

**Brownsville Independent School District**  
**Putegnat Elementary**  
**2017-2018 Campus Improvement Plan**



**Public Presentation Date:** June 14, 2017

# Mission Statement

## Mission Statement

Annie S. Putegnat Elementary will continue its legacy, to produce well rounded students, who will pursue higher learning and become productive citizens in a rapidly changing world, by utilizing all resources to achieve their maximum potential.

# Vision

## Vision Statement

Our vision at A.S. Putegnat Elementary is to provide a challenging curriculum that is focused on inquiry-based, hands-on learning and learner centered which will assist our students in: Becoming proficient in language arts, math, science, social studies and technology. In addition, our staff and parents will promote a learning environment of unity and mutual respect, where students take responsibility for their own educational success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics:

The student population at Putegnat Elementary School is approximately four- hundred and seventy-eight students and serves students in EE through fifth grade which includes: Hispanic(447) White (447), Economically Disadvantaged (460), Limited English Proficient (330), At-Risk (263), Migrant (4), Gifted and Talented (26), and Special Education (40). Enrollment numbers have shown a steady increase over the past two years. The student population at Putegnat Elementary School has shown a growth in the mobility rate. A total of three-hundred and seventy-three students are identified as At-Risk with the highest number being identified under State Compensatory Program. Additionally, the retention rate is twenty percent of the school population. The Attendance Rates for the 2016-2017 school year is 97% for all students and 97% for At-Risk students. The Retention Rate for all students is 9.6% for all students, as well as At-Risk students. This demographic population has shown a steady increase of At-Risk students STAAR Advanced Level Assessment percentages including SP. ED., LEP, GT, 504, and Economically Disadvantaged students. SSI tutorials, third to fifth grade tutorials will BE implemented and educational software will be utilized to enhance the overall performance of STAAR Advanced Level Assessments. Campus Teachers will be utilized as Substitutes for After-School Tutorials. Strengths: Strong Administrative and Teacher -support, and availability State Compensatory Funds for At-Risk Students.

### Demographics Strengths

Strengths: Strong Administrative and Teacher -support, and availability State Compensatory Funds for At-Risk Students. Enrollment numbers have shown a steady increase over the past two years. The student population at Putegnat Elementary School has shown a growth in the mobility rate. Highly qualified Teachers are prevalent to assist with Putegnat Diverse Demographic Population.

Needs: GT and 504 students are underrepresented; therefore, there is a need to test students for qualification purposes, high percentage of at-risk students due to second language acquisition. There is a need to exit additional students, increase At-Risk students STAAR advanced level assessment percentages including SP. ED., LEP, and Economically Disadvantaged students. (CIP 3.1, 3.2, 3.3, 8.1)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Needs: GT and 504 students are underrepresented; therefore, there is a need to test students for qualification purposes, high

percentage of at-risk students due to second language acquisition. There is a need to exit additional students, increase At-Risk students STAAR advanced level assessment percentages including SP. ED., LEP, and Economically Disadvantaged students. (CIP 3.1, 3.2, 3.3, 8.1) **Root Cause:** Low GT nominations; High Spanish testers

## Student Achievement

### Student Achievement Summary

#### Student Achievement:

**The Student Achievement Profile for Third to Fifth Grade All Students Summary is as follows: Third grade Math (93%/91%AR), Reading (90%/88% AR), Fourth Grade Math (90%/90%) Reading (78%/76% AR) Writing (76%/73% AR), Fifth Grade Math (90%/88%) Reading (80%/78% AR), Science (72%/71% AR). The trends identified when student performance scores were compared demonstrate that there was some gains in the academic areas in third grade Reading and Math. Performance variation between groups are as follows: 2016-2017 STAAR Achievement Scores are: Third Grade Math/Reading (AR 93%, 91%) Econ. Disadvantaged (91%/93%,) Hispanic (91%/93%), GT (91%,100%), LEP (91%/ 93%) Migrant 91/93) and Special Education (91/50%). Fourth Grade Math, Reading and Writing STAAR Scores: AR (90%/76%/73%), Econ. Disadvantaged (91%/78%/86%), LEP (89%,78%,100%), Hispanic (89%/78%/87%), GT (100%/100%/100%), Migrant (N/A/N/A N/A), and Special Education (78/22%/22%). Fifth Grade Math, Reading and Science STAAR Scores: AR (88%/78%/71%), Econo. Disadvantaged (90%/78%/71%), LEP (90%,78%,71%)Hispanic (90%,78%,71%), GT (100%/100%/100%), Migrant (100%/100%/100%), and Special Education (94%/62%/30%). Student achievement and advanced level performance is increased for all students by providing tutorials in academic areas. Student incentives will be provided to increase achievement and attendance scores. Transitional orientation meetings are conducted in a yearly basis.**

#### Student Achievement Strengths

**Strengths: STAAR, TELPAS Scores, Tejas Lee / TPRI results are disaggregated by subgroups, grade levels and content. Data from previous STAAR Assessments, Six Weeks Tests, and Benchmark information are consistently reviewed to increase student overall academic success. Putegnat Students have consistently met standard in the State Achievement Assessments.**

**Needs: S. E. students are in need of increasing passing scores, a need to continue to implement a 3 year old program, increase number of bilingual students who exit within 3 years. Migrant students will receive supplemental support services to ensure successful grade level completion, and provide general supplies to ensure migrant student success in the classroom academic content areas. (Goal 1.1, 1.2, 1.6, 1.11)**

#### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Needs: S. E. students are in need of increasing passing scores, a need to continue to implement a 3 year old program, increase number of bilingual students who exit within 3 years. Migrant students will receive supplemental support services to ensure successful grade level completion, and provide general supplies to ensure migrant student success in the classroom academic content areas. **Root Cause:** SPED Students are not at grade level and

in need of more extended day tutorials.



## School Culture and Climate

### School Culture and Climate Summary

#### School Culture and Climate:

**In order to maintain positive and successful school culture and climate component there is an increase of positive recognition for academic performance and perfect attendance. Faculty and Staff are included in all decision making. Faculty and Staff are important stakeholders in the overall academic student success. Campus will upgrade and renovate facilities.**

#### School Culture and Climate Strengths

**Strengths: Positive school climate and parents feel welcomed. Campus Nurse leads and assists with overall health wellness program.**

**Needs: More extracurricular activities need to be made available, general supplies such as classroom materials, office & custodial and general supplies including copy paper to enhance overall student and parental participation, Teachers need to be more involved in decision making of educational issues. Utilize Campus Budget to renovate and upgrade Campus Facility. (1. 6, 1.10, 9.1)**

#### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Needs: More extracurricular activities need to be made available, general supplies such as classroom materials, office & custodial and general supplies including copy paper to enhance overall student and parental participation, Teachers need to be more involved in decision making of educational issues. **Root Cause:** In need of increasing extracurricular activities; low teacher involvement in decision making

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

#### **Staff Quality, Recruitment, and Retention:**

**Training and staff development supplies specifically geared on differentiating instruction are being implemented and utilized. TLI strategies, new math TEKS clarification, math and science adoption trainings are being implemented.**

#### **Staff Quality, Recruitment, and Retention Strengths**

**Strengths: Highly Qualified Teachers and Teacher Peer Coaching. An effective implementation of discipline program, REVIEW 360. A strong, effective, collaboration between Staff and Faculty Members to create an overall successful academic program to benefit all Putegnat Students.**

**Needs: Provide additional professional development on effective strategies for differentiating instruction, training and staff development supplies needed, specifically geared on differentiating instruction, provide additional RTI trainings for the differing Tiers, general supplies will be provided to ensure academic student success. (1.1,1.6,1.10,1.11,3.5)**

#### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Needs: Provide additional professional development on effective strategies for differentiating instruction, training and staff development supplies needed, specifically geared on differentiating instruction, provide additional RTI trainings for the differing Tiers, general supplies will be provided to ensure academic student success. **Root Cause:** Teachers need additional professional development in RTI and differentiated instruction for RTI students.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

#### **Curriculum, Instruction, and Assessment:**

**Curriculum, Instruction, and Assessment is a key component in attaining student success at Putegnat Elementary. Curriculum Frameworks, Scope and Sequence are consistently implemented in daily and weekly lesson plans in order to attain student academic success. Daily, Weekly, Six Weeks Assessments are utilized to determine student need and comprehension. Campus will utilize budgeted funds to improve curriculum, instruction, and assessment.**

#### **Curriculum, Instruction, and Assessment Strengths**

**Strengths: Tier II and Tier III schedule for progress monitoring all achievement Scores. TPRI/Tejas Lee Progress Monitoring implented to determine student success. Software resources utilized to determine individual student need. Instruction consists of whole group, small group, and one to one instruction depending on student need and overall student success in all content areas.**

**Needs: Computer Software/Licenses and software interventions such as Brain Pop, edHelper, Star Fall, are needed to enhance academic achievement. Tutorials and Extended Day Tutorials will be offered to increase academic performance in all areas. Provide Guidebooks to Teachers to enhance classroom instruction in all academic areas for improvement in STAAR, TELPAS, Terra Nova and Supera. Motivation Math, Reading, Science, Dictionaries, STAAR Ready and STAAR workbooks will be utilized. Campus will utilized all budgeted funds. (1.1, 1.6, 3.1, 3.2.8.1.8.2, 10.1)**

#### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Needs: Computer Software/Licenses and software interventions such as Brain Pop, edHelper, Star Fall, are needed to enhance academic achievement. Provide Guidebooks to Teachers to enhance classroom instruction in all academic areas for improvement in STAAR, TELPAS, Terra Nova and Supera. Motivation Math, Reading, Science, Dictionaries, STAAR Ready and STAAR workbooks will be utilized. **Root Cause:** Low student academic achievement.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

#### **Family and Community Involvement:**

**Family and Community Involvement are key components for overall student success at Putegnat Elementary. Community and Parent Involvement are essential ingredients to create a successful school program that enables all Putegnat Students to be successful in all areas: State Achievement Assessments, Inventory Assessments, and Weekly/Daily Assessments.**

### **Family and Community Involvement Strengths**

**Strengths: There is an increased Parental Involvement participation in Open House, Perfect Attendance, Awards and School ceremonies. Putegnat Teachers and Staff invite Parents to seasonal activities and/or programs. A successful Fine Arts Program that include Choir Concerts, Theatre Arts Play/Presentations are implemented year round. Parents are invited to attend these programs and presentations. Putegnat invites Parents to serve as Parent Volunteers to assist Classroom Teachers with copies, laminating, and creating booklets.**

**Needs: Additional Parent Involvement is needed. Less than 50% of parents volunteers. Parents will be provided nutritional snacks during Parental Involvement meetings. Parent Liaison will conduct home visits to promote parental involvement. Mileage will be provided to the Parent Liaison for these home visits. General supplies will be utilized for overall Student-Parent- School involvement.(6.1,6.2,6.3,6.4)**

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Needs: Additional Parent Involvement is needed. Less than 50% of parents volunteers. Parents will be provided nutritional snacks during Parental Involvement meetings. Parent Liaison will conduct home visits to promote parental involvement. Mileage will be provided to the Parent Liaison for these home visits. General supplies will be utilized for overall Student-Parent- School involvement. **Root Cause:** Parental involvement is low compared to the district percentages.

## **School Context and Organization**

### **School Context and Organization Summary**

#### **School Context and Organization:**

**School Context and Organization at Putegnat Elementary consists of utilizing activities in the Campus Improvement Plan to address needs and strengths to determine overall student success.**

### **School Context and Organization Strengths**

**Strengths: Number of teachers participating afterschool tutorials, number of teachers participating in Saturday Academies/Tutorials, Peer Coaching, UIL Coaches and Science Fair Participation. SBDM Committee, District Support and Professional Development are key components at Putegnat Elementary.**

**Needs: Increase participation of Non Academic extracurricular activities such as Brainsville and Student Council. (1.2.1,1.2.2,3.1)**

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Needs: Increase participation of Non Academic extracurricular activities such as Brainsville and Student Council. **Root Cause:** Lack of student and faculty involvement in extracurricular activities.

# Technology

## Technology Summary

### Technology:

**The implementation of Technology is important for overall student achievement success at Putegnat Elementary. Putegnat Elementary Faculty understands the necessity of implementing technology resources in day to day lesson planning. Putegnat Students have access to computer labs that will make them competitive and cognizant of today's technological resources.**

### Technology Strengths

**Strengths: Use of website and eSchools among Administration and Parents to view student's progress and the implementation of the Campus Newsletter & Website. 90% of Putegnat Teachers have a Star Board to project software content resources. Teachers implement software resources in all content areas for assessment.**

**Needs: Additional Resources for Technology integration such as Elmo's, Projectors, Printers, Interactive Projectors, Hole Puncher, Smart boards, headphones, Computers, I-Pads, Copy Paper, Laptops, I-Read, Accelerated Learning, Camera, Camera Equipment, TVs, TV Stands and Ink Cartridges, laminating machine and poster maker will be implemented to enhance academic achievement. Campus Budgeted funds will be spent, accordingly. Increase integration of technology into classroom instruction with software.(8.1,8.2,8.3,8.4)**

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** Needs: Additional Resources for Technology integration such as Elmo's, Projectors, Printers, Interactive Projectors, Smart boards, headphones, Computers, I-Pads, Laptops, Camera, Camera Equipment, TVs, TV Stands and Ink Cartridges, laminating machine and poster maker will be implemented to enhance academic achievement. Increase integration of technology into classroom instruction with software. **Root Cause:** Technology does not meet 21st Century standards

# 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

# Goals

**Goal 1: BISD 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**

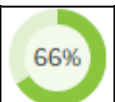
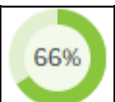
**Performance Objective 1:** 90% of A.S. Putegnat students tested will meet the standard by 90%.









**Evaluation Data Source(s) 1:** STAAR Testing results in Index I will be used to determine mastery of assessed objectives.





**Summative Evaluation 1:**







| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|----------------------|---------|---------|-----------------------------------|-----------|-----|-----|-----------|
|                      |         |         |                                   | Formative |     |     | Summative |
|                      |         |         |                                   | Nov       | Jan | Apr | June      |
|                      |         |         |                                   |           |     |     |           |
















|   |      |  |  |  |  |  |  |
|---|------|--|--|--|--|--|--|
| <p>1) Provide professional development that: Provides strategies to motivate students. Build teacher conceptual understanding of reading, writing, mathematics, science, academic and vocabulary development.</p> <p>Develops and maintains math prerequisite skills for students.</p> <p>Builds teacher understanding of second language learning and assessments Sheltered Instruction Training, LION, and Dr. K. Strategies.</p> <p>Provides training to PK-5 teachers, content mastery, inclusion teachers, and administrators on the specifications, format, item analysis and objectives of the TEKS. Promote vertical and horizontal planning.</p> <p>Provides researched-based strategies for improving students academic literacy in the content areas including PBMAS and TELPAS percentages. Mileage and/or travel expenses will be provided for out of District training sessions and/or conferences including Campus Leadership. General supplies and printing services will be utilized for Professional Development including Campus Leadership and at grade level meetings. C &amp; I Plan of ELA Plan of Action will be implemented.</p> <p>Population:<br/>EE-5th Grade,BIL, SE,AR, GT, DYS</p> <p>TimeLine:<br/>August 2017 - June 2018</p> <p>CNA p.4</p> | 4, 9 | Principal<br>Assistant Principal<br>Facilitator<br>Teachers<br>LA/Math/<br>Science/Specialists | Formative Evaluation:CIRCLE/PM-TPRI/Tejas Lee-Classroom Observations for Implementation-Progress reports Sign-in Sheets-Walkthroughs<br>Summative Evaluation: TELPAS- STAAR- APRENDA-SAT 10-PBMAS-STARR M Results-GT Testing Results |  |  |  |  |
| <p>Funding Sources: 211 Title I-A - \$10,000.00, 199 Local funds - \$971.25</p>   |      |  |  |  |  |  |  |

|   |         |  |   |   |   |  |  |
|---|---------|--|---|---|---|--|--|
| <p>2) The Librarian and Teachers will assist in providing reading for enjoyment opportunities for all students through the use of the following:<br/> Accelerated Reader<br/> Open-ended comprehension questions for reading of choice<br/> Read Aloud<br/> Student Incentives<br/> Story Telling<br/> Reader Theater<br/> Library books and class sets will be purchased to maintain high quality books that have earned the Caldecott and Newbery Distinctions.<br/> Population:<br/> EE-5th Grade, BIL, SE, AR, GT, DYS<br/> Timeline<br/> August 2017 - June 2018<br/> CNA p.11</p> | 3, 9    | Librarian<br>Teachers<br>Principal<br>Assistant Principal<br>Facilitator                                 | Formative Evaluation: Accelerated Reading Reports-TPRI and Tejas Lee- CIRCLE/PM<br>Summative Evaluation: STAAR-APRENDA-SAT 10-TELPAS  |     |     |  |  |
| <p>3) Dyslexia Teacher will provide District Wide Dyslexia program for identified students.<br/> Population:<br/> EE-5th Grade, BIL, SE, AR, GT, DYS<br/> Timeline:<br/> August 2017 - June 2018</p>  | 3, 8, 9 | Dyslexia<br>Department-<br>Curriculum &<br>Instruction Dept.-<br>Dyslexia Teacher-<br>Classroom Teachers | Formative Evaluation: TPRI/Tejas Lee-Benchmark Scores--Reading Progress Reports-Fluency Monitoring-Teacher observations<br>Summative Evaluation: TELPAS, APRENDA-SAT 10-Test Scores-STAAR |    |    |  |  |
| <p>4) Paraprofessional will provide tutoring, re-teaching, and assist with identifying ELL students who does not meet 70% mastery on benchmarks, CPM,TPRI/TEJAS LEE and STAAR Assessments.<br/> Population:<br/> EE-5th Grade, BIL, SE, AR, GT, DYS<br/> Timeline:<br/> August 2017 - June 2018</p>   | 4, 8    | Campus Principal<br>Para-professional(s)<br>Campus<br>Administration                                     | Formative Evaluation: TPRI/Tejas Lee, Lesson Plans, Benchmark Tests<br>Summative Evaluation TELPAS, APRENDA, SAT 10, STAAR Test Scores  |    |    |  |  |
| Funding Sources: 163 State Bilingual - \$19,661.00  |         |  |   |   |   |  |  |
| <p>5) Hold a vertical and horizontal alignment to facilitate students transition from grade to grade strategies that will facilitate students transition from grade to grade.<br/> Population:<br/> EE-5th Grade, BIL, SE, AR, GT, DYS<br/> Timeline:<br/> August 2017 - June 2018</p>  | 8, 9    | Classroom Teacher<br>Administration  | Formative Evaluation: Six Week Grades: Benchmark Testing Schedules & Results, C-PM-TRPI/TEJAS LEEGRADES/PROJECTS<br>Summative Evaluation:<br>STAAR,TELPAS,APRENDA,SAT 10,CPM              |  |  |  |  |

|   |          |   |   |   |   |  |  |
|---|----------|---|---|---|---|--|--|
| <p>6) Effective Teaching Practices: EE-5th teachers will implement research based and effective teaching practices, explicit instruction to develop students reading, fluency, math, writing, science, and social studies skills. General supplies including carpets for reading will be utilized to implement these effective teaching practices.</p> <p>Edusmart<br/>Living With Science<br/>Science Fair<br/>Student Planners<br/>STAAR Workbooks<br/>Dictionaries<br/>Math Manipulatives<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 7, 8, 9  | <p>Dyslexia Department Curriculum &amp; Instruction Dept. Dyslexia Teacher Classroom Teachers</p> | <p>Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Fluency Monitoring, Teacher Observations, Progress reports-e-Schools<br/>Summative Evaluation: TELPAS, APRENDA, SAT 10, STAAR</p> |   |   |  |  |
| <p>Funding Sources: 211 Title I-A - \$35,000.00, 162 State Compensatory - \$5,000.00, 163 State Bilingual - \$8,850.00, 263 Title III-A Bilingual - \$2,038.00</p>  |          |   |   |   |   |  |  |
| <p>7) Identification, Monitoring of Bilingual students through L-PAC committee meetings. Progress monitor TELPAS and PBMAS Sp. Ed. population in reading and science. Substitutes will be utilized to hold these L-PAC meetings. General supplies will be utilized for L-PAC committee meetings.</p> <p>Bilingual Students<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018<br/>CNA p. 10-11</p>  | 2, 4, 10 | <p>LPAC Committee LPAC Administrator</p>  | <p>Formative Evaluation: L-PAC Minutes, E-School Data<br/>Summative Evaluation: TELPAS Scores<br/>PBMAS</p>   |  |  |  |  |

|  |             |   |  |  |  |  |  |
|--|-------------|---|--|--|--|--|--|
| <p>8) All PK-5 Bilingual/ESL students will increase oral language skills to develop listening/speaking, reading/writing proficiency to systematically transition to English literacy.<br/>Presentations, Retelling<br/>Personal oral discussion<br/>Speaking opportunities to use new vocabulary in context. Provide Sheltered Instruction professional development for all teachers to improve overall instruction of Bilingual Students especially in TELPAS and PBMAS percentages.<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 1, 4, 9, 10 | Principal<br>Facilitator<br>PK-5th Teacher<br>Bilingual/ESL<br>Teacher  | Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Fluency Monitoring, Teacher observation, Progress reports,<br>Summative Evaluation: C-PM<br>TELPAS, APRENDA, SAT 10, PBMAS          |    |    |  |  |
| <p>9) Receive Professional Development in the area of Reading through attendance of selected Teachers, and Administrators at TX TLI Institute and TASA Conference in order to target areas of improvement. Turnaround training will be provided by selected Teachers, Teacher Specialists, and Administrators, who attended TX TLI Institute and TASA Conference, in order to improve student achievement scores.<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>June 2018</p>   | 4, 8, 9     | Campus<br>Administration<br>Teachers<br>TLI RTI Specialist  | Formative Evaluation: CIRCLE/PM, TPRI/Tejas Lee, Classroom Observations for Implementation, Progress reports-Walkthroughs<br><br>Summative Evaluation: TELPAS, STAAR, APRENDA, SAT 10, PBMAS |   |   |  |  |
| Funding Sources: 255 Title II, Part A (TPTR/Class Size) - \$637.47   |             |   |  |  |  |  |  |
| <p>10) Effective Teaching Practices: EE-5th teachers will implement research based and effective teaching practices to develop students reading, math, writing, science, and social studies skills. Stipends will be paid as a strategy to attract high quality teachers to high need schools.<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>  | 3, 4, 8     | Dyslexia<br>Department<br>Curriculum &<br>Instruction<br>Dyslexia Teacher<br>Classroom Teachers<br>Administration<br>Campus Hiring<br>Committee | Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Reading, Fluency Monitoring, Teacher Observations, Progress reports, e-Schools<br>Summative Evaluation: TELPAS, APRENDA, SAT 10     |  |  |  |  |

|  |          |   |  |   |   |   |  |
|--|----------|---|--|---|---|---|--|
| <p>11) The Three Year Old Program will purchase materials and classroom furniture for classroom instruction, activities, and learning centers. This will improve and deliver a high quality instruction to all students and will prepare them for the PK curriculum. Population: EE - 5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2017 -June 2018 CNA p.11</p>                    | 3, 7, 10 | Administration<br>3 Yr Old Program<br>Teacher   | Formative Evaluation: Lesson Plans<br>Walk-through(s)<br>Development Checklist<br>Pre-Test<br>Summative Evaluation: Development Checklist<br>Post-Test |     |     |   |  |
| <p>12) Improvement in the overall wellness of students, staff, and community members by promoting awareness of healthy lifestyle. Federal Programs will continue to fund campus nurse to assist with the execution of the overall health wellness program. Population: PK-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2017 - June 2018 CNA p.9</p>                                | 4        | Campus<br>Administrators<br>Physical Ed.<br>Teachers<br>Campus Nurse                          | Formative Evaluation: Classroom Observations, School Health Index<br>Summative Evaluation:<br>Physical Fitness Assessment                              |    |    |   |  |
| Funding Sources: 211 Title I-A - \$20,026.00   |          |   |  |   |   |   |  |
| <p>13) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.-Fitness Gram Test Population: PK-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2017-June 2018 CNA p. 9</p>  | 3, 4     | Campus<br>Administrators<br>Physical Ed.<br>Teachers<br>School Nurse<br>CATCH Team<br>Members | Formative Evaluation:<br>Classroom Observations<br>Summative Evaluation: TEA required report for Fitness, Assessment Results & Student Follow-up       |    |    |  |  |
| Funding Sources: 199 Local funds - \$500.00  |          |   |  |   |   |   |  |
| <p>14) Utilize School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. General supplies will be provided to PPD to promote the safety and well-being of students and personnel. Population: PK-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2017 - May 2018</p> | 1, 4     | Campus<br>CATCH Teams<br>Pre K-5  | Formative Evaluation: Campus Catch Binder<br>Summative Evaluation: School Health Index<br>Documentation  |  |  |   |  |
| Funding Sources: 166 State Special Ed. - \$1,000.00  |          |   |  |   |   |   |  |

|   |      |  |   |  |  |  |  |
|---|------|--|---|--|--|--|--|
| <p>15) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages 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<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 4, 9 | <p>PE Teachers<br/>School Nurse<br/>Counselor<br/>Food Service Manager<br/>Parent Liaison<br/>Wellness Coordinator<br/>CATCH Champions</p> | <p>Formative Evaluation: Lesson Plans Fitness Assessment Student Grades<br/>Attendance Rates<br/>CATCH Activities<br/>Summative Evaluation: School Health Index Improvement Plan<br/>Standardized Tests Results</p> |    |    |  |  |
| <p>16) Educate students and parents on the districts 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)<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>    | 3, 6 | <p>Counseling Dept.<br/>Campus Counselors-SAFE<br/>Counselors<br/>Parental Involvement<br/>Campus Personnel<br/>Campus Administration</p>  | <p>Formative Evaluation: Counselor Classroom Presentations<br/>Counselor Log<br/>Summative Evaluation: Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt form</p>            |   |   |  |  |
| <p>17) TLI Sustainability Systems for Effective Teaching Practices will consist of BOY, MOY, EOY Data Analysis Meetings. The continuation of explicit instruction of routines/strategies: fluency, vocabulary development and curricular supports especially in Reading and Science. Teachers will continue to utilize academic vocabulary across content areas to support academic achievement.<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017-June 2018</p>   | 4, 9 | <p>Campus Administration<br/>Teachers<br/>TLI RTI Specialist</p>   | <p>Formative Evaluation: CIRCLE/PM,TPRI/Tejas Lee,Classroom Observations for Implementation, Progress reports-Walkthroughs<br/><br/>Summative Evaluation: TELPAS,STAAR, APRENDAS,SAT 10,PBMAS</p>                   |  |  |  |  |



**Goal 1:** BISD 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 2:** 100% GT students will be encouraged and challenged to meet their full educational potential

**Evaluation Data Source(s) 2:** 100% GT students will score Advanced Level III on all STAAR assessments.

**Summative Evaluation 2:**

| Strategy Description   | Title I | Monitor                                  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|--|--|-----------|-----|-----|-----------|
|  |         |  |  | Formative |     |     | Summative |
|  |         |  |  | Nov       | Jan | Apr | June      |
| 1) GT students will participate in District led competitions such as Brainsville, DI, Spelling Bee, Science Fair, and Chess.<br>Population:<br>Kinder -5th Grade, BIL, SE, AR, GT, DYS<br>Timeline:<br>August 2017 - June 2018 | 1, 3, 9 | Administration<br>Group Sponsors         | Formative Evaluation: Increase percentages of GT students placing in District Components.<br>Summative Evaluation: Competition Results |           |     |     |           |
| 2) Increase the number of students nominated by Teachers for GT testing in first through fifth grades.<br>Population:<br>Kinder - 5th Grade, BIL, SE, AR, GT, DYS<br>Timeline:<br>August 2017 - June 2018                      | 1, 8    | Administration<br>Counselors<br>Teachers | Formative Evaluation: GT nomination report from Guidance and Counseling<br>Summative Evaluation: EOY GT Report                         |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue  |         |  |  |           |     |     |           |





**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% Putegnat students will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.

**Evaluation Data Source(s) 1:** 90% of Putegnat fine arts students will meet performance standards in all fine arts areas.

**Summative Evaluation 1:**

| Strategy Description  | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------|---|--|-----------|-----|-----|-----------|
|   |         |   |  | Formative |     |     | Summative |
|   |         |   |  | Nov       | Jan | Apr | June      |
| 1) Academic concepts and terminology in core/content areas will be reinforced through the fine arts curriculum that incorporate multi-cultural activities.<br>Population:<br>EE-5th Grade, BIL, SE, AR, GT, DYS<br>Timeline:<br>August 2017 - June 2018   | 3, 4    | Music Teacher<br>PPCD Teacher<br>Classroom Teachers<br>Campus<br>Administration | Formative Evaluation: Student Presentations<br>Lesson Plans<br>Summative Evaluation: STAAR Scores  |           |     |     |           |
| 2) Students will be encouraged to participate in UIL, music, art, and ballroom dancing competitions.<br>Population:<br>EE-5th Grade, BIL, SE, AR, GT, DYS<br>Timeline:<br>August 2017 - June 2018   | 3, 9    | Music Teacher<br>Classroom Teachers<br>Campus<br>Administration                 | Formative Evaluation: Student performances<br>Videos, UIL Competition<br>Rosters<br>Summative Evaluation-UIL Competition Results<br>Ballroom Competition Results |           |     |     |           |
| 3) The Putegnat Elementary Honors Choir will showcase their musical talents through their public performances for the district/campus, parent meetings, and community service. Instructional materials will be provided to enhance the Fine Arts program.<br>Population:<br>5th Grade, BIL, SE, GT, AR, DYS<br>Timeline:<br>August 2017 - June 2018 | 3, 9    | Music/Choir Teacher   | Formative Evaluation: Lesson Plans<br>Summative Evaluation-Choir Program   |           |     |     |           |
| Funding Sources: 199 Local funds - \$490.00   |         |   |  |           |     |     |           |

|  |         |                                  |  |  |  |  |  |
|--|---------|----------------------------------|--|--|--|--|--|
| <p>4) Students will participate in District led competitions such as Brainsville, DI, Spelling Bee, Science Fair, and Chess.<br/>Population: Kinder - 5th Grade<br/>BIL, SE, AR GT, DYS<br/>Timeline: August 2017 - 2018</p> | 1, 3, 9 | Administration<br>Group Sponsors | Formative Evaluation: Increase percentages of students placing in District components. Summative Evaluation: Competition Results |  |  |  |  |
|--|---------|----------------------------------|--|--|--|--|--|

 = Accomplished  
  = Continue/Modify  
  = No Progress  
  = Discontinue









**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:** Through enhanced dropout efforts, Putegnat Elementary School students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education. Putegnat Elementary School 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. 95% will pass the State Adopted Tests and 95% will attend school.









**Evaluation Data Source(s) 1:** STAAR, At-Risk Student Attendance Rate, Retention Rate

**Summative Evaluation 1:**

| Strategy Description   | Title I | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|--|--|-----------|-----|-----|-----------|
|  |         |  |  | Formative |     |     | Summative |
|  |         |  |  | Nov       | Jan | Apr | June      |
| <p>1) As per BISD policy, Putegnat Elementary school will implement SSI tutorials, tutorials, Extended Day Enrichment Opportunities and remediation strategies in core-area subjects, TRPI/Tejas Lee in BOY, MOY, EOY for low-performing students in order to decrease the retention rate and improve student achievement. STAAR Workbooks, Dictionaries, custodial supplies, and other general supplies including ink cartridges and copy paper will be utilized to enhance instruction: Poetry, Math, ELA, Science, and Writing. I-Read software resource will be utilized to enhance and supplement reading. BISD ELA Plan of Action will be implemented to support continuous improvement in instructional expectations, professional learning, and progress monitoring.</p> <p>Population:<br/>EE-5th Grade, BIL, AR, TI, DYS</p> <p>Timeline:<br/>August 2017 - June 2018<br/>CNA p.11</p> | 2, 3, 9 | Principal Facilitator Administrator for State Compensatory Education | Formative Evaluation: Student eSchools generated Tutorial Schedule, TPRI/Tejas Lee Results Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports<br>Summative Evaluation: STAAR |           |     |     |           |
| Funding Sources: 162 State Compensatory - \$42,271.00, 166 State Special Ed. - \$1,400.00, 211 Title I-A - \$32,500.00   |         |  |  |           |     |     |           |
| <p>2) Classify At-Risk students by criteria in order to provide appropriate intervention strategies.</p> <p>Population:<br/>EE-5th Grade, BIL, AR, TI, DYS</p> <p>Timeline:<br/>August 2017 - October 2018</p>   | 10      | Principal Dean Administrator for State Compensatory Education        | Formative Evaluation: Student e-Schools At Risk Listing reports<br>Summative Evaluation: STAAR   |           |     |     |           |

|   |                |   |   |   |   |  |  |
|---|----------------|---|---|---|---|--|--|
| <p>3) A support plan for elementary teachers of ELL students will be implemented and followed: ELL students will be identified by teacher indicating students by category. Number of years in the program, repeaters, TELPAS and STAAR results will also be provided. Target students who are categorized as Beginners with two (2) years in the program for tutorials. Intervention/Tutorial Guidelines to facilitate program. Population: K-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2017 - December 2018 Fall Semester</p> | 1, 2, 9, 10    | Curriculum and Instruction Specialists<br>ESL Counselor<br>Bilingual Department<br>Campus Administration  | Formative Evaluation: Intervention/<br>Tutorial Student Class Rosters reflecting 90% attendance<br>Progress Reports<br>Summative Evaluation: TELPAS, STAAR, SAT 10, APRENDA |     |     |  |  |
| <p>4) The Pre-K program will be provided the full day in order to better prepare qualified students academically. A highly qualified Teachers and Para-Professionals will implement PK full day program. Population: AR, LEP, TI Timeline: August 2017 - June 2018 Daily CNA p. 11</p>  | 3, 10          | Campus Administration<br>Administrator for State Compensatory Education   | Formative Evaluation: C-PM, OWL (Beginning of Year, Middle of Year), Progress Reports<br>Summative Evaluation: CPM(EOY)   |    |    |  |  |
| Funding Sources: 162 State Compensatory - \$55,722.00, 211 Title I-A - \$52,746.00  |                |   |   |   |   |  |  |
| <p>5) Continue with a highly qualified teacher and Para-professional to implement the program for Three-Year-Old students in order to promote early literacy and improve foundation(al) language skill Population: AR, T1, LEP Timeline: August 2017 - June 2018 Daily CNA p.10-11</p>  | 1, 3, 7, 9, 10 | Principal<br>Dean<br>Administrator for Special Programs   | Formative Evaluation: Walk-throughs, Classroom Observations,<br>Summative Evaluation: End of the Year Evaluation  |    |    |  |  |
| Funding Sources: 211 Title I-A - \$109,567.00   |                |   |   |   |   |  |  |
| <p>6) Provide training to campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2017- June 2018</p>  | 4, 10          | Campus Administration<br>Administrator for the Homeless<br>Administrator for State Compensatory Education<br>Administrator for Special Programs | Formative Evaluation: Sign-In Sheets,<br>ERO Session Evaluation Report<br>Summative Evaluation: STAAR, Attendance Rate  |  |  |  |  |

|   |       |   |  |   |   |  |
|---|-------|---|--|---|---|--|
| <p>7) 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>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline:<br/>August 2017 - June 2018</p> | 4, 10 | <p>Campus Administration<br/>Administrator for the Homeless Youth Project<br/>Administrator for State Compensatory Education<br/>Administrator for Special Programs</p> | <p>Formative Evaluation: Sign-In Sheets, ERO Session Evaluation Report</p> <p>Summative Evaluation: STAAR, Attendance Rate</p>   |     |     |  |
| <p>8) 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>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline:<br/>August 2017 - June 2018</p>   | 10    | <p>Campus Administration<br/>Administrator for the Homeless Youth Project<br/>Administrator for State Compensatory Education<br/>Administrator for Special Programs</p> | <p>Formative Evaluation: Monthly Session Evaluation Report</p> <p>ports 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 Evaluation: STAAR, Attendance Rate</p> |    |    |  |
| <p>9) Promote awareness throughout the campus 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>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline:<br/>August 2017-June 2018</p>   | 10    | <p>Campus Administration<br/>Administrator for the Homeless Youth Project<br/>Administrator for State Compensatory Education<br/>Administrator for Special Programs</p> | <p>Formative Evaluation: Identification of Homeless Students,<br/>Student Progress Reports, Benchmark Scores</p> <p>Summative Evaluation: STAAR, Attendance Rate</p>   |    |    |  |
| <p>10) Implement a food pantry and closet at campus 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>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline:<br/>August 2017 - June 2018</p>  | 10    | <p>Campus Administration<br/>Administrator for the Homeless Youth Project<br/>Administrator for State Compensatory Education<br/>Administrator for Special Programs</p> | <p>Formative Evaluation: Identification of Homeless Students, Student Progress Reports, Benchmark Scores</p> <p>Summative Evaluation: STAAR, Attendance Rate</p>   |  |  |  |

|   |    |   |   |   |   |  |
|---|----|---|---|---|---|--|
| <p>11) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 10 | <p>Campus Administration<br/>Administrator for the Homeless Youth Project<br/>Administrator for State Compensatory Education<br/>Administrator for Special Programs</p> | <p>Formative Evaluation: Monthly eSchoolPLUS 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<br/>Summative Evaluation: STAAR, Attendance Rate</p> |   |   |  |
| <p>12) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk Students. BISD ELA Plan of Action will be implemented to support continuous improvement in instructional expectations, professional learning, and progress monitoring.<br/>Population:<br/>EE- 5th Grade, BIL, AR, TI, DYS<br/>Timeline:<br/>August 2017 - June 2018<br/>CNA p.11</p>  | 4  | <p>Principal<br/>Administrator for State Compensatory Education</p>   | <p>Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores, Sign-In Sheets<br/>Summative Evaluation: STAAR</p>   |  |  | <p>Funding Sources: 162 State Compensatory - \$74,924.00</p> |
| <p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>   |    |   |   |   |   |  |









**Goal 4: By improving attendance, the students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** Putegnat students scoring in the Masters Level areas will increase by 2%.












**Evaluation Data Source(s) 1:** 98% of Putegnat Elementary students will attend class every day. 50% of fifth grade Putegnat Elementary students will choose several colleges to which they will attend upon graduation from high school.

**Summative Evaluation 1:**

| Strategy Description   | Title I  | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|--|---|-----------|-----|-----|-----------|
|  |          |  |   | Formative |     |     | Summative |
|  |          |  |   | Nov       | Jan | Apr | June      |
| <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Campus Staff<br/>Attendance Personnel<br/>Population:<br/>EE - 5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - December 2017</p>   | 1, 2, 10 | Principal<br>Asst. Principals<br>PEIMS Supervisor<br>Attendance Clerks<br>Attendance Liaisons<br>Attendance Office<br>Data Entry Clerk | <p>Formative Evaluation: Weekly review of campus attendance rates<br/>Monitor campus Attendance<br/>Summative Evaluation: Attendance Certificates</p> |           |     |     |           |
| <p>2) Train attendance clerks and parent /attendance liaisons to consistently monitor and communicate students 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. Parent Liaison will conduct home visits to ensure compliance standards.</p> <p>Campus &amp; District Staff<br/>Attendance<br/>Personnel<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 1, 2, 10 | Student Accounting<br>Grade Speed<br>Phone Master<br>student plus  | <p>Formative Evaluation-Six weeks Attendance Report<br/>Phone Master Daily Log<br/>Summative Evaluation-Attendance Certificates</p>                   |           |     |     |           |

|  |          |   |   |   |   |  |  |
|--|----------|---|---|---|---|--|--|
| <p>3) Publish and recognize campus attendance rates in, school marquees, school activities, and campus newsletter. To promote and motivate student attendance District-wide and increase educational potential of students.<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>   | 1, 2, 10 | Principal<br>PEIMS Supervisor<br>Admissions and<br>Attendance   | Formative Evaluation- KBSD announcements Campus marquees<br>Summative Evaluation-Attendance Certificates                      |     |     |  |  |
| <p>4) Recognize and award incentives (Build a Bear Teddy Bears) to students with perfect attendance and student achievement every six weeks, semester and at the end of the year. Campus recognition of students with high academic achievement that increase learning performance. To obtain perfect attendance incentives student must be present the entire instructional day for that attendance reporting period.<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT,DYS<br/>Timeline:<br/>August 2017 - June 2018<br/>CNA p.9</p> | 1, 9, 10 | Principal<br>PEIMS Supervisor<br>Data Entry Clerk<br>Student Accounting                               | Formative Evaluation: Campus documentation<br>Summative Evaluation:Attendance Certificates                                    |    |    |  |  |
| Funding Sources: 211 Title I-A - \$2,500.00  |          |   |   |   |   |  |  |
| <p>5) Recognize students with a special certificate/plaque for cumulative perfect attendance. District Recognition of students with Cumulative perfect attendance that increases their opportunity to meet their full educational potential.<br/>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 -June 2018</p>   | 9, 10    | Campus Principal<br>Attendance Clerk<br>Adm. & Attendance<br>Public Information<br>Student Accounting | Formative Evaluation: List of certificate/plaque recipients by school<br>Summative Evaluation: Attendance Certificate Plaques |    |    |  |  |
| <p>6) Records clerk will consistently monitor student demographics, request and submit student records to campus and other districts through TREX.<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>   | 1, 10    | Teachers<br>Parent Liaison<br>Campus<br>Administration<br>Records Clerk                               | Formative Evaluation: Six Weeks PEIMS Reports<br>Summative Evaluation: Student Records  |  |  |  |  |



|   |   |                                     |  |   |   |  |  |
|---|---|-------------------------------------|--|---|---|--|--|
| <p>7) The students will participate in Career Day and view the various opportunities available in real life application.<br/>Population:<br/>EE -5th Grade, BIL, ESL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>   | 9 | Teacher<br>Campus<br>Administration | Formative Evaluation: List of Community Members<br>Student<br>Summative Evaluation: Questionnaire                |   |   |  |  |
| <p>8) Teachers will have their college diplomas displayed in the classroom to promote college awareness.<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>  | 9 | Campus<br>Administration<br>Faculty | Formative Evaluation: Teacher<br>Observations<br>Summative Evaluation: Increased College<br>Attendance Awareness |  |  |  |  |
| <p>9) On designated days students, faculty and staff will wear clothing with college name, mascot or emblem to promote college awareness.<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>   | 9 | Campus<br>Administration<br>Faculty | Formative Evaluation: Teacher Observations<br>Summative Evaluation: Increased College<br>Attendance<br>Awareness |  |  |  |  |
| <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <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 5: School campuses will maintain a safe and disciplined environment conducive to student learning.**







**Performance Objective 1:** Putegnat Elementary will maintain a safe and disciplined environment conducive to student learning and decrease office referrals by 5%.







**Evaluation Data Source(s) 1:** Increase academic achievement on state assessments by decreasing office referrals.

**Summative Evaluation 1:**

| Strategy Description   | Title I  | Monitor                                   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|---|--|-----------|-----|-----|-----------|
|  |          |   |  | Formative |     |     | Summative |
|  |          |   |  | Nov       | Jan | Apr | June      |
| 1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights.<br>Parents<br>Community<br>Population:<br>EE -5th Grade, BIL, SE, AR, GT, DYS<br>Timeline:<br>August 2017 - June 2018 | 1, 10    | Parents<br>Students<br>Staff<br>Community | Formative Evaluation: Signed SCC Acknowledgement Forms<br>Summative Evaluation: SCC Receipts             |           |     |     |           |
| 2) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy.<br>Parents<br>Population:<br>EE -5th Grade, BIL, , SE, AR, GT, DYS<br>Timeline:<br>August 2017 - June 2018   | 1, 6, 10 | Principals<br>Assistant Principals        | Formative Evaluation: Completed Referral Forms<br>Summative Evaluation: Student Code of Conduct Receipts |           |     |     |           |

|   |            |   |  |   |   |  |  |
|---|------------|---|--|---|---|--|--|
| <p>3) Provide training for administrators and new teachers:<br/> (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;<br/> (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment.<br/> Population:<br/> EE-5th Grade, BIL,SE, AR, GT, DYS<br/> Timeline: 2017-2018<br/> 1st - 6th<br/> Six Weeks</p>   | 1, 4, 5    | Principals<br>Assistant Principals<br>Counselors<br>RTI Specialist  | F-Teacher<br>Observations<br>Walkthroughs<br>S-ERO Session   |   |   |  |  |
| <p>4) Provide professional development based on level of expertise and need in the following areas:<br/> Bullying Prevention<br/> Violence/conflict resolution<br/> Recent drug use trends<br/> Resiliency/Developmental Assets<br/> Signs of Child Abuse<br/> Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.<br/> Population:<br/> EE -5th Grade, BIL, SE, AR, GT, DYS<br/> Timeline:<br/> August 2017 - June 2018</p> | 1, 3, 4, 5 | Assistant Principals<br>Counselors,<br>Professional Development,<br>Behavioral Specialists<br>RtI Specialist<br>BISD PD | Formative Evaluation:Attendance Roster, Professional Development Evaluation, PEIMS<br>Summative Evaluation: Discipline Reports |  |  |  |  |

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|--|----------|---|--|--|--|--|
| <p>5) Campus will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Administrators,<br/>Campus<br/>Staff &amp; Faculty, Guidance &amp; Counseling,<br/>Administration, Students and Parents<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 1, 10    | Administrators<br>Principals<br>Assistant Principals,<br>Faculty & Staff<br>BISD Police &<br>Security                         | Formative Evaluation: After Action Reviews, Sign-In Sheets, Evaluations, Audits<br>Summative Evaluation: EOP |    |    |  |
| <p>6) Campus will have an identification security system. All faculty must obtain and display an identification card while on school grounds. Visitors must present identification at sign-In and escorted at all times.</p> <p>Administrators, Campus<br/>Staff &amp; Faculty, Students, All BISD Personnel, Visitors<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>   | 1, 6, 10 | Administrators,<br>Principals &<br>Assistant Principals,<br>Faculty & Staff,<br>Administration and<br>BISD Police<br>Security | Formative Evaluation: Audits, Evaluation Sheets<br>Summative Evaluation: Sign-In Sheets                      |   |   |  |
| <p>7) Parent Presentations will be made periodically at campus in order to educate parents to recognize the signs of symptoms related to the following:</p> <p>Gang Awareness/Bullying<br/>Dating Violence<br/>Internet Safety<br/>Drug, Alcohol and Tobacco<br/>Awareness<br/>Gun Safety/Truancy<br/>EOP-Safety Procedures<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>  | 1, 9, 10 | Administrators<br>Principals<br>Assistant Principals<br>BISD Police<br>Security Services<br>Safety                            | Formative Evaluation: Evaluations, Sign-In Sheets<br>Summative Evaluation: EOP                               |  |  |  |

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| 8) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed and provide conflict resolution skills through presentations to reduce officer referrals.<br>Population:<br>EE -5th Grade, BIL, ESL, SE, AR, GT, DYS<br>Timeline:<br>August 2017 - June 2018  | 1 | Principals Counselors | Formative Evaluation: Contact Logs<br>Review 360<br>Summative Evaluation: Decreased Referrals |  |  |  |
| <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 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:** Putegnat Elementary will increase Parent Involvement by 10%.

**Evaluation Data Source(s) 1:** Putegnat Elementary Parental Involvement participation will increase in meetings and trainings by 10%.








**Summative Evaluation 1:**





| Strategy Description   | Title I | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------|--|---|-----------|-----|-----|-----------|
|  |         |  |   | Formative |     |     | Summative |
|  |         |  |   | Nov       | Jan | Apr | June      |
| 1) Student/Parent Home projects will be promoted to ensure parents are actively involved in students education. Parents will be invited to school activities:<br>Concerts<br>Perfect Attendance Presentations<br>Honor Roll Presentations<br>Parents<br>Population:<br>EE -5th Grade, BIL, SE, AR, GT, DYS<br>Timeline:<br>August 2076 - June 2018 | 6       | Teachers<br>Parent Liaison<br>Lead Teacher<br>Administration | Formative Evaluation: Student/Parent Displays<br>Lesson Plans<br>Portfolio Pictures<br>STAAR Results<br>EOY Survey Results<br>Summative Evaluation: Increased Parent Involvement<br>STAAR Results<br>EOY Survey Results |           |     |     |           |
| 2) Participate in Adopt-A-School Program and School, staff and community partnerships. Campus will promote parental involvement, Open House, and volunteers to increase parental and community involvement.<br>Parents<br>Population:<br>EE -5th Grade, BIL, SE, AR, GT, DYS<br>Timeline:<br>August 2017 - June 2018<br>Community Members          | 6       | Campus Administration<br>Parent Liaison                      | Formative Evaluation: Parent Sign-in Sheets<br>Summative Evaluation: Increased Parental and Community Involvement   |           |     |     |           |

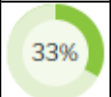
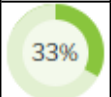




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|--|------|---|--|---|---|--|--|
| <p>3) Conduct Parent Presentations throughout the school year in regards to parenting skills, health, and nutrition to promote healthy lifestyles (CATCH activities). These presentations will include dissemination of key components in the Campus CIP. General Supplies, Printer and Nutritional snacks will be needed during these campus presentations.</p> <p>Parents<br/>Parent Liaison<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018<br/>CNA p. 12</p> | 6    | <p>Campus Administration<br/>Parent Liaison<br/>Guest Speakers</p>              | <p>Formative Evaluation: Parent Contact Log<br/>Summative Evaluation: End of Year Survey</p>   |   |   |  |  |
| <p>Funding Sources: 211 Title I-A - \$5,254.00</p>   |      |   |  |   |   |  |  |
| <p>4) Campus Parent Liaison will assist community by offering meetings to discuss curriculum, health reports, AEIS report and assist parents by helping their children succeed in school.</p> <p>Parents<br/>Parent Liaison<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018<br/>CNA p. 12</p>  | 1, 6 | <p>Campus Principal<br/>Assistant Principal<br/>Parent Liaison<br/>Teachers</p> | <p>Formative Evaluation: Parent Contact Log<br/>Home Visits<br/>Summative Evaluation: Increased Parental Involvement</p>   |  |  |  |  |
| <p>Funding Sources: 211 Title I-A - \$16,007.00</p>  |      |   |  |   |   |  |  |
| <p>5) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Parents Liaison<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 -<br/>December 2017</p>  | 1, 6 | <p>Parents<br/>Campus Principals<br/>Parent Liaisons</p>                        | <p>Formative Evaluation: District and Campus Parental Involvement Policy<br/>Summative Evaluation: Composite of End of Year survey<br/>Title I-A Parental Involvement Compliance Checklist</p> |  |  |  |  |

|   |         |                               |   |  |  |   |  |
|---|---------|-------------------------------|---|--|--|---|--|
| <p>6) School-Parent-Student Compacts will be disseminated indicating each groups responsibilities to ensure student achievement. General supplies will be utilized for overall School-Parent-Student involvement.<br/>Parents<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - December 2018<br/>CNA p.12</p>  | 1, 6    | Principals<br>Parent Liaisons | Formative Evaluation:School-Parent-Student Compacts<br>Summative Evaluation:Composite of End of Year survey<br>Title I-A Parental Involvement Compliance Checklist<br>STAAR Results |    |    |   |  |
| <p>7) Conduct an Annual Title I Meeting to inform parents of services and participation.<br/>Parents<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>  | 1, 2, 6 | Principals<br>Parent Liaisons | Formative Evaluation: Parent Contact Log Minutes<br>Summative Evaluation: Composite of End of Year survey Title I-A Parental Involvement Compliance/Checklist                       |   |   |  |  |
| <p>8) Conduct an annual Title I Parent Survey to evaluate the effectiveness of Campus Parental Involvement efforts.<br/>Parents<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - April 2018</p>  | 1, 6    | Principals<br>Parent Liaisons | Formative Evaluation:Survey Results<br>Summative Evaluation:Composite of survey results<br>Title I-A Parental Involvement Compliance Checklist                                      |   |   |   |  |
| <p>9) 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.<br/>Parental Involvement Policy<br/>School-Parent-Student Compact<br/>Campus Improvement Plan<br/>Parents<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 1, 6    | Principals<br>Parent Liaisons | Formative Evaluation:Parent Contact Log Minutes/Fliers<br>PI Policy/Compact<br>Parent List<br>Summative Evaluation:Composite of meeting minutes<br>STAAR Results                    |  |  |   |  |



|  |      |   |  |   |   |   |  |
|--|------|---|--|---|---|---|--|
| <p>10) Host a Parent Orientation Day to distribute and inform parents and community members of daily standard operation procedures and District Policy.<br/> Student Code of Conduct<br/> Student-Parent-School Compact<br/> Parental Involvement Policy<br/> Emergency Operation Procedures<br/> Volunteer Guidelines and Opportunities<br/> Home Access Center<br/> Parents<br/> Population:<br/> EE -5th Grade, BIL, SE, AR, GT, DYS<br/> Timeline:<br/> August 2017 - June 2018<br/> Community</p> | 6    | <p>Campus Administrators<br/> Parent Liaisons</p> | <p>Formative Evaluation: Parent Contact/Fliers<br/> Handouts<br/> Session Evaluations<br/> Summative Evaluation: Discipline Referrals</p>  |   |   |   |  |
| <p>11) 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.<br/> Administration<br/> Teachers<br/> Population:<br/> EE -5th Grade, BIL, SE, AR, GT, DYS<br/> Timeline:<br/> August 2017 - June 2018</p>  | 1, 6 | <p>Principals<br/> Parent Liaisons</p>            | <p>Formative Evaluation: Parent Contact Log<br/> Session Evaluations<br/> Summative Evaluation: Increased parent participation<br/> Title I-A Parental Involvement Compliance Checklist</p>      |  |  |   |  |
| <p>12) Recognize parent volunteers and businesses for supporting a variety of district/campus activities in order to increase participation.<br/> Recognition of the Parent of the Month on School Marquee or bulletin board.<br/> Parents<br/> Community<br/> Population:<br/> EE -5th Grade, BIL, SE, AR, GT, DYS<br/> Timeline:<br/> August 2017 - June 2018<br/> CNA p. 12</p>   | 1, 6 | <p>Principals<br/> Parent Liaisons</p>            | <p>Formative Evaluation: Contact Log<br/> Sign-in Volunteer List<br/> Business listing<br/> Authority to Volunteer<br/> Clearance Form<br/> Summative Evaluation: End of Year Survey Results</p> |  |  |  |  |

|   |      |                             |  |   |   |  |  |
|---|------|-----------------------------|--|---|---|--|--|
| <p>13) Provide ample Parent Education opportunities through parent conferences and parent training session to disseminate information, services and/or referrals to agencies that address the needs in the following areas through the following:</p> <ul style="list-style-type: none"> <li>Early Childhood Reading Strategies</li> <li>Effective teaching strategies</li> <li>Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity:</li> <li>College Readiness</li> <li>Drop-out and Violence Prevention - New Horizons</li> <li>Community agencies / organizations</li> <li>Adult Education/ESL Classes</li> <li>College Awareness</li> <li>Family Literacy Programs</li> <li>Parent Orientations</li> </ul> <p>A TV will be purchased and utilized for these Parent Presentations.</p> <p>Parents<br/>Community<br/>Parent Liaison</p> <p>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline:<br/>August 2017 - June 2018</p> | 1, 6 | Liaisons                    | <p>Formative Evaluation: Parent Conference Fliers<br/>Sign-In Sheets Conference Agendas/Evaluations<br/>Summative Evaluation: STAAR (A, M, ALT.)<br/>Composite of evaluation results<br/>21st Century Evaluation</p> |   |   |  |  |
| <p>14) 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.</p> <p>Parent Liaison</p> <p>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline:<br/>August 2017 - June 2018<br/>CNA p. 12</p>  | 1, 6 | Principal<br>Parent Liaison | <p>Formative Evaluation: Monthly Contact Log<br/>Composite Report<br/>Summative Evaluation: Monthly Mileage Log Cash payments</p>  |  |  |  |  |



|  |         |                          |   |  |  |  |  |
|--|---------|--------------------------|---|--|--|--|--|
| <p>15) Transition orientation meetings will be conducted for parents of students entering EE from Head Start Programs as well 5th grade students going to Middle School.</p> <p>Counselor Administration<br/>Population: EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline: August 2017 - June 2018</p>   | 1, 6, 7 | Counselor Administration | Formative Evaluation: Permission Slips<br>Summative Evaluation: Student Participation |  |  |  |  |
| Funding Sources: 199 Local funds - \$3,000.00  |         |                          |   |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |         |                          |   |  |  |  |  |







**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.**







**Performance Objective 1:** 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.











**Evaluation Data Source(s) 1:** 90% of BISD migrant students will participate in the supplemental instructional activities and support services as required by the Title Part C Migrant Education Program (MEP).  
 90% of Migrant Putegnat Elementary students testing will meet passing standards.

**Summative Evaluation 1:**

| Strategy Description  | Title I  | Monitor                               | Strategy's Expected Result/Impact   | Reviews   |   |     |           |
|---|----------|---------------------------------------|---|---|---|-----|-----------|
|   |          |                                       |   | Formative   |   |     | Summative |
|   |          |                                       |   | Nov   | Jan   | Apr | June      |
| 1) Migrant students will receive supplemental support services (tutorials) to ensure that the requirements delineated by NCLB Section 1304(d) are addressed and to obtain overall academic success.<br>PFS Migrant Students Administration<br>Population:<br>EE -5th Grade, BIL, SE, AR, GT, DYS<br>Timeline:<br>January 2018 - June 2018<br>CNA P.11 | 3, 9, 10 | Campus Administrators<br>Campus Clerk | Formative Evaluation: NGS<br>Campus Reports<br>Summative Evaluation: Completed<br>PFS Monitoring Tool |  |  |     |           |
| Funding Sources: 212 Title I-C (Migrant) - \$270.00   |          |                                       |   |   |   |     |           |

|   |         |   |   |  |  |  |  |
|---|---------|---|---|--|--|--|--|
| <p>2) In order to secure the data needed to accommodate placement and promotion, appropriate 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 and ensure promotion to the next grade level. All migrant students in Pre-k-2nd will be progress monitored with CPM or Tejas Lee/TPRI. Third to fifth grade will be invited for tutorials.</p> <p>Migrant Students<br/>Migrant Teacher<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 1, 3    | Campus Principal<br>Elementary<br>Teachers    | Formative Evaluation: Pre-Assessment Results/Campus composites<br>Summative Evaluation: Post Assessments C-PM/TPRI/TEJAS<br>LEE/SAT 10 Results  |    |    |  |  |
| <p>3) The Academic progress of 1st grade Migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to second grade.</p> <p>1st Grade Migrant Students<br/>Population:<br/>BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018<br/>CNA p. 11</p>   | 1, 3, 9 | Campus Principal<br>Elementary<br>Teacher     | Formative Evaluation: Progress Reports<br>Summative Evaluation: Report cards C-PM/TPRI/TEJAS<br>LEE/SAT 10 Results                              |   |   |  |  |
| <p>4) PFS elementary migrant students will have an equal opportunity to attend summer school programs to ensure promotion if needed, and/or participate in the enrichment summer program.</p> <p>Migrant Students<br/>Population<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline<br/>June 2018</p>   | 9       | Campus<br>Principal<br>Elementary<br>Teachers | Formative Evaluation: Eligibility Lists<br>Attendance Sheets<br>Summative Evaluation: End of Summer Schools Program<br>Documentation<br>Surveys |  |  |  |  |

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|--|----------|--|---|--|--|--|--|
| <p>5) Migrant students 3rd-5th grade<br/>STAAR results will be reviewed to secure appropriate placement into the current state assessment remediation opportunities during regular and summer school year.<br/>Population:<br/>Migrant Students 3rd - 5th Grade<br/>BIL, SE, AR, GT, DYS<br/>Timeline:<br/>January 2018 - June 2018</p>  | 9, 10    | Campus Principal<br>Elementary<br>Teachers | Formative Evaluation: STAAR remediation, Enrollment lists<br>NGS STAAR reports<br>Benchmark reports<br>Current State<br>Assessment Results<br>Summative Evaluation: STAAR results, TELPAS |    |    |  |  |
| <p>6) Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete classroom and homework assignments; thus facilitating them the same opportunity to meeting academic challenges of all students. PFS students will receive supplemental services before other migrant students. Migrant students will receive grade appropriate supplies and clothing on an as needed basis in order to provide them with the necessary tools to complete classroom and homework assignments; thus facilitating them the same opportunity to meeting academic challenges of all students.<br/>Populations:<br/>EE -5th Grade, PFS/Migrant<br/>Timeline:<br/>August 2017 - June 2018<br/>CNA p. 11</p> | 1, 9, 10 | Campus Administrators<br>Campus Clerk      | Formative Evaluation: NGS<br>Campus Reports<br>Summative Evaluation: Completed<br>PFS Monitoring Tool   |   |   |  |  |
| Funding Sources: 212 Title I-C (Migrant) - \$290.00  |          |  |   |  |  |  |  |
| <p>7) PFS migrant will be allotted opportunities to attend tutorials, SMART program to ensure academic success in all academic area.<br/>Population:<br/>PFS Migrant Students<br/>PK -5th Grade, PFS/Migrant<br/>Timeline:<br/>August 2017 - June 2018</p>   | 1, 3, 9  | Campus Administrators<br>Teachers          | Formative Evaluation: NGS<br>PFS Report<br>CNA<br>Summative Evaluation: Completed<br>PFS Monitoring Tool  |  |  |  |  |

|  |          |   |  |   |   |  |  |
|--|----------|---|--|---|---|--|--|
| <p>8) 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.<br/>PFS and Migrant Students<br/>PK -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>   | 1, 3, 9  | Campus Administrators<br>Teachers                           | Formative: Parent Contact Log, Sign-in Sheets<br>Summative: TELPAS, TPRI/TEJAS LEE, APRENDA/SAT 10   |   |   |  |  |
| <p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.<br/>Population:<br/>PFS and Migrant Students<br/>PK -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>September 1, 2017 - May 29, 2018</p>  | 1, 3, 9  | Campus Administration,<br>Faculty and Staff                 | Formative:<br>STAAR Remediation<br>Enrollment Lists<br>Attendance Reports<br>Participants Survey<br>Summative:<br>Session Evaluations<br>Report Cards    |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>10) 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<br/>Population:<br/>PFS and Migrant Students<br/>PK -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>April 2018</p>  | 1, 3, 10 | Campus Administration<br>Migrant Funded:<br>Migrant Teacher | Formative:<br>Parent Meeting<br>Evaluations<br>Student Session<br>Evaluations<br>Summative:<br>Survey Results<br>Implementation of<br>Survey Suggestions |  |  |  |  |
| <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 advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**









**Performance Objective 1:** 100% of Putegnat Elementary Teachers will implement technology and thus increase the effectiveness of student learning, instructional management, staff development, and administration.







**Evaluation Data Source(s) 1:** 90% Increase in student achievement and technology literacy will be implemented to encourage and support creative, innovative, lifelong learning.

**Summative Evaluation 1:**

| Strategy Description   | Title I  | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|--|--|---|-----------|-----|-----|-----------|
|  |  |  |   | Formative |     |     | Summative |
|  |  |  |   | Nov       | Jan | Apr | June      |
| 1) Students will be provided with computer assisted instruction so that they will obtain skills and concepts needed for technology applications and supplemental instruction. Computers, software, projectors, hole puncher, printers, furniture, and general supplies will be utilized to enhance instruction, thus improving academic and achievement scores.<br>I-Read<br>Accelerated Learning<br>edHelper<br>BrainPop<br>Starfall<br>Living With Science<br>Stem Scopes<br>Lone Star Learning<br>Edusmart<br>STAARsmart<br>Population:<br>EE -5th Grade, BIL, AR, TI, DYS<br>Timeline:<br>August 2017 - June 2018<br>CNA p. 14 | 1, 3, 9  | Classroom teachers<br>Campus Administration<br>District Computer Specialist<br>Librarian<br>Administrator for State Compensatory Education | Formative Evaluation: Lesson Plans, Classroom Observations,<br>Student projects and presentations<br>Flexible Schedule<br>Summative Evaluation: STAAR |           |     |     |           |
|  | Funding Sources: 211 Title I-A - \$13,764.50, 162 State Compensatory - \$16,150.00 |  |   |           |     |     |           |



|  |         |  |   |  |  |  |
|--|---------|--|---|--|--|--|
| <p>2) A Classroom Teacher will provide assistance with instructional technology, computer troubleshooting, and creating and maintaining network and campus website.<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>  | 1, 3, 5 | Classroom Teacher<br>District computer specialist<br>Campus Administration<br>Software Vendors | Formative Evaluation: Website<br>Teacher E-mail request for troubleshooting<br>Lesson Plans<br>Summative Evaluation: Computer Completed Work Order                                  |    |    |  |
| <p>3) Staff will be provided with professional training on campus computer software programs and integration of technology with the curriculum. Students will be able to use manipulatives, visuals, I-Pads, and take virtual field trips so that technology will enhance curriculum concepts. Students will obtain skills and concepts needed for technology and become proficient and technology driven.<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018<br/>CNA p. 14</p> | 1, 4    | District Computer Specialist<br>Classroom Teacher<br>Campus Administration                     | Formative Evaluation: Six Weeks Grades<br>Progress Reports<br>Lesson Plans<br>Summative Evaluation: TELPAS<br>MSTAAR<br>Student Journals<br>Student Projects/ Student Presentations |   |   |  |
| Funding Sources: 211 Title I-A - \$5,000.00  |         |  |   |  |  |  |
| <p>4) Teachers will be required to complete an annual school technology and readiness (STaR) Chart.<br/>Teachers<br/>Administration<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>  | 8       | Classroom Teacher<br>Campus Administration   | Formative Evaluation: STaR Chart Report<br>Summative Evaluation: STAAR  |   |   |  |
| <p>5) Teachers will provide instruction and visual aids on on-line testing and copy paper testing for improving, Benchmarks, TELPAS scores, STAAR scores. Computers, laptops, I-Pads, Cameras, TVs, TV Stands, and equipment will be utilized to implement on-line testing, improving benchmark and State STAAR, TELPAS scores.<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>  | 1, 4, 8 | Campus Administration<br>Teachers  | Formative Evaluation: Lesson Plans<br>Walkthroughs<br>Program Reports<br>Summative Evaluation: TELPAS Scores<br>MSTAAR Scores   |  |  |  |
| Funding Sources: 211 Title I-A - \$6,500.00, 163 State Bilingual - \$4,057.00, 263 Title III-A Bilingual - \$7,230.00  |         |  |   |  |  |  |

|   |         |  |  |   |   |  |  |
|---|---------|--|--|---|---|--|--|
| <p>6) Campus will provide training for all campus teachers for improvement of student achievement scores.<br/>Grade Level Meetings<br/>Faculty Meetings<br/>Population:<br/>Teachers<br/>Administration<br/>Timeline: 2017-2018<br/>1st-6th Six Weeks<br/>CNA p. 14</p>   | 1, 4    | Administration<br>District Computer Specialist | F: Benchmark Test Scores<br>S: STAAR Test Scores<br>TELPAS   |   |   |  |  |
| <p>7) All 2nd - 5th grade students will be administered the TELPAS online test and will utilize secure computer labs.<br/>Filter Screens<br/>Administration<br/>Teachers<br/>Population:<br/>2nd - 5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p>  | 9       | Classroom Teacher<br>Administration            | Formative Evaluation: Lesson Plans<br>Progress Reports<br>Summative Evaluation: TELPAS Online Testing  |  |  |  |  |
| <p>8) All students (PK-5th) will be scheduled for computer lab to increase their knowledge and use of technology skills. Students will obtain skills and concepts needed for technology and become proficient and technology driven. General supplies will be utilized for technology-based projects.<br/>Population:<br/>EE -5th Grade, BIL, SE, AR, GT, DYS<br/>Timeline:<br/>August 2017 - June 2018</p> | 1, 3, 9 | Classroom teachers<br>Campus<br>Administration | Formative Evaluation: Lesson Plans<br>Student projects/ presentations<br>Lab Schedule<br>Progress Reports<br>Summative Evaluation: TELPAS Scores<br>EOY Grades |  |  |  |  |

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**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:** All BISD facilities 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]

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description  | Title I | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------|--|---|-----------|-----|-----|-----------|
|   |         |  |   | Formative |     |     | Summative |
|   |         |  |   | Nov       | Jan | Apr | June      |
| <p>1) In order to promote energy savings and recycling awareness the Campus will implement various activities such as: designate recycling day, lessons on conserving energy and promote Campus Green Day.</p> <p>Population:<br/>EE-5th Grade, BIL, SE, AR, GT, DYS, Faculty, Staff Members, Parents and Community</p> <p>Timeline:<br/>January 2018</p> | 10      | Administration<br>Counselor<br>Librarian<br>Faculty and Staff          | <p>Formative: Lesson Plans<br/>Student Projects<br/>Sign-in Sheets</p> <p>Summative: Student Presentations<br/>District Energy Savings Report</p> |           |     |     |           |
| <p>2) Campus will implement a systematic approach to renovate, upgrade and improve Campus facilities in order to prioritize safety and needs of the Campus such as a needs assessment survey/form for Staff Members.</p> <p>Population:<br/>Administration<br/>Faculty and Staff</p> <p>Timeline:<br/>August 2018<br/>CNA p. 9</p>                        | 1       | Administration<br>Head Custodian<br>District Maintenance<br>Department | <p>Formative: Administration and Custodial Campus Walkthroughs Reports</p> <p>Summative: Staff Needs Assessment Survey and Facilities List</p>    |           |     |     |           |
| <p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>   |         |  |   |           |     |     |           |

**Goal 10: The District 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]**

**Performance Objective 1:** The District 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]

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description  | Title I | Monitor        | Strategy's Expected Result/Impact                                    | Reviews   |     |     |           |
|---|---------|----------------|--|-----------|-----|-----|-----------|
|   |         |                |  | Formative |     |     | Summative |
|   |         |                |  | Nov       | Jan | Apr | June      |
| 1) Campus will utilize 100% of available budgeted funds based on the Campus Needs Assessment.<br><br>Population:<br>Administration<br>Faculty and Staff<br>Timeline:<br>August - June 2018<br>CNA p.-14 | 1       | Administration | Formative: PO(s)<br>CIP Budget Accounts<br>Summative: Budget Reports |           |     |     |           |
| = Accomplished                        = Continue/Modify                        = No Progress                        = Discontinue   |         |                |  |           |     |     |           |

**Goal 10:** The District 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]

**Performance Objective 2:** The District will commit to a balanced budget which includes improved compensation for 100% of teachers. (Board Goal 3) [DEIC added 12-6-2017]

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description   | Title I | Monitor        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------|----------------|---|-----------|-----|-----|-----------|
|  |         |                |   | Formative |     |     | Summative |
|  |         |                |   | Nov       | Jan | Apr | June      |
| 1) Campus will recognize Faculty and Staff Members by highlighting activities for Teacher Appreciation Week, Christmas/Thanksgiving extended lunch and Christmas Gifts. Snacks are provided for each Grade Level and Faculty Meetings.<br><br>Population:<br>Faculty and Staff<br>Timeline:<br>August - June 2018  | 5       | Administration | Formative: School Calendar of Events, Luncheon Schedule<br>Summative: CIP CNA |           |     |     |           |
| <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 11: All BISD programs and campuses 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]**

**Performance Objective 1:** All District program areas and campuses 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]

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description   | Title I | Monitor                      | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|------------------------------|--|-----------|-----|-----|-----------|
|  |         |                              |  | Formative |     |     | Summative |
|  |         |                              |  | Nov       | Jan | Apr | June      |
| <p>1) The Campus will promote the history and origin along with Campus current accomplishments through website and media. Campus will utilize monitor to scroll yearly events.</p> <p>Population:<br/>EE-5th, SE, AR, GT, BIL, DYS<br/>Adminstration<br/>Faculty/Staff<br/>Parent/Community<br/>Timeline:<br/>August - June 2018</p> | 6       | Administration<br>TST        | <p>Formative: Website, BISD Website, Campus TV Monitor, City Newspaper<br/>Summative: Total Number of Views on Website<br/>City Newspaper<br/>Archived BISD Media Releases</p> |           |     |     |           |
| <p>2) Campus will designate PIO contact to submit articles, current student/parent/staff/community recognition/co/extra-curricular activities and events.</p> <p>Population:<br/>EE-5th, SE, AR, GT, BIL, DYS,<br/>Faculty and Staff<br/>Administration<br/>Parents and Community<br/>Timeline:<br/>August - June 2018</p>           | 6       | Administration<br>PIO<br>TST | <p>Formative: Campus Website, City Newspaper, BISD Website<br/>Summative: Archived Media Releases, Media</p>   |           |     |     |           |

|   |   |                       |  |  |  |  |  |
|---|---|-----------------------|--|--|--|--|--|
| <p>3) Campus will update website on a monthly basis which includes showcasing Students, Staff, Parent and Community.</p> <p>Population:<br/>EE-5th, SE, AR, GT, BIL, DYS<br/>Faculty and Staff<br/>Administration<br/>Parents and Community</p> <p>Timeline:<br/>August - June 2018</p> | 6 | Administration<br>TST | Formative: Campus Website<br>Summative: Numbers of Website Views |  |  |  |  |
|---|---|-----------------------|--|--|--|--|--|

 = Accomplished  
  = Continue/Modify  
  = No Progress  
  = Discontinue

# State Compensatory

## Budget for Putegnat Elementary :

| <u>Account Code</u>                 | <u>Account Title</u>  | <u>Budget</u>       |
|-------------------------------------|---|---------------------|
| <b>6100 Payroll Costs</b>           |   |                     |
| 162-11-6118-00-108-Y-24-SSI-Y       | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$4,256.00          |
| 162-11-6118-00-108-Y-30-000-Y       | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$17,538.00         |
| 162-11-6118-00-108-Y-30-ASP-Y       | 6118 Extra Duty Stipend - Locally Defined                             | \$19,464.00         |
| 162-11-6119-00-108-Y-34-PKK-Y       | 6119 Salaries or Wages - Teachers and Other Professional Personnel    | \$55,722.00         |
| 162-13-6119-31-108-Y-30-000-Y       | 6119 Salaries or Wages - Teachers and Other Professional Personnel    | \$74,924.00         |
| <b>6100 Subtotal:</b>               |   | <b>\$171,904.00</b> |
| <b>6300 Supplies and Services</b>   |   |                     |
| 162-11-6399-00-108-Y-30-000-Y       | 6311 Gasoline and Other Fuels for Vehicles                            | \$5,000.00          |
| 162-11-6395-62-108-Y30-TEC-Y        | 6395 Supplies, DP Operations - Locally Defined                        | \$1,045.00          |
| 162-11-6396-00-108-Y-30-000-Y       | 6396 Supplies and Materials - Locally Defined                         | \$250.00            |
| 162-11-6399-62-108-Y-30-000-Y       | 6399 General Supplies   | \$763.00            |
| <b>6300 Subtotal:</b>               |   | <b>\$7,058.00</b>   |
| <b>6600 Capital Outlay Accounts</b> |   |                     |
| 162-11-6649-62-108-Y30-TEC-Y        | 6649 Capital Assets - Locally Defined                                 | \$15,105.00         |
| <b>6600 Subtotal:</b>               |   | <b>\$15,105.00</b>  |



**Personnel for Putegnat Elementary :**

| <u>Name</u>    | <u>Position</u>     | <u>Program</u>     | <u>FTE</u> |
|----------------|---------------------|--------------------|------------|
| Corina Tabares | Dean of Instruction | State Compensatory | 1.00       |
| Raquel Garza   | Pre-Kinder Teacher  | State Compensatory | 0.50       |
| Sonia Hinojosa | Pre-Kinder Teacher  | State Compensatory | 0.50       |

# 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.**

Putegnat 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 CNA, 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 2015-2016 school year. In order to increase the advanced level performance level in all content areas of our diverse student population, several mitigating factors must be in place. Provide professional development to implement research based strategies. (CIP 1.1) The campus will work on increasing the number of students who exit the bilingual program through various instructional strategies. (CIP 1.7)

### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to for PK to third grades, deparmentalizing in grades fourth and fifth, Living with Science Labs 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. (CIP 1.7, 3.1, 3.2, 3.4)

### 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. (CIP 1.10, 1.11, 3.5) 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. Strategies to attract high-quality teachers to high need schools (CIP 1.10, 3.6) will include our school's participation in the selection of teachers from the District's highly qualified applicant pool Region I's efforts to recruit teachers from out of state. The District also offers stipends for attainment of a Master's Degree, and stipends for math, science and social studies content area certification. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. (CIP 1.1, 1.2, 1.9, 1.10, 1.11, 3.5,)

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

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. The campus will provide professional development in Language Arts, Math Envision, Science, Integrating ELPS strategies in the core curriculum, TELPAS Writing, Response to Intervention, and Differentiating Instruction. The professional development needs of the campus will be determined by several factors: STAAR results, TAPR Campus Report Card, AYP, B.I.S.D., Curriculum Department, Curriculum Specialists, and surveys conducted on needs assessments results. The campus Principal and Facilitator will determine professional development training as per need and beneficial components. Teachers attending staff development training will share vital information with faculty members. Staff Development is determined by needs assessment surveys, classroom observations, and walkthroughs conducted by Administration. (CIP 1.1, 1.7,1.8, 1.9, 1.10, 3.5, 3.6)

#### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to high need schools will include our school's participation in the selection of teachers from the District's highly qualified applicant pool and Region I's efforts to recruit teachers from out of state. The District also offers stipends for attainment of a Master's Degree, and stipends for math, science and social studies content area certification. (CIP 1.10, 3.5)

#### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance parent meetings 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. The Campus will offer Parent meetings on Nutrition, Curriculum and Safety Issues. Parental surveys through Title I will be utilized to determine parental needs for overall student academic achievement and to improve communication between parents and teachers. This needs assessment surveys will alleviate gaps and provide insight to determine more parental participation at the campus. (CIP 6.1, 6.5, 6.6 6.7, 6.10, 6.11, 6.13)

## **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 Putegnat Elementary will be held annually in the Spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into Middle School. Putegnat fifth grade students will be given a tour of their feeder Middle School Campus outlining the various electives in sports, fine arts, and clubs. (CIP 6.15)

## **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.(CIP 2.3) Teachers will use data obtained from State Assessments as well as other instruments, including but not limited to PRE-LAS, LAS, TELPAS, TPRI/TEJAS LEE, CPALLS, 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. (CIP 1.6, 1.7, 1.8)

## **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 the after school tutorial program and/or enrichment courses based on his/her individual needs. (3.1, 6.1) The campus will provide after school tutorial for students struggling mastering TEKS. TPRI/TEJAS LEE Intervention strategies will be utilized to focus on grades Kindergarten through Second grade to develop fluency and reading comprehension skills to improve ELL, Terra Nova and Supera scores. TLI initiative through the Literacy Coach will assist in providing the foundation for literacy demands for College and Career preparedness as well as improved state assessments scores within these grade levels. (CIP 1.8, 1.10, 3.1)

## **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 Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with 211 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. (CIP 1.2, 1.6, 3.4, 3.5)In addition to those described above, Migrant Funds are used to identify of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves including PFS students. Migrant Funds will be utilized as per results from the Migrant Needs Assessment Survey that was conducted during the school year. Hence, the PFS students in the migrant program will be offered school supplies, jackets, shoes, and clothing when enrolling in campus. (CIP 8.6 ) These supplies will provide migrant PFS students with the necessary tools to assist them in the overall learning process and to

ensure successful grade level completion and secure promotion

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. The campus will integrate ESL strategies to all content areas in order to increase the number of students who exit the bilingual program. The campus will also include TELPAS writing to the schedule in order to increase high levels of writing. Bilingual funds will be utilized to purchase additional resources. Teachers will continue to use Sheltered Instruction methodology to assist ELL students in developing listening, speaking, reading and writing skills. (CIP 1.4, 1.7, 1.8, 1.11, 3.2, 3.3, 8.5, 8.6).

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. The campus will provide tutorials for students struggling mastering the TEKS objectives. The Campus will focus on improving AT-RISK student's overall state achievements scores through funding provided by State Compensatory. This includes: After-School Tutorials, Saturday Tutorials, Personnel and supplies. (CIP 3.1, 3.2, 3.5)

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. The ARD committee will review the Special Education students IEP needs through classroom instruction and/or resource. Additional instruction will be provided with inclusion by the teacher. The Special Education teachers will co-plan with regular education teachers every six weeks to ensure that the needs of all special education students are being met. Putegnat Elementary serves one PPCD unit and Resource Classes. The Teachers at Putegnat Elementary provide a high quality educational program to assist these students by providing individualized instruction as outlined by each student's IEP and Accommodation plan (CIP 3.2, 3.7, 8.5).

## Title I Personnel

| <u>Name</u>     | <u>Position</u>           | <u>Program</u>                | <u>FTE</u> |
|-----------------|---------------------------|-------------------------------|------------|
| Adriana Mireles | 3 Yr. Old Program Teacher | Title I- 3 Yr Program Teacher | 1.0        |
| Aurora Salinas  | Title I-A PK Aide         | Federal                       | 1.0        |
| Dalma Velasco   | Nurse                     | Federal                       | .40        |
| Juana Martinez  | 3 Yr Old Teacher Aide     | Federal                       | 1.0        |
| Ricardo Mireles | Parent Liason             | Federal                       | 1.0        |
| Silvia Perez    | Title I-A PK Aide         | Federal                       | 1.0        |
| Xenia Cruz      | Title I-A Teacher Aide    | Federal                       | 1.0        |

## Site-Based Decision Making Committee

| <b>Committee Role</b>       | <b>Name</b>       | <b>Position</b>             |
|-----------------------------|-------------------|-----------------------------|
| Administrator               | Dr. Aidee Vasquez | Principal                   |
| Meeting Facilitator         | Eddie Alaniz      | Assistant Principal         |
| Meeting Facilitator         | Corina Tabares    | Dean Of Instruction         |
| Business Representative     | Saul Garcia       | Business Representative     |
| Business Representative     | Daniel Garza      | Business Representative     |
| Classroom Teacher           | Raquel Garza      | Classroom Teacher           |
| Classroom Teacher           | Adriana Gallegos  | Classroom Teacher           |
| Classroom Teacher           | Silvia Arroyo     | Classroom Teacher           |
| Classroom Teacher           | Martha Martinez   | Classroom Teacher           |
| Classroom Teacher           | Dolores Gracia    | Classroom Teacher           |
| Classroom Teacher           | Jeanette Ruiz     | Classroom Teacher           |
| Classroom Teacher           | Jose Martinez     | Classroom Teacher           |
| Community Representative    | Monica Garza      | Community Representative    |
| Community Representative    | Juliana Garza     | Community Representative    |
| District-level Professional | Carol Lutsinger   | District-Level Profsssional |
| Parent                      | Miriam Sanchez    | Parent                      |
| Student                     | Fatima Chavez     | Student                     |
| Classroom Teacher           | Noelia Lozano     | Classroom Teacher           |
| Non-classroom Professional  | Ana Salinas       | Counselor                   |
| Paraprofessional            | Sylvia Perez      | Para-Professional           |
| Parent                      | Ana Gloria        | Parent                      |

## Campus Funding Summary

| <b>199 Local funds</b>             |                  |                 |                                      |                               |                |
|------------------------------------|------------------|-----------------|--------------------------------------|-------------------------------|----------------|
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>              | <b>Account Code</b>           | <b>Amount</b>  |
| 1                                  | 1                | 1               | Campus Leadership general supplies   | 199-23-6399-00-108-Y-99-000-Y | \$471.25       |
| 1                                  | 1                | 1               | Campus Leadership Travel             | 199-23-6411-00-108-Y-99-000-Y | \$500.00       |
| 1                                  | 1                | 13              | General Supplies                     | 199-11-6399-51-108-Y-11-000-Y | \$500.00       |
| 2                                  | 1                | 3               | Instructional Materials              | 199-11-6399-57-108-Y-11-000-Y | \$490.00       |
| 6                                  | 1                | 15              | Employee Travel                      | 199-11-6494-00-108-Y-11-000-Y | \$3,000.00     |
| <b>Sub-Total</b>                   |                  |                 |                                      |                               | \$4,961.25     |
| <b>Budgeted Fund Source Amount</b> |                  |                 |                                      |                               | \$2,089,861.00 |
| <b>+/- Difference</b>              |                  |                 |                                      |                               | \$2,084,899.75 |
| <b>162 State Compensatory</b>      |                  |                 |                                      |                               |                |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>              | <b>Account Code</b>           | <b>Amount</b>  |
| 1                                  | 1                | 6               | STAAR Materials and General Supplies | 162-11-6399-00-108-Y-30-000-Y | \$5,000.00     |
| 3                                  | 1                | 1               | SSI Tutorials                        | 162-11-6118-00-108-Y-24-SSI-Y | \$4,256.00     |
| 3                                  | 1                | 1               | Tutorials                            | 162-11-6118-00-108-Y-30-000-Y | \$17,538.00    |
| 3                                  | 1                | 1               | Ink Cartridges                       | 162-11-6399-62-108-Y-30-000-Y | \$763.00       |
| 3                                  | 1                | 1               | Copy Paper                           | 162-11-6396-00-108-Y-30-000-Y | \$250.00       |
| 3                                  | 1                | 1               | After School Extended Day Program    | 162-11-6118-00-108-Y-30-ASP-Y | \$19,464.00    |
| 3                                  | 1                | 4               | 1 FTE                                | 162-11-6119-00-108-Y-34-PKK-Y | \$55,722.00    |
| 3                                  | 1                | 12              | 1 FTE                                | 162-13-6119-31-108-Y-30-000-Y | \$74,924.00    |
| 8                                  | 1                | 1               | Desktop Computers                    | 162-11-6649-62-108-Y-30-TEC-Y | \$15,105.00    |
| 8                                  | 1                | 1               | Software                             | 162-11-6395-62-108-Y30-TEC-Y  | \$1,045.00     |
| <b>Sub-Total</b>                   |                  |                 |                                      |                               | \$194,067.00   |
| <b>Budgeted Fund Source Amount</b> |                  |                 |                                      |                               | \$194,067.00   |
| <b>+/- Difference</b>              |                  |                 |                                      |                               | \$0            |
| <b>163 State Bilingual</b>         |                  |                 |                                      |                               |                |



| Goal                               | Objective | Strategy | Resources Needed   | Account Code                  | Amount              |
|------------------------------------|-----------|----------|--|-------------------------------|---------------------|
| 1                                  | 1         | 4        | Personnel  | 163-11-6129-06-108-Y-25-000-Y | \$19,661.00         |
| 1                                  | 1         | 6        | STAAR Workbooks and General Supplies                     | 163-11-6399-00-108-Y-25-000-Y | \$5,000.00          |
| 1                                  | 1         | 6        | Teacher General Supplies                                 | 163-13-6399-00-108-Y-25-000-Y | \$3,850.00          |
| 8                                  | 1         | 5        | Electronic Equipment                                     | 163-11-6398-00-108-Y-25-031-Y | \$4,057.00          |
| <b>Sub-Total</b>                   |           |          |  |                               | \$32,568.00         |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                               | \$64,969.00         |
| <b>+/- Difference</b>              |           |          |  |                               | <b>\$32,401.00</b>  |
| <b>166 State Special Ed.</b>       |           |          |  |                               |                     |
| Goal                               | Objective | Strategy | Resources Needed   | Account Code                  | Amount              |
| 1                                  | 1         | 14       | General Supplies   | 166-11-6399-00-108-Y-23-0B0-Y | \$1,000.00          |
| 3                                  | 1         | 1        | General Supplies   | 166-11-6399-00-108-Y-23-0P4-Y | \$933.00            |
| 3                                  | 1         | 1        | General Supplies   | 166-11-6399-00-108-Y-23-0P3-Y | \$467.00            |
| <b>Sub-Total</b>                   |           |          |  |                               | \$2,400.00          |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                               | \$157,499.00        |
| <b>+/- Difference</b>              |           |          |  |                               | <b>\$155,099.00</b> |
| <b>211 Title I-A</b>               |           |          |  |                               |                     |
| Goal                               | Objective | Strategy | Resources Needed   | Account Code                  | Amount              |
| 1                                  | 1         | 1        | General Supplies   | 211-13-6399-00-108-Y-30-AYP-Y | \$10,000.00         |
| 1                                  | 1         | 6        | Classroom Resources, Reading Carpets and STAAR Materials | 211-11-6399-00-108-Y-30-0F2-Y | \$35,000.00         |
| 1                                  | 1         | 12       | Personnel  | 211-33-6119-00-108-Y-30-0F2-Y | \$20,026.00         |
| 3                                  | 1         | 1        | Copy Paper   | 211-11-6396-00-108-Y-30-0F2-Y | \$1,500.00          |
| 3                                  | 1         | 1        | Extra Duty Pay   | 211-11-6118-00-108-Y-24-ASP-Y | \$5,852.00          |
| 3                                  | 1         | 1        | Para-Professional Overtime                               | 211-11-6121-00-108-Y-24-ASP-Y | \$13,969.00         |
| 3                                  | 1         | 1        | Medicare   | 211-11-6141-00-108-Y-24-ASP-Y | \$203.00            |
| 3                                  | 1         | 1        | Health   | 211-11-6142-00-108-Y-24-ASP-Y | \$978.00            |
| 3                                  | 1         | 1        | TRS  | 211-11-6146-00-108-Y-24-ASP-Y | \$1,165.00          |
| 3                                  | 1         | 1        | ACA  | 211-11-6148-00-108-Y-24-ASP-Y | \$33.00             |

|   |   |   |  |                               |             |
|---|---|---|--|-------------------------------|-------------|
| 3 | 1 | 1 | Extended Day Tutorials for Para-Professionals Funding                            | 211-11-6129-00108-Y-30-ASP-Y  | \$8,800.00  |
| 3 | 1 | 4 | Personnel  | 211-11-6129-06-108-Y-32-0F2-Y | \$37,564.00 |
| 3 | 1 | 4 | Social Security/Medicare   | 211-11-6141-06-108-Y-32-0F2-Y | \$545.00    |
| 3 | 1 | 4 | Health & Life Insurance  | 211-11-6142-06-108-Y-32-0F2-Y | \$10,848.00 |
| 3 | 1 | 4 | TRS/TRS Care   | 211-11-6146-06-108-Y-32-0F2-Y | \$3,138.00  |
| 3 | 1 | 4 | Employee Benefits- Locally Defined   | 211-11-6148-06-108-Y-32-0F2-Y | \$88.00     |
| 3 | 1 | 4 | Employee Benefits  | 211-11-6149-06-108-Y-32-0F2-Y | \$563.00    |
| 3 | 1 | 5 | Personnel  | 211-11-6129-06-108-Y-30-0F2-Y | \$16,172.00 |
| 3 | 1 | 5 | Personnel  | 211-11-6119-00-108-Y-32-0F0-Y | \$76,815.00 |
| 3 | 1 | 5 | SS/Medicare  | 211-11-6141-00-108-Y-32-0F0-Y | \$335.00    |
| 3 | 1 | 5 | Group Health & Life Insurance  | 211-11-6142-00-108-Y-32-0F0-Y | \$5,424.00  |
| 3 | 1 | 5 | 3 Yr Program Teacher Retirement/TRS Care   | 211-11-6146-00-108-Y-32-0F0-Y | \$1,930.00  |
| 3 | 1 | 5 | Employee Benefits Locally Defined  | 211-11-6148-00-108-Y-32-0F0-Y | \$54.00     |
| 3 | 1 | 5 | 3 Yr Program Employee Benefits   | 211-11-6149-00-108-Y-30-0F0-Y | \$347.00    |
| 3 | 1 | 5 | 3 Yr Old Social Security/Medicare  | 211-11-6141-06-108-Y-30-0F2-Y | \$234.00    |
| 3 | 1 | 5 | 3 Yr Old Group Health & Life Insurance   | 211-11-6142-06-108-Y-30-0F2-Y | \$5,424.00  |
| 3 | 1 | 5 | 3 Yr Old Teacher Retirement/TRS Care   | 211-11-6146-06-108-Y-30-0F2-Y | \$1,351.00  |
| 3 | 1 | 5 | 3 Yr Old Employee Benefits Locally Defined                                       | 211-11-6148-06-108-Y-30-0F2-Y | \$38.00     |
| 3 | 1 | 5 | 3 Yr Old Employee Benefits   | 211-11-6149-06-108-Y-30-0F2-Y | \$243.00    |
| 3 | 1 | 5 | Stipends   | 211-11-6117-00-108-Y-24-3YR-Y | \$1,200.00  |
| 4 | 1 | 4 | Trophies, Awards, Certificates, Build A Bear Teddy Bears                         | 211-11-6498-00-108-Y-30-0F2-Y | \$2,500.00  |
| 6 | 1 | 3 | Snacks for Parents, General Supplies   | 211-61-6399-00-108-Y-30-0F2-Y | \$750.00    |
| 6 | 1 | 3 | Printer  | 211-61-6449-53-108-Y-30-0F2-Y | \$4,504.00  |
| 6 | 1 | 4 | Personnel  | 211-61-6129-00-108-Y-30-0F2-Y | \$16,007.00 |
| 8 | 1 | 1 | Hardware, Projector, Projector Lamps, Speakers, Ink Cartridges, General Supplies | 211-11-6398-00-108-Y-30-0F2-Y | \$5,000.00  |
| 8 | 1 | 1 | General Supplies/Ink   | 211-11-6399-62-108-Y-30-0F2-Y | \$2,500.00  |
| 8 | 1 | 1 | I-Read   | 211-11-6395-62-108-Y-30-0F2-Y | \$5,460.00  |

|                                    |                  |                 |   |                               |               |
|------------------------------------|------------------|-----------------|---|-------------------------------|---------------|
| 8                                  | 1                | 1               | Accelerated Learning  | 211-11-6395-62-108-Y-30-0F2-Y | \$304.50      |
| 8                                  | 1                | 1               | Projector, Hole Puncher   | 211-61-6398-65-108-Y-30-0F2-Y | \$500.00      |
| 8                                  | 1                | 3               | Ink, Printer, Elmo(s), projector, laminating machine, laptops, headphones, I-Pads | 211-11-6398-62-108-Y-30-0F2-Y | \$5,000.00    |
| 8                                  | 1                | 5               | Electronic Equipment  | 211-11-6395-62-108-Y-30-0F2-Y | \$5,000.00    |
| 8                                  | 1                | 5               | Paper   | 211-11-6396-00-108-Y-30-0F2-Y | \$1,500.00    |
| <b>Sub-Total</b>                   |                  |                 |   |                               | \$308,864.50  |
| <b>Budgeted Fund Source Amount</b> |                  |                 |   |                               | \$311,858.00  |
| <b>+/- Difference</b>              |                  |                 |   |                               | \$2,993.50    |
| <b>212 Title I-C (Migrant)</b>     |                  |                 |   |                               |               |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b>           | <b>Amount</b> |
| 7                                  | 1                | 1               | Tutorials   | 212-11-6118-00-108-Y-24-0F2-Y | \$270.00      |
| 7                                  | 1                | 6               | General Supplies  | 212-11-6399-00-108-Y-24-0F2-Y | \$290.00      |
| <b>Sub-Total</b>                   |                  |                 |   |                               | \$560.00      |
| <b>Budgeted Fund Source Amount</b> |                  |                 |   |                               | \$21,222.00   |
| <b>+/- Difference</b>              |                  |                 |   |                               | \$20,662.00   |
| <b>263 Title III-A Bilingual</b>   |                  |                 |   |                               |               |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b>           | <b>Amount</b> |
| 1                                  | 1                | 6               | Teacher General Supplies  | 263-11-6399-00-108-Y-25-000-Y | \$2,038.00    |
| 8                                  | 1                | 5               | Copy Paper  | 263-11-6396-00-108-Y-25-000-Y | \$2,700.00    |
| 8                                  | 1                | 5               | I-Pads  | 263-11-6398-62-108-Y-25-000-Y | \$4,530.00    |
| <b>Sub-Total</b>                   |                  |                 |   |                               | \$9,268.00    |
| <b>Budgeted Fund Source Amount</b> |                  |                 |   |                               | \$9,268.00    |
| <b>+/- Difference</b>              |                  |                 |   |                               | \$0           |
| <b>Grand Total</b>                 |                  |                 |   |                               | \$552,688.75  |