Brownsville Independent School District

Pullam Elementary

2016-2017 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

Demographics Strengths

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

Demographics Needs

Increase attendance percentages

Increase State Assessment scores for all student populations

1. Improve STAAR Assessment results through daily instruction, teacher created materials, use of district adopted textbooks, scientifically based research resources, periodicals, Scholastic News, professional development, tutorials and interventions. Supplemental resources and workbooks will be purchased or reproduced at media services to reinforce the daily activities that are taught in the classrooms (1.1.4, 1.1.47)
2. Increase attendance rates through motivational activities such as perfect attendance awards and certificates. Teachers will be monitor and report excessive absences immediately to address students not meeting attendance requirements.(4.1.12)
3. After-school tutorials will be implemented in order to help all At risk populations have academic success and ensure they receive additional assistance through extended day instruction.(3.1.2)
4. Accelerated instruction will be provided for 5th grade students to bridge the achievement gaps and meet the standards of the STAAR assessment.(3.1.2)
5. Increase Reading assessment scores among LEP, At-Risk, and Economically Disadvantaged Students. Teachers will monitor students closely through TPRI, TEJAS Lee, benchmarks, and weekly assessments and through the use of periodicals, tutorials, daily instruction, workbooks, and teacher created materials. (1.1.4, 1.1.5, 3.1.2)

Student Achievement

Student Achievement Summary

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

3rd -5th Grade All Students STAAR Summary

3rd Grade Reading

	2013	2014	2015	2016
Met	78.41%	81.18%	86%	80%
Advanced	20.45%	12.94%	43%	34%

4th Grade Reading

	2013	2014	2015	2016
Met	85.9%	89.29%	91%	92%
Advanced	35.9%	23.81%	29%	46%

5th Grade Reading

	2013	2014	2015	2016
Met	100%	100%	100%	96%
Advanced	24.39%	27.91%	27%	24%

4th Grade Writing

	2013	2014	2015	2016
Met	91.03%	82.14%	93%	92%
Advanced	17.95%	8.33%	13%	49%

3rd Grade Mathematics

	2013	2014	2015	2016
Met	76.14%	81.4%	93.15%	85%
Advanced	24.64%	21.59%	37%	25%

4th Grade Mathematics

	2013	2014	2015	2016
Met	92.11%	86.9%	86.25%	92%
Advanced	28%	31.58%	13.75%	42%

5th Grade Mathematics

	2013	2014	2015	2016
Met	98.78%	100%	86.96%	100
Advanced	32.93%	44.71%	21.74%	31%

5th Grade Science

	2013	2014	2015	2016
Met	78.57%	68.21%	72%	94%
Advanced	10.71%	12.64%	12.%	23%

The trends identified when student performance scores were compared over a period of 3 years demonstrate growth in Reading for 3rd and 4th grade. Advanced scores in Reading for 3rd and 4th also showed an increase, while 5th grade Advanced scores have remained constant. Data also demonstrates an increase in 4th grade Writing scores for students that met expectations as well as for the Advanced Level. Although Science scores had been steadily increasing in the past 3 years for students that met expectations, this year there was a significant decrease. However, the percentage of students that reached Advanced Level did not fluctuate.

Performance Variations between Sub Populations

	Reading Met	Writing Met	Mathematics Met	Science Met
All Students	84%	88%	86%	72%
At Risk	86%	87%		53%

Econ Disadvantage	83%	86%	86%	73%
Asian	**	**	**	**
Hispanic/Latino	84%	85%	89%	72%
White	**	**	**	**
Female	88%	91%	88%	67%
Male	80%	86%	85%	76%
Gifted Talented	100%	100%		100%
LEP	59%	79%	71%	64%
Migrant	**	**		**
Special Ed	48%	18%	62%	32%

Trends identified for 2015 STAAR scores indicate an overall increase for all subpopulations in Reading and Writing with the exception of Special Education students. Trends indicate that instructional gaps between all students and subpopulations are closing.

Student Achievement Strengths

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

Student Achievement Needs

Improve level of English proficiency for LEP students.
Improve reading fluency for all grade levels
Decrease the number of students on the RTI plan
Allow planning time for teachers to target student's needs and plan for interventions.
Improve Langugage Arts and Science scores to ensure all students meet State requirements
Implement New Revised math TEKS and close educational gaps

1. Decrease number of low performing students through staff development, small group interventions (RtI) in the classroom and tutorials. (3.1.2)
2. Improve level of English proficiency for LEP students through Language Enrichment, Bilingual/ ESL instruction, and classroom instruction.
3. Teachers will be given the opportunity to select supplemental resources (sharpeners, visual aids, staplers) which will benefit their own students' needs and the campus will purchase resources for the entire grade levels as well to reinforce the skills the grade level and the campus needs improvement on. (1.1.6)

4. Instructional and supplemental instructional resources (workbooks, manipulatives, mentor texts, spirals, paper, composition books,novels) and general supplies will be purchased to support the implementation and instruction of the revised Math TEKS and other core subject areas, as well as to raise student achievement and meet the educational needs of all students. (1.1.4, 1.1.5, 3.1.2, 3.1.3)
5. Increase student achievement in all core areas through application of higher order thinking, critical thinking, increased fluency, scientific method and science fair participation. (1.1.41)
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 students as a motivational incentive. (4.1.2, 7.1.11, 7.1.12)
7. The Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement. (3.1.4)
8. 2 Pre-K paraprofessionals and 2 teacher aides will be utilized so that the needs of low performing students can be met through more individualized and small group instruction (1.1.2)
9. Pre Kinder teacher will provide instruction in order to better prepare students to succeed academically.(3.1.1)
10. Library Aide will support the librarian in assisting students and teachers, organizing and creating an inviting atmosphere to cultivate a lifelong love of reading so that students may be academically successful. (1.1.7)
11. Substitutes teachers will provide teachers the opportunity for curriculum planning and horizontal alignment in order to meet the needs academic needs of all students (3.1.10)
12. Purchase additional AR testing licenses for Kinder students to test for reading comprehension. (1.1.9)

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

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

School Culture and Climate Needs

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

1. Information boards listing all school activities and upcoming events to keep personnel informed and to promote unity and collaboration among all school personnel will be implemented.
2. Keep side doors locked in order to ensure student safety.
3. Teacher modeling/ Peer coaching/ Co-planning, grade-level meetings, teacher observations and campus staff development will be provided to ensure that teachers are prepared and successful in the classroom (3.1.3)
4. Ensure the well being and safety of Pullam students through presentations, educational activities, hygiene products exclusively for PFS migrant students, and first aid supplies for nurse's station including referral slips for students to go to the nurse. (1.1.66, 8.1.6)
5. Nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at campus to improve overall health in order to improve student attendance/performance. (1.1.64)
6. Purchase general supplies to maintain a safe and positive learning environment for all students to be successful. (5.1.8)

7. Counselor will conduct character development presentations to all students. (5.1.5)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality, Recruitment, and Retention Needs

Increase Professional Development opportunities (questioning techniques, classroom management, test taking strategies, content area strategies)

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

Curriculum, Instruction, and Assessment Needs

Acquire updated instructional materials for Math, Reading, Science, Writing to increase level of instruction
Increase English language proficiency levels among ELL'S
Provide up to date information through professional development on 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 instructional purposes
Increase critical thinking through social studies/current events activities
Purchase math resources to improve level of instruction and support implementation of revised Math TEKS

1. Instructional and supplemental materials will be purchased and/or created by teachers to enhance instruction in the core subject areas to meet STAAR objectives for all populations. (1.1.4, 1.1.5, 3.1.2)
2. Supplemental Instructional materials (paper, clocks, timers, paper, ink, pencils, rulers, graphing paper, manipulatives, binders and sentence strips, 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 Objectives. (1.1.4, 1.1.5, 3.1.2)
3. Provide STAAR training, updates and professional development to improve student achievement. (3.1.3)
4. Novels will be used in reading instruction along with novel matrixes, vocabulary cards, district adopted textbooks, teacher created workbooks, student created projects, STAAR Workbooks, and supplemental instructional materials (paper, ink, glue, markers, colored pencils, erasers.(1.1.4, 8.1.5, 9.1.8)
5. Periodicals and scholastic readers 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. (1.1.47)
6. Science resources such as books, videos, manipulatives, and the creation of projects and boards will be utilized to improve instruction in science.
7. Provide supplemental instructional supplies and school supplies to migrant students in order for them to have access to resources that they would otherwise not have. (7.1.5, 7.1.9)
8. Purchase Living with Science Site License to ensure all students will be provided with hands on and digital access to the program in order to meet academic rigor of the Science TEKS and STAAR Science Assessment (1.1.69)
9. Purchase iStation site licence to supplement reading instruction and provide interventions in order for students to meet the academic rigor set by the state be academically successful. (1.1.70)

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

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

Family and Community Involvement Needs

Invite parents 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 Parents Online Grading System
Increase parent participation in weekly parent meeting

1. Encourage parents to continue participating by recognizing parent volunteers at a campus and district level and by providing incentives at Recognition Meeting.

2. Communication with parents about students and school activities through phone calls and notices sent home. (6.1.12)
3. Increase number of parents with access to schools by having parent meetings and providing information, educational webpages, online gradebook, policies, and guidelines.
4. Distribute fliers to all parents inviting them to weekly parent meetings.
5. Parent Liaison will inform and educate parents to better assist their children through the educational process and to increase student achievement. (6.1.12)
6. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings trainings. (6.1.11)

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

School context systems are in place
Administrators consistently monitor systems to ensure maximum classroom instruction
Able to change and reorganize systems to accommodate students' needs

School Context and Organization Needs

Implement an academic yearly schedule of campus/district due dates and events
Increase utilization of School Messenger system to provide timely information to all stakeholders

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

Technology

Technology Summary

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

Technology Strengths

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

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

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

All 5th grade students have access to laptops in classroom

Technology Needs

Provide printers in all classrooms

Increase use of instructional websites to supplement instruction

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

Increase teacher utilization of Aware Eduphoria

Supply classrooms with ink for printers

Improve School Website through addition of website links

Training and utilization of Tango Trends

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: A minimum of 90% of our Pullam students will achieve a Level II Recommended Performance on STAAR ELA, Math, and Science Assessments. A minimum of 40% of Pullam students will achieve a Level III Advanced Performance.

Summative Evaluation: 2016-2017 STAAR Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Identify and address areas of students' needs in reading comprehension skills and Math to develop student language, and literacy skills to promote academic success.	1, 3	Teachers, Dean of Instruction, and Principal	Formative: Lesson Plans, TPRI/TEJAS LEE (K-3), Progress Monitoring Summative: STAAR Scores				
Populations: All students,TI,MI, LEP, SE, AR, GT Timeline: Identify first six weeks; address needs second through sixth six weeks			Funding Sources: No Funds Required				
2) Federal Programs will continue to fund 2 Pre-K teacher Aides and 2 Teacher aides to supplement allotted campus positions so that so that the needs of low performing students can be met through more individualized and small group instruction.	1, 7, 9	Teachers, Dean of Instruction, and Principal	Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports Summative: EOY Student Passing Rates				
Populations: TI-A TeacherAides and Para-professionals Pre-K Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p. 9			Funding Sources: Title I-A - $104554.00				

3) Pullam will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/CPALLS, TPRI/TEJAS LEE, Language Enrichment, SAT10/APRENDA, STAAR, SELP/SSLP, benchmarks, TELPAS, language progress reports, Houghton Mifflin Harcourt Unit Assessments, and teacher created weekly assessments to target identified areas of need in reading such as fluency and comprehension and improve assessment scores. Teacher created test to assess higher order thinking skills Populations: ALL students, LEP, AR, TI, M1, GT, SE, DYS Timeline: August 2016- June 2017 (weekly)	3, 7, 9	Teachers, Dean of Instruction, Principal, Curriculum Specialists	Formative: Campus Benchmark Results, BOY, MOY, EOY, Progress Monitoring, walkthroughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR , CIP, report cards				
			Funding Sources: No Funds Required				
Critical Success Factors CSF 2 4) Enhance Reading/Math/Science instruction in Kinder- 5th through novels, mentor texts, Motivation, Measuring Up, STAAR Ready, Ford Ferrier, among other workbooks in order enhance academic achievement and increase academic performance. Spanish workbooks will supplement instruction in order for Bilingual students to increase academic performance and meet the rigor of the STAAR test. Populations: K-5 students, BIL, AR, TI, TIM, DYS, Migrant Timeline: August 2016- June 2017 (weekly) CNA: p. 10	1, 2, 3, 9, 10	Teacher, Dean of Instruction, Principal	Formative: Teachv Lesson plans, student work, progress reports, grades Summative : End of Unit Tests. State Assessment results, TAPR, report cards. Weekly Grades, Progress Reports, Report Cards, TAPR				
			Funding Sources: Title I-A - $15003.00, Federal Bilingual - $3800.00, State Compensatory - $5420.00, Title I-A - $920.00				

5) Purchase resources such as supplemental, instructional and general supplies to enhance instruction in the core areas through hands on activities, manipulatives, writing, the creation of projects, assessment reviews, worksheets, and educational activities correlated to skills being taught to raise student achievement. Populations: PK-5, AR, LEP, SE, DYS, MI, TI, GT	1, 2, 3, 7, 8, 9	Teachers, Principal, Dean of Instruction	Formative: Campus Benchmark Results, BOY, MOY Progress Monitoring, walkthroughs, Lesson plans, progress reports, weekly grades Summative: STAAR test results, TAPR , EOY report cards				
Timeline: August 2016- June 2017 (weekly) CNA: p. 10, 14		Funding Sources: State Compensatory - $2802.00, Title I-A - $1190.00, Federal Bilingual - $2175.00					
6) Teachers will have the opportunity to select and purchase instructional and supplemental materials which will reinforce the daily classroom instruction, create instructional environment, encourage independence, help students focus, and reinforce the daily classroom activities and help improve the students' areas of need in the core areas.	1, 2, 3, 9	Teachers, Dean of Instruction, and Principal	Formative: Weekly Grades, Progress Reports, student work, Campus Benchmark Results, walkthroughs Summative: EOY Report Cards, State Assessment Results, TAPR				
Populations: Pre-K- 5th Grade Teachers Timeline: August 2016 -January 2017 CNA: p. 9		Funding Sources: State Compensatory - $1080.00, Local - $5510.00, Title I-A - $1100.00					

7) Federal Programs will continue to fund a Library Aide to assist the librarian in organizing and creating an inviting atmosphere to cultivate a lifelong love of reading so that students may be academically successful. Populations: TI-A Librarian Aide Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p. 9	1	Librarian, Principal	Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, AR Reports Summative: EOY Student Passing Rates, EOY State Assessment Scores, EOY Report Cards				
			Funding Sources: Title I-A - $23591.00				
8) PK - 5th teachers will identify students struggling in reading as TIER II/III. TIER II/III students will receive an additional thirty minutes of differentiated instruction and RtI (Response to Intervention) based on outcomes of student assessment and progress monitoring in order to be at grade level. Populations: ALL Students, TI, M1, LEP, SE, AR GT, DYS Timelines: Sept. 25, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	1, 2, 3, 9	Teacher, Teacher Specialists, Dean of Instruction, Principal	Formative: Campus Benchmark Results, BOY, MOY Progress monitoring,, walk-throughs, Lesson plans, student work, progress reports, grades Summative- State Assessment Results, EOY report cards, TAPR, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs,				
			Funding Sources: No Funds Required				

9) Purchase books, supplies, and additional AR subscription for Kinder students in order to continue an Accelerated Reader Point Incentive System to encourage and improve student achievement in Reading.	1, 2, 9	Classroom Teacher, Librarian, Principal	Formative: Weekly grades and AR points Summative: EOY AR reports				
Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p. 10			Funding Sources: State Compensatory - $200.00, Local - $1000.00				
10) Provide teachers with strategies and intervention activities to ensure the students' difficulties are identified and addressed on a timely basis. Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant	1, 3, 4, 9	Dean of Instruction, Principal	Formative: Teacher Lesson Plans, Walk Through Forms, RtI folders, weekly grades, progress reports, progress monitoring Summative: Report Cards, EOY Assessments and grades				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required				
11) Dean of Instruction will provide staff development on instructional strategies as well as provide support in the Core subject areas so that students will be academically successful.	1, 2, 4, 5, 9	Dean of Instruction, Principal	Formative: Sign-In Sheets, Lesson Plans, Weekly Assessments, Weekly Grades Summative: Evaluations, EOY Report Cards				
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required				

12) All PreK-5th grade students will increase their vocabulary and grammar skills in order to comprehend reading passages and become accomplished writers through Language Arts activities such as but not limited to: Multisensory Gramar, Language Enrichment, HMH, 6+1 Traits of Writing, Daily Journal Writing, Write Source, and Empowering Writers.	1, 2, 3, 7, 8, 9	Teacher, Dean of Instruction, Principal	Formative: Sign-In Sheets, Lesson Plans, Walk-throughs, Student Work Summative: EOY Assessments, Writing Assignments, Report Cards				
Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- June 2017 (weekly)		Funding Sources: No Funds Required					
13) Hold a vertical and horizontal alignment meeting to share teaching practices and strategies in order to facilitate students' transition from PK-5th grade. Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2017 and every 6 weeks	3, 4, 7	Classroom teachers Principal Dean of Instruction	Formative: Walk-throughs, Lesson plans, Student work, BOY, MOY, EOY Progress monitoring, Progress reports, Grades, Report cards, Campus Benchmark Results Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs				
		Funding Sources: No Funds Required					
14) Gifted & Talented students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres. Gifted and Talented teachers will attend GT inservices to obtain updates and teaching strategies for GT students.	2, 3, 4, 5	Teachers, Dean of Instruction, Principal, GT Lead Teachers	Formative: Student projects, grades Summative: EOY State Assessments, EOY Report Cards				
Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Funding Sources: No Funds Required					

15) To better support instruction and improve student achievement in the classroom, Title I-A instructional assistants will attend professional development sessions and be trained on the latest scientific, research-based instructional strategies.	4	Dean of Instruction, Principal	Formative: Session Evaluations, Inst. Asst. Observation Forms, Progress Reports Summative: Student Passing Rates				
Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 24-25, 2016		Funding Sources: No Funds Required					
16) Classroom Teachers and Special Education Teachers will prepare their students for their appropriate state assessments so that students at Pullam will demonstrate knowledge and concept attainment in the content areas.	3, 8, 9	Classroom Teacher, Resource/Inclusion Teacher, Assistant Principal	Formative: Six weeks benchmarks, and release tests, lesson plans, student grades Summative: Increase Benchmark & STAAR score				
Populations: SE Students Timeline: August 2016-June 2017		Funding Sources: No Funds Required					
17) Pullam Elementary will continue to provide inclusion services for students in 1st through 5th grade as appropriate. Students will receive instruction in the least restrictive environment in their area of need.	3, 9	Inclusion/Resource Teacher, Assistant Principal	Formative: Scheduled annual ARD meeting, Sp. Ed. Student Eligibility Folder Summative: IEP, EOY grades				
Populations: SE Students Timeline: August 2016-June 2017		Funding Sources: No Funds Required					

18) Provide reading strategies through ESL instruction and the Esperanza program to bilingual students daily for 30-45 minutes to support student transition into English reading. 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.	1, 2, 3, 4, 5	Teachers, Dean of Instruction, Principal, Curriculum Specialists	Formaticve: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, EOY Grades, TAPR, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs				
Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required				
19) Provide professional development on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students' performance on STAAR. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant	1, 4, 5, 9	Dean of Instruction, Principal	Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades Summative: State Assessment Results, EOY grades, TAPR				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required				

			Formative				
20) Analyze, formulate and implement an intervention plan based on 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 Populations: PK-5 Teachers	1, 3, 8, 9	Classroom Teachers, Teacher Specialist, Dean of Instruction, Principal	Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades Summative: State Assessment Results, EOY grades, TAPR, TPRI, Tejas LEE, CPALLs				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Funding Sources: No Funds Required					
21) Implement Chess Program as a component of the Math curriculum to enhance problem solving strategies and higher thinking skills needed for Math. The campus will provide tutorials for chess before and after school. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant		Chess Coaches, Principal	Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades Summative: State Assessment Results, EOY grades, TAPR,				
Timeline: August 2016- May 2017		Funding Sources: No Funds Required					
22) Teachers will be inserviced on RTI interventions and special education accommodations and will maintain a special education and RTI student folder with modified or accommodated work. The instructional outcome will be to ensure all students needing intervention will be identified to ensure their academic success. Populations: PK-5 Teacher	4, 9	Principal, Dean of Instruction, RtI Specialist. Classroom Teachers, Teacher Specialists	Formative: Walk-through Lesson plans Student work, BOY, MOY, EOY Progress monitoring, progress reports, grades, report cards, Campus Benchmark Results Summative: State Assessment Results,TAPR,TELPAS,SELP/SSLP,TPRI/ Tejas LEE/ CPALLs IEPs				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Funding Sources: No Funds Required					

23) 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.	9	Principal,Dean of Instruction, Asst Principal, Teachers, Support Staff	Formative: Projects, 6 wks grades, Benchmark results Summative: Promotion/ Retention Rates, EOY Grades, STAAR Assessment scores					
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required					
24) All Special Education students at Pullam will increase oral language skills to develop listening/speaking, reading/writing proficiency: Presentations, Retelling, Personal oral discussion, Speaking opportunities to use new vocabulary in context AYP-Activity	3	Administrator for Curriculum & Instruction,C& I Reading Specialists Librarians,Special Services Department,Principals, Deans, Special Education Teachers, PK-12 teachers	Formative: Fluency Monitoring, Teacher observations, Progress grades, Accelerated Reader tests, Benchmark results Summative: STAAR Assessment Scores					
Populations: SE Students Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required					

25) Special Education students at Pullam will participate in TEKS-appropriate modified/accommodated tutorials to improve overall Reading and Writing skills. AYP-Activity Populations: SE Students Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Administrator for Curriculum & Instruction C & I Reading Specialists Reading First Coaches Special Services Department Principals Facilitators/Deans Special Education Teachers PK-12 teachers Librarian	Formative: Fluency Monitoring, Teacher observations, Progress Reports Accelerated Reader tests, Benchmark Summative: EOY Grades
		Funding Sources: No Funds Required	
26) Pullam Principal and ARD Chairperson will participate in staff development that focuses on dissecting Assessment data to determine the percentage of students tested on STAAR, STAAR-A, and STAAR-ALT. AYP-Activity	4	Assessment Department Special Services Department Principals ARD Chairpersons	Formative: Sign In Sheets, Analysis of Student Data Summative: STAAR results
Populations: Principal, ARD Chairperson, Diagnostician Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Funding Sources: No Funds Required	

27) Pullam Principal, ARD Chairperson, and Diagnosticians will participate in the workshop entitled "ARD Decision-Making Process Including Accommodations and Grade Placement to Support Students" provided by Region One via TETN at CAB. AYP-Activity Populations: Principal, ARD Chairperson, Diagnostician Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	4	Assessment Department, Special Services Department, Principals, ARD Chairpersons, Region One	Formative: Sign in sheet, Appropriate accommodations and placement, IEP Summative: EOY Grades				
			Funding Sources: No Funds Required				
28) Pullam Elementary and BISD Personnel (Assessment Department in conjunction with Special Services) will monitor the percentage of students that are projected to take STAAR, STAAR-A, and STAAR-Alt per campus. AYP-Activity Populations: SE Students Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	4	Assessment Department, Special Services Department	Formative: Reports, Appropriate assessment Summative: EOY State Assessments Results				
			Funding Sources: No Funds Required				

29) Pullam Elementary and BISD Personnel (Assessment Department in conjunction with Special Services) will meet with campus personnel with disproportionate percentage of students that are projected to take STAAR, STAAR A AYP-Activity Populations: SE Students Timeline: Sept. 25, 2015 Oct. 30, 2015 Dec. 17, 2015 Feb. 19, 2016 Apr. 15, 2016 June 2, 2016	2	Assessment Department, Special Services Department,Campus Principal, ARD Chairperson	Formative: Reports, Appropriate assessment Summative: EOY State Assessments Results				
			Funding Sources: No Funds Required				
30) ARD Chair, and Special Education Teacher, Dean of Instruction at Pullam Elementary will review and analyze student specific data to analyze STAAR objectives and expectations to optimize instructional planning AYP-Activity. Populations: PK-5 Teachers Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	4	Special Education Supervisors, Special Education, Teachers, Dean	Formative: Campus Special Education Department meetings sign in sheets Summative: STAAR Results				
			Funding Sources: No Funds Required				

31) Pullam Elementary Special Education teachers and Special Education Supervisors in conjunction with Curriculum Specialists will maximize contact to support the implementation of research-based teaching strategies. AYP-Activity	4	Assessment Department, Special Services Department, Campus Principal, ARD Chairperson	Formative: IEP Summative: EOY Grades					
Populations: SE Students Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required					
32) Pullam Elementary's Dean of Instruction, Special Education Supervisor, Curriculum Specialists, provide professional development and support in the following areas: English Language Arts and Reading Standards (ELARS), Mathematics Standards, District Writing Plan, Technology Resources	4, 5	Special Education Supervisors Curriculum Specialists Special Education Teachers Facilitators/Dean	Formative: Campus Special Education Department meetings sign in sheets, Lesson Plans, Teacher Observation, Student work, Benchmarks Summative: State Assessment					
Populations: Special Education Teachers Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required					

33) Implement an integrated challenging, standards-based, inquiry-centered math curriculum with necessary TEKS- appropriate modified / accommodated for Special Education students as demonstrated through: Unique Learning Systems (Life Skills) Populations: SE Students Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	3	Administrator for Curriculum & Instruction, C & I Math Specialists, Special Services Department, Principals, Deans, Special Education Teachers, PK-12 teachers	Formative: Lesson Plans, Teacher Observation, Progress report grades, Benchmark testing, Summative: Analysis of student work				
		Funding Sources: No Funds Required					
34) All 3rd through 5th grade students will research and develop a science experiment in order to be able to understand the Scientific method. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: December 2016	3	Teachers Principal Dean of Instruction	Formative: Lesson Plans Summative: Science STAAR results, Science experiment				
		Funding Sources: No Funds Required					
35) All Pre K through fifth grade teachers will implement hands on science program and integrate it with other content areas to be able to pass state assessments. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	3, 8	Teachers, Principal, Science POC, Science Teacher	Formative: Science Lesson Plans Summative: Science STAAR Scores				
		Funding Sources: No Funds Required					

36) Provide targeted staff development to highly qualified teachers on effective science strategies and critical reasoning in order for students to understand and apply scientific concepts. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	4	Principal, Dean, Curriculum Specialists Classroom Teachers	Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI/Tejas LEE/ CPALLs, IEPs					
		Funding Sources: No Funds Required						
37) Maintain a Science Lab to reinforce classroom activities related to STAAR objectives to ensure all students success on the science STAAR test. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- June 2017 (weekly)	3	Lab Equipment Room Teacher AIMS Software (in place no cost)	Formative: Benchmarks, Lab Schedule, grades Summative: Science STAAR results					
		Funding Sources: No Funds Required						
38) Have Science videos available related to STAAR objectives to be viewed by all students and library resources for Science (books, videos, periodicals, reference sets, etc.) to supplement the Science curriculum. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: September 2016 - June 2017	3, 9	Principal Librarian Teachers Dean of Instruction	Formative: Benchmarks, Inventory of resources, Sign out sheet, Grades, Student work Summative: Science STAAR results					
		Funding Sources: No Funds Required						
39) Devote minimum of 15% of instructional week to standards-based, inquiry-centered science instruction/45 min. week to ensure academic success on STAAR Assessment Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- June 2017 (weekly)	3	Teacher Principal Dean of Instruction	Formative: Lesson Plans, Progress Reports, Class schedule Summative: STAAR Results					
		Funding Sources: No Funds Required						

40) Supplemental materials (boards, glue guns, glue sticks, borders, title cards, labels) will be utilized to motivate students to create Science Fair projects and boards in order encourage student participation in Science Fair and apply scientific method, inquiry methods, and hands on activities to science instruction. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: September 2016 - November 2016 CNA pg. 10	3	Teacher Principal Dean of Instruction	Formative: Lesson plans, Walkthroughs, Student Work Summative: Science Fair Awards, STAAR Results				
		Funding Sources: State Compensatory - $2000.00, Title I-A - $2000.00					
41) Support the integration of ELPS in PK-5th grade students and while developing an understanding of science content vocabulary through the use of journals, classroom word walls, and the science lab investigation process activities. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant	9	Principal Dean of Instruction Curriculum Specialists Classroom Teachers	Formative: Walk-through, Lesson plans, BOY, MOY and EOY Progress monitoring, progress reports, grades, report cards, Student work, Benchmark Results Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs, IEPs				
Timeline: August 2016- June 2017 (weekly)		Funding Sources: No Funds Required					
42) Teachers will attend professional development that addresses Living with Science, TEKS, maintenance trainings, technology integration, vocabulary development, Star Lab, questioning techniques, lab safety procedures, science fair, and assessment. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant	4, 5	Principal Dean of Instruction Curriculum Specialists Classroom Teachers	Formative: Walk-throughs, Lesson plans BOY, MOY and EOY Progress monitoring, Progress reports, Grades, Report cards, Student work, Benchmark Results Summative: State Assessment Results, TAPR TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs, IEPs				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Funding Sources: No Funds Required					

43) Pullam students in grades PK-5th will learn responsibility and roles in a community through the Big Red Program to ensure success on future STAAR Assessments.	3	Principal Teachers Dean of Instruction Counselors	Formative: Lesson plans, Weekly grades, Teacher Materials Summative: EOY Report Card				
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- June 2017 (weekly)	Funding Sources: No Funds Required						
44) Students in PK-5th will participate in a state adopted social studies curriculum and use a supplemental curriculum based on novels to ensure success on future STAAR tests.	3	Teachers Principal Dean of Instruction	Formative: Teacher observations, Progress Reports, Weekly Tests, benchmarks Summative: EOY Report Card				
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2015- June 2016 (daily)	Funding Sources: No Funds Required						
45) All students will be provided with the opportunities to participate in career day events to promote awareness for college preparedness.	1, 2	Teachers Principal Counselor Dean of Instruction	Formative: School Calendar of Events, List of Presenters, Grades, Teacher Tests, Benchmarks Summative: EOY Report Card, STAAR Results				
Populations: 5th grade students Timeline: Monthly	Funding Sources: No Funds Required						
46) Purchase periodicals 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.	1, 3	Principal Dean of Instruction Teacher	Formative: Walkthroughs, Lesson plans, Student work, progress reports, grades, Teacher Made Tests, End of Unit Tests Summative: State Assessment results, TAPR, report cards.				
Populations: 1st-5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant							
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p. 14	Funding Sources: State Compensatory						

47) Provide support for the Sheltered Instruction Observation Protocol/ELPS Professional development for all content areas to ensure that students develop a strong conceptual foundation and mastery of TEKS and perform well on the STAAR assessments	4	Principal Dean of Instruction Curriculum Specialists	Formative: Walk-through, Lesson plans, students work, progress reports Summative: EOY Report cards				
. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Funding Sources: No Funds Required					
48) Implement and support reading and writing strategies in all content areas, such as, prediction, inference, summarizing, paraphrasing, and researching in order to increase and support student success in assessment.	3	Principal Dean of Instruction Curriculum Specialists Classroom Teachers	Formative: Walk-through, Lesson plans, students work, progress reports Summative: EOY Report cards				
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- June 2017 (daily)		Funding Sources: No Funds Required					
49) Campus staff and trained P.E. certified campus staff will implement the Fitness gram with testing/data entry in Pre and Post Assessment for students to ensure student academic success and to be in compliance with the requirements of Senate Bill 530 effective 09/01/2007	2	P. E. coaches and Paraprofessionals Nurse Dean of Instruction Principal	Formative: Classroom Observation, Lesson Plans Summative: Physical Fitness Assessment Results				
Populations: 3rd- 5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: October 2016 - February 2017		Funding Sources: No Funds Required					

50) Purchase supplies to implement on-going strategies that motivate students to participate in a physically active and healthy lifestyle to ensure student academic success. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- June 2017 (daily)	4	P. E. coaches and Paraprofessionals Nurse Dean of Instruction Principal	Formative: Lesson Plans, Classroom Observations, Attendance Summative: EOY Grades, Healthy Students				
		Funding Sources: Local - $1000.00				
51) Emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs and monitor for implementation to ensure academic success. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- June 2017 (daily)	3	P. E. coaches and Paraprofessionals Nurse Dean of Instruction Principal	Formative: Classroom Observation, Lesson Plans, Curriculum Frameworks, Monthly Campus Visitation Documentation, Catch Activities, Benchmarks Summative: STAAR Scores				
		Funding Sources: No Funds Required				
52) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009 at Pullam Populations: Safety Coordinator Health Education Teachers PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions Timeline: August 2016 - May 2017	2	Safety Coordinator Health Education Teachers PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions	Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates Summative: CATCH Activities, CATCH Visitation, School Health Index Improvement Plan, SHAC Recommendations, STAAR Results				
		Funding Sources: No Funds Required				

53) Hold monthly Catch meetings to plan and promote healthy living at Pullam to ensure student success. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant	2	Principal P.E. Coach Dean of Instruction	Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation Summative: CATCH Activities, CATCH Visitation, School Health Index Improvement Plan				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Funding Sources: No Funds Required					
54) Students will have opportunities to improve their health by joining the running club, cross country, soccer, volleyball, or basketball team which meet before and after school to ensure student success. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant	2	Running Club Sponsor Principal	Formative: Observation, Attendance records Summative: Physical Fitness Assessment Results, STAAR Results				
Timeline: August 2016- June 2017		Funding Sources: No Funds Required					
55) Students will attend a dental, hygiene, and puberty presentation to promote healthy student lifestyles to ensure student academic success. Populations: 3rd -5th grade students, AR, TIM, Migrant, SE, GT, LEP/PD, TI.	2	Nurse, Presenter	Formative: Classroom Presentation Summative: Improved students health and hygene				
Timeline: November 2016 March 2017		Funding Sources: No Funds Required					

56) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.	2, 3	Area Superintendents Campus Administrators Physical Ed.Teachers	Formative: Classroom Observations, F-PE student attendance records, Updated District Policy Summative: School Health Index, Physical Fitness Assessment				
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- June 2017 (daily)		Funding Sources: No Funds Required					
57) The Pullam campus improvement plan will include any coordinated school health activities and their evaluation, as well as methods to ensure that students participate in the requires physical activity, and any other indicator recommended by the School Advisory Council as per Senate Bill 892 effective 09/01/2009.	2	CATCH Team Members Dean of Instruction	Formative: Campus Improvement Plan Review Summative: School Health Index Documentation, Campus Improvement Plan				
Populations: CATCH Teams Pre K-5th Timeline: August 2016- thru June 2017		Funding Sources: No Funds Required					
58) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.	6	Food & Nutrition Service Administrator Curriculum Administrator Area Superintendents District CATCH Team	Formative: Campus Visitation Observation Summative: Updated District Policy				
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- thru June 2017		Funding Sources: No Funds Required					

59) Pullam Elementary will identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016- thru June 2017	2, 3	PE Teachers Campus Safety Coordinator Campus Administration	Formative: Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP) Summative: Student Injury Reports
		Funding Sources: No Funds Required	
60) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents Timeline: August 2016 thru June 2017	4, 6	Counseling Dept. & Administration Counselor At-risk Administrator/Counselors Parental Involvement Campus Personnel Campus Administration Area Asst. Superintendents Child Protective Services	Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form Summative: EOY Grades
		Funding Sources: No Funds Required	

61) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	4, 6	Counseling Dept. & Administration Counselor At-risk Administrator Parental Involvement Campus Personnel Campus Administration Area Asst. Superintendents	Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form Summative: EOY Grades, Dis. Referral Forms				
		Funding Sources: No Funds Required					
62) Pullam Elementary will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: August 2016 thru June 2017 One to one counseling available as needed	2	Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration Area Asst. Superintendents	Formative: Counselor/Teacher verification of class presentation(s), Agendas, F-Sign-in Sheets, Presentation and Student Documentation Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions				
		Funding Sources: No Funds Required					
63) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance. Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Aug 2016- June 2017 CNA: p. 10	1	Health Services Administrator Special Programs Administrator Federal Programs Administrator Campus Administrators	Formative: Time and Effort Logs, Nurse Referrals, Grades Summative: EOY Attendance Rates, EOY Report Cards, Position Control				
		Funding Sources: Title I-A - $24718.00					

64) Promote a healthy and drug free lifestyle through Red Ribbon Week activities, instructional supplies, ribbons, and certificates.	2	Counselor Principal Dean of Instruction Teachers	Formative:Presentation, Student Participation Summative: Counselor Logs, Student created project				
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017		Funding Sources: No Funds Required					
65) Purchase first aid supplies and student referral forms for nurse's station to ensure the well being and safety of Pullam students.	1, 2	Nurse Principal	Formative: Nurse Referral log Summative: EOY Grades				
Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p.10		Funding Sources: Local - $300.00					

66) Implement an intervention lab to support and address interventions for struggling TIER 3 students. Populations: K-5th students, BIL, AR, TI, TIM, GT, SE, DYS Timeline: August 2016- June 2017 (weekly)	3, 9	Campus Administration Classroom Teachers TLI Specialist Curriculum Specialist RTI Team	Formative: Agendas TPRI/TejasLEE Benchmark testing Fluency Monitoring Teacher Observations TELPAS APRENDA SAT10 CIRCLE CPALLS Summative: STAAR Progress Reports Cumulative Score Sign-In TELPAS				
Funding Sources: No Funds Required							
67) Planning days will be provided for teachers in order for curriculum planning. Populations: TI, TIM ,BIL, SE, AR, GT Timeline: December 2016 - May 2017	5	Principal Dean of Instruction Teachers	Formative: Lesson Plans Weekly Grades Progress Reports Summative: TPRI/Tejas Lee; STAAR; TELPAS; discipline referral report				
Funding Sources: No Funds Required							
68) Implement a comprehensive strategy for annual bilingual program evaluation that includes information on student's academic progress, including TELPAS composite ratings, Annual Measurable Achievement Objectives (AMAOs) progress and attainment and other information necessary to evaluate the quality of the program.		Principal Assistant Principal Bilingual Teachers	Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson Plans, student work, progress reports, grades Summative: State Assessment Results, TAPR, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALL's				
Populations: PK-5th students, BIL, AR, TI, TIM, GT, SE, DYS Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required				

			Formative/Summative				
69) Living with Science will be provided to Kinder through 5th grade students in order to offer hands on instruction through the Living with Science program on a weekly basis for instruction in the areas of Life, Physical, Earth, and nature of science categories. Populations: PK-5 students, LEP, AR, TI, TIM, DYS Timeline: Weekly CNA: p. 14	2, 9	Principal Dean of Instruction Classroom Teacher Administrator for State Compensatory Education	Formative: Report Card, Progress Reports, Usage reports, Lab Schedule, Benchmark Scores, lesson plans, classroom observations Summative: STAAR Assessment Results Funding Sources: State Compensatory				
70) Students, 3rd-5th, will have the opportunity to utilize IStation in order to supplement and support their reading instruction through assessments that will diagnose and prescribe lessons in targeted areas of need. Populations: PK-5 students, LEP, AR, TI, TIM, DYS Timeline: Weekly CNA p: 14	2, 9	Principal Dean of Instruction Classroom Teacher Administrator for State Compensatory Education	Formative: Report Card, Progress Reports, Usage reports, Lab Schedule, Benchmark Scores, lesson plans, classroom observations Summative: STAAR Assessment Results Funding Sources: State Compensatory				
71) Students will participate in the Talent Search program to keep up grades and gain knowledge about college. Populations: 5th grade students, BIL, AR, TI, MI, GT, SE, DYS, Timeline: Spring 2017	2, 10	Counselor	Formative: Progress Reports, Applications Summative: EOY Report Cards Funding Sources: No Funds Required				
72) Students will be subjected to higher order thinking questions in all subject areas to develop higher order thinking skills. Populations: PK-5 students, BIL, AR, TI, MI, GT, SE, DYS, Timeline: August 2016- June 2017 (daily)	3, 4	Teachers Principal Assistant Principal Dean of Instruction	Formative: Progress Reports, Walk-throughs, Benchmarks Summative: STAAR Results, EOY Grades Funding Sources: No Funds Required				

Strategy				
73) 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.	3	Teachers Counselor Dean of Instruction	Formative: Walk-throughs Benchmarks Summative: Student awareness of Colleges	
Populations: PK-5 students, BIL, AR, TI, MI, GT, SE, DYS, Timeline: August 2016- June 2017 (weekly)			Funding Sources: No Funds Required	
74) Work in collaboration with the district's human resource department to ensure highly qualified teacher applicants are interviewed for available campus vacancies.	2	Principal SBDM committee	Formative: Interview Documentation Applicant Resume Summative: Recommendation Forms	
Populations: PK-5 students, BIL, AR, TI, MI, GT, SE, DYS, Teachers Timeline: August 1, 2016-June 5, 2017			Funding Sources: No Funds Required	
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue				

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

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

Summative Evaluation: 2016-2017 STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Implement musical productions throughout the year to promote choir Estudiantina to help ensure student success. Populations: PK-5th grade, AR, TIM, Migrant, TI, BIL, SE, GT, LEP/PD	3, 6	Principal, Music Teacher, and Estudiantina director	Student performance and participation rate Formative: Walk throughs Summative: Christmas Carnival, Charro Days, End of year grades				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required - $500.00				
2) Provide holiday revues to promote musical arts to help ensure student success.	3, 6	Principal, Teachers, and Music Teacher	Formative: Participation rate, Practice schedule and attendance Summative: Student Performance				
Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS Timeline: December 2016			Funding Sources: No Funds Required				

3) Stillman Middle School students will come to Pullam to perform a Christmas concert for Pullam students to ensure smooth transition to middle school.	3	Band directors, Teachers, and Dean of Instruction	Formative: Student participation Summative: Performance				
Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS

Timeline: December 2016 | | | Funding Sources: No Funds Required | | | | |
| 4) 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills. | 3 | UIL Coordinator and UIL Coach | Formative: Student participation Summative: UIL Results | | | | |
| Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS

Timeline: December 2016- January 2017 | | | Funding Sources: No Funds Required | | | | |
| 5) 4th and 5th grade students will compete in UIL Art to be exposed to art history. | 3 | UIL Coordinator and UIL Coach | Formative: Student participation Summative: UIL Results | | | | |
| Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS

Timeline: December 2016- January 2017 | | | Funding Sources: No Funds Required | | | | |
| 6) 5th grade students will participate in the Red Hot Ballroom dance program to promote cultural awareness and the importance of dance and social skills. | 3 | Sponsors | Formative: Student participation

Summative: Red Hot Ballroom Results | | | | |
| Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS

Timeline: August 2016 - May 2017 | | | Funding Sources: No Funds Required | | | | |

= Accomplished   = Considerable   = Some Progress   = No Progress   = Discontinue

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

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

Summative Evaluation: 2016-2017 STAAR Scores, At-Risk Attendance Rate, and the Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) TheFull day Pre-K program will be provided in order to better prepare qualified students academically. Populations: AR, T1, LEP, MI Timeline: August 2016- June 2017 (Daily) CNA: p. 9	3, 10	Principal Administsator for State Compensatory Education	Formative:Student work Grades Benchmarks CPALLS (BOY & MOY) Master Schedule Summative: CPALLS (EOY)				
		Funding Sources: State Compensatory - $147996.00					
2) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Instructional supplies and supplemental supplies will be provided for accelerated instruction. Populations: AR, LEP, T1, MI Timeline: September 15, 2016 - June 5, 2017 (2 x's week) CNA: p. 6, 9, 14, 19, 20	2, 3, 9	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				
		Funding Sources: State Compensatory - $8604.00, State Compensatory - $12000.00, State Compensatory - $2500.00					

3) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students. Supplemental and instructional resources will be utilized to effectively conduct professional development, digital presentations, provide handouts and informational resources. Populations: AR, LEP, T1, MI Timeline: August 2016 - June 2017 CNA: p. 9, 10, 11, 12, 13, 18	4	Principal Administrator for State Compensatory Education	Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results Summative: STAAR				
	Funding Sources: State Compensatory - $68103.00, State Compensatory - $6000.00						
4) The Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement. Populations: AR, DYS Timeline: August 2016 - May 2017 (Daily) CNA: p. 9	3, 10	Principal Dean of Instruction Administrator for State Compensatory Education	Formative: Lesson Plans Walk-thrus Benchmarks Student Progress reports Summative: STAAR Results				
	Funding Sources: State Compensatory - $48661.00						
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. Populations: AR Timeline: August 2016 - June 2017	10	Counselor Administration Parent Liaison	Formative: Homeless Roster, Student Progress Reports, classroom observations Summative: STAAR, Attendance Rate, and the Retention Rate				
	Funding Sources: No Funds Required						

6) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.	2, 4, 10	Campus Administration	Formative: ERO Session Evaluation Report, Student progress report, benchmark scores Summative: STAAR, Attendance Rate, and the Retention Rate				
Populations: Pre-K -5th AR Timeline: August 2016 - December 2016			Funding Sources: No Funds Required				
7) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Populations: Pre-K -5th AR Timeline: August 2016 - June 2017 (Daily)	10	Campus Administration	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 Summative: STAAR, Attendance Rate, and the Retention Rate				
			Funding Sources: No Funds Required				
8) Promote awareness at Pullam regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Populations: Pre-K -5th AR	10	Campus Administration	Formative: Student Progress Reports and Benchmark scores Summative: STAAR, Attendance Rate, and the Retention Rate				
Timeline: August 2016 - June 2017			Funding Sources: No Funds Required				
9) Implement a food pantry and closet at Pullam to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.	10	Campus Administration	Formative: Student Progress Reports and Benchmark scores Summative: STAAR, Attendance Rate, and Retention Rate				
Populations: Pre-K -5th AR Timeline: August 2016 - June 2017			Funding Sources: No Funds Required				

10) Provide classroom coverage for curriculum planning and vertical alignment in order for teachers to meet the individualized needs of all students for them to reach academic excellence. Populations: K-5 students, BIL, AR, TI, MI, DYS, Migrant Timeline: December 2016 - May 2017 CNA: p. 9	1	Principal Dean of Instruction Teacher	Formative: Walk-through Lesson plans Student work BOY, MOY, EOY Progress monitoring Progress reports Grades Report cards Campus Benchmark Results Summative: State Assessment Results TAPR TELPAS SELP/SSLP TPRI/ Tejas LEE/ CPALLs IEPs				
Funding Sources: No Funds Required							
11) Purchase presentation cart, projector, document camera, printer, laptop with license, and smartboard in order to provide for staff development so that all staff are prepared to meet the educational needs their students. Populations: AR, LEP, T1, MI Timeline: August 2016 - June 2017 CNA: p. 12	3	Principal Dean of Instruction	Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results Summative: STAAR				
	Funding Sources: State Compensatory, State Compensatory, State Compensatory						
✔ = Accomplished 🟠 = Considerable 🔵 = Some Progress ⚪ = No Progress ❌ = Discontinue							

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

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

Summative Evaluation: 2016-2017 Attendance Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Recognition for class with 100% attendance. Class will have a Big Red visit to ensure that all students will continue to meet attendance goals. Populations: PK-5TH grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD	2	Counselors, Teachers, and Principal	Formative: Review weekly attendance rates to determine recipients of attendance award Summative: EOY Attendance Rate EOY Attendance Record EOY Report Card				
Timeline: August 2016-May 2017 (weekly)			Funding Sources: No Funds Required				
2) Grade level with highest percentage of Perfect Attendance for the six weeks will receive a Perfect Attendance Certificate and end of year trophies to ensure that all students meet attendance and academic goals.	1, 2	Counselors, Teachers, Principal, and Data Entry Clerk	Formative: List of certificate recipients by grade level Summative: Attendance Record				
Populations: PK-5th grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p. 9			Funding Sources: Local - $2100.00				

3) Reinforce attendance to ensure that students meet attendance and academic goals by announcing the campus attendance daily through intercom system. Populations: PK-5th grade, AR, TI, TIM, Migrant, SE, GT, DYS, BIL, LEP Timeline: August 2016 - May 2017 (daily)	1	Assistant Principal	Formative: Daily computerized print out generated by data entry Summative: EOY Report Cards				
			Funding Sources: No Funds Required				
4) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / Management included in Campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Populations: Campus Staff Attendance Personnel Timeline: 2016 Fall Semester	2	Principal, Assistant Principals, PEIMS Supervisor, Attendance Clerks, Attendance Liaisons, Attendance Office, and Data Entry Clerk	Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Summative: Report Card				
			Funding Sources: No Funds Required				
5) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2014-2015 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels. Populations: Campus Administration Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	2	Principal, PEIMS Supervisor, Attendance Clerk, Discipline Clerk. and Computer Services	Formative: OSS Rate Summative: Report Card				
			Funding Sources: No Funds Required				

6) Attendance clerks, parent / attendance liaisons, and teachers consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Populations: Campus & District Staff Pupil Services Personnel Timeline: 2016 Fall Semester (Daily) 2017 Spring Semester (Daily)	2, 6	Principal, Campus PEIMS Supervisor, Attendance Clerks, Parent Liaisons, Student Accounting, and Data Entry Clerk	Formative: Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS Summative: Report Cards				
		Funding Sources: No Funds Required					
7) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Populations: PEIMS Supervisors Clerks Timeline : 2016 Fall Semester 2017 Spring Semester	4, 6	School Messenger Notification System Trainer, Computer Services, PEIMS Supervisor, Pupil Services, and Data Entry Clerk	Formative: Agendas, Sign-in Sheets Summative: Attendance Report				
		Funding Sources: No Funds Required					

✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue

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

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

Summative Evaluation: 2016-2017 Discipline Log and Review 360

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) An Emergency Operating Team for serious discipline problems needing immediate attention will be formed to ensure student safety and academic goals.	2	Principal Teachers Counselors	Formative: Benchmarks Summative: EOY Report Card				
Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD Timeline: August 2016 - May 2017			Funding Sources: No Funds Required				
2) Implement a lockdown system to alert faculty/staff/students of an upcoming emergency situation will be started to ensure student safety.	2, 4	Principal, Teachers, Counselors, and Nurse	Formative: Benchmarks Summative: STAAR Results				
Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD Timeline: Fall 2016			Funding Sources: No Funds Required				
3) Teachers will nominate a student with character every week (Big Red Award) to help students meet academic goals. Students will take picture with Big Red which will be prominently displayed on Big Red Bulletin Board.	2	Teachers and Counselors	Formative: Benchmarks Summative: STAAR Results, Report Cards				
Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD Timeline: August 2016 - May 2017 (Weekly)			Funding Sources: No Funds Required				

4) Presentation on Conflict Resolution, Discipline Management, Drop out Reduction, Suicide Prevention & Intervention, and Violence/Gang Prevention and Intervention will be given to all PK-5th grade students to ensure student safety and academic goals.	2, 3	Teachers, Counselors, and Principal	Formative: Benchmarks Summative: STAAR Results, EOY Report Cards				
Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD Timeline: Fall 2016		Funding Sources: No Funds Required					
5) Implement a Character Education Program to ensure all students achieve academic goals. Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD	2, 3	Teachers Counselors Principal	Formative: Lesson Plans Classroom Observation Decrease in referrals Benchmarks Formative: EOY Report Card STAAR Results				
Timeline: August 2016 - May 2017 CNA: P.		Funding Sources: Local - $300.00					
6) Provide training for administrators and new teachers: (a) to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.	2, 4	Principal Assistant Principal Counselors Professional Development RTI Specialist	Formative: Agenda, Sign-in sheets Summative: EOY Report Card				
Populations: K-5 students, BIL, AR, TI, MI, GT, SE, DYS Timeline: August 2016 - May 2017		Funding Sources: No Funds Required					

7) Provide scheduled professional development based on level of expertise and need in the following areas: a.) Bullying Prevention; b.) Violence/conflict resolution; c.) Recent drug use trends; d.) Resiliency/Developmental Assets; e.) Dating Violence; f.) Signs of Child Abuse; g.) Classroom Management; h.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.	4	Administrators, Principals, APs, Counselors, Professional Development, Behavioral Specialists, RtI Specialist, BISD PD	Formative: Attendance Roster, Professional Development, PEIMS, Discipline Report Summative: EOY Report Card				
Populations: K-5 students, BIL, AR, TI, MI, GT, SE, DYS Timeline: August 2016 - June 2017			Funding Sources: No Funds Required				
8) Purchase supplies to maintain the daily maintenance of the campus in order to provide a safe and clean productive environment for all students to be successful learners. Population: ALL Students, Campus personnel Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: P.		Principal Assistant Principal	Formative: Progress Reports Summative: STAAR				
			Funding Sources: Local - $9000.00				

✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

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

Summative Evaluation: Parent Meeting Sign In Sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Conduct an Annual Title I Meeting to inform parents of services provided through Title I and professional qualifications of staff. Populations: Parents	2	Principal, Teachers, and Parent Liaison	Formative: Sign-In sheets & Number of attendees, Flier, Agenda Meeting Minutes Summative: STAAR Results, Title I-A Parental Involvement Compliance Checklist				
Timeline: Fall 2016	Funding Sources: No Funds Required						
2) Performance by students during Christmas Carnival, Charro Days Festivities and Fiesta Night to showcase talents of students and increase parent participation that reflects in their academic progress. Populations: Parents	3, 6	Teachers, Principal, and Parent Liaison	Formative: Parent Invitations & Sign-In sheets Summative: STAAR Results				
Timelin6: Fall 2016 & Spring 2017	Funding Sources: No Funds Required						
3) Parents participate in "Meet The Teacher" and "Report Card Night" to help ensure academic success of all students. Populations: Parents	6	Principal, Staff, and Parent Liaison	Formative:Sign-In Sheets Summative: STAAR Results, Attendance Rate				
Timeline: August 2016 & March 2017	Funding Sources: No Funds Required						

4) Each teacher will make a minimum of two contacts with each parent to discuss student progress and student compact. Populations: Parents Timeline: Fall 2016 & Spring 2017	6	Principal Teachers Cafeteria Staff Parent Liaison	Formative: Newsletter to parents Summative: Parent Contact Log and Discipline referrals				
	Funding Sources: No Funds Required						
5) Head-Start students to visit Pre-Kinder units to facilitate transition to public school and 5th Grade students to visit Stillman Middle School to facilitate transition to Middle School. Populations: PK and 5th grade students Timeline: May 2017	7	Principal Head Start Administration Pre-Kinder Teachers Parent Liaison	Formative: Sign-In Sheets Summative: Attendance Log				
	Funding Sources: No Funds Required						
6) Implement CATCH Program to maintain student and parent health to ensure academic success for all students. Populations: Parents Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	6	Principal Nurse Parents Teachers Cafeteria Manager Counselors Parent Liaison	Formative: Benchmarks Summative: STAAR Scores, Fitness Gram results				
	Funding Sources: No Funds Required						

7) All Pre K-5th grade teachers will send progress reports to parents regarding progress to ensure academic success. Populations: Parents	3, 6	Principal Teachers Technology Teacher Parents Parent Liaison	Formative: Progress Reports Summative: Signed Progress Reports, STAAR Results				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required				
8) The Campus keeps the community informed of the Campus Performance and Campus Performance Objectives Populations: Parents	2, 6	Principal Teacher Technology Teacher Parents Parent Liaison	Formative: Progress Reports Summative: Signed Progress Reports, STAAR Results				
Timeline: Sept. 2016 - May 2017			Funding Sources: No Funds Required				
9) Conduct an annual Title I parent survey to evaluate the effectiveness of parental involvement efforts. Populations: Parents	2, 6	Principal Teachers Technology Teacher Parents Parent Liaison	Formative: Progress Reports Summative: Signed Progress Reports Title I Parental Involvement Compliance Checklist EOY Survey Results				
Timeline: May 2017			Funding Sources: No Funds Required				
10) Complete and disseminate parental involvement policy so as to delineate how parents will be actively involved at the campus level with the intention to increase participation. Populations: Parents	6	Principal, Teachers, Technology Teacher, Parents, and Parent Liaison	Formative: Progress Reports Summative: Signed Progress Reports, Title I Parental Involvement Compliance Checklist STAAR Results Discipline Referrals Attendance Rates				
Timeline: Sept. 2016 - May 2017			Funding Sources: No Funds Required				

11) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e. home visits, parental involvement meetings/ trainings and attendance incentives. Populations: Parents Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p. 9, 15	1, 6	Principal and Parent Liaison	Formative: Monthly Contact Log Composite Report Summative: Monthly Mileage Log			
			Funding Sources: Local			
12) Pullam Elementary will continue to fund Parent Liaison for the purpose of educating parents to better assist their children through the educational process, monitor/contact parents to address student absences and tardies, and to increase student achievement at Pullam Elementary. Populations: Parent Liaison Timeline: August 2016 June 2017 CNA: p. 15	1, 6	Principal	Formative: District and Campus Benchmark Scores, Parent Trainer Observations, Student Progress Reports Summative: EOY Student Passing Rates, EOY Assessment Scores Parent participation, Contact Log, STAAR Results, Discipline Referrals, Attendance Rates			
			Funding Sources: Title I-A - $31499.00			
13) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Populations: Parents Timeline: Sept. 2016 - Oct. 2016	1, 5	Principal Parent Liaison	Formative: School-Parent- Student Compacts Summative: Composite of End of Year survey, STAAR Results, Title I Parental Involvement Compliance Checklist, Contact Log, Discipline Referrals, Attendance Rates			
			Funding Sources: No Funds Required			

14) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy, School-Parent-Student Compact, and Campus Improvement Plan. Populations: Parents of all Students Timeline: August 2015 - May 2016	6	Principal Parent Liaison SBDM Committee	Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact, Parent Representative List Summative: Composite of meeting minutes, Discipline referrals, Attendance Rates, STAAR results				
		Funding Sources: No Funds Required					
15) Host a "Parent Orientation Day" to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities Populations: Parents of all Students and Community Members Timeline: Fall 2016	6	Campus Administrators Parent Liaison	Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations Summative: Discipline Referrals				
		Funding Sources: No Funds Required					
16) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Populations: Teachers Administrators Timeline: August 2016 - January 2017	4, 6	Principal Parent Liaison	Formative: Agendas Sign-in Sheets Session Evaluations Summative: Increased parent participation, Title I Parental Involvement Compliance Checklist				
		Funding Sources: No Funds Required					

17) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations Home Access Center (HAC)	4, 6	Parent Liaison	Formative: Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Minutes Conference Evaluations Summative: STAAR results Composite of evaluation results Title I Parental Involvement Compliance Checklist				
Populations: Parents Timeline: August 2016 - May 2017			Funding Sources: No Funds Required				
18) Pre-Kinder Teachers will host Parent Night once every 6 weeks to encourage and educate parents in ways to encourage and help their children succeed in school. Populations: Pre-Kiinder Parents	1, 4, 6	Pre-K Teachers Campus Administration	Formative: Fliers Sign-In Sheets Summative: Increased parent participation				
Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required				

Strategy		Staff Responsible	Evidence that Demonstrates Success			
19) To increase communication between home and school, information boards in the front office with current and upcoming school and district events, School Messenger, and marquee are prominently displayed. Weekly notices will be disseminated to invite parents to parent weekly meetings. Populations: Parents and School Personnel	1, 6	Principal Parent Liaison	Formative: Fliers Sign-In Sheets Summative: Increased parent participation School Messenger reports STAAR Results			
Timeline: August 2016 - May 2017	Funding Sources: Title I-A - $161.00					
20) Parental Involvement meetings will educate parents by providing relevant information relating to students academic achievement. Populations: Parents Timeline: August 2016 - May 2017	4, 6	Principals Parent Liaisons	Formative: Fliers Sign-In Sheets Summative: Increased parent participation School Messenger reports STAAR Results			
	Funding Sources: No Funds Required					
21) Pullam Elementary will recognize parent volunteers for their participation and commitment in assisting to increase student achievement. Populations: Parents Volunteers Timeline: May 2017	6	Principal Liaison	Formative: Invitation Agenda Sign In Sheet Authority to Volunteer Form Summative: STAAR Results Attendance Rates			
	Funding Sources: No Funds Required					
22) Provide all campus personnel a yearly schedule of events to ensure timely compliance with all campus and district due dates. Populations: Teachers and School Personnel Timeline: August 2016 - June 2017	3, 4	Campus Administrators	Formative: Fliers Summative: Increased parent participation School Messenger reports STAAR Results			
	Funding Sources: No Funds Required					
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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

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

Summative Evaluation: 2016-2017 STAAR Scores and Attendance Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Identify and address areas of students' needs in comprehension skills development, specifically TEKS to ensure academic success.	3, 9	Principal Teachers Dean of Instruction Counselors	Formative: Benchmarks Summative: STAAR Results				
Populations: PK-5th grade, Migrant/PFS Students Timeline: September 2016 - June 2017		Funding Sources: No Funds Required					
2) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Populations: 1st grade, Migrant/PFS Students Timeline: September 2016 - May 2017	3	Campus Principal Elementary Teachers	Formative: Three Week Progress Reports Summative: Six Week Report Cards TPRI/Tejas LEE Assessment Results				
		Funding Sources: No Funds Required					

Objective	Code	Staff Responsible	Evidence				
3) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion, if needed, or to participate in the enrichment migrant summer program. Populations: PK-5th grade, Migrant/PFS Timeline: June 2016 - July 2017	9	Campus Principal Homeroom Teachers	Formative: Eligibility Lists And Attendance Sheets Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation				
		Funding Sources: No Funds Required					
4) Migrant students' 3rd - 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Populations: 3rd-5th grade, Migrant/PFS Timeline: October 2016 through May 2017	3	Campus Principal Counselor Classroom Teacher	Formative: STAAR Remediation Enrollment Lists NGS TAKS Report Benchmark Results Summative: State Assessment Results				
		Funding Sources: No Funds Required					
5) Migrants will be provided school supplies in order to provide them with the necessary tools to complete their classroom assignments, projects, and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. Populations: PFS and Migrant Student Timeline: August 2016 - June 2017 CNA: p. 15	1, 9	Principal Dean of Instruction Counselors	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature				
		Funding Sources: No Funds Required					
6) Supplemental support will be provided to PFS students in the form of personal items (hygiene products) to ensure they have necessary materials for instruction. Populations: PFS Migrant Student Timeline: August 2016 - June 2017	1, 9	Principal Dean of Instruction Counselors	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent signature				
		Funding Sources: No Funds Required					

7) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Counselors and administration will oversee progress of Migrant students. Populations: PFS Migrant Student Timeline: August 2016 - June 2017	1, 2	Campus Administrators Counselors	Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool				
		Funding Sources: No Funds Required					
8) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students, pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Populations: Migrant/PFS Students Timeline: August 2016 - June 2017	9	Campus Principal Homeroom Teachers Counselors	Formative: Pre-Assessment Results Campus Composites Summative: CPALLS , TPRI, Tejas LEE, Aprenda				
		Funding Sources: No Funds Required					
9) Additional supplemental instructional materials to address the academic weakness of migrant students will be provided to practice at home in order to reinforce and strengthen instructional skills and be academically successful. Populations: Migrant/PFS Students Timeline: September 2016 - June 2017 CNA: P. 15	1, 6, 9	Principal Dean of Instruction Counselors	Formative: NGS Campus Reports, Benchmarks Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature STAAR				
		Funding Sources: Title I-C (Migrant) - $95.00					

10) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Populations: PFS Students/Migrant Parents of PK-2nd grade students Timeline: August 30, 2016- June 2, 2017	6, 9	Principal Parent Liaison	Formative: Visitation Logs, Parent Meeting Evaluations Summative: Session Evaluations, Participation Surveys, Promotion Rate				
			Funding Sources: No Funds Required				
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. Populations: PFS/Migrant Students Timeline: September 1, 2016 - May 29, 2017	9	Principal Teachers	Formative: Tutorials, Enrollment Lists, Attendance Reports, Participants Survey Summative: Session Evaluations, STAAR				
			Funding Sources: No Funds Required				
12) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Populations: PFS/Migrant Students Timeline: April 2017	2	Campus Administration	Formative: Parent Meeting Evaluations, Summative: Survey Results, Implementation of Survey Suggestions				
			Funding Sources: No Funds Required				

= Accomplished   = Considerable   = Some Progress   = No Progress   = Discontinue

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

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

Summative Evaluation: 2016-2017 STAAR Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Provide support for technology training for teachers in the areas of: Powerpoint, Smartboard, Weblinks, E Instruction that will assist, create, and develop an ambience for interactive learning and increase student participation in classroom instruction Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	4, 5	Principal Dean of Instruction Classroom Teacher	Formative: Lesson plans Walk-throughs Students work Progress reports Summative: EOY Report cards Funding Sources: No Funds Required				

2) PK- 5th grade students will attend computer technology lab weekly to address technology skills; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 60% English Proficiency. Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	3	Campus Principal Dean of Instruction Classroom Teachers TST	Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs			
			Funding Sources: No Funds Required			
3) Improve the students reading skills with the use of the Accelerated Reader to ensure success on STAAR. Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	3	Principal Classroom teachers	Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs			
			Funding Sources: No Funds Required			

			Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades				
4) Students will be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 60% English Proficiency.	4	Campus Principal Dean of Instruction Classroom Teachers TST					
			Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs				
Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017			Funding Sources: No Funds Required				
5) Purchase supplemental instructional materials (ink, paper, memory card) in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship	1	Classroom Teachers Principal Dean of Instruction	Formative: Benchmarks Summative: STAAR Results				
Population: Teachers, Students Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p. 18			Funding Sources: Local - $3000.00, Local, Title I-A - $2000.00				

Strategy		Staff Responsible	Evidence			
6) Purchase computers so that students will have access to programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Once a week September 2016- May 2017	1, 3	Principal Dean of Instruction Asst Principal Teachers	Formative: Benchmarks 6 wks grades Projects Summative: EOY Grades Promotion/ Retention Rates STAAR			
		Funding Sources: No Funds Required				
7) TST will improve school website through the addition of educational and instructional websites for parents and students to access from home so that students have access to instructional and intervention resources and improve student achievement. Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017	6	Principal Dean of Instruction TST	Formative: Benchmarks 6 wks grades Summative: EOY Grades Promotion/ Retention Rates STAAR Results			
		Funding Sources: No Funds Required				
8) Purchase printers and ink cartridges for teachers to print documents, HMH PDF files, teacher created materials, lessons, and tests, and other instructional related documents that will assist in the instructional lesson and tutorials. Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p.19	1, 3, 9	Principal Assistant Principal Dean of Instruction Teachers	Formative: Progress Reports Summative: STAAR			
		Funding Sources: State Compensatory - $675.00, State Compensatory - $2270.00				

9) Classrooms provided with Smartboards and computers with licenses in order to provide students with interactive activities that will promote student engagement and meet the diverse needs of students thereby increasing student participation, strengthening instructional skills and becoming academically successful. Population: ALL Students, TI, M1, LEP, SE, AR, GT Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: p.19	1, 2, 9	Principal Assistant Principal Dean of Instruction Teachers	Formative: Progress Reports Summative: STAAR			
		Funding Sources: State Compensatory				
10) Purchase general supplies in order to facilitate the daily functions of the campus and its personnel. Population: ALL Students, Campus personnel Timeline: Sept. 23, 2016 Nov. 4, 2016 Dec. 20, 2016 Feb. 17, 2017 Apr. 21, 2017 June 6, 2017 CNA: P.		Principal	Formative: Progress Reports Summative: STAAR			
		Funding Sources: Local - $3000.00				

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue

State Compensatory

Budget for Pullam Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-142-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$19,967.00
162-11-6118-00-142-Y-30-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$9,930.00
162-11-6119-00-142-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$147,996.00
162-13-6119-31-142-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$64,860.00
	6100 Subtotal:	**$242,753.00**
6200 Professional and Contracted Services		
162-11-6249-00-142-Y-30-LWS-Y	6249 Contracted Maintenance & Repair	$2,800.00
	6200 Subtotal:	**$2,800.00**
6300 Supplies and Services		
162-11-6249-00-142-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	$3,200.00
162-11-6396-00-142-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	$1,820.00
162-11-6399-	6399 General Supplies	$5,000.00
162-11-6399-00-142-Y-30-000-Y	6399 General Supplies	$16,823.00
	6300 Subtotal:	**$26,843.00**

Personnel for Pullam Elementary:

Name	Position	Program	FTE
Cynthia Guerra	Dean of Instruction	State Compensatory	1
Imelda Vega	Pre-Kinder Teacher	State Compensatory	.5
Joanna Leal	Dyslexia Teacher	State Compensatory	1
Liza Almazan	Pre-Kinder Teacher	State Compensatory	.5
Persida Abrego	Pre-Kinder Teacher	State Compensatory	.5
Tammi Garcia	Pre-Kinder Teacher	State Compensatory	.5

Title I

Schoolwide Program Plan

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

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

2: Schoolwide Reform Strategies

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

3: Instruction by highly qualified professional teachers

Highly-qualified teachers, will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative

certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. (1.1.1, 1.1.8, 1.1.16, 3.1.1, 4.1.12)

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

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

5: Strategies to attract highly qualified teachers

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

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parents are also offered the opportunity to exercise through the Fit Program. (7.1.1, 7.1.7, 7.1.10, 7.1.12, 7.1.18, 7..1.19, 7.1.20)

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

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

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual

students and the overall instructional program

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

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

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

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

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

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

Instructional Supplies (8.1.9)

School supplies (8.1.5)

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

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

healthy lifestyle. (8.1.6)

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

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

Title I Personnel

Name	Position	Program	FTE
Dania Castro	Teacher Aide		1
Dina Hernandez	Library Aide		1
Elena Acosta	ComputerLab Aide		1
Ernestina Rodriguez	Pre-Kinder Aide		1
Maria E Freitag	Parent Liaison		1
Noelia Maldonado	Nurse		.4
Yvonne Haralson	Pre-Kinder Aide		1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Celia de los Santos	Principal
Administrator	Cynthia Guerra	Dean of Instruction
Business Representative	Martha Cardenas	Business Owner
Classroom Teacher		
Classroom Teacher		
Classroom Teacher		
Classroom Teacher	Maria Bodden	Second Grade Teacher
Classroom Teacher	Gabriela Carrera	Kinder Teacher
Classroom Teacher	Tammi Garcia	PK Teacher
Classroom Teacher	Adrian Gonzalez	First Grade Teacher
Classroom Teacher	Sandra Guerra	Third Grade Teacher
Classroom Teacher	Francis Guerrero	Third Grade Teacher
Classroom Teacher	Gerardo Hernandez	Kinder Teacher
Classroom Teacher	Olga Orta	Second Grade Teacher
Classroom Teacher	Irma Perez	Fourth Grade Teacher
Classroom Teacher	Glenda Rodriguez	Fifth Grade Teacher
Classroom Teacher	Jessica Rodriguez	Fourth Grade Teacher
Classroom Teacher	Vanessa Sanchez	Fifth Grade Teacher
Classroom Teacher	Cynthia Urteaga	First Grade Teacher
Classroom Teacher	Imelda Vega	PK Teacher
Community Representative	Conrad Bodden	Community Member
Non-classroom Professional	Elizabeth Paredes-Aragus	Counselor
Non-classroom Professional	Isabel Salinas	Librarian
Paraprofessional	Erendira Freitag	Parent Liaison
Parent	Luis Carpio	Parent

Campus Funding Summary

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional and Supplemental Supplies	199-11-6399-00-142-Y-11-000-Y	$5,510.00
1	1	9	Books and supplies	199-12-6399-00-142-Y-99-000-Y	$1,000.00
1	1	50	Health and P.E. curriculum resources	199-11-6399-51-142-Y-11-000-Y	$1,000.00
1	1	65	First Aid Supplies	199-33-6399-00-142-Y-99-000-Y	$300.00
4	1	2	End of Year Trophies and Academic Awards	199-11-6498-00-142-Y-11-000-Y	$2,100.00
5	1	5	Character Education Materials	199-31-6399-00-142-Y-99-000-Y	$300.00
5	1	8	General Supplies	199-51-6315-00-142-Y-99-000-Y	$9,000.00
6	1	11	Mileage	199-61-6411-00-142-Y-99-000-Y	$0.00
8	1	5	General Supplies- Paper	199-11-6396-00-142-Y-11-000-Y	$3,000.00
8	1	5	General Supplies- Ink	199-11-6399-62-142-Y-11-000-Y	$0.00
8	1	10	General Supplies	199-23-6399-00-142-Y-99-000-Y	$3,000.00
				Sub-Total	$25,210.00

Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	4 Teacher Aides	211-11-6129-00-142-Y-30-0F2-Y	$104,554.00
1	1	4	General Supples, Workbooks	211-11-6399-00-142-Y-00-0F2-Y	$15,003.00
1	1	4	Novels and Mentor Texts	211-11-6399-00-142-Y-00-0F2-Y	$920.00
1	1	5	General Supplies	211-11-6399-00-142-Y-00-0F2-Y	$1,190.00
1	1	6	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-00-0F2-Y	$1,100.00
1	1	7	Librarian Aide	211-12-6129-00-142-Y-30-0F2-Y	$23,591.00
1	1	40	General Supplies	211-11-6399-00-142-Y-00-0F2-Y	$2,000.00
1	1	63	Campus Nurse (40% of Nurse's Salary)	211-33-6119-00-142-Y-30-0F2-Y	$24,718.00
6	1	12	Parent Liaison	211-61-6129-00-142-Y-30-0F2-Y	$31,499.00
6	1	19	Flier, General Supplies	211-61-6399-00-142-Y-00-0F2-Y	$161.00

8	1	5	Paper	211-11-6399-00-142-Y-00-0F2-Y	$2,000.00
				Sub-Total	$206,736.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General Supplies Workbooks	162-11-6399-00-142-Y-30-000-Y	$5,420.00
1	1	5	General Supplies	162-11-6399-00-142-Y-30-000-Y	$2,802.00
1	1	6	Instructional and Supplemental Supplies	162-11-6399-00-142-Y-30-000-Y	$1,080.00
1	1	9	Library Scholastic Book Program Sales, Point Incentive System Student Motivation	162-11-6249-62-142-Y-30-000-Y	$200.00
1	1	40	General Supplies	162-11-6399-00-142-Y30-000-Y	$2,000.00
1	1	46	Weekly Periodicals Subscriptions	162-11-6325-00-142-Y-30-000-Y	$0.00
1	1	69	Living with Science Software	162-11-6249-00-142-Y-30-LWS-Y	$0.00
1	1	70	iStation	162-11-6395-62-142-Y-30-0K2-Y	$0.00
3	1	1	2 FTEs	162-11-6119-00-142-Y-30-000-Y	$147,996.00
3	1	2	SSI Tutorials	162-11-6118-00-142-Y-30-SSI-Y	$8,604.00
3	1	2	Tutorials	162-11-6118-00-142-Y-30-000-Y	$12,000.00
3	1	2	Paper	162-11-6396-00-142-Y-30-000-Y	$2,500.00
3	1	3	1 FTE	162-13-6119-31-142-Y-30-000-Y	$68,103.00
3	1	3	Supplies	162-13-6399-00-142-Y30-000-Y	$6,000.00
3	1	4	1 FTE	162-11-6119-00-142-Y-30-054-Y	$48,661.00
3	1	11	Presentation Cart	162-13-6398-62-142-Y30-000-Y	$0.00
3	1	11	Laptop, Smartboard, document camera, projector	162-13-6649-62-142-Y30-000-Y	$0.00
3	1	11	Printer, Ink	162-13-6399-62-142-Y-30-000-Y	$0.00
8	1	8	Printers	162-11-6399-00-142-Y-30-000-Y	$675.00
8	1	8	Ink	162-11-6399-00-142-Y-30-000-Y	$2,270.00
8	1	9	Smartboards and student computers	162-11-6649-62-142-Y30-000-Y	$0.00
				Sub-Total	$308,311.00

Federal Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General Supplies	263-11-6399-00-142-Y-25-000-Y	$3,800.00
1	1	5		263-11-6399-00-142-Y25-000-Y	$2,175.00
				Sub-Total	$5,975.00

Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	9	Supplemental Instructional Material for Migrant	212-11-6399-00-142-Y-24-0F2-Y	$95.00
				Sub-Total	$95.00

No Funds Required

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TPRI, MAT 8, APRENDA, Literature Class Set		$0.00
1	1	3	HMH, ELPS, Language Enrichment, DLM, OWL, Multisensory Grammar, STAAR Reporting Categories, SRA		$0.00
1	1	8	HMH ELPS Language Enrichment DLM OWL Multisensory Grammar STAAR Reporting Categories SRA Intervention guides		$0.00
1	1	10	Professional Development		$0.00
1	1	11	Dean of Instruction		$0.00
1	1	12	HMH, 6+1 Traits of Writing, Empowering Writers, Write Source		$0.00
1	1	13	HMH, ELPS, Language Enrichment, DLM, OWL, Multisensory Grammar, STAAR Reporting Categories		$0.00
1	1	14	Professional Development		$0.00
1	1	15	District Professional Development		$0.00
1	1	16	Classroom Teachers and Special Education Teachers		$0.00
1	1	17	Inclusion teachers		$0.00
1	1	18	HMH ELPS Language Enrichment DLM OWL Multisensory Grammar		$0.00
1	1	19	Professional Develpment		$0.00
1	1	20	Intervention plan		$0.00
1	1	21	Chess Program		$0.00

1	1	22	Professional Development		$0.00
1	1	23	Computer Lab, Classroom Computers		$0.00
1	1	24	Teachers, adopted curriculum		$0.00
1	1	25	SIOP TEKS Texas Literacy Initiative TEKS- appropriate modified/ accommodated Reading materials TEKS- appropriate modified/ accommodated Writing materials Accelerated Reader Reading Program		$0.00
1	1	26	District STAAR data State STAAR data AYP data		$0.00
1	1	27	Region One ARD Committee Decision-Making Process for the Texas Assessment Program Manual		$0.00
1	1	28	Reports from IEPplus ARD documentation ARDC Decision Making Manual		$0.00
1	1	29	Reports from IEPplus ARD documentation ARDC Decision Making Manual		$0.00
1	1	30	Confidential Student Reports Eduphoria		$0.00
1	1	31	Confidential Student Reports Eduphoria		$0.00
1	1	32	Confidential Student Reports Eduphoria Professional Development Dept. Region One ESC TEKS		$0.00
1	1	33	Confidential Student Reports Eduphoria Professional Development Dept. Region One ESC TEKS		$0.00
1	1	34	STAAR Reporting Categories Science Materials		$0.00
1	1	35	Science TEKS, TEA Science Resource Center, AIMS (Activities integrating Math & Science), TIIB		$0.00
1	1	36	STAAR Reporting Categories Living w/Science		$0.00
1	1	37	Lab Equipment Room, Teacher, AIMS , Software,		$0.00
1	1	38	Science books, Bill Nye videos, periodicals		$0.00
1	1	39	Science activities		$0.00
1	1	41	STAAR Reporting Categories Living w/Science		$0.00
1	1	42	Professional Development, STAAR Reporting Categories, Living w/Science		$0.00

1	1	43	General Supplies, Counselor Presentations, Big Red		$0.00
1	1	44	Novels		$0.00
1	1	45	Career Day Presenters		$0.00
1	1	47	Professional Development		$0.00
1	1	48	Social Studies Textbook		$0.00
1	1	49	Fitness gram documentation		$0.00
1	1	51	STAAR Objectives -TEKS Objectives -Content area Scope & Sequence		$0.00
1	1	52	CATCH Curricululm		$0.00
1	1	53	CATCH Activities		$0.00
1	1	54	Club Equipment		$0.00
1	1	55	Dental and Hygiene booklets		$0.00
1	1	56	PE Equipment		$0.00
1	1	57	School Health Index		$0.00
1	1	58	Wellness Policy Reference Manual -Square Meals.org (Texas Dept. of Agriculture) -Food & Nutrition Services Personnel		$0.00
1	1	59	Safety Plan		$0.00
1	1	60	Distribution of the BISD Parent/Student Handbook		$0.00
1	1	61	Policy: Exhibit (FFG)		$0.00
1	1	62	Counselor, Parent Presentation		$0.00
1	1	64	General Supplies		$0.00
1	1	66	Research Based Interventions RTI Resources School Readiness Kit PK-4 Teacher Academies TPRI/Tejas Lee Intervention Guide Florida Center		$0.00
1	1	67	Adopted Curriculum, Scope and Sequence, Timelines		$0.00
1	1	68	Assessment Data		$0.00
1	1	71	Talent Search Presenter		$0.00
1	1	72	Higher Order Thinking Questions		$0.00
1	1	73	Intercom System		$0.00

1	1	74	Interview Committee		$0.00
2	1	1	Musical Instruments		$500.00
2	1	2	Songs and instruments		$0.00
2	1	3	Musical instruments Provided by Stillman MS		$0.00
2	1	4	Music Memory Study materials		$0.00
2	1	5	Art Smart Study materials		$0.00
2	1	6	Ballroom Attire		$0.00
3	1	5	Homeless Documentation		$0.00
3	1	6	Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act		$0.00
3	1	7	Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act		$0.00
3	1	8	Homeless Youth Flyers		$0.00
3	1	9	Supplies, clothes, and materials available from the Homeless Youth Project Donated food, clothes, and hygiene products		$0.00
3	1	10	In house coverage		$0.00
4	1	1	Attendance Goals		$0.00
4	1	3	Intercom System		$0.00
4	1	4	Attendance Management System developed by Attendance Office		$0.00
4	1	5	Discipline Plan		$0.00
4	1	6	Attendance Management System developed by Attendance Office		$0.00
4	1	7	Professional Development		$0.00
5	1	1	Violence Prevention Video, Guidance and Counseling		$0.00
5	1	2	Ink, Printer, Paper		$0.00
5	1	3	Intercom, Video on lockdowns, trainings		$0.00
5	1	4	Materials provided by Detention Center		$0.00
5	1	6	Webinar		$0.00

5	1	7	Region 1, Texas School Safety Center, Professional Development, Guidance & Counseling, Community Professionals -MHMR Border Patrol University Students		$0.00
6	1	1	Notices		$0.00
6	1	2	Notices		$0.00
6	1	3	Notices		$0.00
6	1	4	Notices		$0.00
6	1	5	Notices		$0.00
6	1	6	CATCH Materials		$0.00
6	1	7	eSchools		$0.00
6	1	8	School Website		$0.00
6	1	9	Survey Materials		$0.00
6	1	10	Parental Involvement Policy		$0.00
6	1	13	Fliers and General Supplies		$0.00
6	1	14	Handouts		$0.00
6	1	15	Conference Booklet Handouts Books Brochures Pamphlets		$0.00
6	1	16	Handouts		$0.00
6	1	17	Handouts		$0.00
6	1	18	General Supplies		$0.00
6	1	20	Handouts		$0.00
6	1	21	General Supplies		$0.00
6	1	22	Notices		$0.00
7	1	1	Diagnostic Assessment		$0.00
7	1	2	State Assessments: TPRI Tejas LEE Local Assessments: Benchmarks		$0.00
7	1	3	Project SMART All Non-Migrant Summer School Programs NGS Currently Enrolled Report		$0.00
7	1	4	STAAR Test Results: Eduphoria Reports NGS Student Transfer Document NGS State Assessments R Report		$0.00

7	1	5	Supplies		$0.00
7	1	6	Supplies		$0.00
7	1	7	NGS PFS Report		$0.00
7	1	8	CPALLS Results TPRI Results Tejas LEE Results Aprenda Results		$0.00
7	1	10	Parent Meeting		$0.00
7	1	11	MEP Needs and Guideline		$0.00
7	1	12	Survey		$0.00
8	1	1	Professional Development		$0.00
8	1	2	Computer Labs Student Computers COWS		$0.00
8	1	3	Accelerated Reader		$0.00
8	1	4	Computer Lab, COWS, Student Computers		$0.00
8	1	6	Computers, Istation, Think Through Math, Living with Science		$0.00
8	1	7	School Websiste		$0.00
				Sub-Total	$500.00
				Grand Total	$546,827.00