

**Brownsville Independent School District**  
**Putegnat Elementary**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

## Mission Statement

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

# Vision

## Vision Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics:

The student population at Putegnat Elementary School is approximately four-hundred and seventy-eight students and serves students in EE through fifth grade which includes: Hispanic(474) White (485), Economically Disadvantaged (263), Limited English Proficient (327), At-Risk (263), Migrant (5), Gifted and Talented (27), and Special Education (40). Enrollment numbers have shown a steady increase over the past two years. The student population at Putegnat Elementary School has shown a growth in the mobility rate. A total of three-hundred and seventy-three students are identified as At-Risk with the highest number being identified under State Compensatory Program. Additionally, the retention rate is twenty percent of the school population. The Attendance Rates for the 2014-2015 school year is 97% for all students and 97% for At-Risk students. The Retention Rate for all students is 9.6% for all students, as well as At-Risk students. This demographic population has shown a steady increase of At-Risk students STAAR Advanced Level Assessment percentages including SP. ED., LEP, GT, 504, and Economically Disadvantaged students. SSI tutorials, third to fifth grade tutorials will BE implemented and educational software will be utilized to enhance the overall performance of STAAR Advanced Level Assessments. Campus Teachers will be utilized as Substitutes for After-School Tutorials. Strengths: Strong Administrative and Teacher -support, and availability State Compensatory Funds for At-Risk Students.

### Demographics Strengths

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

### Demographics Needs

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

## Student Achievement

### Student Achievement Summary

#### Student Achievement:

**The Student Achievement Profile for Third to Fifth Grade All Students Summary is as follows: Third grade Math (96%/95%AR), Reading (93%/93% AR), Fourth Grade Math (89%/88%) Reading (80%/78% AR) Writing (88%/87% AR), Fifth Grade Math (94%/90%) Reading (62%/40% AR), Science (88%/79% AR). The trends identified when student performance scores were compared demonstrate that there was some gains in the academic areas in third grade Reading and Math. Performance variation between groups are as follows: 2015-2016 STAAR Achievement Scores are: Third Grade Math/Reading (AR 96%, 93%) Econ. Disadvantaged (96%/93%,) Hispanic (96%/93%), GT (100%,86%), LEP (97%/ 90%) Migrant NA/NA) and Special Education (100%/50%). Fourth Grade Math, Reading and Writing STAAR Scores: AR (88%/78%/87%), Econ. Disadvantaged (89%/80%/86%), LEP (77%,62%,100%), Hispanic (89%/80%/87%), GT (100%/100%/100%), Migrant (100%/100%/100%), and Special Education (100%/100%/100%). Fifth Grade Math, Reading and Science STAAR Scores: AR (90%/40%/79%), Econo. Disadvantaged (94%/62%/88%), LEP (87%,13%,67%)Hispanic (94%,62%,88%), GT (100%/100%/100%), Migrant (NA/NA/NA), and Special Education (94%/62%/0%). Student achievement and advanced level performance is increased for all students by providing tutorials in academic areas. Student incentives will be provided to increase achievement and attendance scores. Transitional orientation meetings are conducted in a yearly basis.**

### Student Achievement Strengths

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

### Student Achievement Needs

**Needs: Special Educations students are in need of increasing passing scores, a need to continue to implement a 3 year old program, increase number of bilingual students who exit within 3 years. Migrant students will receive supplemental support services to ensure successful grade level completion, and provide general supplies to ensure migrant student success in the classroom academic content areas, increase advanced level performance for all students by providing tutorials in academic areas, and communication with parents and teachers needs to be increased. Employee travel mileage will be utilized. Provide general supplies and clothing to ensure migrant student success in the classroom academic content areas. SSI and third to fifth grade tutorials, as well as software interventions will be implemented. General supplies, Ink Cartridges will be utilized**

**to enhance instruction. (CIP 1.11, 3.1, 6.14, 7.1, 7.6, 8.3)**

## **School Culture and Climate**

### **School Culture and Climate Summary**

#### **School Culture and Climate:**

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

### **School Culture and Climate Strengths**

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

### **School Culture and Climate Needs**

**Needs: More extracurricular activities need to be made available, general supplies such as classroom materials, office & custodial and general supplies including copy paper to enhance overall student and parental participation, Teachers need to be more involved in decision making of educational issues, and increase positive recognition for academic performance and perfect attendance. There is a need for ink cartridges, lamps, laminating machine(s), printers, and student incentives (trophies, medals, etc.) (CIP 1.12, 1.13, 2.2, 2.3, 3.1, 4.1,4.3)**



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

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

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

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

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

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

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

**Needs: provide additional professional development on effective strategies for differentiating instruction, training and staff development supplies needed, specifically geared on differentiating instruction, provide additional RTI trainings for the differing Tiers, general supplies will be provided to ensure academic student success. (CIP 1.1, 1.9, 1.10, 3.1,5.3)**

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

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

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

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

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

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

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

**Needs: Computer Software/Licenses and software interventions such as, Living With Science, Brain Pop, edHelper, Star Fall, are needed to enhance academic achievement. Provide Guidebooks to Teachers to enhance classroom instruction in all academic areas for improvement in STAAR, TELPAS, Terra Nova and Supera. Motivation Math, Reading, Science, Dictionaries, STAAR Ready and STAAR workbooks will be utilized to enhance academic achievement. Math manipulatives for hands on learning will be utilized to improve Math STAAR Achievement scores. Provide general classroom supplies and student planners to assist Teachers in the classroom for improving student achievement. Substitutes will be utilized for L-PAC Committee Meetings: Verifying student categories and entering data on Sp Program Folder(s). Professional Development training in Reading, Math, Writing, and Science will implemented in order to meet academic state challenges in testing and assessment. General supplies will be utilized for L-PAC committee meetings, Professional Development, grade level meetings and PPCD. Provide Montessori materials and/or classroom furniture to EE student population to enhance student achievement. Instructional materials will be provided to enhance the Fine Arts program. Librarian Para-professional will assist Librarian in implenting reading for enjoyment in AR, Reader's Theatre, etc. Library books and class sets will be purchased to maintain high quality books which have earned the Caldecott and Newbery Distinctions. EE, PK Teachers and Para-Professionals will carry out the District's Curriculum for a well-rounded student outcome. The Dean will conduct professional development sessions and provide teacher support. A Migrant Teacher will assist migrant students in the District's Curriculum to improve student's academic achievement results. (CIP 1.2,1.6, 1.7, 3.3, 3.12, 8.1)**

## **Family and Community Involvement**

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

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

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

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

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

### **Family and Community Involvement Needs**

**Needs: Additional Parent Involvement is needed. Less than 50% of parents volunteer or participate. Parents will be provided nutritional snacks during Parental Involvement meetings. Parent Liaison will conduct home visits to promote parental involvement. Mileage will be provided to the Parent Liaison for these home visits. General supplies will be utilized for overall Student-Parent- School involvement. Parent presentations across grade levels and invitations to school activities will be incorporated to enhance parent and school community. A TV will be purchased and utilized for these Parent Presentations.(CIP 4.4, 6.3, 6.6, 6.12,6.13, 6.14)**

## **School Context and Organization**

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

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

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

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

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

### **School Context and Organization Needs**

**Needs: Increase participation of Non Academic extracurricular activities such as Brainsville and Student Council. (CIP 2.1, 2.2)**

# Technology

## Technology Summary

### Technology:

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

## Technology Strengths

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

## Technology Needs

**Needs: Additional Resources for Technology integration such as Elmo's, Projectors, Printers, Interactive Projectors, Smart boards, headphones, Computers, I-Pads, Laptops, Camera, Camera Equipment, and Ink Cartridges, laminating machine and poster maker will be implemented to enhance academic achievement. Increase integration of technology into classroom instruction with software, Living With Science, StemScopes, Lone Star Software, edHelper, BrainPop, and StarFall. The TLI will be provided with a printer to review data for overall student academic improvement. Projects utilizing technology based strategies to enrich student's potential in academic areas will be implemented. Provide general supplies and ink for printer for technology-based projects. Software Interventions will be utilized to enhance instruction in the content areas. Increased accessibility to computers for all students will be provided to increase achievement scores. (CIP 8.1, 8.3, 8.5, 8.8)**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

# Goals

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

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

**Summative Evaluation:** STAAR Testing results in Index I will be used to determine mastery of assessed objectives.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Provide professional development that: Provides strategies to motivate students. Build teacher conceptual understanding of reading, writing, mathematics, science, and vocabulary development. Develops and maintains math prerequisite skills for students. Builds teacher understanding of second language learning and assessments MLAT/ SIOP (Sheltered Instruction Training) Provides training to PK-5 teachers, content mastery, inclusion teachers, and administrators on the specifications, format, item analysis and objectives of the TEKS. Promotes vertical and horizontal planning Provides researched-based strategies for improving students academic literacy in the content areas. Mileage will be provided for out of District training sessions. General supplies will be utilized for Professional Development and grade level meetings. Population: EE-5th Grade,BIL, SE,AR, GT, DYS TimeLine: August 2016 - June 2017 CNA p.4</p>	4, 9	Principal Assistant Principal Facilitator Teachers LA/Math/ Science/Specialists	Formative Evaluation:CIRCLE/PM-TPRI/Tejas Lee-Classroom Observations for Implementation-Progress reports Sign-in Sheets-Walkthroughs Summative Evaluation: TELPAS- STAAR- APRENDA-SAT 10-PBMAS-STARR M Results-GT Testing Results				
Funding Sources: Title I-A - \$2000.00, Title I-A - \$2000.00, Title I-A - \$3000.00							






<p>2) The Librarian and Teachers will assist in providing reading for enjoyment opportunities for all students through the use of the following:  Accelerated Reader  Open-ended comprehension questions for reading of choice  Read Aloud  Student Incentives  Story Telling  Reader Theater  Library books and class sets will be purchased to maintain high quality books that have earned the Caldecott and Newbery Distinctions.  Population:  EE-5th Grade, BIL, SE, AR, GT, DYS  Timeline  August 2016 - June 2017  CNA p.4</p>	3, 9	Librarian Teachers Principal Assistant Principal Facilitator	Formative Evaluation: Accelerated Reading Reports-TPRI and Tejas Lee- CIRCLE/PM Summative Evaluation: STAAR-APRENDA-SAT 10-TELPAS				
Funding Sources: TLI - \$1000.00, TLI - \$6164.00, State Compensatory - \$5000.00							
<p>3) Dyslexia Teacher will provide District Wide Dyslexia program for identified students.  Population:  EE-5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	3, 8, 9	Dyslexia Department- Curriculum & Instruction Dept.- Dyslexia Teacher- Classroom Teachers	Formative Evaluation: TPRI/Tejas Lee-Benchmark Scores--Reading Progress Reports-Fluency Monitoring-Teacher observations Summative Evaluation: TELPAS, APRENDA-SAT 10-Test Scores-STAAR				
Funding Sources: Local							
<p>4) Paraprofessional will provide tutoring, re-teaching, and assist with identifying ELL students who does not meet 70% mastery on benchmarks, CPALLS,TPRI/TEJAS LEE and STAAR Assessments.  Population:  EE-5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	4, 8	Campus Principal Para-professional(s) Campus Administration	Formative Evaluation: TPRI/Tejas Lee, Lesson Plans, Benchmark Tests Summative Evaluation TELPAS, APRENDA, SAT 10, STAAR Test Scores				
Funding Sources: State Bilingual - \$18762.00							
<p>5) Hold a vertical and horizontal alignment to facilitate students transition from grade to grade strategies that will facilitate students transition from grade to grade.  Population:  EE-5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	8, 9	Classroom Teacher Administration	Formative Evaluation: Six Week Grades: Benchmark Testing Schedules & Results, C-PM-TRPI/TEJAS LEEGRADES/PROJECTS Summative Evaluation: STAAR,TELPAS,APRENDA,SAT 10,CPALLS				



<p>6) Effective Teaching Practices: EE-5th teachers will implement research based and effective teaching practices to develop students reading, math, writing, science, and social studies skills. General supplies will be utilized to implement these effective teaching practices.</p> <p>Edusmart Living With Science Science Fair Student Planners STAAR Workbooks Math Manipulatives Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	7, 8, 9	Dyslexia Department Curriculum & Instruction Dept. Dyslexia Teacher Classroom Teachers	Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Fluency Monitoring, Teacher Observations, Progress reports-e-Schools Summative Evaluation: TELPAS, APRENDA, SAT 10, STAAR				
Funding Sources: Title I-A - \$14000.00, State Compensatory - \$10332.00, Federal Bilingual - \$5000.00, State Bilingual - \$6125.00							
<p>7) Identification, Monitoring of Bilingual students through L-PAC committee meetings. . Substitutes will be utilized to hold these L-PAC meetings. General supplies will be utilized for L-PAC committee meetings.</p> <p>Bilingual Students Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017 CNA p. 5</p>	2, 4, 10	LPAC Committee LPAC Administrator	Formative Evaluation: L-PAC Minutes, E-School Data Summative Evaluation: TELPAS Scores				
Funding Sources: Federal Bilingual - \$1150.00, Federal Bilingual - \$2480.00							
<p>8) All PK-5 Bilingual/ESL students will increase oral language skills to develop listening/speaking, reading/writing proficiency to systematically transition to English literacy.</p> <p>Presentations Retelling Personal oral discussion Speaking opportunities to use new vocabulary in context. Provide Sheltered Instruction professional development for all teachers to improve overall instruction of Bilingual Students Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 4, 9, 10	Principal Facilitator PK-5th Teacher Bilingual/ESL Teacher	Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Fluency Monitoring, Teacher observation, Progress reports, Summative Evaluation: C-PM TELPAS, APRENDA, SAT 10				

<p>9) Receive Professional Development in the area of Reading through attendance of selected Teachers, and Administrators at TX TLI Summer Institute in order to target areas of improvement and provide turnaround training by selected Teachers, Teacher Specialists, and Administrators, who attended TX TLI Summer Institute, in order to improve student achievement scores.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT,DYS</p> <p>Timeline: June 2017</p>	4, 8, 9	<p>Campus Administration Teachers TLI RTI Specialist</p>	<p>Formative Evaluation: CIRCLE/PM,TPRI/Tejas Lee,Classroom Observations for Implementation, Progress reports-Walkthroughs</p> <p>Summative Evaluation:TELPAS,STAAR, APRENDA,SAT 10,PBMAS</p>				
<p>10) Effective Teaching Practices: EE-5th teachers will implement research based and effective teaching practices to develop students reading, math, writing, science, and social studies skills. Stipends will be paid as a strategy to attract high quality teachers to high need schools.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>	3, 4, 8	<p>Dyslexia Department Curriculum &amp; Instruction Dyslexia Teacher Classroom Teachers Administration Campus Hiring Committee</p>	<p>Formative Evaluation: TPRI/Tejas Lee,Benchmark Testing, Reading,Fluency Monitoring,Teacher Observations, Progress reports,e-Schools</p> <p>Summative Evaluation: TELPAS, APRENDA,SAT 10</p>				
<p>11) The Three Year Old Program will purchase materials and classroom furniture for classroom instruction, activities, and learning centers. This will improve and deliver a high quality instruction to all students and will prepare them for the PK curriculum.</p> <p>Population: EE - 5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 -June 2017</p> <p>CNA p.5</p>	3, 7, 10	<p>Administration 3 Yr Old Program Teacher</p>	<p>Formative Evaluation: Lesson Plans Walk-through(s) Development Checklist Pre-Test Summative Evaluation: Development Checklist Post-Test</p>				
		<p>Funding Sources: Title I-A - \$4163.00, Title I-A - \$436.00</p>					
<p>12) Improvement in the overall wellness of students, staff, and community members by promoting awareness of healthy lifestyle. Federal Programs will continue to fund campus nurse to assist with the execution of the overall health wellness program.</p> <p>Population: PK-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p> <p>CNA p.4</p>	4	<p>Campus Administrators Physical Ed. Teachers Campus Nurse</p>	<p>Formative Evaluation: Classroom Observations, School Health Index</p> <p>Summative Evaluation: Physical Fitness Assessment</p>				
	<p>Funding Sources: Title I-A - \$19191.00</p>						


<p>13) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.-Fitness Gram Test</p> <p>Population: PK-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p. 5</p>	3, 4	<p>Campus Administrators Physical Ed. Teachers School Nurse CATCH Team Members</p>	<p>Formative Evaluation: Classroom Observations</p> <p>Summative Evaluation: TEA required report for Fitness, Assessment Results &amp; Student Follow-up</p>				
Funding Sources: Local - \$500.00							
<p>14) Utilize School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. General supplies will be provided to PPD to promote the safety and well-being of students and personnel.</p> <p>Population: PK-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - May 2017</p>	1, 4	<p>Campus CATCH Teams Pre K-5</p>	<p>Formative Evaluation: Campus Catch Binder</p> <p>Summative Evaluation: School Health Index Documentation</p>				
Funding Sources: SPED - \$1000.00							
<p>15) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>	4, 9	<p>PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions</p>	<p>Formative Evaluation: Lesson Plans Fitness Assessment Student Grades Attendance Rates CATCH Activities</p> <p>Summative Evaluation: School Health Index Improvement Plan Standardized Tests Results</p>				
<p>16) Educate students and parents on the districts sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009)</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>	3, 6	<p>Counseling Dept. Campus Counselors-SAFE Counselors Parental Involvement Campus Personnel Campus Administration</p>	<p>Formative Evaluation: Counselor Classroom Presentations Counselor Log</p> <p>Summative Evaluation: Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt form</p>				

<p>17) TLI Sustainability Systems for Effective Teaching Practices will consist of BOY, MOY, EOY Data Analysis Meetings. The continuation of explicit instruction of routines/strategies: fluency, vocabulary development and curricular supports. Teachers will continue to utilize academic vocabulary across content areas to support academic achievement.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016-2017</p>	<p>3, 4</p>	<p>Campus Administration Teachers TLI RTI Specialist</p>	<p>Formative Evaluation: CIRCLE/PM, TPRI/Tejas Lee, Classroom Observations for Implementation, Progress reports-Walkthroughs</p> <p>Summative Evaluation: TELPAS, STAAR, APRENDA, SAT 10, PBMAS</p>				
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

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

**Performance Objective 2:** 100% GT students will be encouraged and challenged to meet their full educational potential


**Summative Evaluation:** 100% GT students will score Advanced Level III on all STAAR assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) GT students will participate in District led competitions such as Brainsville, DI, Spelling Bee, Science Fair, and Chess. Population: Kinder -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017	1, 3, 9	Administration Group Sponsors	Formative Evaluation: Increase percentages of GT students placing in District Components. Summative Evaluation: Competition Results				
2) Increase the number of students nominated by Teachers for GT testing in first through fifth grades. Population: Kinder - 5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017	1, 8	Administration Counselors Teachers	Formative Evaluation: GT nomination report from Guidance and Counseling Summative Evaluation: EOY GT Report				
							

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

**Performance Objective 1:** 90% Putegnat students will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.

**Summative Evaluation:** 90% of Putegnat fine arts students will meet performance standards in all fine arts areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Academic concepts and terminology in core/content areas will be reinforced through the fine arts curriculum that incorporate multi-cultural activities. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017	3, 4	Music Teacher PPCD Teacher Classroom Teachers Campus Administration	Formative Evaluation: Student Presentations Lesson Plans Summative Evaluation: STAAR Scores				
2) Students will be encouraged to participate in UIL, music, art, and ballroom dancing competitions. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017	3, 9	Music Teacher Classroom Teachers Campus Administration	Formative Evaluation: Student performances Videos, UIL Competition Rosters Summative Evaluation-UIL Competition Results Ballroom Competition Results				
3) The Putegnat Elementary Honors Choir will showcase their musical talents through their public performances for the district/campus, parent meetings, and community service. Instructional materials will be provided to enhance the Fine Arts program. Population: 5th Grade, BIL, SE, GT, AR, DYS Timeline: August 2016 - June 2017	3, 9	Music/Choir Teacher	Formative Evaluation: Lesson Plans Summative Evaluation-Choir Program				
Funding Sources: Local - \$511.00							
4) Students will participate in District led competitions such as Brainsville, DI, Spelling Bee, Science Fair, and Chess. Population: Kinder - 5th Grade BIL, SE, AR GT, DYS Timeline: August 2016 - 2017	1, 3, 9	Administration Group Sponsors	Formative Evaluation: Increase percentages of students placing in District components. Summative Evaluation: Competition Results				
							

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

**Performance Objective 1:** Through enhanced dropout efforts, Putegnat Elementary School students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education. Putegnat Elementary School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. 95% will pass the State Adopted Tests and 95% will attend school.

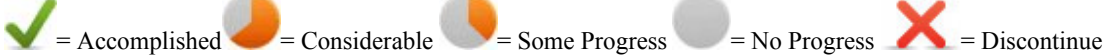
**Summative Evaluation:** STAAR, At-Risk Student Attendance Rate, Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) As per BISD policy, Putegnat Elementary school will implement SSI tutorials, tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement. STAAR Workbooks, Dictionaries, custodial supplies, and other general supplies including ink cartridges and copy paper will be utilized to enhance instruction: Poetry, Math, ELA, Science, and Writing.</p> <p>Population: EE-5th Grade, BIL, AR, TI, DYS</p> <p>Timeline: August 2016 - June 2017</p> <p>CNA p.4, 5</p>	2, 3, 9	Principal Facilitator Administrator for State Compensatory Education	<p>Formative Evaluation: Student eSchools generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports</p> <p>Summative Evaluation: STAAR</p>				
<p>Funding Sources: State Compensatory - \$6606.00, State Compensatory - \$17000.00, State Compensatory - \$1400.00, SPED - \$1745.00, SPED - \$550.00, State Compensatory - \$1826.00, TLI - \$584.27, TLI - \$890.73</p>							
<p>2) Classify At-Risk students by criteria in order to provide appropriate intervention strategies.</p> <p>Population: EE-5th Grade, BIL, AR, TI, DYS</p> <p>Timeline: August 2016 - October 2017</p>	10	Principal Dean Administrator for State Compensatory Education	<p>Formative Evaluation: Student e-Schools At Risk Listing reports</p> <p>Summative Evaluation: STAAR</p>				
<p>3) A support plan for elementary teachers of ELL students will be implemented and followed: ELL students will be identified by teacher indicating students by category. Number of years in the program, repeaters, TELPAS and STAAR results will also be provided. Target students who are categorized as Beginners with two (2) years in the program for tutorials. Intervention/Tutorial Guidelines to facilitate program.</p> <p>Population: K-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - December 2016</p> <p>Fall Semester</p>	1, 2, 9, 10	Curriculum and Instruction Specialists ESL Counselor Bilingual Department Campus Administration	<p>Formative Evaluation: Intervention/ Tutorial Student Class Rosters reflecting 90% attendance</p> <p>Progress Reports</p> <p>Summative Evaluation: TELPAS, STAAR, SAT 10, APRENDA</p>				

<p>4) The Pre-K program will be provided the full day in order to better prepare qualified students academically. A highly qualified Teachers and Para-Professionals will implement PK full day program.</p> <p>Population: AR, LEP, TI</p> <p>Timeline: August 2016 - June 2017</p> <p>Daily CNA p. 5</p>	3, 10	Campus Administration Administrator for State Compensatory Education	Formative Evaluation: C-PM, OWL (Beginning of Year, Middle of Year), Progress Reports Summative Evaluation: CPALLS (EOY)						
<p>5) Continue with a highly qualified teacher and Para-professional to implement the program for Three-Year-Old students in order to promote early literacy and improve foundation(al) language skill</p> <p>Population: AR, T1, LEP</p> <p>Timeline August 2016 - June 2017</p> <p>Daily CNA p.5</p>			1, 3, 7, 9, 10	Principal Dean Administrator for Special Programs	Formative Evaluation: Walk-throughs, Classroom Observations, Summative Evaluation: End of the Year Evaluation				
<p>6) Provide training to campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>			4, 10	Campus Administration Administrator for the Homeless Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: Sign-In Sheets, ERO Session Evaluation Report Summative Evaluation: STAAR, Attendance Rate				
<p>7) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>			4, 10	Campus Administration Administrator for the Homeless Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: Sign-In Sheets, ERO Session Evaluation Report Summative Evaluation: STAAR, Attendance Rate				



<p>8) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>	10	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: Monthly Session Evaluation Report ports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless Student Progress Reports Summative Evaluation: STAAR, Attendance Rate</p>				
<p>9) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016-June 2017</p>	10	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: Identification of Homeless Students, Student Progress Reports, Benchmark Scores Summative Evaluation: STAAR, Attendance Rate</p>				
<p>10) Implement a food pantry and closet at campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>	10	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: Identification of Homeless Students, Student Progress Reports, Benchmark Scores Summative Evaluation: STAAR, Attendance Rate</p>				
<p>11) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>	10	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless, Student Progress Reports Summative Evaluation: STAAR, Attendance Rate</p>				

<p>12) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk Students.</p> <p>Population: EE- 5th Grade, BIL, AR, TI, DYS</p> <p>Timeline: August 2016 - June 2017</p> <p>CNA p. 5</p>	4	Principal Administrator for State Compensatory Education	Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Calsroom Observations, Student Progress Reports, Benchmark Scores, Sign-In Sheets Summative Evaluation: STAAR				
Funding Sources: State Compensatory - \$69370.00							
							

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

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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Campus Staff Attendance Personnel Population: EE - 5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - December 2017</p>	1, 2, 10	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	<p>Formative Evaluation: Weekly review of campus attendance rates Monitor campus Attendance Summative Evaluation: Attendance Certificates</p>				
<p>2) Train attendance clerks and parent /attendance liaisons to consistently monitor and communicate students daily absences and tardiness to parents and staff. To promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Parent Liaison will conduct home visits to ensure compliance standards.</p> <p>Campus &amp; District Staff Attendance Personnel Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 2, 10	Student Accounting Grade Speed Phone Master student plus	<p>Formative Evaluation-Six weeks Attendance Report Phone Master Daily Log Summative Evaluation-Attendance Certificates</p>				
<p>3) Publish and recognize campus attendance rates in, school marquees, school activities, and campus newsletter. To promote and motivate student attendance District-wide and increase educational potential of students.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 2, 10	Principal PEIMS Supervisor Admissions and Attendance	<p>Formative Evaluation- KBSD announcements Campus marquees Summative Evaluation-Attendance Certificates</p>				

<p>4) Recognize and award incentives to students with perfect attendance and student achievement every six weeks, semester and at the end of the year. Campus recognition of students with high academic achievement that increase learning performance. To obtain perfect attendance incentives student must be present the entire instructional day for that attendance reporting period. Population: EE-5th Grade, BIL, SE, AR, GT,DYS Timeline: August 2016 - June 2017 CNA p.4</p>	1, 9, 10	Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Formative Evaluation: Campus documentation Summative Evaluation: Attendance Certificates				
Funding Sources: Title I-A - \$1500.00							
<p>5) Recognize students with a special certificate/plaque for cumulative perfect attendance. District Recognition of students with Cumulative perfect attendance that increases their opportunity to meet their full educational potential. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 -June 2017</p>	9, 10	Campus Principal Attendance Clerk Adm. & Attendance Public Information Student Accounting	Formative Evaluation: List of certificate/plaque recipients by school Summative Evaluation: Attendance Certificate Plaques				
<p>6) Records clerk will consistently monitor student demographics, request and submit student records to campus and other districts through TREX. Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 10	Teachers Parent Liaison Campus Administration Records Clerk	Formative Evaluation: Six Weeks PEIMS Reports Summative Evaluation: Student Records				
<p>7) The students will participate in Career Day and view the various opportunities available in real life application. Population: EE -5th Grade, BIL, ESL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	9	Teacher Campus Administration	Formative Evaluation: List of Community Members Student Summative Evaluation: Questionnaire				
<p>8) Teachers will have their college diplomas displayed in the classroom to promote college awareness. Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	9	Campus Administration Faculty	Formative Evaluation: Teacher Observations Summative Evaluation: Increased College Attendance Awareness				
<p>9) On designated days students, faculty and staff will wear clothing with college name, mascot or emblem to promote college awareness. Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	9	Campus Administration Faculty	Formative Evaluation: Teacher Observations Summative Evaluation: Increased College Attendance Awareness				

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

**Summative Evaluation:** Increase academic achievement on state assessments by decreasing office referrals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff &amp; community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights.</p> <p>Parents Community Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 10	Parents Students Staff Community	Formative Evaluation: Signed SCC Acknowledgement Forms Summative Evaluation: SCC Receipts				
<p>2) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy.</p> <p>Parents Population: EE -5th Grade, BIL, , SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 6, 10	Principals Assistant Principals	Formative Evaluation: Completed Referral Forms Summative Evaluation: Student Code of Conduct Receipts				
<p>3) 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.</p> <p>Population: EE-5th Grade, BIL,SE, AR, GT, DYS Timeline: 1st - 6th Six Weeks</p>	1, 4, 5	Principals Assistant Principals Counselors RTI Specialist	F-Teacher Observations Walkthroughs S-ERO Session				

<p>4) Provide professional development based on level of expertise and need in the following areas:  Bullying Prevention  Violence/conflict resolution  Recent drug use trends  Resiliency/Developmental Assets  Signs of Child Abuse  Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.  Population:  EE -5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	1, 3, 4, 5	Assistant Principals Counselors, Professional Development, Behavioral Specialists RtI Specialist BISD PD	Formative Evaluation: Attendance Roster, Professional Development Evaluation, PEIMS Summative Evaluation: Discipline Reports				
<p>5) Campus will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.  Administrators,  Campus  Staff &amp; Faculty, Guidance &amp; Counseling, Administration, Students and Parents  Population:  EE -5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	1, 10	Administrators Principals Assistant Principals, Faculty & Staff BISD Police & Security	Formative Evaluation: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative Evaluation: EOP				
<p>6) Campus will have an identification security system. All faculty must obtain and display an identification card while on school grounds. Visitors must present identification at sign-In and escorted at all times.  Administrators, Campus  Staff &amp; Faculty, Students, All BISD Personnel, Visitors  Population:  EE -5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	1, 6, 10	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	Formative Evaluation: Audits, Evaluation Sheets Summative Evaluation: Sign-In Sheets				

<p>7) Parent Presentations will be made periodically at campus in order to educate parents to recognize the signs of symptoms related to the following:  Gang Awareness/Bullying  Dating Violence  Internet Safety  Drug, Alcohol and Tobacco Awareness  Gun Safety/Truancy  EOP-Safety Procedures  Population:  EE -5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	<p>1, 9, 10</p>	<p>Administrators  Principals  Assistant Principals  BISD Police  Security Services  Safety</p>	<p>Formative Evaluation: Evaluations, Sign-In Sheets  Summative Evaluation: EOP</p>				
<p>8) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed and provide conflict resolution skills through presentations to reduce officer referrals.  Population:  EE -5th Grade, BIL, ESL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	<p>1</p>	<p>Principals  Counselors</p>	<p>Formative Evaluation: Contact Logs  Review 360  Summative Evaluation: Decreased Referrals</p>				

 = 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:** Putegnat Elementary will increase Parent Involvement by 10%.

**Summative Evaluation:** Putegnat Elementary Parental Involvement participation will increase in meetings and trainings by 10%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Student/Parent Home projects will be promoted to ensure parents are actively involved in students education. Parents will be invited to school activities:                      Concerts                      Perfect Attendance Presentations                      Honor Roll Presentations                      Parents                      Population:                      EE -5th Grade, BIL, SE, AR, GT, DYS                      Timeline:                      August 2016 - June 2017</p>	6	Teachers Parent Liaison Lead Teacher Administration	Formative Evaluation: Student/Parent Displays Lesson Plans Portfolio Pictures STAAR Results EOY Survey Results Summative Evaluation: Increased Parent Involvement STAAR Results EOY Survey Results				
<p>2) Participate in Adopt-A-School Program and School, staff and community partnerships. Campus will promote parental involvement, Open House, and volunteers to increase parental and community involvement.                      Parents                      Population:                      EE -5th Grade, BIL, SE, AR, GT, DYS                      Timeline:                      August 2016 - June 2017                      Community Members</p>	6	Campus Administration Parent Liaison	Formative Evaluation: Parent Sign-in Sheets Summative Evaluation: Increased Parental and Community Involvement				
<p>3) Conduct Parent Presentations throughout the school year in regards to parenting skills, health, and nutrition to promote healthy lifestyles (CATCH activities). These presentations will include dissemination of key components in the Campus CIP. Nutritional snacks will be provided to parents.                      Parents                      Parent Liaison                      Population:                      EE -5th Grade, BIL, SE, AR, GT, DYS                      Timeline:                      August 2016 - June 2017                      CNA p. 5</p>	6	Campus Administration Parent Liaison Guest Speakers	Formative Evaluation: Parent Contact Log Summative Evaluation: End of Year Survey				
Funding Sources: Title I-A - \$200.00							

<p>4) Campus Parent Liaison will assist community by offering meetings to discuss curriculum, health reports, AEIS report and assist parents by helping their children succeed in school.</p> <p>Parents Parent Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017 CNA p. 5</p>	1, 6	Campus Principal Assistant Principal Parent Liaison Teachers	Formative Evaluation: Parent Contact Log Home Visits Summative Evaluation: Increased Parental Involvement				
Funding Sources: Title I-A - \$15130.00							
<p>5) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Parents Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - December 2016</p>	1, 6	Parents Campus Principals Parent Liaisons	Formative Evaluation: District and Campus Parental Involvement Policy Summative Evaluation: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist				
<p>6) School-Parent-Student Compacts will be disseminated indicating each groups responsibilities to ensure student achievement. General supplies will be utilized for overall School-Parent-Student involvement.</p> <p>Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - December 2016 CNA p.5</p>	1, 6	Principals Parent Liaisons	Formative Evaluation: School-Parent-Student Compacts Summative Evaluation: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist STAAR Results				
<p>7) Conduct an Annual Title I Meeting to inform parents of services and participation.</p> <p>Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 2, 6	Principals Parent Liaisons	Formative Evaluation: Parent Contact Log Minutes Summative Evaluation: Composite of End of Year survey Title I-A Parental Involvement Compliance/Checklist				
<p>8) Conduct an annual Title I Parent Survey to evaluate the effectiveness of Campus Parental Involvement efforts.</p> <p>Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - April 2017</p>	1, 6	Principals Parent Liaisons	Formative Evaluation: Survey Results Summative Evaluation: Composite of survey results Title I-A Parental Involvement Compliance Checklist				

<p>9) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met.</p> <p>Parental Involvement Policy  School-Parent-Student Compact  Campus Improvement Plan  Parents  Population:  EE -5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	1, 6	Principals Parent Liaisons	Formative Evaluation: Parent Contact Log Minutes/Fliers PI Policy/Compact Parent List Summative Evaluation: Composite of meeting minutes STAAR Results				
<p>10) Host a Parent Orientation Day to distribute and inform parents and community members of daily standard operation procedures and District Policy.</p> <p>Student Code of Conduct  Student-Parent-School Compact  Parental Involvement Policy  Emergency Operation Procedures  Volunteer Guidelines and Opportunities  Home Access Center  Parents  Population:  EE -5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017  Community</p>	6	Campus Administrators Parent Liaisons	Formative Evaluation: Parent Contact/Fliers Handouts Session Evaluations Summative Evaluation: Discipline Referrals				
<p>11) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Administration  Teachers  Population:  EE -5th Grade, BIL, SE, AR, GT, DYS  Timeline:  August 2016 - June 2017</p>	1, 6	Principals Parent Liaisons	Formative Evaluation: Parent Contact Log Session Evaluations Summative Evaluation: Increased parent participation Title I-A Parental Involvement Compliance Checklist				

<p>12) Recognize parent volunteers and businesses for supporting a variety of district/campus activities in order to increase participation. Recognition of the Parent of the Month on School Marquee or bulletin board. Parents Community Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017 CNA p. 5</p>	1, 6	Principals Parent Liaisons	Formative Evaluation: Contact Log Sign-in Volunteer List Business listing Authority to Volunteer Clearance Form Summative Evaluation: End of Year Survey Results				
<p>13) Provide ample Parent Education opportunities through parent conferences and parent training session to disseminate information, services and/or referrals to agencies that address the needs in the following areas through the following: 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 Adult Education/ESL Classes College Awareness Family Literacy Programs Parent Orientations A TV will be purchased and utilized for these Parent Presentations. Parents Community Parent Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 6	Liaisons	Formative Evaluation: Parent Conference Fliers Sign-In Sheets Conference Agendas/Evaluations Summative Evaluation: STAAR (A, M, ALT.) Composite of evaluation results 21st Century Evaluation				
<p>Funding Sources: Title I-A - \$400.00</p>							
<p>14) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e., home visits and parental involvement meetings training. Parent Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017 CNA p. 5</p>	1, 6	Principal Parent Liaison	Formative Evaluation: Monthly Contact Log Composite Report Summative Evaluation: Monthly Mileage Log Cash payments				
<p>Funding Sources: Title I-A - \$150.00</p>							

15) Transition orientation meetings will be conducted for parents of students entering EE from Head Start Programs as well 5th grade students going to Middle School. Counselor Administration Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017 CNA p. 4	1, 6, 7	Counselor Administration	Formative Evaluation: Permission Slips Summative Evaluation: Student Participation				
	Funding Sources: Local - \$150.00						
= 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:** 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.

**Summative Evaluation:** 90% of BISD migrant students will participate in the supplemental instructional activities and support services as required by the Title Part C Migrant Education Program (MEP).






90% of Migrant Putegnat Elementary students testing will meet passing standards.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Migrant students will receive supplemental support services (tutorials) to ensure that the requirements delineated by NCLB Section 1304(d) are addressed and to obtain overall academic success.</p> <p>PFS Migrant Students Administration Migrant Teacher Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: January 2016 - June 2017 CNA P.4</p>	3, 9, 10	Campus Administrators Campus Clerk	Formative Evaluation: NGS Campus Reports Summative Evaluation: Completed PFS Monitoring Tool				
Funding Sources: Title I-C (Migrant) - \$600.00							
<p>2) In order to secure the data needed to accommodate placement and promotion, appropriate instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level and ensure promotion to the next grade level. All migrant students in Pre-k-2nd will be progress monitored with CPALLS or Tejas Lee/TPRI. Third to fifth grade will be invited for tutorials.</p> <p>Migrant Students Migrant Teacher Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 3, 9	Campus Principal Elementary Teachers	Formative Evaluation: Pre-Assessment Results/Campus composites Summative Evaluation: Post Assessments C-PM/TPRI/TEJAS LEE/SAT 10 Results				

<p>3) The Academic progress of 1st grade Migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to second grade. 1st Grade Migrant Students Migrant Teacher Population: BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017 CNA p. 4</p>	1, 3, 9	Campus Principal Elementary Teacher	Formative Evaluation: Progress Reports Summative Evaluation: Report cards C-PM/TPRI/TEJAS LEE/SAT 10 Results				
Funding Sources: Title I-C (Migrant) - \$14593.00							
<p>4) PFS elementary migrant students will have an equal opportunity to attend summer school programs to ensure promotion if needed, and/or participate in the enrichment summer program. Migrant Students Population EE -5th Grade, BIL, SE, AR, GT, DYS Timeline June 2017</p>	9	Campus Principal Elementary Teachers	Formative Evaluation: Eligibility Lists Attendance Sheets Summative Evaluation: End of Summer Schools Program Documentation Surveys				
<p>5) Migrant students 3rd-5th grade STAAR results will be reviewed to secure appropriate placement into the current state assessment remediation opportunities during regular and summer school year. Population: Migrant Students 3rd - 5th Grade BIL, SE, AR, GT, DYS Timeline: January 2016 - June 2017</p>	9, 10	Campus Principal Elementary Teachers	Formative Evaluation: STAAR remediation, Enrollment lists NGS STAAR reports Benchmark reports Current State Assessment Results Summative Evaluation: STAAR results, TELPAS				
<p>6) Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete classroom and homework assignments; thus facilitating them the same opportunity to meeting academic challenges of all students. PFS students will receive supplemental services before other migrant students. Migrant students will receive grade appropriate supplies and clothing on an as needed basis in order to provide them with the necessary tools to complete classroom and homework assignments; thus facilitating them the same opportunity to meeting academic challenges of all students. Populations: EE -5th Grade, PFS/Migrant Timeline: August 2016 - June 2017 CNA p. 4</p>	1, 9, 10	Campus Administrators Campus Clerk	Formative Evaluation: NGS Campus Reports Summative Evaluation: Completed PFS Monitoring Tool				
Funding Sources: Title I-C (Migrant) - \$630.00							

<p>7) PFS migrant will be allotted opportunities to attend tutorials, SMART program to ensure academic success in all academic area. Population: PFS Migrant Students PK -5th Grade, PFS/Migrant Timeline: August 2016 - June 2017</p>	1, 3, 9	Campus Administrators Teachers	Formative Evaluation: NGS PFS Report CNA Summative Evaluation: Completed PFS Monitoring Tool				
<p>8) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. PFS and Migrant Students PK -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 3, 9	Campus Administrators Teachers	Formative: Parent Contact Log, Sign-in Sheets Summative: TELPAS, TPRI/TEJAS LEE, APRENDA/SAT 10				
<p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: PFS and Migrant Students PK -5th Grade, BIL, SE, AR, GT, DYS Timeline: September 1, 2016 - May 29, 2017</p>	1, 3, 9	Campus Administration, Faculty and Staff	Formative: STAAR Remediation Enrollment Lists Attendance Reports Participants Survey Summative: Session Evaluations Report Cards				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>10) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: PFS and Migrant Students PK -5th Grade, BIL, SE, AR, GT, DYS Timeline: April 2017</p>	1, 3, 10	Campus Administration Migrant Funded: Migrant Teacher	Formative: Parent Meeting Evaluations Student Session Evaluations Summative: Survey Results Implementation of Survey Suggestions				



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

**Summative Evaluation:** 90% Increase in student achievement and technology literacy will be implemented to encourage and support creative, innovative, lifelong learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Students will be provided with computer assisted instruction so that they will obtain skills and concepts needed for technology applications and supplemental instruction. Computers, projectors, printers, and general supplies will be utilized to enhance instruction, thus improving academic and achievement scores.</p> <p>edHelper BrainPop Starfall Living With Science Stem Scopes Lone Star Learning Edusmart STAARsmart Population: EE -5th Grade, BIL, AR, TI, DYS Timeline: August 2016 - June 2017 CNA p. 6</p>	1, 3, 9	<p>Classroom teachers Campus Administration District Computer Specialist Librarian Administrator for State Compensatory Education</p>	<p>Formative Evaluation: Lesson Plans, Classroom Observations, Student projects and presentations Flexible Schedule Summative Evaluation: STAAR</p>				
<p>Funding Sources: Title I-A - \$3000.00, Title I-A - \$10813.00, Title I-A - \$31479.00, State Compensatory - \$2800.00, State Bilingual - \$1586.10, Federal Bilingual - \$2480.00</p>							
<p>2) A Classroom Teacher will provide assistance with instructional technology, computer troubleshooting, and creating and maintaining network and campus website.</p> <p>Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 3, 5	<p>Classroom Teacher District computer specialist Campus Administration Software Vendors</p>	<p>Formative Evaluation: Website Teacher E-mail request for troubleshooting Lesson Plans Summative Evaluation: Computer Completed Work Order</p>				

<p>3) Staff will be provided with professional training on campus computer software programs and integration of technology with the curriculum. Students will be able to use manipulatives, visuals, and take virtual field trips so that technology will enhance curriculum concepts. Students will obtain skills and concepts needed for technology and become proficient and technology driven.</p> <p>Population: EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p> <p>CNA p. 5</p>	1, 4	<p>District Computer Specialist Classroom Teacher Campus Administration</p>	<p>Formative Evaluation: Six Weeks Grades Progress Reports Lesson Plans Summative Evaluation: TELPAS MSTAAR Student Journals Student Projects/ Student Presentations</p>				
Funding Sources: Title I-A - \$2005.00							
<p>4) Teachers will be required to complete an annual school technology and readiness (STaR) Chart.</p> <p>Teachers Administration</p> <p>Population: EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>	1, 8	<p>Classroom Teacher Campus Administration</p>	<p>Formative Evaluation: STaR Chart Report Summative Evaluation: STAAR</p>				
<p>5) Teachers will provide instruction and visual aids on on-line testing for improving, Benchmarks, TELPAS scores, STAAR scores. Computers, laptops, I-Pads, cameras and equipment will be utilized to implement on-line testing, improving benchmark and State STAAR, TELPAS scores.</p> <p>Population: EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2016 - June 2017</p>	1, 4, 8	<p>Campus Administration Teachers</p>	<p>Formative Evaluation: Lesson Plans Walkthroughs Program Reports Summative Evaluation: TELPAS Scores MSTAAR Scores</p>				
Funding Sources: State Compensatory - \$11333.00, State Bilingual - \$3544.00							
<p>6) Campus will provide training for all campus teachers for improvement of student achievement scores.</p> <p>Grade Level Meetings Faculty Meetings</p> <p>Population: Teachers Administration</p> <p>Timeline: 1st-6th Six Weeks</p> <p>CNA p. 5</p>	1, 4	<p>Administration District Computer Specialist</p>	<p>F: Benchmark Test Scores S: STAAR Test Scores TELPAS</p>				

<p>7) All 2nd - 5th grade students will be administered the TELPAS online test and will utilize secure computer labs. Filter Screens Administration Teachers Population: 2nd - 5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	9	Classroom Teacher Administration	Formative Evaluation: Lesson Plans Progress Reports Summative Evaluation: TELPAS Online Testing				
<p>8) All students (PK-5th) will be scheduled for computer lab to increase their knowledge and use of technology skills. Students will obtain skills and concepts needed for technology and become proficient and technology driven. General supplies will be utilized for technology-based projects. Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2016 - June 2017</p>	1, 3, 9	Classroom teachers Campus Administration	Formative Evaluation: Lesson Plans Student projects/ presentations Lab Schedule Progress Reports Summative Evaluation: TELPAS Scores EOY Grades				
Funding Sources: Title I-A - \$2000.00							
							

# State Compensatory

## Budget for Putegnat Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-108-Y-24-SSI-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$9,412.00
162-11-6118-00-108-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$18,926.00
162-11-6118-00-108-Y-30-0K2-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,000.00
162-11-6119-00-108-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,189.00
162-13-6119-31-108-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,296.00
<b>6100 Subtotal:</b>		<b>\$167,823.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-108-Y-30-0K2-Y	6216 Professional Services - Locally Defined	\$2,800.00
<b>6200 Subtotal:</b>		<b>\$2,800.00</b>
<b>6300 Supplies and Services</b>		
162-11-6399-00-108-Y-30-0K2-Y	6311 Gasoline and Other Fuels for Vehicles	\$7,200.00
162-11-6396-00-108-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$1,826.50
162-11-6399-00-108-Y-30-000-Y	6399 General Supplies	\$10,332.78
<b>6300 Subtotal:</b>		<b>\$19,359.28</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-108-Y30-121-Y	6649 Capital Assets - Locally Defined	\$11,332.72
<b>6600 Subtotal:</b>		<b>\$11,332.72</b>

**Personnel for Putegnat Elementary :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Corina Tabares	Dean of Instruction	State Compensatory	1.00
Iris A. Guerra	Pre-Kinder Teacher	State Compensatory	0.50
Raquel Garza	Pre-Kinder Teacher	State Compensatory	0.50

# Title I

## Schoolwide Program Plan

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

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

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 school year. In order to increase the advanced level performance level in all content areas of our diverse student population, several mitigating factors must be in place. Provide professional development to implement research based strategies. (CIP 1.1) The campus will work on increasing the number of students who exit the bilingual program through various instructional strategies. (CIP 1.7)

### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to for PK to third grades, departmentalizing in grades fourth and fifth, Living with Science Labs that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. (CIP 1.7, 3.1, 3.2, 3.4)

### 3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. (CIP 1.10, 1.11, 3.5) In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high need schools (CIP 1.10, 3.6) will include our school's participation in the selection of teachers from the District's highly qualified applicant pool Region I's efforts to recruit teachers from out of state. The District also offers stipends for attainment of a Master's Degree, and stipends for math, science and social studies content area certification. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. (CIP 1.1, 1.2, 1.9, 1.10, 1.11, 3.5,)

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

Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. The campus will provide professional development in Language Arts, Math Envision, Science, Integrating ELPS strategies in the core curriculum, TELPAS Writing, Response to Intervention, and Differentiating Instruction. The professional development needs of the campus will be determined by several factors: STAAR results, TAPR Campus Report Card, AYP, B.I.S.D., Curriculum Department, Curriculum Specialists, and surveys conducted on needs assessments results. The campus Principal and Facilitator will determine professional development training as per need and beneficial components. Teachers attending staff development training will share vital information with faculty members. Staff Development is determined by needs assessment surveys, classroom observations, and walkthroughs conducted by Administration. (CIP 1.1, 1.7,1.8, 1.9, 1.10, 3.5, 3.6)

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

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

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

Title I, Part A Funds will be used to partially finance parent meetings at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the Campus Parent Liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. The Campus will offer Parent meetings on Nutrition, Curriculum and Safety Issues. Parental surveys through Title I will be utilized to determine parental needs for overall student academic achievement and to improve communication between parents and teachers. This needs assessment surveys will alleviate gaps and provide insight to determine more parental participation at the campus. (CIP 6.1, 6.5, 6.6 6.7, 6.10, 6.11, 6.13)



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

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

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance.(CIP 2.3) Teachers will use data obtained from State Assessments as well as other instruments, including but not limited to PRE-LAS, LAS, TELPAS, TPRI/TEJAS LEE, CPALLS, and Benchmark Tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (CIP 1.6, 1.7, 1.8)

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. (3.1, 6.1) The campus will provide after school tutorial for students struggling mastering TEKS. TPRI/TEJAS LEE Intervention strategies will be utilized to focus on grades Kindergarten through Second grade to develop fluency and reading comprehension skills to improve ELL, Terra Nova and Supera scores. TLI initiative through the Literacy Coach will assist in providing the foundation for literacy demands for College and Career preparedness as well as improved state assessments scores within these grade levels. (CIP 1.8, 1.10, 3.1)

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

The school will coordinate and integrate Federal, State, and Local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with 211 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. (CIP 1.2, 1.6, 3.4, 3.5)In addition to those described above, Migrant Funds are used to identify of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves including PFS students. Migrant Funds will be utilized as per results from the Migrant Needs Assessment Survey that was

conducted during the school year. Hence, the PFS students in the migrant program will be offered school supplies, jackets, shoes, and clothing when enrolling in campus. (CIP 8.6 ) These supplies will provide migrant PFS students with the necessary tools to assist them in the overall learning process and to ensure successful grade level completion and secure promotion

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

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

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

## Title I Personnel

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

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Aidee Vasquez	Principal
Administrator	Eddie Alaniz	Assistant Principal
Administrator	Corina Tabares	Dean
Business Representative	Saul Garcia	Business Representative
Business Representative	Daniel Garza	Business Representative
Classroom Teacher	Silvia Arroyo	Second Grade Teacher
Classroom Teacher	Veronica Campos	Kinder Teacher
Classroom Teacher	Homer Fernandez	First Grade Teacher
Classroom Teacher	Raquel Garza	Pre-Kinder Teacher
Classroom Teacher	April Licea Marlow	Fourth Grade Teacher
Classroom Teacher	Martha Martinez	Third Grade Teacher
Classroom Teacher	Jeanette Ruiz	Fifth Grade Teacher
Community Representative	Monica Garza	Community Representative
Community Representative	Juliana Garza	Community Representative
District-level Professional	Annette Harms	Science Specialist
Parent	Claudia Ledezma	Parent Volunteer
Student	Vianney Gutierrez	Student

## Campus Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3			\$0.00
1	1	13	General Supplies	199-11-6399-51-108-Y-11-000-Y	\$500.00
2	1	3	Instructional Materials	199-11-6399-57-108-Y-11-000-Y	\$511.00
6	1	15	Employee Travel	199-11-6399-00-108-Y-11-000-Y	\$150.00
<b>Sub-Total</b>					<b>\$1,161.00</b>
<b>Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	General Supplies	211-13-6399-00-108-Y-30-AYP-Y	\$2,000.00
1	1	1	Writing Training and mileage	211-13-6411-23-108-Y-30-AYP-Y	\$2,000.00
1	1	1	Substitute Teachers	211-13-6112-00-108-Y-30-AYP-Y	\$3,000.00
1	1	6	Classroom Resources and STAAR Materials	211-11-6399-00-108-Y-30-0F2-Y	\$14,000.00
1	1	11	Classroom Materials	211-11-6399-00-108-Y-32-3YR-Y	\$4,163.00
1	1	11	Classroom furniture	211-11-6399-45-108-Y-32-3YR-Y	\$436.00
1	1	12	Personnel	211-33-6119-00-108-Y-30-0F2-Y	\$19,191.00
3	1	4	Personnel	211-11-6129-06-108-Y-32-0F2-Y	\$40,952.00
3	1	4	Social Security/Medicare	211-11-6141-06-108-Y-32-0F2-Y	\$594.00
3	1	4	Health & Life Insurance	211-11-6142-06-108-Y-32-0F2-Y	\$9,888.00
3	1	4	TRS/TRS Care	211-11-6146-06-108-Y-32-0F2-Y	\$3,419.00
3	1	4	Employee Benefits- Locally Defined	211-11-6148-06-108-Y-32-0F2-Y	\$95.00
3	1	4	Employee Benefits	211-11-6149-06-108-Y-32-0F2-Y	\$614.00
3	1	5	Personnel	211-11-6129-06-108-Y-30-0F0-Y	\$22,211.00
3	1	5	Personnel	211-11-6119-06-108-Y-32-0F0-Y	\$56,190.00
3	1	5	SS/Medicare	211-11-6141-00-108-Y-30-0F0-Y	\$815.00
3	1	5	Group Health & Life Insurance	211-11-6142-00-108-Y-30-0F0-Y	\$4,944.00

3	1	5	3 Yr Program Teacher Retirement/TRS Care	211-11-6146-00-108-Y-30-0F0-Y	\$4,692.00
3	1	5	Employee Benefits Locally Defined	211-11-6148-00-108-Y-30-0F0-Y	\$131.00
3	1	5	3 Yr Program Employee Benefits	211-11-6149-00-108-Y-30-0F0-Y	\$730.00
3	1	5	3 Yr Old Social Security/Medicare	211-11-6141-06-108-Y-30-0F0-Y	\$322.00
3	1	5	3 Yr Old Group Health & Life Insurance	211-11-6142-06-108-Y-30-0F0-Y	\$4,944.00
3	1	5	3 Yr Old Teacher Retirement/TRS Care	211-11-6146-06-108-Y-30-0F0-Y	\$1,854.00
3	1	5	3 Yr Old Employee Benefits Locally Defined	211-11-6148-06-108-Y-30-0F0-Y	\$52.00
3	1	5	3 Yr Old Employee Benefits	211-11-6149-06-108-Y-30-0F0-Y	\$333.00
3	1	5	Stipends	211-11-6117-00-108-Y-24-3YR-Y	\$1,200.00
4	1	4	Trophies, Awards, Cerificates	211-11-6498-00-108-Y-30-0F2-Y	\$1,500.00
6	1	3	Snacks for Parents	211-61-6499-53-108-Y-30-0F2-Y	\$200.00
6	1	4	Personnel	211-61-6129-00-108-Y-30-0F2-Y	\$15,130.00
6	1	13	TV	211-61-6398-65-108-Y-30-0F2-Y	\$400.00
6	1	14	Mileage	211-61-6411-00-108-Y-30-0F2-Y	\$150.00
8	1	1	BrainPop, Computer Licenses	211-11-6395-62-108-Y-30-0F2-Y	\$3,000.00
8	1	1	Computers	211-11-6649-62-108-Y-30-0F2-Y	\$10,813.00
8	1	1	Hardware, Projector, Projector Lamps, Speakers, Ink Cartridges, General Supplies	211-11-6399-00-108-Y-30-0F2-Y	\$31,479.00
8	1	3	Ink, Printer, Elmo(s), projector, laminating machine, laptops, headphones	211-11-6398-00-108-Y-30-0F2-Y	\$2,005.00
8	1	8	Software	211-11-6395-62-108-Y-30-0F2-Y	\$2,000.00
<b>Sub-Total</b>					<b>\$265,447.00</b>
<b>State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Library Books and Class Sets	162-11-6329-00-108-Y30-TLX-Y	\$5,000.00
1	1	6	STAAR Materials and General Supplies	162-11-6399-00-108-30-000-Y	\$10,332.00
3	1	1	SSI Tutorials	162-11-6118-00-108-Y-24-SSI-Y	\$6,606.00
3	1	1	Tutorials	162-11-6118-00-108-Y-30-000-Y	\$17,000.00

3	1	1	Ink Cartridges	162-11-6399-62-108-Y-30-000-Y	\$1,400.00
3	1	1	Copy Paper	162-11-6396-00-108-Y-30-000-Y	\$1,826.00
3	1	4	1 FTE	162-11-6119-00-108-Y-34-PKK-Y	\$55,871.00
3	1	12	1 FTE	162-13-6119-31-108-Y-30-000-Y	\$69,370.00
8	1	1	Living With Science Software	162-11-6249-00-108-Y-30-LWS-Y	\$2,800.00
8	1	5	Computers, Laptops, I-pads, Camera and Camera Equipment	162-11-6649-62-108-Y30-000-Y	\$11,333.00
<b>Sub-Total</b>					\$181,538.00

#### State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Personnel	163-11-6129-06-108-Y-25-000-Y	\$18,762.00
1	1	6	STAAR Workbooks and General Supplies	163-11-6399-00-108-Y-25-000-Y	\$6,125.00
8	1	1	StemScopes Software	163-11-6395-62-108-Y-25-000-Y	\$1,586.10
8	1	5	I-Pads	163-11-6398-00-108-Y-25-000-Y	\$3,544.00
<b>Sub-Total</b>					\$30,017.10

#### TLI

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Library Books and Class Sets	289-11-6399-00-108-Y-24-TL2-4	\$1,000.00
1	1	2	Library Books and Class Sets	289-12-6329-00-108-Y-24-TL2-4	\$6,164.00
3	1	1	Longman Dictionaries	289-13-6399-00-108-Y-24-TL2-5	\$584.27
3	1	1	General Supplies	289-13-6399-00-108-Y-24-TL2-5	\$890.73
<b>Sub-Total</b>					\$8,639.00

#### Federal Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	STAAR Workbooks	263-11-6399-00-108-Y-25-000-Y	\$5,000.00
1	1	7	Substitutes	263-11-6112-00-108-Y-25-000-Y	\$1,150.00
1	1	7	General Supplies	263-11-6399-00-108-Y-25-000-Y	\$2,480.00
8	1	1	Lone Star Learning Software	263-11-6395-62-108-Y-25-000-Y	\$2,480.00
<b>Sub-Total</b>					\$11,110.00

<b>Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	1	Tutorials	212-11-6118-00-108-Y-24-0F2-Y	\$600.00
7	1	3	Personnel Migrant Teacher .25 FTE	212-11-6119-00-108-Y-24-0F2-Y	\$14,593.00
7	1	6	General Supplies	212-11-6399-00-108-Y-24-0F2-Y	\$630.00
<b>Sub-Total</b>					\$15,823.00
<b>SPED</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	14	General Supplies	166-11-6399-00-108-Y-23-0B0-Y	\$1,000.00
3	1	1	General Supplies	166-11-6399-00-108-Y-23-0P4-Y	\$1,745.00
3	1	1	General Supplies	166-11-6399-00-108-Y-23-0P3-Y	\$550.00
<b>Sub-Total</b>					\$3,295.00
<b>Grand Total</b>					\$517,030.10