

Brownsville Independent School District
Pullam Elementary
2017-2018 Campus Improvement Plan



Mission Statement

The administration, faculty and staff at Mittie A. Pullam Elementary strive to create an educational setting where all partners promote, raising student achievement and facilitating an environment of lifelong learning amongst students, parents, staff, and community through technology effective collaboration, teamwork, communication and the sharing of a common vision.

Vision

To provide a stimulating learning across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work and life.

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Goal 10: Pullam Elementary will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017/SBDM added 1-12-18]	90

Goal 11: Pullam Elementary will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017/SBDM added 1-12-18] . 92

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Comprehensive Needs Assessment

Demographics

Demographics Summary

One of the main focuses of data the school focuses on for demographics is daily attendance and At-Risk student data. We view our average daily attendance to see if we meet our attendance goals. The Attendance Rate was 96.8% for all students and 96.4% for at-risk students. Once we identify that we have/have not met our attendance goals, we contact the parents of students who are absent to monitor an attain verification of absence. Consistent absences constitute home visit, parent conference, followed by our district policy. Identified At-Risk students are also a focus for demographics, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. The Retention Rate was 1% for all students and 2.36% for at-risk students. Allocated State Compensatory funds are allocated to provide additional tutorials and purchase additional instructional resources for At-Risk students to use to ensure academic success. Procedures for overseeing demographic concerns include verifying daily attendance, verifying morning/after-school tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

The student population at Pullam Elementary School is approximately 575 and serves students in grades Pre-K -5th. According to the PEIMS Data Review of our campus profile, 97.8% of the student population is Hispanic, 71.63% are identified at-risk, and 89.2 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 37 % are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

Demographics Strengths

Student teacher ratio allows for meaningful interaction between teacher and student
Use of State Comp funding for At-Risk Students to close educational gaps.

Demographic Needs

Increase attendance percentages
Increase State Assessment scores for all student populations

1. Improve STAAR Assessment results through daily instruction, teacher created materials, use of district adopted textbooks, scientifically based research resources, periodicals, Scholastic News, Studies Weekly, professional development, tutorials and interventions. Supplemental resources and

workbooks will be purchased or reproduced at media services to reinforce the daily activities that are taught in the classrooms (1.1.4, 1.1.47)

2. Increase attendance rates through motivational activities such as perfect attendance awards and certificates. Teachers will monitor and report excessive absences immediately to address students not meeting attendance requirements. (4.1.12)
3. After-school tutorials and Extended Day program will be implemented in order to help all At-Risk populations have academic success and ensure they receive additional assistance through extended day instruction. (3.1.2)
4. Accelerated instruction will be provided for 5th grade students to bridge the achievement gaps and meet the standards of the STAAR assessment. (3.1.2)
5. Increase Reading assessment scores among LEP, At-Risk, and Economically Disadvantaged Students. Teachers will monitor students closely through TPRI, Tejas Lee, benchmarks, and weekly assessments, as well as through the use of periodicals, tutorials, daily instruction, workbooks, and teacher created materials. (1.1.4, 1.1.5, 3.1.2)

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL's across the grade levels scores/ exiting

Student Achievement

Student Achievement Summary

Data is disaggregated consistently to identify the areas needing improvement such as meeting states student expectation and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Administrators and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. If needed, teachers plan for intervention instruction. The SBDM meets to disaggregate assessment data and discuss campus needs.

3rd -5th Grade All Students STAAR Summary

3rd Grade Reading				
	2014	2015	2016	2017
Approaches	81%	86%	80%	79%
Mastered	13%	43%	34%	50%

4th Grade Reading				
	2014	2015	2016	2017
Met	89%	91%	92%	86%
Advanced	24%	29%	46%	32%

5th Grade Reading				
	2014	2015	2016	2017
Met	100%	100%	96%	99%
Advanced	28%	27%	24%	43%

4th Grade Writing				
	2014	2015	2016	2017
Met	82%	93%	92%	91%
Mastered	8%	13%	49%	24%

3rd Grade Mathematics				
	2014	2015	2016	2017
Met	81%	93%	85%	87%
Mastered	22%	37%	25%	42%

4th Grade Mathematics				
	2014	2015	2016	2017
Met	87%	86%	92%	89%
Mastered	32%	14%	42%	34%

5th Grade Mathematics				
	2014	2015	2016	2017
Met	100%	87%	100%	99%
Mastered	45%	22%	31%	55%

5th Grade Science				
	2014	2015	2016	2017
Met	68%	72%	94%	89%
Mastered	13%	12%	23%	33%

Performance Variations between Sub Populations

	Reading Approaches	Writing Approaches	Mathematics Approaches	Science Approaches
All Students	90%	93%	87%	94%
At Risk	82%	83%	75%	74%
Econ Disadvantage	89%	93%	87%	88%
African American	**	**	**	**
Hispanic/Latino	90%	92%	92%	89%
White	100%	**	100%	100%
Female	92%	93%	95%	91%
Male	87%	92%	90%	88%

Gifted Talented	89%	100%	100%	100%
LEP	63%	73%	73%	64%
Migrant	**	**	**	**
Special Ed	72%	50%	55%	64%

Student Achievement Strengths

Open communication between administration and teachers to ensure student needs are being met
 Teachers and administration read, analyze, and analyze local and state assessment data
 Teachers create weekly reading assessments

Student Achievement Needs

Improve level of English proficiency for LEP students.
 Improve reading fluency for all grade levels.
 Decrease the number of students on an RtI Plan.
 Allow planning time for teachers to plan for interventions and target student's needs.
 Improve Language Arts and Science scores to ensure all students meet State requirements.

1. Decrease number of low performing students through staff development, small group interventions (RtI) in the classroom and tutorials. (1.1.10, 3.1.2)
2. Improve the level of English proficiency for LEP students through Language Enrichment, Bilingual/ESL instruction, and classroom instruction.
3. Teachers will be given the opportunity to select supplemental (sharpener, visual aids, staplers, timers) and instructional resources which will benefit their own students' needs and the campus will purchase resources for the entire grade levels to reinforce grade level skills and create a positive instructional environment. (1.1.6)
4. Instructional and supplemental instructional resources (workbooks, manipulatives, mentor texts, spirals, paper, composition books, novels) and general supplies will be purchased to support the implementation and instruction of all core subject areas, promote STEMs, and to raise student achievement and meet the educational needs of all students. (1.1.4, 1.1.5, 3.1.2, 3.1.3)
5. Increase student achievement in all core areas through application of higher order thinking, critical thinking, increased fluency, STEMs activities, scientific method and science fair participation. (1.1.40)
6. Increase student achievement by monitoring attendance through phone calls, home visits and parental involvement meetings by parent liaison. Perfect Attendance certificates will be awarded to student as a motivational incentive. (4.1.2, 7.1.11, 7.1.12)

7. The Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement. (3.1.4)
8. 2 Pre-K paraprofessionals and 2 teacher aides will be utilized so that the needs of low performing students can be met through more individualized and small group instruction (1.1.2)
9. Pre-Kinder teacher will provide instruction in order to better prepare students to succeed academically. (3.1.1)
10. Library Aide will support the librarian in assisting students and teachers, organizing and creating an inviting atmosphere to cultivate a lifelong love of reading so that students may be academically successful. (1.1.7)
11. Substitute teachers will provide teachers the opportunity for curriculum planning and horizontal alignment in order to meet the academic needs of all students. (3.1.10)
12. Purchase additional AR testing licenses for Kinder students to test for reading comprehension. (1.1.9)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Improve Reading scores

School Culture and Climate

School Culture and Climate Summary

Administrators and teachers meet on a weekly basis to discuss matters related to providing and positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate.

School Culture and Climate Strengths

Administration and teachers meet on a weekly basis to analyze data and provide support
Safe Learning Environment for students and personnel
Administration and teachers have a professional working relationship in which positive dialogue is exchanged

School Culture and Climate Needs

Maintain information boards listing all school activities and events.
Keep all entrance doors locked to increase safety measures.
Establish unity among staff members through co-planning, peer coaching, vertical alignment meetings.
Ensure safety and well-being of all students through services provided by school nurse for all sub-populations

1. Information boards listing all school activities and upcoming events to keep personnel informed and to promote unity and collaboration among all school personnel will be maintained.
2. Keep side doors locked in order to ensure student safety.
3. Teacher modeling/Peer Coaching/ Co-planning, grade level meetings, teacher observations and campus staff development will be provided to ensure that teachers are prepared and successful in the classroom (3.1.3)
4. Ensure the well being and safety of Pullam students through presentations, educational activities, hygiene products exclusively for PFS migrant students, and first aid supplies for nurse's station including referral slips for students to go to the nurse. (1.1.66, 8.1.6)

5. Nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at campus to improve their overall health in order to improve student attendance/performance. (1.1.64)
6. Purchase general supplies to maintain a safe and positive learning environment for all students to be successful. (5.1.8)
7. Counselor will conduct character development presentations to all students. (5.1.5)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Administrators provide constructive feedback timely and all information is posted on Eduphoria in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession. In addition, administrators conduct walk throughs weekly to observe and assess the quality of teaching in each classroom.

Staff Quality, Recruitment, and Retention Strengths

Collaborative Support is present among teachers and administration
Open communication to share resources and analyze data
Low teacher turnover provides stability among personnel

Staff Quality, Recruitment, and Retention Needs

Increase professional development opportunities (questioning techniques, classroom management, test taking strategies, content area strategies)

1. Continuous STAAR, Bilingual strategies, and curriculum professional development will be provided throughout the year by the Dean of Instruction to ensure student success. Technological, instructional and supplemental supplies will be utilized for presentations, interactive and hands-on activities. Resources, handouts, and informational material will be provided. (3.1.3, 3.1.11)
2. The Dean of Instruction will conduct professional development sessions on instructional strategies/management and provide teacher support to meet the educational needs of all students. (3.1.3)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pullam Elementary works to provide a state-of-the art, high quality education. In order to provide an effective education, it is necessary to correlate Curriculum, Instruction, and Assessments. Curriculum, Instruction, and Assessment are the most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Pullam implements district curriculum initiatives and assessments as required by the state of Texas and bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) to prepares students for state assessments. In doing this process, Pullam administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities such as incorporating the models of teaching to our curriculum and instruction. Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced time is allotted for teachers to dissect and explore its contents and plan for instruction. Collaboration is encouraged so that teachers learn from one another. In order to meet the more rigorous educational requirements, Pullam administrators and teachers work together to build assessments that assess the higher levels of Bloom's Taxonomy, plan effective instruction, provide students with a variety of opportunities to learn academic content, and ensure mastery of the TEKS. In addition, students are provided opportunities to learn through the use of technology in the areas of math and science (i.e. laptops, math and science software, websites). To help support the instructional program, State Compensatory Funds assist in funding Pre-Kindergarten teachers who provide a full day early-childhood instructional program and fund half a salary for a dyslexia teacher to carry out the dyslexia program. Furthermore, Title I funds fund four full time teacher assistants in the Pre-Kindergarten and Kindergarten programs to assist teachers in instruction. In addition, Title I funds fund a full time library aide to assist the librarian to ensure students are provided opportunities to be engage in literacy using an abundance of library resources. All students' performance data is reviewed consistently to ensure achievement and mastery. Students not meeting instructional goals and provided individualized interventions plans so that they are given additional opportunities to learn and master academic content. In addition, Pullam Elementary is working to become a technology rich campus and incorporate many technological applications that will support learning.

Curriculum, Instruction, and Assessment Strengths

- Teacher create STAAR formatted Assessments to help students prepare for State Assessments
- Tutorials are provided for students to ensure academic success
- Administrative Support available to all personnel, students and parents
- Collaboration among administration and teachers
- Curriculum aligned with TEKS and state assessments
- Assessment and data analysis drives instruction
- Monitoring of student progress to ensure academic success

Curriculum, Instruction, and Assessment Needs

Acquire updated instructional materials for Math, Reading, Science, Writing to increase level of instruction and implementation of TEKS
Increase English language proficiency levels among ELL's
Provide up to date information through professional development on the core areas and STAAR and updates in a timely manner to teachers
Increase instructional and supplemental supplies for differentiated instruction to meet the needs of all populations
Implementation of TLI strategies
Maintain and update the use of novels for teaching comprehension and critical thinking skills.
Increase critical thinking through social studies/current events activities

1. Instructional and supplemental materials will be purchased and/or created by teachers to enhance instruction in the core subject areas to meet STAAR objectives for all populations. (1.1.4, 1.1.5, 3.1.2)
2. Supplemental instructional materials (paper, clocks, timers, paper, ink, pencils, rulers, graphing paper, manipulatives, binders and sentences strips, headphones, workbooks, intervention kits) will be purchased to enhance math, reading and vocabulary development as well as to promote hands on instruction, modeling, critical thinking, and problem solving skills to meet STAAR/TELPAS objectives (1.1.4, 1.1.5, 3.1.2)
3. Provide STAAR training, updates and professional development on assessment and core areas to improve student achievement. (1.1.19, 3.1.3)
4. Novels will be used for reading instruction along with novel matrixes, vocabulary cards. district adopted textbooks, teacher created workbooks, student created projects, STAAR Workbooks, and supplemental instructional materials (paper, ink, glue, markers, colored pencils, erasers. (1.1.4, 1.1.48, 8.1.5, 9.1.8))
5. Periodicals, scholastic readers, Studies Weekly, will be purchased for students to increase awareness of civil activities, changes in th4e country and around the world, and to apply critical thinking skills to develop a deeper understanding of material. (1.1.46)
6. Science resources such as books, videos, manipulatives, and the creation of projects and boards will be utilized to improve instruction in science.
7. Provide supplemental instructional supplies and school supplies to migrant studetns in order for them to have accesss to resources that they would otherwise not have. (7.1.5, 7.1.9)
8. Purchase STEMscopes to ensure all students will be provided with hands on and digital access to the program in order to meet the academic rigor of the Science TEKS and STAAR Science Assessment (1.1.69)
9. Purchase iStation/Education Galaxy to supplement reading instruction and provide interventions in oredr for students to meet the academic rigor set by the state be acadmically successful. (1.1.70)

Family and Community Involvement

Family and Community Involvement Summary

Pullam Elementary is committed to involving parents and community members to be involved in students' education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the district, and teachers. This allows the SBDM committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, Title I funds assist in providing mileage reimbursements. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

Family and Community Involvement Strengths

Parent/Student/Teacher Compact is distributed to ensure school and parents collaborate to help students succeed
Many volunteers are encouraged to participate at campus
Positive feedback from parent evaluations
Send fliers/notices are sent home to keep parents informed and involved
Teachers make contact with parents in order to help students succeed

Family and Community Involvement Needs

Invite parent to more community activities
Keep volunteers motivated to participate and continue volunteering

Follow up with phone calls

Increase parent awareness and use of Home Access Center for Parent Online Grading System

Increase parent participation in weekly meetings

1. Encourage parents to continue participating by recognizing parent volunteers at a campus and district level and by providing incentives at Recognition Meeting
2. Communication with parents about students and school activities through phone calls and notices sent home. (6.1.2)
3. Increase number of parents with access to schools by having parent meetings and providing information, educational webpages, online gradebook, policies and guidelines.
4. Distribute fliers to all parents, inviting them to weekly parent meetings.
5. Parent Liaison and presenters will inform and educate parents to better assist their children through the educational process and increase student achievement through various presentation resources. (6.1.10, 6.1.12, 6.1.17, 6.1.18, 6.1.19)
6. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits, and parental involvement meetings training, (6.1.11)

School Context and Organization

School Context and Organization Summary

Pullam Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much interference or distractions from classroom instruction.

School Context and Organization Strengths

School context systems are in place

Administrators consistently monitor systems to ensure maximum classroom instruction

Able to change and reorganize systems to accommodate students' needs

School Context and Organization Needs

Implement an academic yearly schedule of campus/district due dates and events

Increase utilization of School Messenger system to provide timely information to all stakeholders.

1. Provide all campus personnel yearly schedule of events to ensure timely compliance with all campus and district due dates.
2. Utilization of school messenger to provide information to all stakeholders in timely manner.
3. General supplies will be utilized to facilitate the daily functions of the campus (8.1.10)

Technology

Technology Summary

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application and when the application is incorporated into the instructional day. In addition, the use of technology provides students opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the ever expanding educational technology components and in order to reach our students to reach Level III Advanced Performance status. These items include, ink cartridges for printers, ELMOs, projectors, Smart Boards, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS and will need the above resources to do so. In addition, students need to be provided additional learning opportunities to learn rigorous math and science content through the use of computers, software,

Technology Strengths

Use of eSchools, Tango, Eduphoria by administration and teachers to keep abreast of student data
2 computer labs are available to promote digital literacy
All K-5 classrooms equipped with projectors.
All 1st-5th grade classrooms equipped with ELMO

Students have access to computers in the classroom to promote the use of web-based educational programs

Utilization of Aware Eduphoria by administration
Use of iPods in K-3rd teachers to assess students on TPRI/Tejas Lee and Progress Monitoring
Laptops accessible to teachers for science fair projects and CPALLs assessment

All 5th grade students have access to laptops/ipads in classroom

Technology Needs

Increase use of instructional websites to supplement instruction

Teachers will attend professional development to integrate and utilize web based instructional/intervention programs for students

Provide iPads for technology integration and instruction

Up to Date classroom computers

Increase teacher utilization of Aware Eduphoria

Supply classrooms with ink for printers

Improve School Website through the addition of website links

Training and utilization of Tango Trends

1. Teacher will collaborate through the use of Office 365, lessons, and projects
2. Teachers will access web-based instructional and intervention programs that will increase student achievement and engagement in the learning process,
3. Dean of Instruction and district C&I specialist will provide professional development on the use of Tango Trends and Aware Eduphoria to analyze data and utilize findings to improve instruction (3.1.3)
4. All classrooms and/or computer labs will be provided with computers, a smartboard, iPads, projectors, printer, paper, printer ink and memory card to provide hands on interactive instruction and produce student worksheets, parent communications, student projects, certificates, pictorial cues, vocabulary cards with pictorial models, motivational pictures, and other instructional needs. (3.1.2, 8.1.5, 8.1.6, 8.1.8, 8.1.9)

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices



Goals

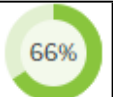
Goal 1: Pullam students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens







Performance Objective 1: A minimum of 90% of our Pullam students will achieve an Approaches Level on STAAR ELA, Math, and Science Assessments. A minimum of 40% of Pullam students will achieve a Masters Level.






Evaluation Data Source(s) 1: 2017-2018 STAAR Scores

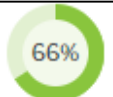
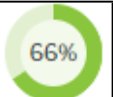


Summative Evaluation 1:

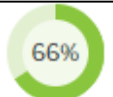
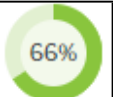


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Identify and address areas of students' needs in Math and reading comprehension skills through Explicit Instruction Routines, Strategies, Fluency routines and academic vocabulary to develop student language, and literacy skills to promote academic success.</p> <p>Populations: All students, TI, MI, LEP, SE, AR, GT</p> <p>Timeline: Identify first six weeks; address needs second through sixth six weeks</p>	<p>Teachers, Dean of Instruction, and Principal</p>	<p>Formative: Lesson Plans, TPRI/TEJAS LEE (K-3), Progress Monitoring, BOY/MOY/EOY</p> <p>Summative: STAAR Scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

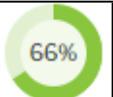




<p>2) Federal Programs will continue to fund 2 Pre-K teacher Aides, and 2 Teacher aides to supplement allotted campus positions so that so that the needs of low performing students can be met through more individualized and small group instruction. In addition, it will also fund 1 PK3 teacher and teacher aide.</p> <p>Populations: TI-A TeacherAides and Para-professionals Pre-K</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p. 9</p>	<p>Teachers, Dean of Instruction, and Principal</p>	<p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports Summative: EOY Student Passing Rates</p>				
<p>Funding Sources: 211 Title I-A - \$132,264.00</p>						
<p>3) Pullam will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/CPALLS, TPRI/TEJAS LEE, Language Enrichment, SAT10/APRENDA, STAAR, SELP/SSLP, benchmarks, TELPAS, language progress reports, Houghton Mifflin Harcourt Unit Assessments, and teacher created weekly assessments to target identified areas of need in reading such as fluency and comprehension and improve assessment scores. Teacher created test to assess higher order thinking skills</p> <p>Populations: ALL students, LEP, AR, TI, M1, GT, SE, DYS</p> <p>Timeline: August 2017- June 2018 (weekly)</p>	<p>Teachers, Dean of Instruction, Principal, Curriculum Specialists</p>	<p>Formative: Campus Benchmark Results, BOY, MOY, EOY, Progress Monitoring, walkthroughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR, CIP, report cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						


<p>4) Enhance Reading/Math/Science instruction in Kinder- 5th through novels, mentor texts, Motivation, Measuring Up, STAAR Ready, Ford Ferrier, among other workbooks in order enhance academic achievement and increase academic performance. Spanish workbooks will supplement instruction in order for Bilingual students to increase academic performance and meet the rigor of the STAAR test.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (weekly)</p> <p>CNA: p. 10</p>	<p>Teacher, Dean of Instruction, Principal</p>	<p>Formative: Teachv Lesson plans, student work, progress reports, grades Summative : End of Unit Tests. State Assessment results, TAPR, report cards.</p> <p>Weekly Grades, Progress Reports, Report Cards, TAPR</p>				
<p>Funding Sources: 211 Title I-A - \$8,788.00, 162 State Compensatory - \$18,881.00, 163 State Bilingual - \$1,265.00, 263 Title III-A Bilingual - \$6,067.00</p>						
<p>5) Purchase resources such as supplemental, instructional and general supplies to enhance instruction in the core areas through hands on activities, STEMS activities, manipulatives, writing, the creation of projects, assessment reviews, worksheets, and educational activities correlated to skills being taught to raise student achievement.</p> <p>Populations: PK-5, AR, LEP, SE, DYS, MI, TI, GT</p> <p>Timeline: August 2017- June 2018 (weekly)</p> <p>CNA: p. 10, 14</p>	<p>Teachers, Principal, Dean of Instruction</p>	<p>Formative: Campus Benchmark Results, BOY, MOY Progress Monitoring, walkthroughs, Lesson plans, progress reports, weekly grades</p> <p>Summative: STAAR test results, TAPR , EOY report cards</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$3,400.00</p>						

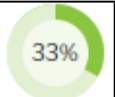
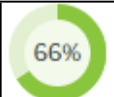
<p>6) Teachers will have the opportunity to select and purchase instructional and supplemental materials which will reinforce the daily classroom instruction, create instructional environment, encourage independence, help students focus, and reinforce the daily classroom activities and help improve the students' areas of need in the core areas.</p> <p>Populations: Pre-K- 5th Grade Teachers</p> <p>Timeline: August 2017 -January 2018</p> <p>CNA: p. 9</p>	<p>Teachers, Dean of Instruction, and Principal</p>	<p>Formative: Weekly Grades, Progress Reports, student work, Campus Benchmark Results, walkthroughs</p> <p>Summative: EOY Report Cards, State Assessment Results, TAPR</p>				
<p>Funding Sources: 162 State Compensatory - \$2,500.00, 199 Local funds - \$7,613.00, 211 Title I-A - \$3,410.00, 163 State Bilingual - \$2,515.00, 263 Title III-A Bilingual - \$625.00</p>						
<p>7) Federal Programs will continue to fund a Library Aide to assist the librarian in organizing and creating an inviting atmosphere to cultivate a lifelong love of reading so that students may be academically successful.</p> <p>Populations: TI-A Librarian Aide</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p. 9</p>	<p>Librarian, Principal</p>	<p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, AR Reports</p> <p>Summative: EOY Student Passing Rates, EOY State Assessment Scores, EOY Report Cards</p>				
<p>Funding Sources: 211 Title I-A - \$25,982.00</p>						



<p>8) PK - 5th teachers will identify students struggling in reading as TIER II/III. TIER II/III students will receive an additional thirty minutes of differentiated instruction and RtI (Response to Intervention) based on outcomes of student assessment and progress monitoring in order to be at grade level. Teachers will provide one-to one feedback to TEIR II/III students at least weekly to monitor progress and adjust instruction.</p> <p>Populations: ALL Students, TI, M1, LEP, SE, AR GT, DYS</p> <p>Timelines: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Teacher, Teacher Specialists, Dean of Instruction, Principal</p>	<p>Formative: Campus Benchmark Results, BOY, MOY Progress monitoring,, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative- State Assessment Results, EOY report cards, TAPR, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs,</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>9) Purchase books, supplies, and additional AR subscription for Kinder students in order to continue an Accelerated Reader Point Incentive System to encourage and improve student achievement in Reading.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p. 10</p>	<p>Classroom Teacher, Librarian, Principal</p>	<p>Formative: Weekly grades and AR points</p> <p>Summative: EOY AR reports</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 199 Local funds - \$1,000.00</p>						





<p>10) Teachers will follow the ELA/Reading 80 day STAAR plan and be used as part of the Student's Learning Objectives (SLO) planning process in the Fall. Plan will continue in the Spring with updated 90 day STAAR plan based on assessment data and will be part of SLO</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA pg. 9</p>	<p>Teachers, Dean of Instruction, Principal</p>	<p>Formative: Teacher Lesson Plans, Walk Through Forms, weekly grades, progress reports, results from STAAR plan</p> <p>Summative: Report Cards, EOY Assessments and grades, State Assessment results</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>11) Dean of Instruction will provide staff development on RtI strategies and intervention to ensure the students' difficulties are identified and addressed on a timely basis. Professional development in instructional strategies, support in the Core subject areas, observations, constructive feedback, and co-teach research based instructional strategies so that students will be academically successful will also be provided.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Dean of Instruction, Principal</p>	<p>Formative: Sign-In Sheets, Lesson Plans, Weekly Assessments, Weekly Grades, Walk-throughs, progress monitoring, RtI folders, weekly grades</p> <p>Summative: Evaluations, EOY Report Cards, EOY Assessments</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						






<p>12) All PreK-5th grade students will increase their vocabulary and grammar skills in order to comprehend reading passages and become accomplished writers through Language Arts activities such as but not limited to: Multisensory Grammar, Language Enrichment, HMH, 6+1 Traits of Writing, Daily Journal Writing, Write Source, and Empowering Writers. Students will respond to journal prompts twice a week, prompts will be selected from all content areas.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (weekly)</p>	<p>Teacher, Dean of Instruction, Principal</p>	<p>Formative: Lesson Plans, Walk-throughs, Student Journals</p> <p>Summative: EOY Assessments, Writing Assignments, Report Cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>13) Campus administration and teaching personnel will follow the District's Plan of Action for English Language Arts and Reading for 2017-2018.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2018 and every 6 weeks</p>	<p>Classroom teachers Principal Dean of Instruction</p>	<p>Formative: Walk-throughs, Lesson plans, Student work, BOY, MOY, EOY Progress monitoring, Progress reports, Grades, Report cards, Campus Benchmark Results</p> <p>Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>14) Pullam Elementary will expand to include a full day PK3 and a half day PK3 program to provide opportunities for early childhood students to learn literacy skills and to recruit and retain students in the district.</p> <p>Populations: PK3-5th students, BIL, AR, TI, TIM, GT, SE, DYS</p>	<p>PEIMS Supervisor, Dean of Instruction, Principal</p>	<p>Formative: Student work, Walk-throughs, Lesson Plans, BOY, MOY</p> <p>Summative: CPALLS EOY, Report Cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						




<p>15) To better support instruction and improve student achievement in the classroom, Title I-A instructional assistants will attend professional development sessions and be trained on the latest scientific, research-based instructional strategies.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 23-24, 2017</p>	<p>Dean of Instruction, Principal</p>	<p>Formative: Session Evaluations, Inst. Asst. Observation Forms, Progress Reports Summative: Student Passing Rates</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>16) Classroom Teachers and Special Education Teachers will be expected to implement instructional activities that support reading and writing in addition to preparing their students for their appropriate state assessments so that students at Pullam will demonstrate knowledge and concept attainment in the content areas.</p> <p>Populations: SE Students</p> <p>Timeline: August 2017-June 2018</p>	<p>Classroom Teacher, Resource/Inclusion Teacher, Assistant Principal</p>	<p>Formative: Six weeks benchmarks, and release tests, lesson plans, student grades Summative: Increase Benchmark & STAAR score</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>17) Pullam Elementary will continue to provide inclusion services for students in 1st through 5th grade as appropriate. Students will receive instruction in the least restrictive environment in their area of need.</p> <p>Populations: SE Students</p> <p>Timeline: August 2017-June 2017</p>	<p>Inclusion/Resource Teacher, Assistant Principal</p>	<p>Formative: Scheduled annual ARD meeting, Sp. Ed. Student Eligibility Folder Summative: IEP, EOY grades</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						


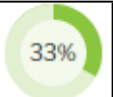


<p style="text-align: center;">PBMAS</p> <p>18) Provide reading strategies through ESL instruction and the Esperanza program to bilingual students daily for 30-45 minutes to support student transition into English reading. Instructional planning will focus on TELPAS reading and writing results for selecting interventions for English Language Learners. All PK-5th grade bilingual/ESL students will increase oral language skills to develop listening, speaking, reading and writing proficiency in English through the use of the ELPS and ELAR strategies. The goal for all K-5th bilingual students is to receive Advanced High TELPAS ratings.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Teachers, Dean of Instruction, Principal, Curriculum Specialists</p>	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY Grades, TAPR, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						





<p>19) Administration will attend conferences (NCUST) and will also provide in district and out of district professional development in all core areas as well as on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction integrated into the all subject areas to improve students' performance on STAAR. Teachers will attend conferences (KTOT) in order to implement research based strategies in their classrooms in order to close academic gaps.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA pg. 15</p>	<p>Dean of Instruction, Principal</p>	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR</p>				
<p>Funding Sources: 211 Title I-A - \$0.00, 162 State Compensatory - \$0.00</p>						

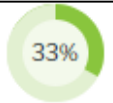
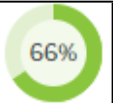
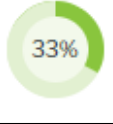

<p>20) Analyze, formulate and implement a prescriptive intervention plan based on BOY/MOY/EOY TPRI/Tejas Lee, Fluency Assessments, Benchmark Scores, STAAR results, teacher created/selected assessments, and campus level selected assessment for students that are performing below grade level in order to bridge instructional gaps and achieve academic success. Ongoing data will be posted and monitored in Data Room. Grade level, vertical and horizontal alignment meetings will be held to share teaching practices and strategies in order to facilitate students' transition from PK-5th grade.</p> <p>Populations: PK-5 Teachers</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Classroom Teachers, Teacher Specialist, Dean of Instruction, Principal</p>	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR, TPRI, Tejas LEE, CPALLs</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>21) Implement Chess Program as a component of the Math curriculum to enhance problem solving strategies and higher thinking skills needed for Math. The campus will provide tutorials for chess before and after school.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- May 2018</p>	<p>Chess Coaches, Principal</p>	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR,</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>22) Teachers will be inserviced on RTI interventions and special education accommodations and will maintain a special education and RTI student folder with modified or accommodated work. The instructional outcome will be to ensure all students needing intervention will be identified to ensure their academic success.</p>	<p>Principal, Dean of Instruction, RtI Specialist, Classroom Teachers, Teacher Specialists</p>	<p>Formative: Walk-through Lesson plans Student work, BOY, MOY, EOY Progress monitoring, progress reports, grades, report cards, Campus Benchmark Results Summative: State Assessment Results,TAPR, TELPAS,SELP/SSLP,TPRI/ Tejas LEE/ CPALLs IEPs</p>				
<p>Populations: PK-5 Teacher</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>Funding Sources: No Funds Required - \$0.00</p>						
<p>23) Digital Literacy will be integrated into all content areas using computer assisted instruction including iStation, Learning A-Z, NewsELA, Ellevation in Class, Stemsscopes, and other district supported software and applications. students will work at computer stations on programs to increase their reading, math, and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p>	<p>Principal,Dean of Instruction, Asst Principal, Teachers, Support Staff</p>	<p>Formative: Projects, 6 wks grades, Benchmark results Summative: Promotion/ Retention Rates, EOY Grades, STAAR Assessment scores</p>				
<p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>Funding Sources: No Funds Required - \$0.00</p>						

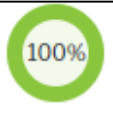

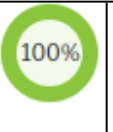




<p>24) All Special Education students at Pullam will increase oral language skills to develop listening/speaking, reading/writing proficiency:</p> <p>Presentations, Retelling, Personal oral discussion, Speaking opportunities to use new vocabulary in context</p> <p>AYP-Activity</p> <p>Populations: SE Students</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Administrator for Curriculum & Instruction,C& I Reading Specialists Librarians,Special Services Department,Principals, Deans, Special Education Teachers, PK-12 teachers</p>	<p>Formative: Fluency Monitoring, Teacher observations, Progress grades, Accelerated Reader tests, Benchmark results</p> <p>Summative: STAAR Assessment Scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>25) Special Education students at Pullam will participate in TEKS- appropriate modified/accommodated tutorials to improve overall Reading and Writing skills and receive additional support through district supplemental reading programs.</p> <p>AYP-Activity</p> <p>Populations: SE Students</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Administrator for Curriculum & Instruction C & I Reading Specialists Reading First Coaches Special Services Department Principals Facilitators/Deans Special Education Teachers PK-12 teachers Librarian</p>	<p>Formative: Fluency Monitoring, Teacher observations, Progress Reports Accelerated Reader tests, Benchmark</p> <p>Summative: EOY Grades</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						










<p>26) Pullam Principal and ARD Chairperson will participate in staff development that focuses on dissecting Assessment data to determine the percentage of students tested on STAAR, STAAR-A, and STAAR-ALT. AYP-Activity</p> <p>Populations: Principal, ARD Chairperson, Diagnostician</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Assessment Department Special Services Department Principals ARD Chairpersons</p>	<p>Formative: Sign In Sheets, Analysis of Student Data Summative: STAAR results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>27) Pullam Principal, ARD Chairperson, and Diagnosticians will participate in the workshop entitled "ARD Decision-Making Process Including Accommodations and Grade Placement to Support Students" provided by Region One via TETN at CAB. AYP-Activity</p> <p>Populations: Principal, ARD Chairperson, Diagnostician</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Assessment Department, Special Services Department, Principals, ARD Chairpersons, Region One</p>	<p>Formative: Sign in sheet, Appropriate accommodations and placement, IEP Summative: EOY Grades</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						






<p>28) Pullam Elementary and BISD Personnel (Assessment Department in conjunction with Special Services) will monitor the percentage of students that are projected to take STAAR, STAAR-A, and STAAR-Alt per campus. AYP-Activity</p> <p>Populations: SE Students</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Assessment Department, Special Services Department</p>	<p>Formative: Reports, Appropriate assessment Summative: EOY State Assessments Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>29) Pullam Elementary and BISD Personnel (Assessment Department in conjunction with Special Services) will meet with campus personnel with disproportionate percentage of students that are projected to take STAAR, STAAR A AYP-Activity</p> <p>Populations: SE Students</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Assessment Department, Special Services Department, Campus Principal, ARD Chairperson</p>	<p>Formative: Reports, Appropriate assessment Summative: EOY State Assessments Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>30) ARD Chair, and Special Education Teacher, Dean of Instruction at Pullam Elementary will review and analyze student specific data to analyze STAAR objectives and expectations to optimize instructional planning AYP-Activity.</p> <p>Populations: PK-5 Teachers</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Special Education Supervisors, Special Education, Teachers, Dean</p>	<p>Formative: Campus Special Education Department meetings sign in sheets Summative: STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>31) Pullam Elementary Special Education teachers and Special Education Supervisors in conjunction with Curriculum Specialists will maximize contact to support the implementation of research-based teaching strategies. AYP-Activity</p> <p>Populations: SE Students</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Assessment Department, Special Services Department, Campus Principal, ARD Chairperson</p>	<p>Formative: IEP Summative: EOY Grades</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						









<p>32) Pullam Elementary's Dean of Instruction, Special Education Supervisor, Curriculum Specialists, provide professional development and support in the following areas: English Language Arts and Reading Standards (ELARS), Mathematics Standards, District Writing Plan, Technology Resources</p> <p>Populations: Special Education Teachers</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Special Education Supervisors Curriculum Specialists Special Education Teachers Facilitators/Dean</p>	<p>Formative: Campus Special Education Department meetings sign in sheets, Lesson Plans, Teacher Observation, Student work, Benchmarks</p> <p>Summative: State Assessment</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>33) Implement an integrated challenging, standards-based, inquiry-centered math curriculum with necessary TEKS- appropriate modified / accommodated for Special Education students as demonstrated through: Unique Learning Systems (Life Skills)</p> <p>Populations: SE Students</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Administrator for Curriculum & Instruction, C & I Math Specialists, Special Services Department, Principals, Deans, Special Education Teachers, PK-12 teachers</p>	<p>Formative: Lesson Plans, Teacher Observation, Progress report grades, Benchmark testing,</p> <p>Summative: Analysis of student work</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

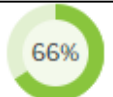
<p>34) All 3rd through 5th grade students will research and develop a science experiment in order to be able to understand the Scientific method.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: December 2017</p>	<p>Teachers Principal Dean of Instruction</p>	<p>Formative: Lesson Plans</p> <p>Summative: Science STAAR results, Science experiment</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>35) All Pre K through fifth grade teachers will implement hands on science program and integrate it with other content areas to be able to pass state assessments.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Teachers, Principal, Science POC, Science Teacher</p>	<p>Formative: Science Lesson Plans</p> <p>Summative: Science STAAR Scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>36) Provide targeted staff development to highly qualified teachers on effective science strategies and critical reasoning in order for students to understand and apply scientific concepts.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal, Dean, Curriculum Specialists Classroom Teachers</p>	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI/Tejas LEE/CPALLs, IEPs</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						





<p>37) Maintain a Science Lab to reinforce classroom activities related to STAAR objectives to ensure all students success on the science STAAR test.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (weekly)</p>	<p>Lab Equipment Room Teacher AIMS Software (in place no cost)</p>	<p>Formative: Benchmarks, Lab Schedule, grades Summative: Science STAAR results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>38) Have Science videos available related to STAAR objectives to be viewed by all students and library resources for Science (books, videos, periodicals, reference sets, etc.) to supplement the Science curriculum.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: September 2017 - June 2018</p>	<p>Principal Librarian Teachers Dean of Instruction</p>	<p>Formative: Benchmarks, Inventory of resources, Sign out sheet, Grades, Student work Summative: Science STAAR results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>39) Devote minimum of 15% of instructional week to standards-based, inquiry-centered science instruction/45 min. week to ensure academic success on STAAR Assessment</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (weekly)</p>	<p>Teacher Principal Dean of Instruction</p>	<p>Formative: Lesson Plans, Progress Reports, Class schedule Summative: STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

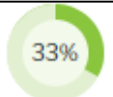
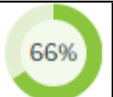




<p>40) Supplemental materials (boards, glue guns, glue sticks, borders, title cards, labels) will be utilized to motivate students to create Science Fair projects and boards in order encourage student participation in Science Fair and apply scientific method, inquiry methods, and hands on activities to science instruction.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: September 2017 - November 2018</p> <p>CNA pg. 10</p>	<p>Teacher Principal Dean of Instruction</p>	<p>Formative: Lesson plans, Walkthroughs, Student Work</p> <p>Summative: Science Fair Awards, STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$0.00</p>						
<p>41) Support the integration of ELPS in PK-5th grade students and while developing an understanding of science content vocabulary through the use of journals, classroom word walls, and the science lab investigation process activities.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (weekly)</p>	<p>Principal Dean of Instruction Curriculum Specialists Classroom Teachers</p>	<p>Formative: Walk-through, Lesson plans, BOY, MOY and EOY Progress monitoring, progress reports, grades, report cards, Student work, Benchmark Results</p> <p>Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs, IEPs</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>42) Teachers will attend professional development that addresses Living with Science, TEKS, maintenance trainings, technology integration, vocabulary development, Star Lab, questioning techniques, lab safety procedures, science fair, and assessment.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal Dean of Instruction Curriculum Specialists Classroom Teachers</p>	<p>Formative: Walk-throughs, Lesson plans BOY, MOY and EOY Progress monitoring, Progress reports, Grades, Report cards, Student work, Benchmark Results</p> <p>Summative: State Assessment Results, TAPR TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs, IEPs</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>43) Pullam students in grades PK-5th will learn responsibility and roles in a community through the Big Red Program to ensure success on future STAAR Assessments.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (weekly)</p>	<p>Principal Teachers Dean of Instruction Counselors</p>	<p>Formative: Lesson plans, Weekly grades, Teacher Materials</p> <p>Summative: EOY Report Card</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>44) Students in PK-5th will participate in a state adopted social studies curriculum and use a supplemental curriculum based on novels to ensure success on future STAAR tests. Students 2nd-5th will be required to read one novel bi-monthly and complete an instructional activity for each novel.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (bi-monthly)</p>	<p>Teachers Principal Dean of Instruction</p>	<p>Formative: Teacher observations, Progress Reports, Weekly Tests, benchmarks, list of novels</p> <p>Summative: Novel Assessments, EOY Report Card,</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>45) All students will be provided with the opportunities to participate in career day events to promote awareness for college preparedness.</p> <p>Populations: 5th grade students</p> <p>Timeline: Monthly</p>	<p>Teachers Principal Counselor Dean of Instruction</p>	<p>Formative: School Calendar of Events, List of Presenters, Grades, Teacher Tests, Benchmarks</p> <p>Summative: EOY Report Card, STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>46) Purchase periodicals, such as Studies Weekly, for 1st- 5th in order to keep abreast of current events and increase awareness of civil activities and changes in the country and around the world.</p> <p>Populations: 1st-5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p. 5-6, 15</p>	<p>Principal Dean of Instruction Teacher</p>	<p>Formative: Walkthroughs, Lesson plans, Student work, progress reports, grades, Teacher Made Tests, End of Unit Tests</p> <p>Summative: State Assessment results, TAPR, report cards.</p>				
<p>Funding Sources: 211 Title I-A - \$550.00, 162 State Compensatory - \$720.00</p>						
<p>47) Provide support for the Sheltered Instruction Observation Protocol/ELPS Professional development for all content areas to ensure that students develop a strong conceptual foundation and mastery of TEKS and perform well on the STAAR assessments</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal Dean of Instruction Curriculum Specialists</p>	<p>Formative: Walk-through, Lesson plans, students work, progress reports</p> <p>Summative: EOY Report cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>48) Gifted & Talented students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres. Gifted and Talented teachers will attend GT inservices to obtain updates and teaching strategies for GT students.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Teachers, Dean of Instruction, Principal, GT Lead Teachers</p>	<p>Formative: Student projects, grades</p> <p>Summative: EOY State Assessments, EOY Report Cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>49) Campus staff and trained P.E. certified campus staff will implement the Fitness gram with testing/data entry in Pre and Post Assessment for students to ensure student academic success and to be in compliance with the requirements of Senate Bill 530 effective 09/01/2007</p> <p>Populations: 3rd- 5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: October 2017 - February 2018</p>	<p>P. E. coaches and Paraprofessionals Nurse Dean of Instruction Principal</p>	<p>Formative: Classroom Observation, Lesson Plans</p> <p>Summative: Physical Fitness Assessment Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>50) Purchase supplies to implement on-going strategies that motivate students to participate in a physically active and healthy lifestyle to ensure student academic success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (daily)</p>	<p>P. E. coaches and Paraprofessionals Nurse Dean of Instruction Principal</p>	<p>Formative: Lesson Plans, Classroom Observations, Attendance</p> <p>Summative: EOY Grades, Healthy Students</p>				
<p>Funding Sources: 199 Local funds - \$1,000.00</p>						






<p>51) Emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs and monitor for implementation to ensure academic success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (daily)</p>	<p>P. E. coaches and Paraprofessionals Nurse Dean of Instruction Principal</p>	<p>Formative: Classroom Observation, Lesson Plans, Curriculum Frameworks, Monthly Campus Visitation Documentation, Catch Activities, Benchmarks</p> <p>Summative: STAAR Scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>52) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009 at Pullam</p> <p>Populations: Safety Coordinator Health Education Teachers PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions</p> <p>Timeline: August 2017 - May 2018</p>	<p>Safety Coordinator Health Education Teachers PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions</p>	<p>Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates</p> <p>Summative: CATCH Activities, CATCH Visitation, School Health Index Improvement Plan, SHAC Recommendations, STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						




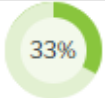

<p>53) Hold monthly Catch meetings to plan and promote healthy living at Pullam to ensure student success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal P.E. Coach Dean of Instruction</p>	<p>Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation</p> <p>Summative: CATCH Activities, CATCH Visitation, School Health Index Improvement Plan</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>54) Students will have opportunities to improve their health by joining the running club, cross country, soccer, volleyball, or basketball team which meet before and after school to ensure student success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018</p>	<p>Running Club Sponsor Principal</p>	<p>Formative: Observation, Attendance records Summative: Physical Fitness Assessment Results, STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>55) Students will attend a dental, hygiene, and puberty presentation to promote healthy student lifestyles to ensure student academic success.</p> <p>Populations: 3rd -5th grade students, AR, TIM, Migrant, SE, GT, LEP/PD, TI.</p> <p>Timeline: November 2017 March 2018</p>	<p>Nurse, Presenter</p>	<p>Formative: Classroom Presentation</p> <p>Summative: Improved students health and hygiene</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						







<p>56) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- June 2018 (daily)</p>	<p>Area Superintendents Campus Administrators Physical Ed. Teachers</p>	<p>Formative: Classroom Observations, F-PE student attendance records, Updated District Policy Summative: School Health Index, Physical Fitness Assessment</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>57) The Pullam campus improvement plan will include any coordinated school health activities and their evaluation, as well as methods to ensure that students participate in the requires physical activity, and any other indicator recommended by the School Advisory Council as per Senate Bill 892 effective 09/01/2009.</p> <p>Populations: CATCH Teams Pre K-5th</p> <p>Timeline: August 2017- thru June 2018</p>	<p>CATCH Team Members Dean of Instruction</p>	<p>Formative: Campus Improvement Plan Review Summative: School Health Index Documentation, Campus Improvement Plan</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>58) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- thru June 2018</p>	<p>Food & Nutrition Service Administrator Curriculum Administrator Area Superintendents District CATCH Team</p>	<p>Formative: Campus Visitation Observation Summative: Updated District Policy</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						











<p>59) Pullam Elementary will identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017- thru June 2018</p>	<p>PE Teachers Campus Safety Coordinator Campus Administration</p>	<p>Formative: Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP) Summative: Student Injury Reports</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>60) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009).</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents</p> <p>Timeline: August 2017 thru June 2018</p>	<p>Counseling Dept. & Administration Counselor At-risk Administrator/Counselors Parental Involvement Campus Personnel Campus Administration Area Asst. Superintendents Child Protective Services</p>	<p>Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form</p> <p>Summative: EOY Grades</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>61) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.</p>	<p>Counseling Dept. & Administration Counselor At-risk Administrator Parental Involvement Campus Personnel Campus Administration Area Asst. Superintendents</p>	<p>Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form Summative: EOY Grades, Dis. Referral Forms</p>				
<p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>Funding Sources: No Funds Required - \$0.00</p>						
<p>62) Pullam Elementary will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p>	<p>Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration Area Asst. Superintendents</p>	<p>Formative: Counselor/Teacher verification of class presentation(s), Agendas, F-Sign-in Sheets, Presentation and Student Documentation Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions</p>				
<p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2017 thru June 2018 One to one counseling available as needed</p> <p>Funding Sources: No Funds Required - \$0.00</p>						

<p>63) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Aug 2017- June 2018</p> <p>CNA: p. 10</p>	<p>Health Services Administrator Special Programs Administrator Federal Programs Administrator Campus Administrators</p>	<p>Formative: Time and Effort Logs, Nurse Referrals, Grades</p> <p>Summative: EOY Attendance Rates, EOY Report Cards, Position Control</p>				
<p>Funding Sources: 211 Title I-A - \$25,982.00</p>						
<p>64) Promote a healthy and drug free lifestyle through Red Ribbon Week activities, instructional supplies, ribbons, and certificates.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Counselor Principal Dean of Instruction Teachers</p>	<p>Formative: Presentation, Student Participation</p> <p>Summative: Counselor Logs, Student created project</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>65) Purchase first aid supplies and student referral forms for nurse's station to ensure the well being and safety of Pullam students.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p.10</p>	<p>Nurse Principal</p>	<p>Formative: Nurse Referral log</p> <p>Summative: EOY Grades</p>				
<p>Funding Sources: 199 Local funds - \$300.00</p>						
<p>66) Implement an intervention lab to support and address interventions for struggling TIER 3 students.</p> <p>Populations: K-5th students, BIL, AR, TI, TIM, GT, SE, DYS</p> <p>Timeline: August 2017- June 2018 (weekly)</p>	<p>Campus Administration Classroom Teachers TLI Specialist Curriculum Specialist RTI Team</p>	<p>Formative: Agendas TPRI/TejasLEE Benchmark testing Fluency Monitoring Teacher Observations TELPAS APRENDA SAT10 CIRCLE CPALLS Summative: STAAR Progress Reports Cumulative Score Sign-In TELPAS</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>67) Planning days will be provided for teachers in order for curriculum planning.</p> <p>Populations: TI, TIM ,BIL, SE, AR, GT</p> <p>Timeline: December 2017- May 2018</p>	<p>Principal Dean of Instruction Teachers</p>	<p>Formative: Lesson Plans Weekly Grades Progress Reports Summative: TPRI/Tejas Lee; STAAR; TELPAS; discipline referral report</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>68) Implement a comprehensive strategy for annual bilingual program evaluation that includes information on student's academic progress, including TELPAS composite ratings, Annual Measurable Achievement Objectives (AMAOs) progress and attainment and other information necessary to evaluate the quality of the program.</p> <p>Populations: PK-5th students, BIL, AR, TI, TIM, GT, SE, DYS</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal Assistant Principal Bilingual Teachers</p>	<p>Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson Plans, student work, progress reports, grades Summative: State Assessment Results, TAPR, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALL's</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>69) STEMscopes will be provided for 5th grade students in order to offer hands on and interactive instruction through a web based program on a weekly basis for instruction in the areas of Life, Physical, Earth, and nature of science categories.</p> <p>Populations: PK-5 students, LEP, AR, TI, TIM, DYS</p> <p>Timeline: Weekly</p> <p>CNA: p. 15</p>	<p>Principal Dean of Instruction Classroom Teacher Administrator for State Compensatory Education</p>	<p>Formative: Report Card, Progress Reports, Usage reports, Lab Schedule, Benchmark Scores, lesson plans, classroom observations Summative: STAAR Assessment Results</p>				
<p>Funding Sources: 162 State Compensatory - \$525.00</p>						

<p>70) Students will participate in the Talent Search program to keep up grades and gain knowledge about college.</p> <p>Populations: 5th grade students, BIL, AR, TI, MI, GT, SE, DYS,</p> <p>Timeline: Spring 2018</p>	<p>Counselor</p>	<p>Formative: Progress Reports, Applications</p> <p>Summative: EOY Report Cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>71) Students will be subjected to higher order thinking questions in all subject areas to develop higher order thinking skills.</p> <p>Populations: PK-5 students, BIL, AR, TI, MI, GT, SE, DYS,</p> <p>Timeline: August 2017- June 2018 (daily)</p>	<p>Teachers Principal Assistant Principal Dean of Instruction</p>	<p>Formative: Progress Reports, Walk-throughs, Benchmarks</p> <p>Summative: STAAR Results, EOY Grades</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>72) Every week each class will promote the college of their choice over the intercom system during morning announcements to inform and motivate students to attend college. In addition, community members will be invited to inform students about the colleges they attended.</p> <p>Populations: PK-5 students, BIL, AR, TI, MI, GT, SE, DYS,</p> <p>Timeline: August 2017- June 2018 (weekly)</p>	<p>Teachers Counselor Dean of Instruction</p>	<p>Formative: Walk-throughs Benchmarks</p> <p>Summative: Student awareness of Colleges</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						




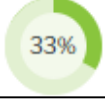









Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: 90% of the students involved in Fine Arts, co-curricular, athletic, and extra-curricular activities at M. A. Pullam Elementary will achieve a Master Level in the core area subjects.

Evaluation Data Source(s) 1: 2017-2018 STAAR Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Implement musical productions throughout the year to promote choir Estudiantina to help ensure student success. Populations: PK-5th grade, AR, TIM, Migrant, TI, BIL, SE, GT, LEP/PD Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018	Principal, Music Teacher, and Estudiantina director	Student performance and participation rate Formative: Walk throughs Summative: Christmas Carnival, Charro Days, End of year grades				
Funding Sources: 199 Local funds - \$635.00						
2) Provide holiday revues to promote musical arts to help ensure student success. Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS Timeline: December 2017	Principal, Teachers, and Music Teacher	Formative: Participation rate, Practice schedule and attendance Summative: Student Performance				
Funding Sources: No Funds Required - \$0.00						




<p>3) Stillman Middle School students will come to Pullam to perform a Christmas concert for Pullam students to ensure smooth transition to middle school.</p> <p>Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: December 2017</p>	<p>Band directors, Teachers, and Dean of Instruction</p>	<p>Formative: Student participation Summative: Performance</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>4) 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills.</p> <p>Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: December 2017- January 2018</p>	<p>UIL Coordinator and UIL Coach</p>	<p>Formative: Student participation Summative: UIL Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>5) 4th and 5th grade students will compete in UIL Art to be exposed to art history.</p> <p>Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: December 2017- January 2018</p>	<p>UIL Coordinator and UIL Coach</p>	<p>Formative: Student participation Summative: UIL Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

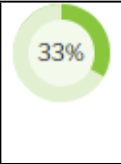
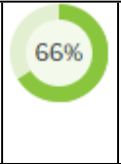

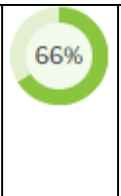
Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.









Performance Objective 1: Pullam Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5% and the At-Risk Attendance Rate by 10%.










Evaluation Data Source(s) 1: 2017-2018 STAAR Scores, At-Risk Attendance Rate, and the Retention Rate










Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Full day Pre-K program will be provided in order to better prepare qualified students academically. Populations: AR, T1, LEP, MI Timeline: August 2017- June 2018 (Daily) CNA: p. 9	Principal Administator for State Compensatory Education	Formative: Student work Grades Benchmarks CPALLS (BOY & MOY) Master Schedule Summative: CPALLS (EOY)				
Funding Sources: 162 State Compensatory - \$74,690.00						

<p>2) Accelerated instruction in the foundation curriculum will be provided during extended day, SSI for 5th grade, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Accelerated instruction will have prescriptive plans with research-based instructional materials in all content areas that support improved reading and writing. Extended Day will have prescribed lessons that will focus on effective literacy routines and strategies across all content areas. Instructional supplies and supplemental supplies will be provided for accelerated instruction.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: September 15, 2016 - June 8, 2018 (2 x's week)</p> <p>CNA: p. 6, 9, 15, 19, 20</p>	<p>Dean of Instruction Principal Administrator for State Compensatory Education</p>	<p>Formative: Teacher observation, eSchool Plus Tutorial Schedule, Lesson plans, Tutorial Attendance Report, Student progress reports, Benchmarks</p> <p>Summative: STAAR and Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$34,212.00, 211 Title I-A - \$25,377.00</p>						
<p>3) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk, and Bilingual students. Supplemental and instructional resources will be utilized to effectively conduct professional development, digital presentations, provide handouts and informational resources.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: p. 9, 10, 11, 12, 13, 18</p>	<p>Principal Administrator for State Compensatory Education</p>	<p>Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - \$66,373.00, 211 Title I-A - \$2,500.00, 163 State Bilingual - \$1,000.00</p>						

<p>4) The Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement.</p> <p>Populations: AR, DYS</p> <p>Timeline: August 2017 - May 2018 (Daily)</p> <p>CNA: p. 9</p>	<p>Principal Dean of Instruction Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans Walk-thrus Benchmarks Student Progress reports</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - \$49,912.00</p>						
<p>5) The homeless department will ensure support services for students identified as homeless are provided to improve student achievement, attendance, and decrease the retention rate.</p> <p>Populations: AR</p> <p>Timeline: August 2017 - June 2018</p>	<p>Counselor Administration Parent Liaison</p>	<p>Formative: Homeless Roster, Student Progress Reports, classroom observations</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>6) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Populations: Pre-K -5th AR</p> <p>Timeline: August 2017 - December 2017</p>	<p>Campus Administration</p>	<p>Formative: ERO Session Evaluation Report, Student progress report, benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>7) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Populations: Pre-K -5th AR</p> <p>Timeline: August 2017 - June 2018 (Daily)</p>	<p>Campus Administration</p>	<p>Formative: Monthly eSchool At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>8) Promote awareness at Pullam regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>Populations: Pre-K -5th AR</p> <p>Timeline: August 2017 - June 2018</p>	<p>Campus Administration</p>	<p>Formative: Student Progress Reports and Benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>9) Implement a food pantry and closet at Pullam to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Populations: Pre-K -5th AR</p> <p>Timeline: August 2017 - June 2018</p>	<p>Campus Administration</p>	<p>Formative: Student Progress Reports and Benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and Retention Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>10) Provide classroom coverage for curriculum planning and vertical alignment in order for teachers to meet the individualized needs of all students for them to reach academic excellence.</p> <p>Populations: K-5 students, BIL, AR, TI, MI, DYS, Migrant</p> <p>Timeline: December 2017 - May 2018</p> <p>CNA: p. 9</p>	<p>Principal Dean of Instruction Teacher</p>	<p>Formative: Walk-through Lesson plans Student work BOY, MOY, EOY Progress monitoring Progress reports Grades Report cards Campus Benchmark Results</p> <p>Summative: State Assessment Results TAPR TELPAS SELP/SSLP TPRI/ Tejas LEE/ CPALLs IEPs</p>				
<p>Funding Sources: 162 State Compensatory - \$2,000.00</p>						
<p>11) Purchase presentation cart, projector, document camera, printer, laptop with license, and smartboard in order to provide for staff development so that all staff are prepared to meet the educational needs their students.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: p. 12</p>	<p>Principal Dean of Instruction</p>	<p>Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						






Goal 4: The students will be encouraged and challenged to meet their full educational potential.





Performance Objective 1: Increase the student attendance rate at M. A. Pullam Elementary to at least 98% for elementary schools.






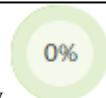

Evaluation Data Source(s) 1: 2017-2018 Attendance Rate

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Recognition for class with 100% attendance. Class will have a Big Red visit to ensure that all students will continue to meet attendance goals.</p> <p>Populations: PK-5TH grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD</p> <p>Timeline: August 2017-May 2018 (weekly)</p>	Counselors, Teachers, and Principal	<p>Formative: Review weekly attendance rates to determine recipients of attendance award</p> <p>Summative: EOY Attendance Rate EOY Attendance Record EOY Report Card</p>				
Funding Sources: No Funds Required - \$0.00						
<p>2) Grade level with highest percentage of Perfect Attendance for the six weeks will receive a Perfect Attendance Certificate and end of year trophies to ensure that all students meet attendance and academic goals.</p> <p>Populations: PK-5th grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p. 9</p>	Counselors, Teachers, Principal, and Data Entry Clerk	<p>Formative: List of certificate recipients by grade level</p> <p>Summative: Attendance Record</p>				
Funding Sources: 199 Local funds - \$3,100.00						

<p>3) Reinforce attendance to ensure that students meet attendance and academic goals by announcing the campus attendance daily through intercom system.</p> <p>Populations: PK-5th grade, AR, TI, TIM, Migrant, SE, GT, DYS, BIL, LEP</p> <p>Timeline: August 2017 - May 2018 (daily)</p>	<p>Assistant Principal</p>	<p>Formative: Daily computerized print out generated by data entry</p> <p>Summative: EOY Report Cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>4) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / Management included in Campus Improvement Plan.</p> <p>Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Populations: Campus Staff Attendance Personnel</p> <p>Timeline: 2017 Fall Semester</p>	<p>Principal, Assistant Principals, PEIMS Supervisor, Attendance Clerks, Attendance Liaisons, Attendance Office, and Data Entry Clerk</p>	<p>Formative: Weekly review of campus attendance rates</p> <p>Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p>Summative: Report Card</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>5) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2014-2015 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels.</p> <p>Populations: Campus Administration</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal, PEIMS Supervisor, Attendance Clerk, Discipline Clerk. and Computer Services</p>	<p>Formative: OSS Rate Summative: Report Card</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>6) Attendance clerks, parent / attendance liaisons, and teachers consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Populations: Campus & District Staff Pupil Services Personnel</p> <p>Timeline: 2017 Fall Semester (Daily) 2018 Spring Semester (Daily)</p>	<p>Principal, Campus PEIMS Supervisor, Attendance Clerks, Parent Liaisons, Student Accounting, and Data Entry Clerk</p>	<p>Formative: Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS Summative: Report Cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>7) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.</p> <p>Populations: PEIMS Supervisors Clerks</p> <p>Timeline : 2017 Fall Semester 2018 Spring Semester</p>	<p>School Messenger Notification System Trainer, Computer Services, PEIMS Supervisor, Pupil Services, and Data Entry Clerk</p>	<p>Formative: Agendas, Sign-in Sheets</p> <p>Summative: Attendance Report</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						









Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.









Performance Objective 1: Discipline referrals ,office referrals and ISS/OSS suspensions will be less than 5%of student enrollment

Evaluation Data Source(s) 1: 2017-2018 Discipline Log and Review 360

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) An Emergency Operating Team for serious discipline problems needing immediate attention will be formed to ensure student safety and academic goals.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: August 2017 - May 2018</p>	Principal Teachers Counselors	<p>Formative: Benchmarks</p> <p>Summative: EOY Report Card</p>				
Funding Sources: No Funds Required - \$0.00						
<p>2) Implement a lockdown system to alert faculty/staff/students of an upcoming emergency situation will be started to ensure student safety.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: Fall 2017</p>	Principal, Teachers, Counselors, and Nurse	<p>Formative: Benchmarks</p> <p>Summative: STAAR Results</p>				
Funding Sources: No Funds Required - \$0.00						
<p>3) Teachers will nominate a student with character every week (Big Red Award) to help students meet academic goals. Students will take picture with Big Red which will be prominently displayed on Big Red Bulletin Board.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: August 2017 - May 2018 (Weekly)</p>	Teachers and Counselors	<p>Formative: Benchmarks</p> <p>Summative: STAAR Results, Report Cards</p>				
Funding Sources: No Funds Required - \$0.00						

<p>4) Presentation on Conflict Resolution, Discipline Management, Drop out Reduction, Suicide Prevention & Intervention, and Violence/Gang Prevention and Intervention will be given to all PK-5th grade students to ensure student safety and academic goals.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: Fall 2017</p>	<p>Teachers, Counselors, and Principal</p>	<p>Formative: Benchmarks</p> <p>Summative: STAAR Results, EOY Report Cards</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>5) Implement a Character Education Program to ensure all students achieve academic goals.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: August 2017 - May 2018</p> <p>CNA: P.</p>	<p>Teachers Counselors Principal</p>	<p>Formative: Lesson Plans Classroom Observation Decrease in referrals Benchmarks</p> <p>Formative: EOY Report Card STAAR Results</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>6) Provide training for administrators and new teachers: (a) to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Populations: K-5 students, BIL, AR, TI, MI, GT, SE, DYS</p> <p>Timeline: August 2017 - May 2018</p>	<p>Principal Assistant Principal Counselors Professional Development RTI Specialist</p>	<p>Formative: Agenda, Sign-in sheets</p> <p>Summative: EOY Report Card</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>7) Provide scheduled professional development based on level of expertise and need in the following areas: a.) Bullying Prevention; b.) Violence/conflict resolution; c.) Recent drug use trends; d.) Resiliency/Developmental Assets; e.) Dating Violence; f.) Signs of Child Abuse; g.) Classroom Management; h.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.</p> <p>Populations: K-5 students, BIL, AR, TI, MI, GT, SE, DYS</p> <p>Timeline: August 2017 - June 2018</p>	Administrators, Principals, APs, Counselors, Professional Development, Behavioral Specialists, RtI Specialist, BISD PD	Formative: Attendance Roster, Professional Development, PEIMS, Discipline Report Summative: EOY Report Card				
Funding Sources: No Funds Required - \$0.00						
<p>8) Purchase supplies to maintain the daily maintenance of the campus in order to provide a safe and clean productive environment for all students to be successful learners.</p> <p>Population: ALL Students, Campus personnel</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: P.</p>	Principal Assistant Principal	Formative: Progress Reports Summative: STAAR				
Funding Sources: 199 Local funds - \$0.00						
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Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.







Performance Objective 1: Pullam will increase 10% increase of parent volunteers and business partners.






Evaluation Data Source(s) 1: Parent Meeting Sign In Sheets









Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Conduct an Annual Title I Meeting to inform parents of services provided through Title I and professional qualifications of staff. Populations: Parents Timeline: Fall 2017	Principal, Teachers, and Parent Liaison	Formative: Sign-In sheets & Number of attendees, Flier, Agenda Meeting Minutes Summative: STAAR Results, Title I-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required - \$0.00						
2) Performance by students during Christmas Carnival, Charro Days Festivities and Fiesta Night to showcase talents of students and increase parent participation that reflects in their academic progress. Populations: Parents Timelin6: Fall 2017 & Spring 2018	Teachers, Principal, and Parent Liaison	Formative: Parent Invitations & Sign-In sheets Summative: STAAR Results				
Funding Sources: No Funds Required - \$0.00						





<p>3) Parents participate in "Meet The Teacher" and "Report Card Night" to help ensure academic success of all students.</p> <p>Populations: Parents</p> <p>Timeline: August 2017 & March 2018</p>	<p>Principal, Staff, and Parent Liaison</p>	<p>Formative: Sign-In Sheets</p> <p>Summative: STAAR Results, Attendance Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>4) Each teacher will make a minimum of two contacts with each parent to discuss student progress and student compact.</p> <p>Populations: Parents</p> <p>Timeline: Fall 2017 & Spring 2018</p>	<p>Principal Teachers Cafeteria Staff Parent Liaison</p>	<p>Formative: Newsletter to parents</p> <p>Summative: Parent Contact Log and Discipline referrals</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>5) Head-Start students to visit Pre-Kinder units to facilitate transition to public school and 5th Grade students to visit Stillman Middle School to facilitate transition to Middle School.</p> <p>Populations: PK and 5th grade students</p> <p>Timeline: May 2018</p>	<p>Principal Head Start Administration Pre-Kinder Teachers Parent Liaison</p>	<p>Formative: Sign-In Sheets</p> <p>Summative: Attendance Log</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>6) Implement CATCH Program to maintain student and parent health to ensure academic success for all students.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal Nurse Parents Teachers Cafeteria Manager Counselors Parent Liaison</p>	<p>Formative: Benchmarks</p> <p>Summative: STAAR Scores, Fitness Gram results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						








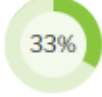

<p>7) All Pre K-5th grade teachers will send progress reports to parents regarding progress to ensure academic success.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal Teachers Technology Teacher Parents Parent Liaison</p>	<p>Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>8) The Campus keeps the community informed of the Campus Performance and Campus Performance Objectives</p> <p>Populations: Parents</p> <p>Timeline: Sept. 2017 - May 2018</p>	<p>Principal Teacher Technology Teacher Parents Parent Liaison</p>	<p>Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>9) Conduct an annual Title I parent survey to evaluate the effectiveness of parental involvement efforts.</p> <p>Populations: Parents</p> <p>Timeline: May 2018</p>	<p>Principal Teachers Technology Teacher Parents Parent Liaison</p>	<p>Formative: Progress Reports</p> <p>Summative: Signed Progress Reports Title I Parental Involvement Compliance Checklist EOY Survey Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>10) Complete and disseminate parental involvement policy so as to delineate how parents will be actively involved at the campus level with the intention to increase participation. Presentations to parents and resources will be provided for the benefit of the students' academic readiness.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 2017- May 2018</p> <p>CNA pg. 17</p>	<p>Principal, Teachers, Technology Teacher, Parents, and Parent Liaison</p>	<p>Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, Title I Parental Involvement Compliance Checklist STAAR Results Discipline Referrals Attendance Rates</p>				
<p>Funding Sources: No Funds Required - \$0.00, 211 Title I-A - \$190.00</p>						
<p>11) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e. home visits, parental involvement meetings/ trainings and attendance incentives.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p. 9, 15</p>	<p>Principal and Parent Liaison</p>	<p>Formative: Monthly Contact Log Composite Report</p> <p>Summative: Monthly Mileage Log</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						

<p>12) Pullam Elementary will continue to fund Parent Liaison for the purpose of educating parents to better assist their children through the educational process, monitor/contact parents to address student absences and tardies, and to increase student achievement at Pullam Elementary.</p> <p>Populations: Parent Liaison</p> <p>Timeline: August 2017 June 2018</p> <p>CNA: p. 15</p>	Principal	<p>Formative: District and Campus Benchmark Scores, Parent Trainer Observations, Student Progress Reports</p> <p>Summative: EOY Student Passing Rates, EOY Assessment Scores Parent participation, Contact Log, STAAR Results, Discipline Referrals, Attendance Rates</p>				
Funding Sources: 211 Title I-A - \$32,294.00						
<p>13) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 2017 - Oct. 2017</p>	Principal Parent Liaison	<p>Formative: School-Parent- Student Compacts</p> <p>Summative: Composite of End of Year survey, STAAR Results, Title I Parental Involvement Compliance Checklist, Contact Log, Discipline Referrals, Attendance Rates</p>				
Funding Sources: No Funds Required - \$0.00						
<p>14) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy, School-Parent-Student Compact, and Campus Improvement Plan.</p> <p>Populations: Parents of all Students</p> <p>Timeline: August 2017 - May 2018</p>	Principal Parent Liaison SBDM Committee	<p>Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact, Parent Representative List</p> <p>Summative: Composite of meeting minutes, Discipline referrals, Attendance Rates, STAAR results</p>				
Funding Sources: No Funds Required - \$0.00						

<p>15) Host a "Parent Orientation Day" to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities</p> <p>Populations: Parents of all Students and Community Members</p> <p>Timeline: Fall 2017</p>	<p>Campus Administrators Parent Liaison</p>	<p>Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations</p> <p>Summative: Discipline Referrals</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>16) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Populations: Teachers Administrators</p> <p>Timeline: August 2017 - January 2018</p>	<p>Principal Parent Liaison</p>	<p>Formative: Agendas Sign-in Sheets Session Evaluations</p> <p>Summative: Increased parent participation, Title I Parental Involvement Compliance Checklist</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>17) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations Home Access Center (HAC)</p> <p>Populations: Parents</p> <p>Timeline: August 2017 - May 2018</p> <p>CNA pg. 17</p>	Parent Liaison	Formative: Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Minutes Conference Evaluations Summative: STAAR results Composite of evaluation results Title I Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required - \$0.00						
<p>18) Pre-Kinder Teachers will host Parent Night once every 6 weeks to encourage and educate parents in ways to encourage and help their children succeed in school. Parents will create and model activities to assist their children at home to enable their children to be academically successful.</p> <p>Populations: Pre-Kiinder Parents</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA Pg. 17</p>	Pre-K Teachers Campus Administration	Formative: Fliers Sign-In Sheets Summative: Increased parent participation				
Funding Sources: 162 State Compensatory - \$0.00						

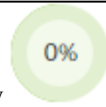
<p>19) To increase communication between home and school, information boards in the front office with current and upcoming school and district events, School Messenger, and marquee are prominently displayed. Weekly notices will be disseminated to invite parents to parent weekly meetings.</p> <p>Populations: Parents and School Personnel</p> <p>Timeline: August 2017 - May 2018</p>	<p>Principal Parent Liaison</p>	<p>Formative: Fliers Sign-In Sheets</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p>				
<p>Funding Sources: 211 Title I-A - \$0.00</p>						
<p>20) Parental Involvement meetings will educate parents by providing relevant information relating to students academic achievement.</p> <p>Populations: Parents</p> <p>Timeline: August 2017 - May 2018</p>	<p>Principals Parent Liaisons</p>	<p>Formative: Fliers Sign-In Sheets</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>21) Pullam Elementary will recognize parent volunteers for their participation and commitment in assisting to increase student achievement.</p> <p>Populations: Parents Volunteers</p> <p>Timeline: May 2018</p>	<p>Principal Liaison</p>	<p>Formative: Invitation Agenda Sign In Sheet Authority to Volunteer Form</p> <p>Summative: STAAR Results Attendance Rates</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>22) Provide all campus personnel a yearly schedule of events to ensure timely compliance with all campus and district due dates.</p> <p>Populations: Teachers and School Personnel</p> <p>Timeline: August 2017 - June 2018</p>	<p>Campus Administrators</p>	<p>Formative: Fliers</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue












Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.








Performance Objective 1: 90% of Pullam migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP)

Evaluation Data Source(s) 1: 2017-2018 STAAR Scores and Attendance Rate

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Identify and address areas of students' needs in comprehension skills development, specifically TEKS to ensure academic success.</p> <p>Populations: PK-5th grade, Migrant/PFS Students</p> <p>Timeline: September 2017 - June 2018</p>	<p>Principal Teachers Dean of Instruction Counselors</p>	<p>Formative: Benchmarks Summative: STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>2) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Populations: 1st grade, Migrant/PFS Students</p> <p>Timeline: September 2017 - May 2018</p>	<p>Campus Principal Elementary Teachers</p>	<p>Formative: Three Week Progress Reports Summative: Six Week Report Cards TPRI/Tejas LEE Assessment Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>3) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion, if needed, or to participate in the enrichment migrant summer program.</p> <p>Populations: PK-5th grade, Migrant/PFS</p> <p>Timeline: June 2017 - July 2018</p>	<p>Campus Principal Homeroom Teachers</p>	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>4) Migrant students' 3rd - 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Populations: 3rd-5th grade, Migrant/PFS</p> <p>Timeline: October 2017 through May 2018</p>	<p>Campus Principal Counselor Classroom Teacher</p>	<p>Formative: STAAR Remediation Enrollment Lists NGS TAKS Report Benchmark Results</p> <p>Summative: State Assessment Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>5) Migrants will be provided school supplies in order to provide them with the necessary tools to complete their classroom assignments, projects, and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>Populations: PFS and Migrant Student</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: p. 15</p>	<p>Principal Dean of Instruction Counselors</p>	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>6) Supplemental support will be provided to PFS students in the form of personal items (hygiene products) to ensure they have necessary materials for instruction.</p> <p>Populations: PFS Migrant Student</p> <p>Timeline: August 2017 - June 2018</p>	<p>Principal Dean of Instruction Counselors</p>	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent signature</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>7) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Counselors and administration will oversee progress of Migrant students.</p> <p>Populations: PFS Migrant Student</p> <p>Timeline: August 2017 - June 2018</p>	<p>Campus Administrators Counselors</p>	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>8) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students, pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Populations: Migrant/PFS Students</p> <p>Timeline: August 2017 - June 2018</p>	<p>Campus Principal Homeroom Teachers Counselors</p>	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS , TPRI, Tejas LEE, Aprenda</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>9) Additional supplemental instructional materials to address the academic weakness of migrant students will be provided to practice at home in order to reinforce and strengthen instructional skills and be academically successful.</p> <p>Populations: Migrant/PFS Students</p> <p>Timeline: September 2017 - June 2018</p> <p>CNA: P. 15</p>	<p>Principal Dean of Instruction Counselors</p>	<p>Formative: NGS Campus Reports, Benchmarks</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature STAAR</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$35.00</p>						

<p>10) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Populations: PFS Students/Migrant Parents of PK-2nd grade students</p> <p>Timeline: August 30, 2017- June 2, 2018</p>	Principal Parent Liaison	Formative: Visitation Logs, Parent Meeting Evaluations Summative: Session Evaluations, Participation Surveys, Promotion Rate				
Funding Sources: No Funds Required - \$0.00						
<p>11) In order to increase awareness of migrant student needs, Pullam faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Populations: PFS/Migrant Students</p> <p>Timeline: September 1, 2017 - May 29, 2018</p>	Principal Teachers	Formative: Tutorials, Enrollment Lists, Attendance Reports, Participants Survey Summative: Session Evaluations, STAAR				
Funding Sources: No Funds Required - \$0.00						
<p>12) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Populations: PFS/Migrant Students</p> <p>Timeline: April 2018</p>	Campus Administration	Formative: Parent Meeting Evaluations, Summative: Survey Results, Implementation of Survey Suggestions				
Funding Sources: No Funds Required - \$0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						





Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.





Performance Objective 1: Students at M. A. Pullam Elementary will demonstrate exemplary performance mastering skills in the core area subjects by using computer technology





Evaluation Data Source(s) 1: 2017-2018 STAAR Scores







Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Provide support for technology training for teachers in the areas of: Powerpoint, Smartboard, Weblinks, E Instruction that will assist, create, and develop an ambience for interactive learning and increase student participation in classroom instruction Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018	Principal Dean of Instruction Classroom Teacher	Formative: Lesson plans Walk-throughs Students work Progress reports Summative: EOY Report cards				
	Funding Sources: No Funds Required - \$0.00					

<p>2) PK- 5th grade students will attend computer technology lab weekly to address technology skills; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 60% English Proficiency.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Campus Principal Dean of Instruction Classroom Teachers TST</p>	<p>Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>3) Improve the students reading skills with the use of the Accelerated Reader to ensure success on STAAR.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal Classroom teachers</p>	<p>Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>4) Students will be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 60% English Proficiency. Headphones with microphones will be purchased for student use during instruction and TELPAS Testing.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Campus Principal Dean of Instruction Classroom Teachers TST</p>	<p>Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p>				
<p>Funding Sources: No Funds Required - \$0.00, 163 State Bilingual - \$270.00</p>						
<p>5) Purchase supplemental instructional materials (ink, paper, memory card) in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship</p> <p>Population: Teachers, Students</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p. 15</p>	<p>Classroom Teachers Principal Dean of Instruction</p>	<p>Formative: Benchmarks</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 199 Local funds - \$4,500.00, 211 Title I-A - \$0.00, 162 State Compensatory - \$4,500.00</p>						

<p>6) Purchase computers so that students will have access to programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Once a week September 2017- May 2018</p> <p>CNA: pg.20</p>	<p>Principal Dean of Instruction Asst Principal Teachers</p>	<p>Formative: Benchmarks 6 wks grades Projects</p> <p>Summative: EOY Grades Promotion/ Retention Rates STAAR</p>				
<p>Funding Sources: 162 State Compensatory - \$22,100.00</p>						
<p>7) TST will improve school website through the addition of educational and instructional websites for parents and students to access from home so that students have access to instructional and intervention resources and improve student achievement.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p>	<p>Principal Dean of Instruction TST</p>	<p>Formative: Benchmarks 6 wks grades</p> <p>Summative: EOY Grades Promotion/ Retention Rates STAAR Results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>8) Purchase printers and ink cartridges for teachers to print documents, HMH PDF files, teacher created materials, lessons, and tests, and other instructional related documents that will assist in the instructional lesson and tutorials.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p.20</p>	Principal Assistant Principal Dean of Instruction Teachers	Formative: Progress Reports Summative: STAAR				
Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$0.00						
<p>9) Classrooms provided with Smartboards, projectors, iPads, and computers with licenses in order to provide students with interactive activities that will promote student engagement and meet the diverse needs of students thereby increasing student participation, strengthening instructional skills and becoming academically successful.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: p.20</p>	Principal Assistant Principal Dean of Instruction Teachers	Formative: Progress Reports Summative: STAAR				
Funding Sources: 162 State Compensatory - \$0.00, 163 State Bilingual - \$0.00						

<p>10) Purchase general supplies in order to facilitate the daily functions of the campus and its personnel.</p> <p>Population: ALL Students, Campus personnel</p> <p>Timeline: Sept. 29, 2017 Nov. 3, 2017 Dec. 21, 2017 Feb. 16, 2018 Apr. 20, 2018 June 8, 2018</p> <p>CNA: P.</p>	Principal	Formative: Progress Reports				
		<p>Funding Sources: 199 Local funds - \$0.00</p>				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) DEIC added 12-6-2017

Performance Objective 1: Pullam Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2) [DEIC added 12-6-2017/SBDM added 1-12-18]

Evaluation Data Source(s) 1: Energy Consumption Report for Pullam Elementary.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Pullam will purposely promote energy savings activities on the campus to support implementation of the campus's energy savings plan. Population: Campus facilities Timeline: January 2018- June 2018 Need: Board approved goal priority [DEIC added 12-6-2017/SBDM added 1-12-18]	Principal Assistant Principal	Campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage. Summative: Annual comparison of energy usage.				
Funding Sources: No Funds Required - \$0.00						
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Population: Campus facilities Timeline: January 2018- June 2018 Need: Board approved goal priority [DEIC added 12-6-2017/SBDM added 1-12-18]	Principal Assistant Principal	Survey results from teachers will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 10: Pullam Elementary will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017/SBDM added 1-12-18]

Performance Objective 1: Pullam Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [DEIC added 12-6-2017/SBDM added 1/12/18]

Evaluation Data Source(s) 1: Fiscal reports for Pullam Elementary, internal and external audit reports and FIRST ratings. [DEIC added 12-6-2017/SBDM added 1/12/18]

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Pullam Elementary will support campus programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Pullam Stakeholders Timeline: January 2018- June 2018 Need: Board approved goal priority [DEIC added 12-6-2017/SBDM added 1-12-18]	Principal Dean of Instruction	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: end of year expenditure reports				
Funding Sources: No Funds Required - \$0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 10: Pullam Elementary will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017/SBDM added 1-12-18]

Performance Objective 2: Pullam Elementary will commit to implementing incentives that build morale based on Campus Needs Assessment teacher survey. [SBDM 01-12-2018]

Evaluation Data Source(s) 2: Turnover rate and teacher responses on Campus Needs Assessment survey.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Efforts to retain effective teachers at Pullam Elementary will include Pullam's Teacher of the Week being recognized over the intercom and given a reserved parking space for the week to show appreciation for hard work and dedication.	Principal Assistant Principal	Teachers will feel appreciated and continue efforts to improve student learning. Formative: Informal monthly survey Summative: Results of survey				
Funding Sources: No Funds Required - \$0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 11: Pullam Elementary will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017/SBDM added 1-12-18]

Performance Objective 1: Pullam Elementary will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [DEIC added 12-6-2017/SBDM added 1-12-18]

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Pullam will promote its history and origins along with current accomplishments through the website and media venues. Population: Pullam Stakeholders Timeline: January 2018- June 2018 Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017/SBDM 1-12-18]	Principal Assistant Principal Dean of Instruction	Campus accomplishments and participation will be showcased through news articles and other media venues. Formative: schedule of weekly articles Summative: listing of articles and media venues.				
	Funding Sources: No Funds Required - \$0.00					
2) Pullam will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Pullam Stakeholders Timeline: January 2018- June 2018 Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017/SBDM added 1-12-18]	Principal PIO contact	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
	Funding Sources: No Funds Required - \$0.00					
3) Pullam will update websites at least monthly including showcasing student and community activities. Population: Pullam Stakeholders Timeline: January 2018- June 2017 Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017/SBDM added 1-12-18]	Principal Dean of Instruction PIO contact	Pullam websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				
	Funding Sources: No Funds Required - \$0.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

State Compensatory

Budget for Pullam Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-142-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$5,669.00
162-11-6118-00-142-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$26,043.00
162-11-6119-00-142-Y-30-054	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,912.00
162-11-6119-00-142-Y-34-PKK	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$74,690.00
162-13-6119-31-142-Y-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,373.00
6100 Subtotal:		\$219,687.00
6300 Supplies and Services		
162-11-6395-62-142-Y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$1,430.00
162-11-6396-00-142-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,500.00
162-11-6399-00-142-Y-30-000-Y	6399 General Supplies	\$29,126.00
162-13-6399-65-142-Y-30-000-Y	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$36,056.00
6600 Capital Outlay Accounts		
162-11-6649-62-142-Y-30-TEC-Y	6649 Capital Assets - Locally Defined	\$20,670.00
6600 Subtotal:		\$20,670.00

Personnel for Pullam Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Guerra	Dean of Instruction	State Compensatory	1
Imelda Vega	Pre-Kinder Teacher	State Compensatory	.5
Margeret Garcia	Pre-Kinder Teacher	State Compensatory	.5
Tammi Garcia	Pre-Kinder Teacher	State Compensatory	.5
Vanessa Fernandez	Dyslexia Teacher	State Compensatory	1

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a schoolwide program plan that includes all of the ten required components. The following ten components of a schoolwide program are embedded within the campus improvement plan and its activities.

Pullam Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the I, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2013-2014 school year and to increase the commended performance level in all content areas. In addition, *the goal of the school is to increase the percentage of college readiness performance of all students in the areas of Reading, Math, Writing, and Science. (pgs. 5-18)*

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. (1.1.1, 1.1.3, 1.1.4, 1.1.8, 1.1.10, 1.1.11, 1.1.18, 1.1.21, 1.1.36, 1.1.38, 3.1.2)

3: Instruction by highly qualified professional teachers

Highly-qualified teachers, will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. (1.1.1,

1.1.8, 1.1.16, 3.1.1, 4.1.12)

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Staff development needs are assessed regularly through official classroom observation summaries, classroom walk-throughs conducted by the school administration and by the Dean of Instruction, Cynthia Guerra. The classroom program observations conducted by the administration are for the purpose of assisting the teachers improve their teaching skills only and to determine if any staff development needs are warranted. The professional development needs for the campus are determined by the following factors: TAKS test results, AEIS Campus Report Card, B.I.S.D. Curriculum Department, their Curriculum Specialists, and through feedback based from the faculty survey. The school principal, and campus staff members, proceed to implement the state wide adopted curriculum; with high-quality and research-based staff development. (1.1.10, 1.1.11, 1.1.15, 1.1.20, 1.1.23)

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, insurance benefits, opportunities for supplemental pay, and paying stipends for math, science and social studies. (4.1.12)

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parents are also offered the opportunity to exercise through the Fit Program. (7.1.1, 7.1.7, 7.1.10, 7.1.12, 7.1.18, 7.1.19, 7.1.20)

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

An orientation for preschool children from Head Start to assist with the transition to Pullam will be held annually in the Spring and for 5th grade students and their parents to assist with the transition into middle school. (7.1.5)

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (1.1.21)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in after school tutorial program and/or enrichment courses based on his/her individual needs. Teachers will also provide small group instruction and one to one individualized instruction in the areas of need. (3.1.2)

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I Funds along with Local, State Compensatory Education, are used to fund after school tutorial programs and accelerated instruction to close instructional gaps. Professional Development activities are also paid for from Title I, Part A, and Local Funds. Title I Funds along with State Bilingual, Federal Bilingual, and State Compensatory funds are used to purchase supplemental instructional material and supplemental resources used to improve and enhance the overall instructional program. (1.1.4, 1.1.5, 3.1.2, 8.1.9)

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. In order to better utilize the 212 Migrant funds, Migrant Student Needs Survey was conducted to assess the supplemental support most needed by the migrant student of our campus. Based upon the migrant student needs survey, the faculty, staff, and administration are in agreement that the items listed below will provide most support to the migrant students.

Instructional Supplies (8.1.9)

School supplies (8.1.5)

The supplies will be grade appropriate and will be reflective on the distribution list that will be kept on file by the migrant liaison. Therefore, it was decided that these supplies will assist our migrant students with their daily duties and be most beneficial throughout the entire school year.

In addition, the Priority for Service Migrant students will be provided with personal hygiene products to ensure that they have the means to maintain a healthy lifestyle. (8.1.6)

Bilingual Funds are used to provide instructional and supplemental materials to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Pullam Elementary provides students with ESL support through the REACH ESL and Esperanza programs. (1.1.4, 1.1.5)

The Pullam Elementary School will also continue to provide the state mandated State Compensatory Education Program through campus and District funded initiatives including after school tutorials starting September 15, 2014. Tutorials will be held twice a week for 3rd- 5th grade students. Pullam Elementary provides Accelerated Instruction, Living with Science, Progress Monitoring, counseling to address academics, behavioral, and social student needs. In addition, Pullam Elementary will also utilize State Compensatory Education Funds to provide reading interventions through iStation for Pre-K through 2nd and supplemental workbooks in Reading, Science, Math and Writing to meet STAAR measures. (1.1.70, 1.1.71, 3.1.2)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dania Castro	Teacher Aide	Title I	1
Kimberly Arriaga	3yr Old Teacher Aide	Title I	1
Klarissa Cortez	Pre-K Aide	Title I	1
Marcela Galvan	Computer Aide	Title I	1
Maria E Freitag	Parent Liaison	Title I	1
Maria Troncoso	Pre-K Aide	Title I	1
Noelia Maldonado	Nurse	Title I	.4
Silvia Murillo	3yr Old Teacher	Title I	1
Yvonne Haralson	Library Aide	Title I	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Principal	Celia De	Administrator
Dean of Instruction	Cynthia Guerra	Meeting Facilitator
Classroom Teacher	Tammi Garcia	PK Teacher
Classroom Teacher	Maribel Flores	Kinder Teacher
Classroom Teacher	Persida Abrego	1st Grade Teacher
Classroom Teacher	Dayra Garcia	2nd Grade Teacher
Classroom Teacher	Francis Guerrero	3rd Grade Teacher
Classroom Teacher	Jessica Rodriguez	4th Grade Teacher
Classroom Teacher	Vanessa Sanchez	5th Grade Teacher
Community Representative	Conrad Bodden	Lawyer
Community Representative	Juan Pablo Martinez	Bank Officer
Business Representative	Alfonso Guerra	General Manager
Business Representative	Roberto Espinoza	Business Owner
District-level Professional	Arturo Gracia	Federal Programs Supervisor
Parent	Brenda Macias	Parent
Non-classroom Professional	Isabel Salinas	Librarian
Parent	Javier Aragus	Parent
Non-classroom Professional	Elizabeth Paredes	Counselor

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional and Supplemental Supplies	199-11-6399-00-142-Y-11-000-Y	\$7,613.00
1	1	9	Books and supplies	199-12-6399-00-142-Y-99-000-Y	\$1,000.00
1	1	50	Health and P.E. curriculum resources	199-11-6399-51-142-Y-11-000-Y	\$1,000.00
1	1	65	First Aid Supplies	199-33-6399-00-142-Y-99-000-Y	\$300.00
2	1	1	Musical Instruments	199-11-6399-57-142-Y-11-000_Y	\$635.00
4	1	2	End of Year Trophies and Academic Awards	199-11-6498-00-142-Y-11-000-Y	\$3,100.00
5	1	5	Character Education Materials	199-31-6399-00-142-Y-99-000-Y	\$0.00
5	1	8	General Supplies	199-51-6315-00-142-Y-99-000-Y	\$0.00
6	1	11	Mileage	199-61-6411-00-142-Y-99-000-Y	\$0.00
8	1	5	General Supplies- Paper	199-11-6396-00-142-Y-11-000-Y	\$2,000.00
8	1	5	General Supplies- Ink	199-11-6399-62-142-Y-11-000-Y	\$2,500.00
8	1	10	General Supplies	199-23-6399-00-142-Y-99-000-Y	\$0.00
Sub-Total					\$18,148.00
Budgeted Fund Source Amount					\$18,148.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General Supplies Workbooks, Novels	162-11-6399-00-142-Y-30-000-Y	\$18,881.00
1	1	5	General Supplies	162-11-6399-00-142-Y-30-000-Y	\$0.00
1	1	6	Instructional and Supplemental Supplies	162-11-6399-00-142-Y-30-000-Y	\$2,500.00
1	1	9	Library Scholastic Book Program Sales, Point Incentive System Student Motivation	162-11-6249-62-142-Y-30-000-Y	\$0.00
1	1	10	80 Day STAAR Plan/ 90 Day STAAR Plan		\$0.00
1	1	19	Professional Development	162-13-6411-23-142-Y-30-000-Y	\$0.00

1	1	40	General Supplies	162-11-6399-00-142-Y30-000-Y	\$0.00
1	1	46	Weekly Periodicals Subscription	162-11-6325-00-142-Y-30-000-Y	\$720.00
1	1	69	STEMscopes	162-11-6299-00-142-Y-30-000-Y	\$525.00
3	1	1	1.5 FTEs	162-11-6119-00-142-Y-34-PKK-Y	\$74,690.00
3	1	2	SSI Tutorials	162-11-6118-00-142-Y-24-SSI-Y	\$5,669.00
3	1	2	Tutorials/Extended Day	162-11-6118-00-142-Y-30-ASP-Y	\$26,043.00
3	1	2	Paper	162-11-6396-00-142-Y-30-000-Y	\$2,500.00
3	1	3	1 FTE	162-13-6119-31-142-Y-30-000-Y	\$63,373.00
3	1	3	Supplies	162-13-6399-00-142-Y30-000-Y	\$3,000.00
3	1	4	1 FTE	162-11-6119-00-142-Y-30-054-Y	\$49,912.00
3	1	10	Substitutes	162-11-6399-00-142-Y30-000-Y	\$2,000.00
3	1	11	Presentation Cart	162-13-6398-62-142-Y30-000-Y	\$0.00
3	1	11	Laptop, Smartboard, document camera, projector	162-13-6649-62-142-Y30-000-Y	\$0.00
3	1	11	Printer, Ink	162-13-6399-62-142-Y30-000-Y	\$0.00
6	1	18	General Supplies	162-61-6399-00-142-Y-30-WTF-Y	\$0.00
8	1	5	Paper	162-11-6396-00-142-Y-30-000-Y	\$2,500.00
8	1	5	Ink	162-11-6399-62-142-Y-30-000-Y	\$2,000.00
8	1	6	Computers for Instruction	162-11-6649-62-142-Y-30-TEC-Y	\$20,670.00
8	1	6	MS Office Licenses for computers	162-11-6395-62-142-Y-30-TEC-Y	\$1,430.00
8	1	8	Printers	162-11-6399-00-142-Y-30-000-Y	\$0.00
8	1	9	iPads	162-11-6398-62-142-Y-30-000-Y	\$0.00
8	1	9	Apple Care	162-11-6249-62-142-Y-30-000-Y	\$0.00
8	1	9	Lightning cables	162-11-6399-62-142-Y-30-000-Y	\$0.00
Sub-Total					\$276,413.00
Budgeted Fund Source Amount					\$276,413.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	4	General Supplies	163-11-6399-00-142-Y-25-000-Y	\$1,265.00
1	1	6	Instructional and Supplemental Supplies	163-11-6399-00-142-Y-25-000-Y	\$2,515.00
3	1	3	General and Instructional Supplies	163-13-6399-00-142-Y25-000-Y	\$1,000.00
8	1	4	Headphones	163-11-6399-00-142-Y-25-000-Y	\$270.00
8	1	9	Apple Care	163-11-6249-62-142-Y-25-000-Y	\$0.00
8	1	9	iPads	163-11-6398-62-142-Y-25-000-Y	\$0.00
8	1	9	iPad Covers and lightning cavble	163-11-6399-62-142-Y-25-000-Y	\$0.00
Sub-Total					\$5,050.00
Budgeted Fund Source Amount					\$5,050.00
+/- Difference					\$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Aides	211-11-6129-06-142-Y-30-0F2-Y	\$22,049.00
1	1	2	Teacher Aides	211-11-6129-06-142-Y-32-0F2-Y	\$42,965.00
1	1	2	Teacher Aides	211-11-6129-06-142-Y-30-0K6-Y	\$24,852.00
1	1	2	PK3 Teacher	211-11-6119-00-142-Y-30-3YR-Y	\$21,199.00
1	1	2	PK3 Teacher Aide	211-11-6129-00-142-Y-30-3YR-Y	\$21,199.00
1	1	4	General Supples, Workbooks, Novels	211-11-6399-00-142-Y-00-0F2-Y	\$6,000.00
1	1	4	Novels and Mentor Texts	211-11-6399-00-142-Y-00-0F2-Y	\$2,788.00
1	1	5	General Supplies	211-11-6399-00-142-Y-00-0F2-Y	\$3,400.00
1	1	6	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-00-0F2-Y	\$3,410.00
1	1	7	Librarian Aide	211-12-6129-06-142-Y-30-0F2-Y	\$25,982.00
1	1	19	Professional Development	211-13-6399-00-142-Y-30-oF2-Y	\$0.00
1	1	19	Professional Development	211-23-6411-23-142-Y-30-oF2-Y	\$0.00
1	1	19	Professional Development	255-23-6411-23-142-Y-30-000-Y	\$0.00
1	1	40	General Supplies	211-11-6399-00-142-Y-00-0F2-Y	\$0.00
1	1	46	Weekly Periodicals Subscriptions	211-11-6325-00-142-Y-30-0F2-Y	\$550.00
1	1	63	Campus Nurse (40% of Nurse's Salary)	211-33-6119-00-142-Y-30-0F2-Y	\$25,982.00

3	1	2	Extended Day-Certified	211-11-6118-00-142-Y-24-ASP-Y	\$6,377.00
3	1	2	Extended Day-Classified	211-11-6121-00-142-Y-24-ASP-Y	\$19,000.00
3	1	2	After School Tutorial Salaries	211-11-6118-00-142-Y-30-ELM-Y	\$0.00
3	1	3	General and Instructional Supplies	211-13-6399-00-142-Y-30-0F2-Y	\$2,500.00
6	1	10	Speaker for Presentation/ Cart for Materials and Resources	211-61-6399-00-142-Y-30-0F2-Y	\$190.00
6	1	12	Parent Liaison	211-61-6129-00-142-Y-30-0F2-Y	\$32,294.00
6	1	19	Flier, General Supplies	211-61-6399-00-142-Y-00-0F2-Y	\$0.00
8	1	5	Paper	211-11-6399-00-142-Y-00-0F2-Y	\$0.00
8	1	8	Ink	211-11-6399-62-142-Y-30-000-Y	\$0.00
Sub-Total					\$260,737.00
Budgeted Fund Source Amount					\$260,737.00
+/- Difference					\$0
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	9	Supplemental Instructional Material for Migrant	212-11-6399-00-142-Y-24-0F2-Y	\$35.00
Sub-Total					\$35.00
Budgeted Fund Source Amount					\$35.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General Supplies	263-11-6399-00-142-Y-25-000-Y	\$6,067.00
1	1	6	General Supplies	263-11-6399-00-142-Y-25-000-Y	\$625.00
Sub-Total					\$6,692.00
Budgeted Fund Source Amount					\$6,692.00
+/- Difference					\$0
Grand Total					\$567,075.00