

**Brownsville Independent School District**  
**Pullam Elementary**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

One of the main focuses of data the school focuses on for demographics is daily attendance and At-Risk student data. We view our average daily attendance to see if we meet our attendance goals. The Attendance Rate was 96.8% for all students and 96.4% for at-risk students. In an effort to monitor and increase attendance, teachers are required to submit the names of students who are absent, parents are contacted to attain verification of absence and encourage attendance. Consistent absences constitute home visit, parent conference, followed by our district policy. Identified At-Risk students are also a focus for demographics, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. The Retention Rate was less than 1% for all students and less than 1% for at-risk students. Allocated State Compensatory funds are allocated to provide additional tutorials and purchase additional instructional resources for At-Risk students to use to ensure academic success. Procedures for overseeing demographic concerns include verifying daily attendance, verifying morning/afterschool tutorial attendance, monitoring academic progress, allotting time for teacher and parent conferences, and purchasing additional resources.

The student population at Pullam Elementary School is approximately 740 and serves students in grades PreK3 -5th. According to the PEIMS Data Review of our campus profile, 98.6% of the student population is Hispanic, 75.8% are identified at-risk, and 86.2 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 39.6% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women

### Demographics Strengths

#### Demographics Strengths

Student teacher ratio allows for meaningful interaction between teacher and student

Use of State Comp funding for At-Risk Students to close educational gaps.

Reduced retention rate

#### Demographic Needs

Increase attendance rate percentages

Increase percent of Bilingual students exiting by 1st grade

1. Increase Reading assessment scores among LEP, At-Risk, and Economically Disadvantaged Students. Teachers will monitor students closely through TPRI, TejasLee, benchmarks, and weekly assessments, as well as through the use of periodicals, tutorials, daily instruction, workbooks, and teacher created materials. (3.1.2)
2. Increase attendance rates through motivational activities such as perfect attendance awards and certificates. Teachers will monitor and report excessive absences immediately to address students not meeting attendance requirements. (9.1.3,9.1.4)
3. After-school tutorials, Accelerated Instruction for 5th (SSI), and Extended Day program will be implemented in order to help all At-Risk populations have academic success and ensure they receive additional assistance through extended day instruction. (9.2.4)
4. Improve STAAR Assessment results through daily instruction, teacher created materials, use of district adopted textbooks, scientifically based research resources, periodicals, Scholastic News, Studies Weekly, professional development, tutorials and interventions. Supplemental resources and workbooks will be purchased to reinforce the daily activities that are taught in the classrooms (3.1.1, 3.1.2, 3.1.3)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Increase attendance by 2% **Root Cause:** Provide motivation activities for students to want to attend school daily

**Problem Statement 2:** Students need to transition successfully into English in the lower grades **Root Cause:** Bilingual strategies being utilized are not being implemented effectively

# Student Academic Achievement

## Student Academic Achievement Summary

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

### 3rd -5th Grade All Students STAAR Summary

#### 3rd -5th Grade All Students STAAR Summary

3rd Grade Reading						
	2014	2015	2016	2017	2018	2019
<b>Approaches</b>	81%	86%	80%	84%	83%	91%
<b>Mastered</b>	13%	43%	34%	56%	35%	39%

4th Grade Reading						
	2014	2015	2016	2017	2018	2019
<b>Approaches</b>	89%	91%	92%	87%	90%	97%
<b>Mastered</b>	24%	29%	46%	20%	42%	39%

5th Grade Reading						
	2014	2015	2016	2017	2018	2019
<b>Approaches</b>	100%	100%	96%	98%	93%	97%
<b>Mastered</b>	28%	27%	24%	43%	25%	36%

4th Grade Writing						
	2014	2015	2016	2017	2018	2019
<b>Approaches</b>	82%	93%	92%	93%	90%	96%
<b>Mastered</b>	8%	13%	49%	28%	35%	45%

3rd Grade Mathematics						
	2014	2015	2016	2017	2018	2019

3rd Grade Mathematics						
<b>Approaches</b>	81%	93%	85%	89%	85%	96%
<b>Mastered</b>	22%	37%	25%	46%	34%	45%
4th Grade Mathematics						
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Approaches</b>	87%	86%	92%	90%	97%	97%
<b>Mastered</b>	32%	14%	42%	24%	39%	41%
5th Grade Mathematics						
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Approaches</b>	100%	87%	100%	99%	99%	99%
<b>Mastered</b>	45%	22%	31%	55%	44%	56%
5th Grade Science						
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Approaches</b>	68%	72%	94%	94%	91%	89%
<b>Mastered</b>	13%	12%	23%	34%	16%	29%

Performance Variations between Sub Populations

	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>
	<b>Approaches</b>	<b>Approaches</b>	<b>Approaches</b>	<b>Approaches</b>
All Students	89%	92%	96%	89%
At Risk	79%	84%	95%	76%
Econ Disadvantage	87%	91%	92%	87%
African American	**	**	**	**
Hispanic/Latino	87%	92%	95%	89%
White	100%	100%	**	**
Female	90%	92%	93%	88%
Male	85%	92%	96%	88%
Gifted Talented	98%	100%	100%	100%
LEP	68%	82%	94%	68%
Migrant	**	**	**	**
Special Ed	66%	72%	94%	85%

**Student Academic Achievement Strengths**



## Student Academic Achievement Strengths

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

Teachers create weekly reading assessments

## Student Achievement Needs

Improve level of English proficiency for LEP students.

Improve reading fluency for all grade levels.

Improve Science vocabulary and knowledge of Science TEKS across all grade levels

Decrease the number of students on an RtI Plan.

Allow planning time for teachers to plan for interventions and target student's needs and improve Language Arts, Math and Science scores to ensure all students meet State requirements.

1. Decrease number of low performing students through staff development, small group interventions (RtI) in the classroom and tutorials. (9.2.1, 9.2.2)
2. Improve the level of English proficiency for LEP students through Language Enrichment, Bilingual/ESL instruction, and classroom instruction. (1.3.1, 1.3.2, 1.3.3)
3. Increase student achievement in all core areas through application of higher order thinking, critical thinking, increased fluency, STEMS activities, scientific method and science fair participation. (3.1.5)
4. Instructional and supplemental instructional resources (workbooks, manipulatives, mentor texts, spirals, paper, composition books, novels) and general supplies will be purchased to support the implementation and instruction of all core subject areas, promote STEMS, and to raise student achievement and meet the educational needs of all students. (3.1.1,3.1.2, 3.1.3, 3.1.14)
5. Teachers will be given the opportunity to select supplemental (sharpeners, visual aids, staplers, timers) and instructional resources which will benefit their own students' needs and the campus will purchase resources for the entire grade levels to reinforce grade level skills and create a positive instructional environment. (3.1.1,3.1.3)
6. Increase student achievement by monitoring attendance through phone calls, home visits and parental involvement meetings by parent liaison. Perfect Attendance certificates will be awarded to student as a motivational incentive. (9.1.5)
7. The Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement. (3.2.5)

8. 2 Pre-K paraprofessionals and 2 teacher aides will be utilized so that the needs of low performing students can be met through more individualized and small group instruction (3.2.1)
9. Pre-Kinder teacher will provide instruction in order to better prepare students to succeed academically. (3.2.4)
10. Substitute teachers or in-house coverage will provide teachers the opportunity for curriculum planning and horizontal alignment in order to meet the academic needs of all students. (3.3.1)
11. Library Aide will support the librarian in assisting students and teachers, organizing and creating an inviting atmosphere to cultivate a lifelong love of reading so that students may be academically successful. (3.2.2)

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Academic gaps in science across grade levels **Root Cause:** Lack of uniform implementation of science activities and routines

# School Processes & Programs

## School Processes & Programs Summary

### School Processes & Programs Summary

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

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

Pullam Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is limited interference or distractions from classroom instruction.

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and

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

### **School Processes & Programs Strengths**

#### School Processes & Programs Strengths

Collaborative support is present among teachers and administration

Open communication to share resources and analyze data

Low teacher turnover provides stability among personnel

Teacher create STAAR formatted Assessments to help students prepare for State Assessments

Tutorials are provided for students to ensure academic success

Administrative Support available to all personnel, students and parents

Curriculum aligned with TEKS and state assessments

Assessment and data analysis drives instruction

Monitoring of student progress to ensure academic success

School context systems are in place

Administrators consistently monitor systems to ensure maximum classroom instruction

Able to change and reorganize systems to accommodate students' needs

Use of eSchools, Tango, Eduphoria by administration and teachers to keep abreast of student data

2 computer labs are available to promote digital literacy

All K-5 classrooms equipped with projectors and Smartboards

All 1st-5th grade classrooms equipped with ELMO

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

Utilization of Strive Eduphoria by administration

Use of iPads in K-3rd teachers to assess students on TPRI/Tejas Lee and Progress Monitoring Laptops accessible to teachers for science fair projects and CPALLs assessment

All 4th and 5th grade students have access to laptops/tablets in classroom for academic purposes

All 2<sup>nd</sup> grade students will be provided with iPads for instructional purposes

School Processes & Programs Needs

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

Acquire updated instructional materials for Math, Reading, Science, Writing to increase level of instruction and implementation of TEKS

Increase English language proficiency levels among ELL's

Provide up to date information through professional development on the core areas and STAAR and updates in a timely manner to teachers

Increase instructional and supplemental supplies for differentiated instruction to meet the needs of all populations

Implementation of TLI strategies Maintain and update the use of novels for teaching comprehension and critical thinking skills.

Increase critical thinking through social studies/current events activities.

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

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

Increase use of instructional websites to supplement instruction

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

Provide iPads to teachers and students for technology integration and instruction

Up to Date classroom computers

Increase teacher utilization of Aware Eduphoria

Supply classrooms with ink for printers

Improve School Website through the addition of website links

Training and utilization of Tango Trends, instructional apps, and software

Teacher create STAAR formatted Assessments to help students prepare for State Assessments

Tutorials are provided for students to ensure academic success

Administrative Support available to all personnel, students and parents

Collaboration among administration and teachers

Curriculum aligned with TEKS and state assessments

Playground to promote healthy, active lifestyle

Comprehensive Sound System to highlight student talents and increase parental participation

Assessment and data analysis drives instruction

Monitoring of student progress to ensure academic success

1. Continuous STAAR, Bilingual strategies, and curriculum professional development will be provided throughout the year to ensure student success. Technological, instructional and supplemental supplies will be utilized for presentations, interactive and hands-on activities. Resources, handouts, and informational material will be provided. (1.3.3, 3.1.10, 7.1.1, 7.1.2)

2. The Dean of Instruction will conduct professional development sessions on instructional strategies/management and provide teacher support to meet the educational needs of all students. In addition, staff and administration will be provided opportunity to attend district and out of district professional development. (3.1.10, 7.1.1, 7.1.2, 7.1.3)

3. Instructional and supplemental materials will be purchased and/or created by teachers to enhance instruction in the core subject areas to meet STAAR objectives for all populations. (3.1.1, 3.1.2, 3.1.3, 3.1.10)

4. Supplemental instructional materials (paper, clocks, timers, paper, ink, pencils, rulers, graphing paper, manipulatives, binders and sentences strips, headphones, workbooks, intervention kits) will be purchased to enhance math, reading and vocabulary development as well as to promote hands on instruction, modeling, critical thinking, and problem-solving skills to meet STAAR/TELPAS objectives (3.1.1,3.1.2,3.1.3)
5. Provide STAAR training, updates and professional development on assessment and core areas to improve student achievement. (7.1.1, 7.1.2)
6. Novels will be used for reading instruction along with novel matrixes, vocabulary cards. district adopted textbooks, teacher created workbooks, student created projects, STAAR Workbooks, and supplemental instructional materials (paper, ink, glue, markers, colored pencils, erasers. (3.1.1,3.1.2)
7. Periodicals, scholastic readers, Studies Weekly, will be purchased for students to increase awareness of civil activities, changes in the country and around the world, and to apply critical thinking skills to develop a deeper understanding of material. (3.1.6)
8. Provide supplemental instructional supplies and school supplies to migrant students in order for them to have access to resources that they would otherwise not have. (1.3.9, 1.3.12)
9. Purchase STEMScopes to ensure all students will be provided with hands on and digital access to the program in order to meet the academic rigor of the Science TEKS and STAAR Science Assessment (3.1.9, 8.1.1)
10. Purchase Education Galaxy/ Achieve 3000 to supplement reading instruction and provide interventions in order for students to meet the academic rigor set by the state be academically successful. (3.1.9, 8.1.1)
11. Provide all campus personnel yearly schedule of events to ensure timely compliance with all campus and district due dates. (3.3.2)
12. General supplies will be utilized to facilitate the daily functions of the campus (3.3.4)
13. Teachers will access web-based instructional and intervention programs that will increase student achievement and engagement in the learning process (8.1.1)
14. Dean of Instruction and district C&I specialist will provide professional development on the use of Tango Trends and Aware Eduphoria to analyze data and utilize findings to improve instruction (8.1.6)
15. All classrooms, Dean's office and/or computer labs will be provided with computers, laptops/chromebooks with licenses, ELMO, smartboard, iPads with covers, charging cart, projectors, printer, paper, printer ink and memory card to provide hands on interactive instruction and produce student worksheets, parent communications, student projects, certificates, pictorial cues, vocabulary cards with pictorial models, motivational pictures, and other instructional needs. (3.1.15, 8.1.2)
- 16 Purchase playground to promote healthy, active lifestyle. (9.3.7)
17. Purchase comprehensive sound system to highlight student talent in all areas and increase parental involvement. (1.4.6)

18. Utilization of school messenger to provide information to all stakeholders in timely manner.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Need for digital professional development **Root Cause:** Effective classroom instruction integrating technology



# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

### Perceptions Strengths

Administration and teachers meet on a weekly basis to analyze data and provide support

Safe Learning Environment for students and personnel

Administration and teachers have a professional working relationship in which positive dialogue is exchanged

Parent/Student/Teacher Compact is distributed to ensure school and parents collaborate to help students succeed

Many volunteers are encouraged to participate at campus

Positive feedback from parent evaluations

Send fliers/notices are sent home to keep parents informed and involved

Teachers make contact with parents in order to help students succeed

Perceptions Needs

Maintain information boards listing all school activities and events.

Keep all entrance doors locked to increase safety measures.

Establish unity among staff members through co-planning, peer coaching, vertical alignment meetings.

Ensure safety and well-being of all students through services provided by school nurse for all sub-populations

Continue to keep school clean and well-maintained

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

Follow up with phone calls Increase parent awareness and use of Home Access Center for Parent Online Grading System

Increase parent participation in weekly meetings

1. Information boards listing all school activities and upcoming events to keep personnel informed and to promote unity and collaboration among all school personnel will be maintained. (3.3.2)
2. Keep side doors locked in order to ensure student safety.
3. Teacher modeling/Peer Coaching/ Co-planning, grade level meetings, teacher observations and campus staff development will be provided to ensure that teachers are prepared and successful in the classroom.
4. Ensure the well-being and safety of Pullam students through presentations, educational activities, hygiene products exclusively for PFS migrant students, and first aid supplies for nurse's station including referral slips for students to go to the nurse.
5. Nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at campus to improve their overall health in order to improve student attendance/performance.
6. Purchase custodial and general supplies to maintain a safe and positive learning environment for all students to be successful.

7. Counselor will conduct character development presentations to all students.
8. Encourage parents to continue participating by recognizing parent volunteers at a campus and district level and by providing incentives at Recognition Meeting.
9. Communication with parents by sending out notices and/or through school messenger to attend weekly parent meetings and inform them about students and school activities.
10. Increase number of parents with access to schools by having parent meetings and providing information, educational webpages, online gradebook, policies and guidelines.
11. Parent Liaison and presenters will inform and educate parent to better assist their children through the educational process ad increase student achievement through various presentations resources.
12. 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.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Improve student behavior and well being **Root Cause:** Student well being and behavior affect their overall performance

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: May 29, 2019

**Goal 1: Pullam students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).**

**Performance Objective 1:** Pullam student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.

**Evaluation Data Source(s) 1:** STAAR performance reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Identify and address areas of students' needs in Math and reading comprehension skills through Explicit Instruction Routines, Strategies, Fluency routines and academic vocabulary to develop student language, and literacy skills to promote academic success.  Populations: All students, TI, MI, LEP, SE, AR, GT  Timeline: Identify first six weeks; address needs second through sixth six weeks	2.4	Teachers, Dean of Instruction, and Principal	Formative: Lesson Plans, TPRI/TEJAS LEE (K-3), Progress Monitoring, BOY/MOY/EOY  Summative: STAAR Scores				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Pullam will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/CPALLS, TPRI/TEJAS LEE, Language Enrichment, SAT10/APRENDA, STAAR, SELP/SSLP, benchmarks, TELPAS, language progress reports, Houghton Mifflin Harcourt Unit Assessments, and teacher created weekly assessments to target identified areas of need in reading such as fluency and comprehension and improve assessment scores. Teacher created test to assess higher order thinking skills</p> <p>Populations: ALL students, LEP, AR, TI, M1, GT, SE, DYS</p> <p>Timeline: August 2019- June 2020 (weekly)</p>		Teachers, Dean of Instruction, Principal	<p>Formative: Campus Benchmark Results, BOY, MOY, EOY, Progress Monitoring, walkthroughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR , CIP, report cards</p>				
<p>3) Teachers will follow the ELA/Reading 80 day STAAR plan and be used as part of the Student's Learning Objectives (SLO) planning process in the Fall. Plan will continue in the Spring with updated 90 day STAAR plan based on assessment data and will be part of SLO</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Teachers, Dean of Instruction, Principal	<p>Formative: Teacher Lesson Plans, Walk Through Forms, weekly grades, progress reports, results from STAAR plan</p> <p>Summative: Report Cards, EOY Assessments and grades, State Assessment results</p>				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) All PreK-5th grade students will increase their vocabulary and grammar skills in order to comprehend reading passages and become accomplished writers through Language Arts activities such as but not limited to: Multisensory Grammar, Language Enrichment, HMM, 6+1 Traits of Writing, Daily Journal Writing, Write Source, and Empowering Writers. Students will respond to journal prompts twice a week, prompts will be selected from all content areas.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019 - June 2020 (weekly)</p>		Teacher, Dean of Instruction, Principal	<p>Formative: Lesson Plans, Walk-throughs, Student Journals</p> <p>Summative: EOY Assessments, Writing Assignments, Report Cards</p>				
<p>5) Campus administration and teaching personnel will follow the District's Plan of Action for English Language Arts and Reading for 2019-2020.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019 and every 6 weeks</p>	2.4, 2.6	Principal Dean of Instruction	<p>Formative: Walk-throughs, Lesson plans, Student work, BOY, MOY, EOY Progress monitoring, Progress reports, Grades, Report cards, Campus Benchmark Results</p> <p>Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Classroom Teachers and Special Education Teachers will be expected to implement instructional activities that support reading and writing in addition to preparing their students for their appropriate state assessments so that students at Pullam will demonstrate knowledge and concept attainment in the content areas.</p> <p>Populations: SE Students</p> <p>Timeline: August 2019-June 2020</p>		Principal, Dean of Instruction	<p>Formative: Six weeks benchmarks, and release tests, lesson plans, student grades</p> <p>Summative: Increase Benchmark &amp; STAAR score</p>				
<p>7) Analyze, formulate and implement a prescriptive intervention plan based on BOY/MOY/EOY TPRI/Tejas Lee, Fluency Assessments, Benchmark Scores, STAAR results, teacher created/selected assessments, and campus level selected assessment for students that are performing below grade level in order to bridge instructional gaps and achieve academic success. Ongoing data will be posted and monitored in Data Room. Grade level, vertical and horizontal alignment meetings will be held to share teaching practices and strategies in order to facilitate students' transition from PK-5th grade.</p> <p>Populations: PK-5 Teachers</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>	2.5, 2.6	Classroom Teachers, Dean of Instruction	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR, TPRI, Tejas LEE, CPALLs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) All 3rd through 5th grade students will research and develop a science experiment in order to be able to understand the Scientific method.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: December 2019</p>		Teachers, Principal, Dean of Instruction	<p>Formative: Lesson Plans</p> <p>Summative: Science STAAR results, Science experiment</p>				
<p>9) All Pre K through fifth grade teachers will implement hands on science program and integrate it with other content areas to be able to pass state assessments.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Principal, Dean of Instruction, Science POC,	<p>Formative: Science Lesson Plans</p> <p>Summative: Science STAAR Scores</p>				
<p>10) Maintain a Science Lab to reinforce classroom activities related to STAAR objectives to ensure all students success on the science STAAR test.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p>		Principal, Dean of Instruction	<p>Formative: Benchmarks, Lab Schedule, grades</p> <p>Summative: Science STAAR results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) Devote minimum of 15% of instructional week to standards-based, inquiry-centered science instruction/45 min. week to ensure academic success on STAAR Assessment</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p>		Teacher Principal, Dean of Instruction	<p>Formative: Lesson Plans, Progress Reports, Class schedule</p> <p>Summative: STAAR Results</p>				
<p>12) Students in PK-5th will participate in a state adopted social studies curriculum and use a supplemental curriculum based on novels to ensure success on future STAAR tests. Students 2nd-5th will be required to read one novel bi-monthly and complete an instructional activity for each novel.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (bi-monthly)</p>		Principal, Dean of Instruction	<p>Formative: Teacher observations, Progress Reports, Weekly Tests, benchmarks, list of novels</p> <p>Summative: Novel Assessments, EOY Report Card,</p>				
<p>13) 5th grade students will be provided with the opportunities to participate in career day events to promote awareness for college preparedness.</p> <p>Populations: 5th grade students</p> <p>Timeline: Monthly</p>		Principal, Counselor	<p>Formative: School Calendar of Events, List of Presenters, Grades, Teacher Tests, Benchmarks</p> <p>Summative: EOY Report Card, STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>14) Gifted &amp; Talented students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Dean of Instruction, Principal, GT Lead Teachers	<p>Formative: Student projects, grades</p> <p>Summative: EOY State Assessments, EOY Report Cards</p>				
<p>15) Emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs and monitor for implementation to ensure academic success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (daily)</p>	2.5	P. E. coaches, Dean of Instruction Principal	<p>Formative: Classroom Observation, Lesson Plans, Curriculum Frameworks, Monthly Campus Visitation Documentation, Catch Activities, Benchmarks</p> <p>Summative: STAAR Scores</p>				
<p>16) Students will participate in the Talent Search program to keep up grades and gain knowledge about college.</p> <p>Populations: 5th grade students, BIL, AR, TI, MI, GT, SE, DYS,</p> <p>Timeline: Spring 2019</p>		Counselor	<p>Formative: Progress Reports, Applications</p> <p>Summative: EOY Report Cards</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>17) Every week each class will promote the college of their choice over the intercom system during morning announcements to inform and motivate students to attend college. In addition, community members will be invited to inform students about the colleges they attended.</p> <p>Populations: PK-5 students, BIL, AR, TI, MI, GT, SE, DYS,</p> <p>Timeline: August 2019- May 2020 (weekly)</p>		Teachers, Counselor	<p>Formative: Walk-throughs Benchmarks</p> <p>Summative: Student awareness of Colleges</p>				
<p>18) Improve the students reading skills with the use of the Accelerated Reader to ensure success on STAAR.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Principal, Librarian	<p>Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p>				
							

**Goal 1:** Pullam students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Pullam early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Pullam Elementary will include a full day PK3 and a half day PK3 program to provide opportunities for early childhood students to learn literacy skills and to recruit and retain students in the district.  Populations: PK3-5th students, BIL, AR, TI, TIM, GT, SE, DYS  Timeline: August 2019- May 2020		Dean of Instruction, Principal	Formative: Student work, Walk-throughs, Lesson Plans  Summative: CPALLS EOY, Report Cards				
<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 1:** Pullam students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 3:** 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

**Evaluation Data Source(s) 3:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide reading strategies through ESL instruction and the Esperanza program to bilingual students daily for 30-45 minutes to support student transition into English reading. Instructional planning will focus on TELPAS reading and writing results for selecting interventions for English Language Learners. All PK-5th grade bilingual/ESL students will increase oral language skills to develop listening, speaking, reading and writing proficiency in English through the use of the ELPS and ELAR strategies. The goal for all K-5th bilingual students is to receive Advanced High TELPAS ratings.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#2</p>	2.6	Teachers, Dean of Instruction, Principal	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY Grades, TAPR, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Support the integration of ELPS in PK-5th grade students and while developing an understanding of science content vocabulary through the use of journals, classroom word walls, and the science lab investigation process activities.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>CNA: SAA#2</p>		Principal, Dean of Instruction, Classroom Teachers	<p>Formative: Walk-through, Lesson plans, BOY, MOY and EOY Progress monitoring, progress reports, grades, report cards, Student work, Benchmark Results</p> <p>Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs, IEPs</p>				
<p>3) Provide support for the Sheltered Instruction Observation Protocol/ELPS Professional development for all content areas to ensure that students develop a strong conceptual foundation and mastery of TEKS and perform well on the STAAR assessments</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SA#2</p>		Principal, Dean of Instruction	<p>Formative: Walk-through, Lesson plans, students work, progress reports</p> <p>Summative: EOY Report cards</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Implement a comprehensive strategy for annual bilingual program evaluation that includes information on student's academic progress, including TELPAS composite ratings, Annual Measurable Achievement Objectives (AMAOs) progress and attainment and other information necessary to evaluate the quality of the program.</p> <p>Populations: PK-5th students, BIL, AR, TI, TIM, GT, SE, DYS</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Principal, Assistant Principal	<p>Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson Plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, report cards, TELPAS, SELP, SSLP, TPRI, Tejas LEE, CPALL's</p>				
<p>5) Identify and address areas of students' needs in comprehension skills development, specifically TEKS to ensure academic success.</p> <p>Populations: PK-5th grade, Migrant/PFS Students</p> <p>Timeline: September 2019 - June 2020</p>		Principal, Teachers, Dean of Instruction	<p>Formative: Benchmarks</p> <p>Summative: STAAR Results</p>				
<p>6) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Populations: 1st grade, Migrant/PFS Students</p> <p>Timeline: September 2019 - May 2020</p>		Dean of Instruction, Elementary Teachers	<p>Formative: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards TPRI/Tejas LEE Assessment Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion, if needed, or to participate in the enrichment migrant summer program.</p> <p>Populations: PK-5th grade, Migrant/PFS</p> <p>Timeline: June 2019 - July 2020</p>		Principal, Dean of Instruction	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p>				
<p>8) Migrant students' 3rd - 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Populations: 3rd-5th grade, Migrant/PFS</p> <p>Timeline: October 2019 through May 2020</p>		Principal, Classroom Teacher	<p>Formative: STAAR Remediation Enrollment Lists NGS TAKS Report Benchmark Results</p> <p>Summative: State Assessment Results</p>				
<p>9) Migrants will be provided school supplies in order to provide them with the necessary tools to complete their classroom assignments, projects, and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>Populations: PFS and Migrant Student</p> <p>Timeline: August 2019 - June 2020</p> <p>SAA #8</p>		Principal Dean of Instruction Counselors	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Supplemental support will be provided to PFS students in the form of personal items (hygiene products) to ensure they have necessary materials for instruction.</p> <p>Populations: PFS Migrant Student</p> <p>Timeline: August 2019 - June 2020</p>		Counselor, Nurse	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p>				
<p>11) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students, pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Populations: Migrant/PFS Students</p> <p>Timeline: August 2019 - June 2020</p>		Principal, Counselors	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS , TPRI, Tejas LEE, Aprenda</p>				
<p>12) Additional supplemental instructional materials to address the academic weakness of migrant students will be provided to practice at home in order to reinforce and strengthen instructional skills and be academically successful.</p> <p>Populations: Migrant/PFS Students</p> <p>Timeline: September 2019 - June 2020</p> <p>SPP #8</p>	2.6	Principal Dean of Instruction Counselors	<p>Formative: NGS Campus Reports, Benchmarks</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature STAAR</p>				
		<b>Funding Sources:</b> 212 Title I-C (Migrant) - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>13) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Populations: PFS Students/Migrant Parents of PK-2nd grade students</p> <p>Timeline: August 19, 2019- May 27, 2020</p>		Principal Parent Liaison	<p>Formative: Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Session Evaluations, Participation Surveys, Promotion Rate</p>				
<p>14) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Populations: PFS/Migrant Students</p> <p>Timeline: April 2020</p>		Campus Administration	<p>Formative: Parent Meeting Evaluations,</p> <p>Summative: Survey Results, Implementation of Survey Suggestions</p>				
							

**Goal 1:** Pullam students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.





**Evaluation Data Source(s) 4:** Regional and state competition participation numbers

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Implement Chess Program as a component of the Math curriculum to enhance problem solving strategies and higher thinking skills needed for Math. The campus will provide tutorials for chess before and after school.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- May 2020</p>		Chess Coaches, Principal	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR,</p>				
<p>2) Implement musical productions throughout the year to promote choir Estudiantina to help ensure student success.</p> <p>Populations: PK-5th grade, AR, TIM, Migrant, TI, BIL, SE, GT, LEP/PD</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>	2.5	Principal Music Teacher	<p>Student performance and participation rate</p> <p>Formative: Walk throughs Summative: Christmas Carnival, Charro Days, End of year grades</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide holiday revues to promote musical arts to help ensure student success.  Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS  Timeline: December 2019	2.5	Principal, Music Teacher	Formative: Participation rate, Practice schedule and attendance Summative: Student Performance				
4) 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills.  Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS  Timeline: December 2019- January 2020	2.5	UIL Coordinator and UIL Coach	Formative: Student participation Summative: UIL Results				
5) 4th and 5th grade students will compete in UIL Art to be exposed to art history.  Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS  Timeline: December 2019- January 2020	2.5	UIL Coordinator and UIL Coach	Formative: Student participation Summative: UIL Results				




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Performance by students during Christmas Carnival, Nutcracker Musicale, Charro Days Festivities and end of year musicale t to showcase talents of students and increase parent participation that reflects in their academic progress.</p> <p>Populations: Parents</p> <p>Timeline: Fall 2019 &amp; Spring 2020</p> <p>CNA: SPP#18</p>		Principal	<p>Formative: Parent Invitations &amp; Sign-In sheets</p> <p>Summative: STAAR Results</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00, 199 Local funds - 0.00</p>							
<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 2: 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)

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

**Evaluation Data Source(s) 1:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Pullam will purposely promote energy savings activities on the campus to support implementation of the campus's energy savings plan.  Population: Campus facilities  Timeline: August 2019- June 2020 Need: Board approved goal priority		Principal Assistant Principal	Campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage. Summative: Annual comparison of energy usage.				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.  Population: Campus facilities  Timeline: August 2019- June 2020 Need: Board approved goal priority		Principal Assistant Principal	Survey results from teachers will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
							

### Goal 3: Pullam Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 1:** Pullam Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

**Evaluation Data Source(s) 1:** Fiscal reports for district, internal and external audit reports and FIRST ratings.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Enhance Reading/Math/Science instruction in Kinder- 5th through novels, GT Book Clubs, mentor texts, Motivation, Measuring Up, STAAR Ready, Ford Ferrier, among other workbooks in order enhance academic achievement and increase academic performance. Spanish workbooks will supplement instruction in order for Bilingual students to increase academic performance and meet the rigor of the STAAR test.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>DEMO #4, SAA#2 SPP#3, #4</p>	2.4	Teacher, Dean of Instruction, Principal	<p>Formative: Teacher Lesson plans, student work, progress reports, grades</p> <p>Summative : End of Unit Tests. State Assessment results, TAPR, report cards.</p> <p>Weekly Grades, Progress Reports, Report Cards, TAPR</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 0.00, 199 Local funds - 0.00, 163 State Bilingual - 0.00, 263 Title III-A Bilingual - 0.00, 211 Title I-A - 25000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Purchase resources such as supplemental, instructional and general supplies to enhance instruction in the core areas through hands on activities, STEMS activities, manipulatives, writing, the creation of projects, assessment reviews, worksheets, and educational activities correlated to skills being taught to raise student achievement. Headphones with microphones will be purchased for student use during instruction and TELPAS Testing.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Populations: PK-5, AR, LEP, SE, DYS, MI, TI, GT</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>CNA: DEMO#1, #5 SSA #4 SPP #3, #4, #6</p>	2.4	Principal, Dean of Instruction	<p>Formative: Campus Benchmark Results, BOY, MOY Progress Monitoring, walkthroughs, Lesson plans, progress reports, weekly grades</p> <p>Summative: STAAR test results, TAPR , EOY report cards</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 25000.00, 162 State Compensatory - 27694.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Teachers will have the opportunity to select and purchase instructional and supplemental materials which will reinforce the daily classroom instruction, create instructional environment, encourage independence, help students focus, and reinforce the daily classroom activities and help improve the students' areas of need in the core areas.</p> <p>Populations: Pre-K- 5th Grade Teachers</p> <p>Timeline: August 2019 -January 2020</p> <p>CNA: DEMO#1 SAA#4,5 SPP#3, #4</p>	2.4	Dean of Instruction, and Principal	<p>Formative: Weekly Grades, Progress Reports, student work, Campus Benchmark Results, walkthroughs</p> <p>Summative: EOY Report Cards, State Assessment Results, TAPR</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 12626.00, 163 State Bilingual - 0.00, 263 Title III-A Bilingual - 0.00, 199 Local funds - 30000.00</p>							
<p>4) Purchase books, supplies, and additional AR subscription for Kinder students in order to continue an Accelerated Reader Point Incentive System to encourage and improve student achievement in Reading.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#4</p>		Librarian, Principal	<p>Formative: Weekly grades and AR points</p> <p>Summative: EOY AR reports</p>				
<p><b>Funding Sources:</b> 199 Local funds - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Supplemental materials (boards, glue guns, glue sticks, borders, title cards, labels) will be utilized to motivate students to create Science Fair projects and boards in order encourage student participation in Science Fair and apply scientific method, inquiry methods, and hands on activities to science instruction.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: September 2019 - November 2020</p> <p>CNA SSA#5</p>		<p>Teacher Principal Dean of Instruction</p>	<p>Formative: Lesson plans, Walkthroughs, Student Work</p> <p>Summative: Science Fair Awards, STAAR Results</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							
<p>6) Purchase periodicals, such as Studies Weekly and Weekly Reader, for 1st- 5th in order to keep abreast of current events and increase awareness of civil activities and changes in the country and around the world.</p> <p>Populations: 1st-5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SPP#7</p>		<p>Principal Dean of Instruction Teacher</p>	<p>Formative: Walkthroughs, Lesson plans, Student work, progress reports, grades, Teacher Made Tests, End of Unit Tests</p> <p>Summative: State Assessment results, TAPR, report cards.</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 3054.00, 199 Local funds - 0.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Purchase supplies to implement on-going strategies that motivate students to participate in a physically active and healthy lifestyle to ensure student academic success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (daily) CNA: PERC#4</p>		P. E. coaches and Paraprofessionals Nurse Dean of Instruction Principal	<p>Formative: Lesson Plans, Classroom Observations, Attendance</p> <p>Summative: EOY Grades, Healthy Students</p>				
<b>Funding Sources:</b> 199 Local funds - 0.00							
<p>8) Purchase first aid supplies and student referral forms for nurse's station to ensure the well being and safety of Pullam students.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: PERC#4, #5</p>		Nurse, Principal	<p>Formative: Nurse Referral log</p> <p>Summative: EOY Grades</p>				
<b>Funding Sources:</b> 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Online software subscriptions, including warranty and license, such as Achieve 3000, Stemsopes, Education Galaxy, HATCH, Zulu, and MS Office will be purchased for students in order to offer interactive instruction through a web based program on a weekly basis for instruction in core subject areas.</p> <p>Populations: PK-5 students, LEP, AR, TI, TIM, DYS</p> <p>Timeline: August 1-March 2020</p> <p>CNA: SPP#9, #10</p>	2.5	Principal Dean of Instruction Classroom Teacher Administrator for State Compensatory Education	<p>Formative: Report Card, Progress Reports, Usage reports, Lab Schedule, Benchmark Scores, lesson plans, classroom observations</p> <p>Summative: STAAR Assessment Results</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 1355.00, 211 Title I-A - 0.00</p>							
<p>10) Purchase ipads with licences, printer, laptops with licenses, and poster making machine in order to provide for staff development so that all staff are prepared to meet the educational needs their students.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA: SPP#1, #2, #3</p>		Principal Dean of Instruction	<p>Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results</p> <p>Summative: STAAR</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) Purchase supplies to maintain the daily maintenance of the campus in order to provide a safe and clean productive environment for all students to be successful learners.</p> <p>Population: ALL Students, Campus personnel</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020 CNA: PERC#11</p>		Principal Assistant Principal	<p>Formative: Progress Reports</p> <p>Summative: STAAR</p>				
<p><b>Funding Sources:</b> 199 Local funds - 9062.00</p>							
<p>12) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e. home visits, parental involvement meetings/ trainings and attendance incentives.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: PERC#11, #12</p>		Principal and Parent Liaison	<p>Formative: Monthly Contact Log Composite Report</p> <p>Summative: Monthly Mileage Log</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) Pullam Elementary will support campus programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Pullam Stakeholders Timeline: August 2019- June 2020 Need: Board approved goal priority		Principal Dean of Instruction	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: end of year expenditure reports				
14) Purchase supplemental instructional materials (ink, paper, memory card) in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship  Population: Teachers, Students  Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020  CNA: SAA#4		Classroom Teachers Principal Dean of Instruction	Formative: Benchmarks  Summative: STAAR Results				
<b>Funding Sources:</b> 162 State Compensatory - 2500.00, 199 Local funds - 0.00, 211 Title I-A - 2500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>15) Purchase printers and ink cartridges for teachers to print documents, HMH PDF files, teacher created materials, lessons, and tests, and other instructional related documents that will assist in the instructional lesson and tutorials.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SPP#4</p>		Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: Progress Reports</p> <p>Summative: STAAR</p>				
<p><b>Funding Sources:</b> 199 Local funds - 0.00, 162 State Compensatory - 0.00, 211 Title I-A - 2500.00</p>							
<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 3:** Pullam Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** Pullam Elementary will commit to a balanced budget which includes improved compensation for 100% of teachers.

**Evaluation Data Source(s) 2:** Compensation plan including improved funding for teachers.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Federal Programs will continue to fund 2 Pre-K teacher Aides, and 2 Teacher aides to supplement allotted campus positions so that so that the needs of low performing students can be met through more individualized and small group instruction. In addition, it will also fund 1 PK3 teacher and teacher aide.</p> <p>Populations: TI-A TeacherAides and Para-professionals Pre-K</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#8</p>		Teachers, Dean of Instruction, and Principal	<p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports</p> <p>Summative: EOY Student Passing Rates</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Federal Programs will continue to fund a Library Aide to assist the librarian in organizing and creating an inviting atmosphere to cultivate a lifelong love of reading so that students may be academically successful.</p> <p>Populations: TI-A Librarian Aide</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#10</p>		Librarian, Principal	<p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, AR Reports</p> <p>Summative: EOY Student Passing Rates, EOY State Assessment Scores, EOY Report Cards</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							
<p>3) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Aug 2019- June 2020</p> <p>CNA: PERC#5</p>		Campus Administrators	<p>Formative: Time and Effort Logs, Nurse Referrals, Grades</p> <p>Summative: EOY Attendance Rates, EOY Report Cards, Position Control</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Full day Pre-K program will be funded in order to better prepare qualified students academically.</p> <p>Populations: AR, T1, LEP, MI</p> <p>Timeline: August 2019- June 2020 (Daily)</p> <p>CNA: SAA#9</p>		Principal	<p>Formative: Student work Grades Benchmarks CPALLS (BOY &amp; MOY) Master Schedule</p> <p>Summative: CPALLS (EOY)</p>				
	<b>Funding Sources:</b> 162 State Compensatory - 0.00						
<p>5) The Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement.</p> <p>Populations: AR, DYS</p> <p>Timeline: August 2019 - May 2020 (Daily)</p> <p>CNA: SAA#7</p>		Principal Dean of Instruction Administrator for State Compensatory Education	<p>Formative: Lesson Plans Walk-thrus Benchmarks Student Progress reports</p> <p>Summative: STAAR Results</p>				
	<b>Funding Sources:</b> 162 State Compensatory - 0.00						
<p>6) Pullam Elementary will continue to fund Parent Liaison for the purpose of educating parents to better assist their children through the educational process, monitor/contact parents to address student absences and tardies, and to increase student achievement at Pullam Elementary.</p> <p>Populations: Parent Liaison</p> <p>Timeline: August 2019 June 2020</p> <p>CNA: PERC#11</p>		Principal	<p>Formative: District and Campus Benchmark Scores, Parent Trainer Observations, Student Progress Reports</p> <p>Summative: EOY Student Passing Rates, EOY Assessment Scores Parent participation, Contact Log, STAAR Results, Discipline Referrals, Attendance Rates</p>				
	<b>Funding Sources:</b> 211 Title I-A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

**Goal 3:** Pullam Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)





**Performance Objective 3:** Pullam Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Source(s) 3:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide classroom coverage for curriculum planning and vertical alignment in order for teachers to meet the individualized needs of all students for them to reach academic excellence.</p> <p>Populations: K-5 students, BIL, AR, TI, MI, DYS, Migrant</p> <p>Timeline: December 2019 - May 2020</p> <p>CNA: SAA#11 PERC#3</p>	2.5, 2.6	Principal Dean of Instruction Teacher	<p>Formative: Walk-through Lesson plans Student work BOY, MOY, EOY Progress monitoring Progress reports Grades Report cards Campus Benchmark Results</p> <p>Summative: State Assessment Results TAPR TELPAS SELP/SSLP TPRI/ Tejas LEE/ CPALLs IEPs</p>				
<p>2) Provide all campus personnel a yearly schedule of events to ensure timely compliance with all campus and district due dates.</p> <p>Populations: Teachers and School Personnel</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA: SPP#11 PERC#1</p>		Campus Administrators	<p>Formative: Fliers</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Efforts to retain effective teachers at Pullam Elementary will include Pullam's Teacher of the Week being recognized over the intercom and given a reserved parking space for the week to show appreciation for hard work and dedication.</p> <p>Populations: Teachers</p> <p>Timeline: August 2019- May 2020</p>		Principal Assistant Principal	Teachers will feel appreciated and continue efforts to improve student learning. Formative: Informal monthly survey Summative: Results of survey				
<p>4) Purchase general supplies in order to facilitate the daily functions of the campus and its personnel.</p> <p>Population: ALL Students, Campus personnel</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SPP#13</p>		Principal	Formative: Progress Reports  Summative: STAAR				
<p><b>Funding Sources:</b> 199 Local funds - 0.00</p>							
<p>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </p>							

## Goal 4: Pullam Elementary will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 1:** Pullam Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Pullam will promote its history and origins along with current accomplishments through the website and media venues. Population: Pullam Stakeholders Timeline: August 2019- June 2020 Need: Decreasing enrollment/ Board approved goal priority		Principal Assistant Principal Dean of Instruction	Campus accomplishments and participation will be showcased through news articles and other media venues. Formative: schedule of weekly articles Summative: listing of articles and media venues.				
2) Pullam will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Pullam Stakeholders Timeline: August 2019- June 2020 Need: Need: Decreasing enrollment/ Board approved goal priority		Principal PIO contact	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
3) Pullam will update websites at least monthly including showcasing student and community activities. Population: Pullam Stakeholders Timeline: August 2019- June 2020 Need: Decreasing enrollment/ Board approved goal priority		Principal Dean of Instruction PIO contact	Pullam websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

**Goal 4:** Pullam Elementary will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 2:** The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

**Evaluation Data Source(s) 2:** School calendar showing earlier start date.

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Pullam staff will participate and provide input by voting in district calendar elections.  Populations: Staff and Personnel  Timeline: Spring 2020		Principal	Formative: Ballots  Summative: Calendar				

## Goal 5: Pullam Elementary will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

**Evaluation Data Source(s) 1:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will nominate a student with character every week (Big Red Award) to help students meet academic goals. Students will take picture with Big Red which will be prominently displayed on Big Red Bulletin Board.  Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD  Timeline: August 2019 - May 2020 (Weekly)		Teachers and Counselors	Formative: Benchmarks  Summative: STAAR Results, Report Cards				
<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 5:** Pullam Elementary will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Refine and implement all safety plans to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 2:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Pullam Elementary will identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- thru June 2020</p>		<p>PE Teachers Campus Safety Coordinator Campus Administration</p>	<p>Formative: Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP) Summative: Student Injury Reports</p>				
<p>2) An Emergency Operating Team for serious discipline problems needing immediate attention will be formed to ensure student safety and academic goals.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: August 2019 - May 2020</p> <p>CNA: PERC#2</p>		<p>Principal Teachers Counselors</p>	<p>Formative: Benchmarks Summative: EOY Report Card</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Implement a lockdown system to alert faculty/staff/students of an upcoming emergency situation will be started to ensure student safety.  Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD  Timeline: Fall 2019  CNA: PERC#2		Principal, Teachers, Counselors, and Nurse	Formative: Benchmarks  Summative: STAAR Results				
<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. (TEA Ch. 4, Obj. 1)**

**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.

**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Promote awareness at Pullam regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>Populations: Pre-K -5th AR</p> <p>Timeline: August 2019 - June 2020</p>		Campus Administration	<p>Formative: Student Progress Reports and Benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p>				
<p>2) Conduct an Annual Title I Meeting to inform parents of services provided through Title I and professional qualifications of staff.</p> <p>Populations: Parents</p> <p>Timeline: Fall 2019</p>	3.1, 3.2	Principal, Teachers, and Parent Liaison	<p>Formative: Sign-In sheets &amp; Number of attendees, Flier, Agenda Meeting Minutes</p> <p>Summative: STAAR Results, Title I-A Parental Involvement Compliance Checklist</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Parents participate in "Meet The Teacher" and "Report Card Night" to help ensure academic success of all students.</p> <p>Populations: Parents</p> <p>Timeline: August 2019 &amp; March 2020</p>		Principal, Staff, and Parent Liaison	<p>Formative: Sign-In Sheets</p> <p>Summative: STAAR Results, Attendance Rate</p>				
<p>4) Each teacher will make a minimum of two contacts with each parent to discuss student progress and student compact.</p> <p>Populations: Parents</p> <p>Timeline: Fall 2019 &amp; Spring 2020</p>		Principal Teachers Cafeteria Staff Parent Liaison	<p>Formative: Newsletter to parents</p> <p>Summative: Parent Contact Log and Discipline referrals</p>				
<p>5) All Pre K-5th grade teachers will send progress reports to parents regarding progress to ensure academic success.</p> <p>Populations: Parents</p> <p>Timeline: Weekly</p>		Principal Teachers Technology Teacher Parents Parent Liaison	<p>Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, STAAR Results</p>				
<p>6) The Campus keeps the community informed of the Campus Performance and Campus Performance Objectives</p> <p>Populations: Parents</p> <p>Timeline: Sept. 2019 - May 2020</p>	3.1, 3.2	Principal Teacher Technology Teacher Parents Parent Liaison	<p>Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Conduct an annual Title I parent survey to evaluate the effectiveness of parental involvement efforts.</p> <p>Populations: Parents</p> <p>Timeline: May 2020</p>		Principal Teachers Technology Teacher Parents Parent Liaison	<p>Formative: Progress Reports</p> <p>Summative: Signed Progress Reports Title I Parental Involvement Compliance Checklist EOY Survey Results</p>				
<p>8) Complete and disseminate parental involvement policy so as to delineate how parents will be actively involved at the campus level with the intention to increase participation. Presentations to parents and resources will be provided for the benefit of the students' academic readiness.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 2019- May 2020</p> <p>PERC #9</p>	3.1	Principal, Teachers, Technology Teacher, Parents, and Parent Liaison	<p>Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, Title I Parental Involvement Compliance Checklist STAAR Results Discipline Referrals Attendance Rates</p>				
<p>9) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 2019 - Oct. 2019 CNA: PERC #9</p>	3.1	Principal Parent Liaison	<p>Formative: School-Parent- Student Compacts</p> <p>Summative: Composite of End of Year survey, STAAR Results, Title I Parental Involvement Compliance Checklist, Contact Log, Discipline Referrals, Attendance Rates</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy, School-Parent-Student Compact, and Campus Improvement Plan.</p> <p>Populations: Parents of all Students</p> <p>Timeline: August 2019 - May 2020</p>	3.2	Principal Parent Liaison SBDM Committee	<p>Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact, Parent Representative List</p> <p>Summative: Composite of meeting minutes, Discipline referrals, Attendance Rates, STAAR results</p>				
<p>11) Host a "Parent Orientation Day" to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities</p> <p>Populations: Parents of all Students and Community Members</p> <p>Timeline: Fall 2019</p>		Campus Administrators Parent Liaison	<p>Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations</p> <p>Summative: Discipline Referrals</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Provide ample Parent Education opportunities through home visits, parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <p>Early Childhood Reading Strategies            Effective teaching strategies            Health Education-Families in Training            Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)            Building Capacity: College Readiness            Drop-out and Violence Prevention - New Horizons            Community agencies / organizations            Home Access Center (HAC)</p> <p>Populations:            Parents</p> <p>Timeline:            August 2019 -            May 2020</p> <p>PERC# 10, 11, 12</p>	3.2	Parent Liaison	<p>Formative:            Parent Conference Fliers            Sign-In Sheets            Conference Agendas            Meeting Minutes            Conference            Evaluations</p> <p>Summative:            STAAR results            Composite of evaluation results            Title I Parental Involvement Compliance Checklist</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 2700.00</p>							
<p>13) Pre-Kinder Teachers will host Parent Night once every 6 weeks to encourage and educate parents in ways to encourage and help their children succeed in school. Parents will create and model activities to assist their children at home to enable their children to be academically successful.</p> <p>Populations:            Pre-Kiinder Parents</p> <p>Timeline:            4th Week of every 6 Weeks marking period</p> <p>PERC# 10</p>		Pre-K Teachers Campus Administration	<p>Formative:            Fliers            Sign-In Sheets</p> <p>Summative:            Increased parent participation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>14) To increase communication between home and school, information boards in the front office with current and upcoming school and district events, School Messenger, and marquee are prominently displayed. Weekly notices will be disseminated to invite parents to parent weekly meetings.</p> <p>Populations: Parents and School Personnel</p> <p>Timeline: August 2019 - May 2020</p>		Principal Parent Liaison	<p>Formative: Fliers Sign-In Sheets</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p>				
<p>15) Parental Involvement meetings will educate parents by providing relevant information relating to students academic achievement.</p> <p>Populations: Parents</p> <p>Timeline: August 2019 - May 2020</p>	3.2	Principals Parent Liaisons	<p>Formative: Fliers Sign-In Sheets</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p>				
<p>16) Pullam Elementary will recognize parent volunteers for their participation and commitment in assisting to increase student achievement.</p> <p>Populations: Parents Volunteers</p> <p>Timeline: May 2020</p> <p>CNA: PERC#8</p>		Principal Liaison	<p>Formative: Invitation Agenda Sign In Sheet Authority to Volunteer Form</p> <p>Summative: STAAR Results Attendance Rates</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)**

**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

**Evaluation Data Source(s) 1:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Dean of Instruction will provide staff development on RtI strategies and intervention to ensure the students' difficulties are identified and addressed on a timely basis. Professional development in instructional strategies, support in the Core subject areas, observations, constructive feedback, and co-teach research based instructional strategies so that students will be academically successful will also be provided.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SPP#1, #2, #5, #15</p>		Dean of Instruction, Principal	<p>Formative: Sign-In Sheets, Lesson Plans, Weekly Assessments, Weekly Grades, Walk-throughs, progress monitoring, RtI folders, weekly grades</p> <p>Summative: Evaluations, EOY Report Cards, EOY Assessments</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 0.00</p>							


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Teachers will attend professional development sessions on the integration of technology and instructional strategies and provide teacher support to meet the educational needs of At-Risk, and Bilingual students. Instructional and supplemental resources, including iPads, will be utilized to effectively conduct professional development, digital presentations, provide handouts and informational resources.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA: SPP#1, #2, #5, #16</p>	2.5, 2.6	Principal Administrator for State Compensatory Education	<p>Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results</p> <p>Summative: STAAR</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 6890.00, 211 Title I-A - 9830.00</p>							
<p>3) Administration will attend conferences (NCUST) and will also provide in district and out of district professional development in all core areas as well as on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction integrated into the all subject areas to improve students' performance on STAAR. Teachers will attend conferences (KTOT) in order to implement research based strategies in their classrooms in order to close academic gaps.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Fall 2019- Spring 2020</p> <p>CNA: SPP#2</p>		Dean of Instruction, Principal	<p>Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 0.00</p>							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Teachers will attend professional development that addresses TEKS, maintenance trainings, technology integration, vocabulary development, Star Lab, questioning techniques, lab safety procedures, science fair, and assessment.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: PERC#3</p>	2.5, 2.6	Principal Dean of Instruction Curriculum Specialists Classroom Teachers	<p>Formative: Walk-throughs, Lesson plans BOY, MOY and EOY Progress monitoring, Progress reports, Grades, Report cards, Student work, Benchmark Results</p> <p>Summative: State Assessment Results, TAPR TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs, IEPs</p>				
<p>5) To better support instruction and improve student achievement in the classroom, Title I-A instructional assistants will attend professional development sessions and be trained on the latest scientific, research-based instructional strategies.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 12-13, 2019</p>		Dean of Instruction, Principal	<p>Formative: Session Evaluations, Inst. Asst. Observation Forms, Progress Reports</p> <p>Summative: Student Passing Rates</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Gifted and Talented teachers will attend GT inservices to obtain updates and teaching strategies for GT students.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Teachers, Dean of Instruction, Principal, GT Lead Teachers	<p>Formative: Student projects, grades</p> <p>Summative: EOY State Assessments, EOY Report Cards</p>				
<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>Populations: Pre-K -5th AR</p> <p>Timeline: August 2019- December 2020</p>		Campus Administration	<p>Formative: ERO Session Evaluation Report, Student progress report, benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Provide training for administrators and new teachers:            (a) to effectively utilize RtI modules to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;            (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Populations:            K-5 students, BIL, AR, TI, MI, GT, SE, DYS</p> <p>Timeline:            August 2019 - May 2020</p>		Principal Assistant Principal Counselors Professional Development RTI Specialist	<p>Formative: Agenda, Sign-in sheets</p> <p>Summative: EOY Report Card</p>				
<p>9) Provide scheduled professional development based on level of expertise and need in the following areas:            a.) Bullying Prevention; b.) Violence/conflict resolution; c.) Recent drug use trends; d.) Resiliency/Developmental Assets; e.) Dating Violence; f.) Signs of Child Abuse; g.) Classroom Management; h.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.</p> <p>Populations:            K-5 students, BIL, AR, TI, MI, GT, SE, DYS</p> <p>Timeline:            August 2019 - June 2020</p>		Administrators, Principals, APs, Counselors, Professional Development, Behavioral Specialists, RtI Specialist, BISD PD	<p>Formative: Attendance Roster, Professional Development, PEIMS, Discipline Report</p> <p>Summative: EOY Report Card</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Populations: Teachers Administrators</p> <p>Timeline: August 2019 - January 2020</p>	3.1, 3.2	Principal Parent Liaison	<p>Formative: Agendas Sign-in Sheets Session Evaluations</p> <p>Summative: Increased parent participation, Title I Parental Involvement Compliance Checklist</p>				
<p>11) In order to increase awareness of migrant student needs, Pullam faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Populations: PFS/Migrant Students</p> <p>Timeline: September 1, 2019 - May 29, 2020</p>		Principal Teachers	<p>Formative: Tutorials, Enrollment Lists, Attendance Reports, Participants Survey</p> <p>Summative: Session Evaluations, STAAR</p>				
							

## Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 1:** Pullam Elementary will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

**Evaluation Data Source(s) 1:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Digital Literacy will be integrated into all content areas using computer assisted instruction including iStation, Achieve3000, NewsELA, Ellevation in Class, Stemscoptes, and other district supported software, such as MS Office)and applications. Students will work at computer stations on programs to increase their reading, math, and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA# SPP#8, #10</p>		Principal, Dean of Instruction, Asst Principal	<p>Formative: Projects, 6 wks grades, Benchmark results</p> <p>Summative: Promotion/ Retention Rates, EOY Grades, STAAR Assessment scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Classrooms provided with Smartboards, ELMO's, projectors, iPads with cases/laptops/computers with licenses and charging carts in order to provide students with interactive activities that will promote student engagement and meet the diverse needs of students thereby increasing student participation, strengthening instructional skills, language, and becoming academically successful.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020 CNA: SPP#15</p>		Principal Assistant Principal Dean of Instruction	<p>Formative: Progress Reports</p> <p>Summative: STAAR</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 19070.00, 211 Title I-A - 5745.00, 163 State Bilingual - 8925.00, 263 Title III-A Bilingual - 8211.00</p>							
<p>3) TST will improve school website through the addition of educational and instructional websites for parents and students to access from home so that students have access to instructional and intervention resources and improve student achievement.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Principal Dean of Instruction TST	<p>Formative: Benchmarks 6 wks grades</p> <p>Summative: EOY Grades Promotion/ Retention Rates STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) PK- 5th grade students will attend computer technology lab weekly to address technology skills; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 60% English Proficiency.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		<p>Campus Principal Dean of Instruction Classroom Teachers TST</p>	<p>Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Students will be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 60% English Proficiency.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		<p>Campus Principal Dean of Instruction Classroom Teachers TST</p>	<p>Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p>				
<p>6) Provide support for technology training for teachers in the areas of: Powerpoint, Smartboard, Weblinks, E Instruction that will assist, create, and develop an ambience for interactive learning and increase student participation in classroom instruction</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020 CNA: SPP#16</p>		<p>Principal Dean of Instruction Classroom Teacher</p>	<p>Formative: Lesson plans Walk-throughs Students work Progress reports</p> <p>Summative: EOY Report cards</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

## Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)





**Performance Objective 1:** Pullam Elementary will meet the attendance target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Evaluation Data Source(s) 1:** District and campus attendance rates, At-Risk Student Attendance.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Populations: Pre-K -5th AR</p> <p>Timeline: August 2019 - June 2020 (Daily)</p>		Campus Administration	<p>Formative: Monthly eSchool At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, an</p>				
<p>2) Implement a food pantry and closet at Pullam to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Populations: Pre-K -5th AR</p> <p>Timeline: August 2019 - June 2020</p>		Campus Administration	<p>Formative: Student Progress Reports and Benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and Retention Rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Recognition for class with 100% attendance. Class will have a Big Red visit to ensure that all students will continue to meet attendance goals.</p> <p>Populations: PK-5TH grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD</p> <p>Timeline: August 2019-May 2020 (weekly)</p> <p>CNS: DEMO#2</p>		Counselors, Teachers, and Principal	<p>Formative: Review weekly attendance rates to determine recipients of attendance award</p> <p>Summative: EOY Attendance Rate EOY Attendance Record EOY Report Card</p>				
<p>4) Students perfect attendance for every six weeks will receive a Perfect Attendance Certificate and end of year trophies to ensure that all students meet attendance and academic goals.</p> <p>Populations: PK-5th grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: DEMO#2</p>		Counselors, Teachers, Principal, and Data Entry Clerk	<p>Formative: List of certificate recipients by grade level</p> <p>Summative: Attendance Record</p>				
<b>Funding Sources:</b> 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Attendance clerks, parent / attendance liaisons, and teachers consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Populations: Campus &amp; District Staff Pupil Services Personnel</p> <p>Timeline: 2019 Fall Semester (Daily) 2020 Spring Semester (Daily)</p> <p>CNA: SAA#6</p>		Principal, Campus PEIMS Supervisor, Attendance Clerks, Parent Liaisons, Student Accounting, and Data Entry Clerk	<p>Formative: Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS</p> <p>Summative: Report Cards</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)


**Performance Objective 2:** Pullam will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

**Evaluation Data Source(s) 2:** STAAR reports disaggregated for At-Risk students.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) PK - 5th teachers will identify students struggling in reading as TIER II/III. TIER II/III students will receive an additional thirty minutes of differentiated instruction and RtI (Response to Intervention) based on outcomes of student assessment and progress monitoring in order to be at grade level. Teachers will provide one-to-one feedback to TEIR II/III students at least weekly to monitor progress and adjust instruction.</p> <p>Populations: ALL Students, TI, M1, LEP, SE, AR GT, DYS</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#1</p>		Teacher, Teacher Specialists, Dean of Instruction, Principal	<p>Formative: Campus Benchmark Results, BOY, MOY Progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY report cards, TAPR, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs,</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Teachers will be inserviced on RTI interventions and special education accommodations and will maintain a special education and RTI student folder with modified or accommodated work. The instructional outcome will be to ensure all students needing intervention will be identified to ensure their academic success.</p> <p>Populations: PK-5 Teacher</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#1</p>		Principal, Dean of Instruction, RtI Specialist. Classroom Teachers, Teacher Specialists	<p>Formative: Walk-through Lesson plans Student work, BOY, MOY, EOY Progress monitoring, progress reports, grades, report cards, Campus Benchmark Results</p> <p>Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs IEPs</p>				
<p>3) Special Education students at Pullam will participate in TEKS- appropriate modified/accommodated tutorials to improve overall Reading and Writing skills and receive additional support through district supplemental reading programs. AYP-Activity</p> <p>Populations: SE Students</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Administrator for Curriculum & Instruction C & I Reading Specialists Reading First Coaches Special Services Department Principals Facilitators/Deans Special Education Teachers PK-12 teachers Librarian	<p>Formative: Fluency Monitoring, Teacher observations, Progress Reports Accelerated Reader tests, Benchmark</p> <p>Summative: EOY Grades</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Accelerated instruction in the foundation curriculum will be provided during extended day, SSI for 5th grade, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Accelerated instruction will have prescriptive plans with research-based instructional materials in all content areas that support improved reading and writing. Extended Day will have prescribed lessons that will focus on effective literacy routines and strategies across all content areas. Instructional supplies and supplemental supplies will be provided for accelerated instruction.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: Sept 2019 - May 2020</p> <p>CNA: DEMO#3, #4</p>		Dean of Instruction Principal Administrator for State Compensatory Education	Formative: Teacher observation, eSchool Plus Tutorial Schedule, Lesson plans, Tutorial Attendance Report, Student progress reports, Benchmarks  Summative: STAAR and Retention Rate				
	<b>Funding Sources:</b> 211 Title I-A - 42900.00, 162 State Compensatory - 52126.00						
<p>5) The homeless department will ensure support services for students identified as homeless are provided to improve student achievement, attendance, and decrease the retention rate.</p> <p>Populations: AR</p> <p>Timeline: August 2019 - June 2020</p>		Counselor Administration Parent Liaison	Formative: Homeless Roster, Student Progress Reports, classroom observations  Summative: STAAR, Attendance Rate, and the Retention Rate				
							

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**Evaluation Data Source(s) 3:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Pullam students in grades PK-5th will learn responsibility and roles in a community through the Big Red Program to ensure success on future STAAR Assessments.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p>		<p>Principal Teachers Dean of Instruction Counselors</p>	<p>Formative: Lesson plans, Weekly grades, Teacher Materials</p> <p>Summative: EOY Report Card</p>				
<p>2) Campus staff and trained P.E. certified campus staff will implement the Fitness gram with testing/data entry in Pre and Post Assessment for students to ensure student academic success and to be in compliance with the requirements of Senate Bill 530 effective 09/01/2007</p> <p>Populations: 3rd- 5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: October 2018 - February 2019</p>		<p>P. E. coaches and Paraprofessionals Nurse Dean of Instruction Principal</p>	<p>Formative: Classroom Observation, Lesson Plans</p> <p>Summative: Physical Fitness Assessment Results</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Implement CATCH Program to maintain student and parent health to ensure academic success for all students.</p> <p>Populations: Parents and students</p> <p>Timeline: August 2019 - May 2020</p>		<p>Principal Nurse Parents Teachers Cafeteria Manager Counselors Parent Liaison</p>	<p>Formative: Benchmarks</p> <p>Summative: STAAR Scores, Fitness Gram results</p>				
<p>4) Hold monthly Catch meetings to plan and promote healthy living at Pullam to ensure student success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		<p>Principal P.E. Coach Dean of Instruction</p>	<p>Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation</p> <p>Summative: CATCH Activities, CATCH Visitation, School Health Index Improvement Plan</p>				
<p>5) Students will have opportunities to improve their health by participating in physical activity in the playground and/or by joining the running club, cross country, soccer, volleyball, or basketball team which meet before and after school to ensure student success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020</p>		<p>Running Club Sponsor Principal</p>	<p>Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation</p> <p>Summative: CATCH Activities, CATCH Visitation, School Health Index Improvement Plan</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Students will attend a dental, hygiene, and puberty presentation to promote healthy student lifestyles to ensure student academic success.</p> <p>Populations: 3rd -5th grade students, AR, TIM, Migrant, SE, GT, LEP/PD, TI.</p> <p>Timeline: November 2019 March 2020</p>		Nurse, Presenter	<p>Formative: Classroom Presentation</p> <p>Summative: Improved students health and hygiene</p>				
<p>7) To promote and ensure physical fitness, students in grades Pre K-5 will have access to school playground and be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (daily)</p> <p>CNA: SPP#17</p>		Campus Administrators Physical Ed.Teachers	<p>Formative: Classroom Observations, F-PE student attendance records, Updated District Policy</p> <p>Summative: School Health Index, Physical Fitness Assessment</p>				
		<b>Funding Sources:</b> 199 Local funds - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009).</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents</p> <p>Timeline: August 2019 thru June 2020</p>		Counselor Campus Administration	<p>Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form</p> <p>Summative: EOY Grades</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Counselor Campus Administration	<p>Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form</p> <p>Summative: EOY Grades</p>				
<p>10) Pullam Elementary will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019 thru June 2020 One to one counseling available as needed</p>		Campus Counselors Campus Administration	<p>Formative: Counselor/Teacher verification of class presentation(s), Agendas, F-Sign-in Sheets, Presentation and Student Documentation</p> <p>Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) Promote a healthy and drug free lifestyle through Red Ribbon Week activities, instructional supplies, ribbons, and certificates.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p>		Counselor Principal	<p>Formative: Presentation, Student Participation</p> <p>Summative: Counselor Logs, Student created project</p>				
<p>12) Presentation on Conflict Resolution, Discipline Management, Drop out Reduction, Suicide Prevention &amp; Intervention, and Violence/Gang Prevention and Intervention will be given to all PK-5th grade students to ensure student safety and academic goals.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: Fall 2019</p>		Counselors, and Principal	<p>Formative: Benchmarks</p> <p>Summative: STAAR Results, EOY Report Cards</p>				
<p>13) Implement a Character Education Program to ensure all students achieve academic goals.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: August 2019 - May 2020</p> <p>CNA: PERC#7</p>		Counselors Principal	<p>Formative: Lesson Plans Classroom Observation Decrease in referrals Benchmarks</p> <p>Formative: EOY Report Card STAAR Results</p>				
<b>Funding Sources:</b> 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

# State Compensatory

## Budget for Pullam Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-142-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$9,226.00
162-11-6118-00-142-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$42,900.00
<b>6100 Subtotal:</b>		<b>\$52,126.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6299-62-142-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$655.00
<b>6200 Subtotal:</b>		<b>\$655.00</b>
<b>6300 Supplies and Services</b>		
162-11-6325-00-142-Y-30-000-Y	6325 Library Books - Locally Defined	\$3,054.00
162-11-6395-62-142-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$700.00
162-11-6396-00-142-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,500.00
162-11-6398-62-142-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$15,670.00
162-13-6398-65-142-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,890.00
162-11-6399-00-142-Y-30-000-Y	6399 General Supplies	\$27,694.00
162-11-6399-62-142-Y-30-000-Y	6399 General Supplies	\$3,400.00
162-13-6399-00-142-Y-30-000-Y	6399 General Supplies	\$3,000.00
162-13-6399-65-142-Y-30-000-Y	6399 General Supplies	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$59,908.00</b>

## Personnel for Pullam Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Guerra	Dean of Instruction	Curriculum	1
Teachers	Pre-Kinder	State Compensatory	2.5
Vanessa Fernandez	Dyslexia Teacher	Dyslexia	1



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Pullam Elementary Site-Based Decision Making Committee reviewed the Campus Needs Assessment Surveys to determine the strengths and needs of students, staff, parental and community involvement, and facilities in order to decide how to allocate available local, state, and federal funds. Based on the CNA findings, 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 show a 5-point increase on all mandated state assessments for all students and all student sub-populations for the 2018-2019 school year, in addition to increasing the number of students achieving Mastered Performance in all tested content areas.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Pullam SBDM committee provided input and made revisions to the goals and development of activities using data from the CNA from students, staff, parents and community along with teacher input for staff development needs.

### **2.2: Regular monitoring and revision**

The Pullam Elementary SBDM Committee will meet the 1<sup>st</sup> Thursday of each month during the school year to review the CIP and determine if revisions and budget updates must be made. In addition, activities will be reviewed in order to complete formative review for November, January, April, and June.

### **2.3: Available to parents and community in an understandable format and**

# language

The Pullam Elementary CIP is posted on the campus website in English, but meetings with parents provide information in both English and Spanish. Any requested translation of information is provided on a request basis.

## **2.4: Opportunities for all children to meet State standards**

Pullam Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's Meets, Accomplished, and Mastered 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 After School Tutorial and Extended Day Enrichment Programs, for students who are At-Risk and in need of continuity in their instructional program to be successful; (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 children, 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 improvement plans. State Compensatory and Title-I allocations will be used toward After School Tutorial and Extended Day Enrichment Program to improve student achievement. Tiered instruction will be used during daily instruction with small group instruction being used for TIER II and TIER III instruction.

## **2.5: Increased learning time and well-rounded education**

In order to increase learning time and well-rounded education enrichment activities will incorporate content area skills in their activities. In addition, teachers will also be given the opportunity to have vertical planning sessions in order to collaborate on instructional strategies and resources to facilitate focused planning for targeted objectives. Teacher input will be considered in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including TELPAS, campus and district benchmark tests, LION, Prodigy Math, STEMscopes, TPRI/Tejas LEE, CPALLS, etc. to implement new instructional strategies, or modify existing strategies to better address student needs as determined by these instruments.

## **2.6: Address needs of all students, particularly at-risk**

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, based on data, will be provided additional assistance based on his/her individual needs. Supplemental supports are made available during the regular school day as well as through before and after school programs. Teachers will become better prepared to address their needs through data analysis meetings, grade level/vertical alignment meetings, tutorials and staff development. Rtl, meetings will be held every 6 weeks to analyze student progress and review the effectiveness of the TIER II/III instruction, in addition to making recommendations for further assessment for special programs such as Special Education, Guidance and Counseling,

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Pullam Elementary will develop and distribute the Parent and Family Engagement Policy at the beginning of the 2019-2020 school year and have it available for new registrants upon their arrival to campus as part of the registration process. The Parent Liaison will review the Parent and Family Engagement Policy during scheduled parent meetings and review the policy throughout the school year.

### **3.2: Offer flexible number of parent involvement meetings**

Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent trainings will focus on how to help students achieve in the content areas, state assessments, ELL services that support college readiness, digital citizenship, GALAXY-GT Program information, and the importance of parental involvement, in addition to having presenters address various community services and resources that are available, issues on child health and safety, and parenting skills. Multiple sessions are offered at regular scheduled times and offer periodic meetings to provide additional opportunities.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marcela Galvan	Computer Aide	Title I	1
Maria E. Freitag	Parent Liaison	Title I	1
Noelia Maldonado	Nurse	Title I	.4
TBD	Library Aide	Title I	1

# 2019-2020 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Celia De Los Santos	Administrator
Dean of Instruction	Cynthia Guerra	Meeting Facilitator
Classroom Teacher	Tammi Garcia (Y2)	PK4 Teacher
Classroom Teacher	Maria Bodden (Y2)	2nd Grade Teacher
Classroom Teacher	Francis Guerrero (Y2)	3rd Grade Teacher
District-level Professional	Arturo Gracia	Federal Programs Supervisor
Non-classroom Professional	Isabel Salinas	Librarian
Non-classroom Professional	Elizabeth Paredes	Counselor
Parent	Juana Gonzalez	Parent
Parent	Brenda Macias	Parent
Business Representative	Juan Pablo Martinez	Bank Officer
Community Representative	Marco Guajardo	Operations Manager
Business Representative	Roberto Espinoza	Business Owner
Business Representative	Eduardo Montemayor	Business Owner

# District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	Comprehensive Sound System		\$0.00
3	1	1	Instructional and Supplemental Supplies	199-11-6399-00-142-Y-11-000-Y	\$0.00
3	1	1	Novels	199-11-6325-00-142-Y-30-0F2-Y	\$0.00
3	1	3	Instructional and Supplemental Supplies	199-11-6399-00-142-Y-11-000-Y	\$30,000.00
3	1	4	General and Instructional Supplies	199-12-6399-00-142-y-99-000-Y	\$0.00
3	1	6	Weekly Readers	199-12-6325-00-142-Y-99-000-Y	\$0.00
3	1	7	Physical Education Resources	199-11-6399-51-142-Y-11-000-Y	\$0.00
3	1	8	First Aid Supplies	199-33-6399-00-142-Y-99-000-Y	\$0.00
3	1	11	Supplies	199-51-6315-00-142-Y-99-000-Y	\$9,062.00
3	1	14	Paper	199-11-6396-00-142-Y-11-000-Y	\$0.00
3	1	15	Ink	199-11-6399-62-142-Y-11-000-Y	\$0.00
3	3	4	General Supplies	199--23-6399-00-142-Y-99-000-Y	\$0.00
9	1	4	Awards and Trophies	199-11-6498-00-142-Y-11-000-Y	\$0.00
9	3	7	Playground	199-51-6639-00-142-Y-30-0F2-Y	\$0.00
9	3	13	General Supplies	199-31-6399-00-142-Y-99-000-Y	\$0.00
<b>Sub-Total</b>					<b>\$39,062.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$39,062.00</b>
<b>+/- Difference</b>					<b>\$0</b>
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	General Supplies	162-11-6399-00-142-Y-30-000-Y	\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Instructional Supplies	162-11-6399-00-142-Y-30-000-Y	\$27,694.00
3	1	6	Scholastic Weekly Readers	162-11-6325-00-142-Y-30-0F2	\$3,054.00
3	1	9	Stemscopes/Achieve 300/MS Office Licenses/Zulu/Education Galaxy	162-11-6299-62-142-Y-30-000-Y	\$655.00
3	1	9	Software Licenses	162-11-6399-62-142-Y-30-000-Y	\$700.00
3	1	14	Copy Paper	162-11-6396-00-142-Y-30-000-Y	\$2,500.00
3	1	15	Ink	162-11-6399-62-142-Y-30-000-Y	\$0.00
3	2	4	1.5 FTE's	162-11-6119-00-142-Y-34-PKKK-Y	\$0.00
3	2	5	1 FTE	162-11-6119-00-142-Y-30-054-Y	\$0.00
7	1	1	1 FTE	162-13-6119-31-142-Y-30-000-Y	\$0.00
7	1	2	Computer Supplies including printer toner	162-13-6399-65-142-Y-30-000-Y	\$2,000.00
7	1	2	General Supplies- Professional Development Resources	162-13-6399-00-142-Y-30-000-Y	\$2,780.00
7	1	2	Electronic Equipment	162-13-6398-65-142-Y-30-000-Y	\$1,890.00
7	1	2	Software License	162-13-6395-65-142-Y-30-000-Y	\$220.00
7	1	3	Professional Development Travel	162-13-6411-23-142-Y-30-000-Y	\$0.00
8	1	2	Smartboards/iPads	162-11-6398-62-142-Y-30-000-Y	\$15,670.00
8	1	2	iPad Cases	162-11-6399-62-142-Y-30-000-Y	\$3,400.00
9	2	4	SSI Teachers	162-11-6118-00-142-Y-24-SSI-Y	\$9,226.00
9	2	4	Tutorial/Extended Day Teachers	162-11-6118-00-142-Y-30-ASP-Y	\$42,900.00
<b>Sub-Total</b>					\$112,689.00
<b>Budgeted Fund Source Amount</b>					\$112,689.00
<b>+/- Difference</b>					<b>\$0</b>
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional Supplies	163-11-6399-00-142-Y-30-000-Y	\$0.00
3	1	3	Instructional Supplies	163-11-6399-00-142-Y-30-000-Y	\$0.00

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	iPads and Licenses	163-11-6398-62-142-Y-25-000-Y	\$7,809.00
8	1	2	Software	163-11-6395-00-142-025-Y	\$350.00
8	1	2	Supplies	163-11-6399-00-142-Y-025-Y	\$766.00
<b>Sub-Total</b>					\$8,925.00
<b>Budgeted Fund Source Amount</b>					\$8,925.00
<b>+/- Difference</b>					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	Comprehensive Sound System		\$0.00
3	1	1	General Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$25,000.00
3	1	1	Novels	211-11-6325-00-142-Y-30-0F2-Y	\$0.00
3	1	2	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$25,000.00
3	1	3	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$12,626.00
3	1	5	General Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$0.00
3	1	9	Software Licenses	211-11-6398-62-142-Y-30-000-Y	\$0.00
3	1	10	Printer	211-13-6398-65-00-142-Y-000-	\$0.00
3	1	10	Postermaking Machine	211-13-6398-65-00-142-Y-000-	\$0.00
3	1	14	Copy Paper	211-11-6396-00-142-Y-30_0F2-Y	\$2,500.00
3	1	15	Ink	211-11-6399-62-142-Y-30-0F2-Y	\$2,500.00
3	2	1	Teacher Aides	211-11-6129-00-142-Y-30-0F2-Y	\$0.00
3	2	1	PK3 Teacher	211-11-6119-00-142-Y030-0F2-Y	\$0.00
3	2	2	Library Aide	211-12-6129-06-142-Y-0F2-Y	\$0.00
3	2	3	School Nurse (40% of Nurse's Salary)	211-33-6119-00-142-Y-30-0F2-Y	\$0.00
3	2	6	Parent Liaison	211-61-6129-00-142-Y-30-0F20Y	\$0.00
6	1	12	General Supplies	211-61-6399-00-142-Y-30-0F2	\$900.00



211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	12	Mileage	211-61--6411-00-142-Y-30-0F2-Y	\$900.00
6	1	12	Food and Refreshments	211-61-6499-53-142-Y-30-0F2	\$900.00
7	1	2	General Supplies-	211-13-6399-00-142-Y-30-0F2-Y	\$1,240.00
7	1	2	iPads, Apple Pencils, Printer	211-13-6398-65-142-Y-30-0F2-Y	\$8,590.00
7	1	2	MS and Zulu License	211-13-6395-65-142-Y-30-0F2-Y	\$0.00
7	1	2	iPad Covers	211-13-6399-65-142-Y-30-0F2-Y	\$0.00
8	1	2	iPads/Charging Carts	211-11-6398-62-142-Y-30-000-Y	\$5,745.00
8	1	2	iPad Cases	211-6399-62-142-Y-30-000-Y	\$0.00
9	2	4	Tutorial/Extended Day Teachers	211-11-6118-00-142-Y-24-ASP-Y	\$28,682.00
9	2	4	Extended Day Classified Personnel	211-11-6121-00-142-Y-24-ASP-Y	\$14,218.00
<b>Sub-Total</b>					\$128,801.00
<b>Budgeted Fund Source Amount</b>					\$128,801.00
<b>+/- Difference</b>					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional Supplies	263-1-6399-00-142-Y-30-000-Y	\$0.00
3	1	1	Novels	263-11-6325-00-142-Y-25-000-Y	\$0.00
3	1	3	Instructional Supplies	263-1-6399-00-142-Y-30-000-Y	\$0.00
8	1	2	iPads and Licenses	263-11-6398-62-142-Y-25-000-Y	\$7,060.00
8	1	2	Software	263-11-6395-00-142-Y-025-Y-	\$350.00
8	1	2	Supplies	263-11-6399-00-142-Y-025-Y	\$801.00
<b>Sub-Total</b>					\$8,211.00
<b>Budgeted Fund Source Amount</b>					\$8,211.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$297,688.00