to particular activities/strategies that correspond to each.

1. Comprehensive Needs Assessment – page 3 and throughout the plan
2. School-wide Reform Strategies – Long Range Goal 1 (1.2, 1.3, 1.6)
3. Instruction by Highly Qualified Staff – Long Range Goal 3
4. Professional Development – Long Range Goal 2 & 3
5. Parental Involvement – Long Range Goal 4 (4.1-4.8), 3.2
6. Transition from Early Childhood Programs – 1.3
7. Inclusion of Teachers In The Use Of Assessments – Long Range Goal 3
8. Effective, Timely Additional Assistance – 1.5, 1.6
9. Attracting Highly Qualified Staff – Long Range Goal 3
10. Coordination between Programs – 1.1, 1.4

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## **Comprehensive Needs Assessment:**

South Elementary is a community wide intermediate campus composed of fourth, fifth and sixth grade students of the Breckenridge Independent School District. Vertical planning and transition from North Elementary (Grades 2-3) and to Junior High (Grades 7-8) are priorities in the district. The average student population is approximately 330 students per year. The campus population has slowly fallen each year. There is one full time principal, one full time assistant principal, one full time counselor, one full time librarian, and an average teacher population of twenty-eight.

The South Elementary School Campus Improvement Plan for 2010-2011 was revised using the results from the Comprehensive Needs Assessment developed by the CNA sub-committees on campus. These subcommittees involved all faculty members and focused on the following areas: school culture and climate; curriculum, instruction, and assessment; school context and organization; family and community involvement; staff quality, recruitment, and retention; technology; student achievement; and demographics. To gather data, these sub-committees used surveys, the most recent TAKS summary reports, AEIS data, student performance on other academic indicators, PEIMS reports and school wide discipline data.

The South Elementary Campus Improvement Committee meets three times annually to assess and discuss the Campus Improvement Plan. These meetings include discussion of TAKS scores, the Campus Report Card, TAKS objectives, facility needs, budget, technology plans, safety and any other concerns and needs of the South Elementary Campus.

Based on the Comprehensive Needs Assessment compiled by the faculty at South Elementary, the main areas of focus for the 2010-2011 school year are instructional programs and curricula, technology implementation, retention of highly qualified staff, parental involvement, and well-maintained safe facilities.

## **Instructional Programs and Curricula**

An examination of the TAKS data indicates that all students need improvement in certain TAKS objectives in reading, math, writing, and science. South Elementary hopes to implement *instructional programs & curricula* that improve the academic performance and achievement of all students, particularly those considered “at-risk”. Scores indicate that the Hispanic population and the special education population need special attention. Review of current TAKS scores is resulting in the implementation of regular benchmark testing and reorganization of the Science and Reading Curricula as well as adjusting teaching strategies for appropriate multicultural enhancement.

For the 2009-2010 school year the 4<sup>th</sup> and 5<sup>th</sup> grade reading classes were double blocked so that students would have more instructional time to improve their reading ability and skills. During this 90 minute block of time 4<sup>th</sup> and 5<sup>th</sup> grade reading teachers used CSCOPE and supplements from the *Gourmet Curriculum*. 4th grade reading classes used a fluency program through Scottish Rite called “Write Flight” in addition to the other supplements. Also, with the added time, each 4<sup>th</sup> and 5<sup>th</sup> grade reading class included time to appropriately and effectively implement AR (Accelerated Reader) time. For the 2010-2011, 6<sup>th</sup> grade math and reading will also be double-blocked.

Using Title I funds, the Read Right was adopted and implemented for the 2<sup>nd</sup> year. This program serves all students, examples being special education, ESL, and regular education students, regardless of their special needs.

In the 2009-2010 school year, the 4<sup>th</sup> grade writing classes did more ESL inclusion. This allowed our ESL students the opportunity to be in a regular classroom learning English when it was appropriate, which hopefully instilled in each of these students confidence that they could succeed in a regular classroom.

The science classes continued using the “Measuring Up” workbooks in all classes. These books will continue to be used. Activities, reviews, and content information are provided in each of these books. A four day hands-on science camp will continue to be a part of the South Elementary science curriculum. The camp was at Camp Grady Spruce on Lake Possum Kingdom. The hands-on team approach to teaching and learning science was a great experience for our students, parent volunteers, and teachers.

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All the math classes on South campus used CSCOPE as well as supplements from the Ernest Educational model. The supplemental material used also provided some vertical alignment in each department. 4<sup>th</sup> and 5<sup>th</sup> grade math classes were double-blocked to maximize learning and practice.

The Social Studies curriculum on the campus did not make or need to make any significant changes. 5<sup>th</sup> grade Social Studies continues to use the History Alive curriculum.

The 2009-2010 TAKS results in Tables 1 and 2 contain information regarding the students' performance on various TAKS tests as well as the Texas Projection Measures (TPM). The TPM scores are developed by the state and indicate individual student achievement on state tests from one year to the next. The TPM scores will be used in federal and state accountability systems.

## TABLE 1

A quick overall summary of our campus Preliminary TAKS results for 2002-2010 are as follows:

4 <sup>th</sup> grade	2002-03	Reading 82 (77)	Writing 74 (74)	Math 89 (85)	(2 SEM)
	2003-04	Reading 79 (74)	Writing 90 (90)	Math 94 (87)	(1 SEM)
	2004-05	Reading 71	Writing 86	Math 75	Panel
	2005-06	Reading 76	Writing 95	Math 83	P R
	2006-07	Reading 74	Writing 90	Math 91	P R
	2007-08	Reading 74	Writing 92	Math 90	P R
	2008-09	Reading 81	Writing 86	Math 100	P R
	<b>2009-2010</b>	<b>Reading 78 /86-TPM</b>	<b>Writing 80 /99-TPM</b>	<b>Math 97 /97-TPM</b>	
5 <sup>th</sup> grade	2002-03	Reading 72 (72)	Math 88 (88)	Science 67 (52)	(2 SEM)
	2003-04	Reading 75 (76)	Math 81 (84)	Science 67 (44)	(1 SEM)
	2004-05	Reading 84	Math 84	Science 37	Panel
	2005-06	Reading 78	Math 71	Science 67	P R
	2006-07	Reading 70	Math 81	Science 58	P R
	2007-08	Reading 75	Math 88	Science 73	P R
	2008-09	Reading 85	Math 86	Science 93	P R
	<b>2009-2010</b>	<b>Reading 85</b>	<b>Math 92</b>	<b>Science 91 /91-TPM</b>	

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6 <sup>th</sup> grade	2002-03	Reading 92 (83)	Math 76 (66)	(2 SEM)
	2003-04	Reading 83 (73)	Math 79 (68)	(1 SEM)
	2004-05	Reading 80	Math 81	Panel
	2005-06	Reading 91	Math 86	P R
	2006-07	Reading 91	Math 86	P R
	2007-08	Reading 93	Math 93	P R
	2008-09	Reading 93	Math 91	P R
	<b>2009-2010</b>	<b>Reading 86 /88-TPM</b>	<b>Math 92 /95-TPM</b>	

**TABLE 2**

		<u>At-risk/Non</u>	<u>Eco. Dis/Non</u>	<u>Hispanic/White</u>
<b>4<sup>th</sup></b>				
<b>Math</b>	2008-09	100/98	98/100	100/98
	2009-2010	95/100	96/100	93/100
<b>Reading</b>	2008-09	76/81	76/83	72/81
	2009-2010	75/97	84/92	78/92
<b>Writing</b>	2008-09	74/84	79/82	87/79
	2009-2010	98/100	99/100	98/100
<b>5<sup>th</sup></b>				
<b>Math</b>	2008-09	81/95	82/90	84/87
	2009-2010	TBA	TBA	TBA
<b>Reading</b>	2008-09	87/95	83/98	87/91
	2009-2010			
<b>Science</b>	2008-09	84/93	83/96	74/97
	2009-2010	85/98	86/98	81/94
<b>6<sup>th</sup></b>				
<b>Math</b>	2008-09	81/95	82/90	84/87
	2009-2010	96/94	97/92	97/94
<b>Reading</b>	2008-09	87/95	84/87	87/91
	2009-2010	96/100	97/100	97/98

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## **Technology Integration**

In recent years, South Elementary has acquired many different types of advanced technology, such as Smart Boards. However, there are still many classrooms lacking these instruments. Also, the faculty lacks the professional development opportunities that teach them how to effectively use new technologies. By providing more professional development opportunities on campus, teachers will gain a better understanding of these technologies and use them to impact students' engagement in the classroom. By the end of the 2010-2011 school year, every classroom will have a Smart Board installed, and there will be greater access to other technologies, such as Classroom Performance Systems. The librarian on staff will also become the technology contact person for the campus; therefore, teachers will have a faster response to minor technological problems.

## **Retaining a Highly Qualified Staff**

Based on the surveys from the Campus Needs Assessment, faculty expressed a need for improved communication between all levels of staff. South Elementary has recruited a highly qualified staff, and it is imperative to retain these employees; therefore, all efforts will be made to include these individuals in the decision-making opportunities on campus. In order to facilitate this communication, regular staff meetings will be scheduled and grade level meeting minutes will be sent to special population teachers and paraprofessionals via email. The nurse will be included in ARDs regarding medical issues, and the Hospitality Committee will ensure that all staff is aware of personal issues or concerns. The mentor program for new staff members will continue, and highly qualified teachers will continue to be staffed in all areas, including Title I math and reading.

## **Parental Involvement**

Parent surveys analyzed by the CNA Parent and Community Involvement subcommittee revealed that parents want to play a greater role in their children's education. However, low attendance at PTO meetings indicate that parents of intermediate students need encouragement to remain involved in their students' academic activities. This could enhance and contribute to improved school performance. South Elementary shall conduct activities to encourage parental involvement and facilitate communication between the school and parents/community.

The newsletter, Family Math Night, Book Fair Family Nights, PTO fundraisers, lunch recognitions, and a few other ideas were discussed by the committee and will be tried throughout the 2010-2011 school year. The idea of each activity is to allow parents to stay informed, recognize students, and offer opportunities for parents to be more involved on campus.

Providing more information to parents during Open House about volunteer opportunities will hopefully interest parents to become involved around the campus on a regular basis. Also, the utilization of the School Messenger phone system has effectively informed parents about important events during the 2009-2010 school year.

## **Well-Maintained Facilities / Safe and Orderly Campus**

The South Elementary Campus is an older facility designed to support a smaller student body. Concerns regarding the appearance and function of the facilities continue to be addressed and improvements are being made. We shall strive to provide well-maintained facilities that meet the expectations of the community and needs of the district.

The use of several portable buildings creates a monitoring problem for the campus. The use of a common campus schedule and a uniform bell system for the 2009-2010 school year was a big improvement. This put more teachers in the hall during any one passing period and also made students more accountable for their behavior during passing periods.

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South Elementary Campus

## Long Range Goal 1:

Implement *instructional programs & curriculum* that improve the academic performance and achievement of all students, particularly those considered “at-risk,” economically disadvantaged, or those requiring special education services.

## Needs Assessment Summary:

On the Texas Education Agency accountability tables for 2005-2008 South Elementary had a campus rating of Acceptable.

## Performance Objective:

The percentage of students passing all sections of the TAKS test will increase at a rate to meet the state standard of Recognized.

## Evaluation Design:

State TAKS results, TEA 2005, 2007, 2008 and 2009 Accountability/Accreditation ratings, and annual federal AYP rating

STRATEGIES / ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TARGET DATE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1.1 Ensure that all regular & special class curricula & instruction are based on the TEKS and/or IEP's	TEKS, IEPs, CSCOPE Curriculum Guides, Instructional Materials	Principal All Teachers & Instructors	August - May	Lesson Plans (that document TEKS being taught); TEKS - Time Lines	Improved TAKS scores in all areas among all populations
1.2 Utilize the Accelerated Reading program in coordination with the Reading curriculum for all students	AR Software AR Activity Fund 199-31-6399-99-103-0-99-046	Principal Librarian AR Committee All Teachers & Instructors	August - May	AR Reports & Documentation; AR Programs & Assemblies; AR prizes & fund raiser	Increased library usage, Improved TAKS scores in the area of Reading
1.3 Ensure coordination & integration of regular & special programs, including ESL, Special Education, Title I, and Dyslexia through vertical & horizontal planning	TEKS Curriculum Guides CSCOPE	Principal Counselor All Teachers	August - May	Lesson Plans Grade Level Meetings Faculty Meetings Vertical/Horizontal Planning Meetings TEKS - Time Lines	Improved TAKS scores in all areas among all students, especially those in special programs
1.4 Implement benchmark testing every nine weeks using AEIS-It for data disaggregation and to determine areas of weakness.	Title I & SCE Funds Local Funds AEIS-It software	Principal Teachers	September - May	Use of benchmarks each nine-week period	Increased TAKS scores

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STRATEGIES / ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TARGET DATE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1.5 Student Intervention Team prescribes effective, timely assistance for students experiencing difficulties through Title I programs, ESL, Special Education, Dyslexia, and Sec. 504	ECS 14 East-End Special Education Co-op	Principal Counselor Student Intervention Team	August - May	Intervention Team Meetings	Appropriate TAKS testing and/or modifications for particular students
<p>1.6 Provide the following special programs/classes for students who need particular services-</p> <p>A. Title I Programs: (Reading, Math, Writing, &amp; Science) Read Right After School Tutorials – w/content area teachers</p> <p>B. Special Education Programs Mainstream w/ modifications Resource Language Arts &amp;/or Mathematics Life Skills/Inclusion</p> <p>C. English as a Second Language (ESL)</p> <p>D. Dyslexia</p> <p>E. Gifted &amp; Talented (GT)</p> <p>F. Adaptive Behavior Unit (ABU)</p> <p>G. Tutorials</p> <p>H. Optional Extended Year Program (OEYP)</p>	<p>A. Title I &amp; SCE Funds Incredible Tutor &amp; Keyboarding Software &amp; Science Lab Study Island TAKS tutorial software Benchmark Curriculum Science Lab</p> <p>B. Special Education Funds Local Funds Special Education Funds East End Co-op</p> <p>C. ESL Funds ESC 14</p> <p>D. Local Funds</p> <p>E. Local Funds</p> <p>F. Local Funds &amp; SCE Funds</p> <p>G. Local Funds</p> <p>H. OEYP &amp; Local Funds</p>	<p>Principal Science Lab Read Right Teachers and aides: Jo Hise, Carey Spoon, and Minnie Moreno</p> <p>Special &amp; Regular Ed. Teachers Renee Boles Cheryl Glover</p> <p>Angie Baeza</p> <p>Alva Carey GT Teachers (4-6) Pat Renschler</p> <p>Core Area Teachers</p> <p>OEYP Staff</p>	<p>August - May</p> <p>June 2010</p>	<p>Inclusion of all programs on the Master Schedule Classroom Observations Academic Performance of students in each program Lesson Plans TEKS – Instructional Calendars – Scope and Sequence Change in reading level</p> <p>Improved Benchmark data</p> <p>Improved weekly grade reports</p>	<p>Recognized performance of all students on state mandated testing: TAKS TELPAS</p> <p>Decreased &amp; acceptable PAS/DAS Indicators Increased level of targeted remediation on TAKS objectives for students with weak areas as shown on TAKS summary data</p> <p>Improved TAKS scores Increased promotion rate and 3<sup>rd</sup> admin. results</p>

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## Long Range Goal 2:

Provide, implement, and increase *technology integration* through updated equipment, on-going professional development, and shared communication.

## Needs Assessment Summary:

South Elementary has purchased Smart Boards; however, there is still a need for additional technology and continuous instruction on its usage.

## Performance Objective:

Purchase and implement new technology and provide opportunities for technology staff development.

## Evaluation Design:

Documentation of professional development, surveys, increased student engagement, and PDAS Domain II.

STRATEGIES / ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TARGET DATE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
2.1 Purchase and install Smart Boards for every classroom	Title 1 funds	Technology Dept. and Principal	August 2010	Installation of Smart Boards	Increase student engagement
2.2 Provide on-going professional development activities and staff development for technology (as identified by the District, campus, staff, or individual needs).	ESC 14 In-service Days Professional Library Area Colleges & universities	Principal (others as appropriate)	August - July	Certificates from workshops Transcripts showing coursework	PDAS Domain II Continued certification and CPE documentation
2.3 Provide a campus-based technology contact person	Technology Dept.	Abby Moore, Librarian	August - July	Technology Department Report	Surveys
2.4 Purchase at least four more Campus Performance Systems and provide circulation	Title 1 funds to purchase Library	Abby Moore Technology Dept.	August - Dec.	Purchase and Installation of CPS	Increased teacher usage and student engagement

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South Elementary Campus

**Long Range Goal 3:**

Retain a highly qualified instructional staff through effective and shared communication and increased opportunities for decision-making.

**Needs Assessment Summary:**

Due to multiple transitions in administration and staff, South Elementary needs to develop consistent communication venues for all faculty and staff.

**Performance Objective:**

To increase and improve current communication and increase teacher involvement in decision-making.

**Evaluation Design:**

End-of-year survey, documentation of staff meetings (i.e. sign-in sheets)

STRATEGIES / ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TARGET DATE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
3.1 Assign experienced highly qualified teacher to mentor new personnel.	Highly qualified mentors	Principal	August 2010	Teacher notification of assigned mentor/mentee	
3.2 Include staff in all decisions about using assessment information to impact the instructional program through regularly conducted faculty & various other committee meetings (including the Campus Improvement Committee).	Personnel input	Principal Various committees and staff members	August - July	Agendas & documentation from meetings	Inclusion of staff input in the instructional program as reflected in the Campus Improvement Plan
3.3 Provide Title I Math Teacher and Title I Reading Teacher to impact the instruction and remediation needed for students	Title 1 funds	Jo Hise Virginia Weaver	August - July	Lesson Plans	TAKS scores
3.4 Set a weekly staff meeting	Personnel	Principal	August - May	100% faculty and staff in attendance	Increased staff involvement and morale

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STRATEGIES / ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TARGET DATE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
3.5 Involve nurse in ARD meetings where medical issues are discussed	East End Coop Nurse Counselor	Principal Counselor Diane Hale	August - May	ARD documentation	Increased awareness of medical needs
3.6 Assign Hospitality Committee to inform staff of any personal issues or concerns	Members of the Hospitality Committee	Hospitality Committee	August - May	Informal feedback from teachers and staff members	Campus Needs Assessment Survey
3.7 Grade Level Meeting notes distributed via email	Technology/Email	Grade Level Chairman	August-May	Informal feedback from teachers and staff members	Campus Needs Assessment Survey

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## Long Range Goal #4:

Conduct activities to encourage parental involvement and facilitate communication between the school and parents/community.

### Needs Assessment Summary:

Lack of attendance at PTO meetings and other provided opportunities in the past indicate that parents of intermediate students need encouragement to remain involved in their students' academic activities. Results from the parent survey conducted by the CNA subcommittee for Family and Community Involvement revealed that parents wish to have a more active role in their child's education.

### Performance Objective:

To improve parental and community involvement and participation in campus activities.

### Evaluation Design:

A campus survey via the CNA will be conducted annually. Informal feedback, observations, attendance patterns, and participation in events will be analyzed.

STRATEGIES / ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TARGET DATE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
4.1 Conduct regular meetings of the PTO to coordinate parent involvement and allocate resources – include some form of student performance at each meeting	Parents Community	Principal PTO President & Officers	At least 3 meetings annually as scheduled	Agenda / Minutes of meetings	Increase in volunteer applications and activity
4.2 Provide parent & community surveys to evaluate the school's programs and effectiveness	Surveys	Principal	Spring	Cumulative Survey Data	Parent input considered in campus planning and improvement Campus Improvement Committee Agendas
4.3 Advertise & communicate school events via various media including the newspaper, internet, marquee, calendars, School Messenger Phone service	Marquee Breckenridge American Various Media School Messenger System	Principal Secretary Librarian All Staff	August - July	Newspaper articles	Increased parental participation in/at various events
4.4 Hold an annual "Open House / Meet the Teacher" Night	Personnel	Principal All Staff	August	Conducting the event Campus calendar	Majority of students and parents in attendance



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**Long Range Goal #5:**

Provide well-maintained facilities and Safe and Orderly Campus that meet the expectations of the community and needs of the district.

**Needs Assessment Summary:**

The South Elementary campus is an older campus, holding more students than what it was originally designed. Updating of the facilities is required to provide a pleasant environment for learning.

**Performance Objective:**

Updating of plant in wiring, paint, and appearance.

**Evaluation Design:**

Completion of strategies at target date.

STRATEGIES / ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TARGET DATE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
5.1 Install new blinds in all classrooms	Local Funds Donations	BISD Maintenance Department	May 2010	Installation of blinds	Beautify the windows on campus
5.2 Construct covered walkway to the Band/ESL portable	Local Funds PTO Funds	BISD Maintenance Department	December 2009	Construction of covered walk	Protects students from inclement weather
5.3 Continue to purchase student desks, as well as other furniture & technological needs	Local Funds Donations	Principal	August - May	Desk / furniture inventoried	Upgraded and age-appropriate furniture to increase comfort, in turn learning
5.4 Complete installation of security cameras in between the 6 <sup>th</sup> grade portables and the main building	Local Funds	Principal Technology Director BISD Maintenance Department	May 2010	Installation of cameras	Improved security and decreased discipline referrals

