

Brownsville Independent School District

Putegnat Elementary

Campus Improvement Plan

2020-2021



Mission Statement

Mission Statement

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

Vision

Vision Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 13, 2020

Needs Assessment Overview

Putegnat Elementary School is located in Brownsville, Texas. Putegnat Elementary School is one of 37 elementary schools in Brownsville ISD. The campus was originally constructed in 1889 and was condemned and remodeled several times and then renamed A. S. Putegnat Elementary in 1947.

The student population at Putegnat Elementary School is approximately 458 and serves students in grades Early Childhood 3-year Old through 5th Grade. According to the TEA 2018-19 School Report Card, 98.7% of the student population is Hispanic and 96.1% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 66.7% are classified as English Language Learners, and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, subsidized housing and medical assistance.

The students of Putegnat Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and technology, music, physical education, library, dyslexia, special education, and counseling. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, dyslexia, bilingual education, music, technology and special education. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessment of Academic Readiness (STAAR).

The current staff at Putegnat Elementary School is comprised of 32 teachers, 3 campus administrators, 2 counselor, 4 professional support personnel, 8 non-classroom staff, and 5 educational aides. The ethnicity of the Putegnat Elementary School is diverse with 96.5% Hispanic, 3.5% Caucasian, and 0% African American. The teaching staff is also 10.2% male and 89.8% female.

The results for the 2018-19 STAAR Administration were:

	Reading	Math	Writing	Science
3rd	82%	95%		
4th	95%	95%	84%	
5th	93%	100%		93%

This School Year at A.S. Putegnat Elementary bought many accolades to our Students, Parents, Faculty, Staff and Administration:

1. Nationally Recognized Blue Ribbon School
2. A Honor Roll TEA Identified Campus
3. TEA Six Distinctions earned in the following:
 - A. Academic Achievement in ELA/Reading

- B. Academic Achievement in Mathematics
 - C. Top 25 Percent: Comparative Academic Growth
 - D. Top 25 Percent: Comparative Closing the Gaps
 - E. Postsecondary Readiness
4. Governor Abbot's tweet of the highest 3rd grade Reading scores in the state.

Demographics

Demographics Summary

Demographics:

The student population at Putegnat Elementary School is approximately four-hundred and ninety students and serves students in EE through fifth grade which includes: Hispanic(560) White (14), Economically Disadvantaged (490), English Language Learners (353), At-Risk (409), Migrant (4), Gifted and Talented (16), and Special Education (42). 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 2018-2019 school year is 96% for all students and 98% for At-Risk students. The Retention Rate for all students is 97.8% 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. STAAR Results for A.S.P: 3rd to 5th Grade All Students 95%, Sp. Ed. 40%, ELL(s) 93%, At-Risk 90%, GT 100%, Migrant 80%, and Economically Disadvantaged 91%.

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.

Need Statements Identifying Demographics Needs

Need Statement 1: GT and 504 students are underrepresented; therefore, there is a need to test students for qualification purposes. **Data Analysis/Root Cause:** Analysis of data indicates under representation on special population on several programs.

Need Statement 2 (Prioritized): There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores. **Data Analysis/Root Cause:** Analysis of data shows gaps of special populations and all students.

Need Statement 3 (Prioritized): 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. **Data Analysis/Root Cause:** Analysis of further data shows gaps for special populations on state assessments.

Student Learning

Student Learning Summary

Student Achievement:

The Student Achievement Profile for Third to Fifth Grade All Students Summary is as follows: Third grade Math (88%/93%AR), Reading (80%/80% AR), Fourth Grade Math (90%/86%AR) Reading (93%/90% AR) Writing (84%/70% AR), Fifth Grade Math (92%/92%) Reading (86%/84% AR), Science (92%/92% 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: 2017-2018 STAAR Achievement Scores are: Third Grade Math/Reading (AR 93%, 80%) Econ. Disadvantaged (88%/80%), Hispanic (88%/80%), GT (100%,100%), LEP (89%/ 74%) Migrant 100%/100%) and Special Education (72/27%). Fourth Grade Math, Reading and Writing STAAR Scores: AR (86%/90%/74%), Econ. Disadvantaged (90%/93%/84%), LEP (83%,88%,78%), Hispanic (90%/92%/83%), GT (100%/100%/100%), Migrant (100%/75%/25%), and Special Education (50%/70%/56%). Fifth Grade Math, Reading and Science STAAR Scores: AR (92%/84%/92%), Econ. Disadvantaged (92%/85%/91%), LEP (94%,83%,95%)Hispanic (91%,86%,92%), GT (100%/100%/100%), Migrant (100%/100%/100%), and Special Education (40%/20%/60%). 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.

SCHOOL YEAR	MATH	READING	WRITING	SCIENCE
2017-2018	94%	94%	93%	91%
2018-2019	97%	90%	84%	93%
2019-2020	COVID	COVID	COVID	COVID

Student Learning 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.

A. S. Putegnat Elementary nationally recognized as a Blue Ribbon School.

Need Statements Identifying Student Learning Needs

Need Statement 1: Extended Day, Accelerated Learning (State Comp./Federal funds) will be held to increase academic and student achievement scores. **Data Analysis/Root Cause:** Analysis of data below grade level performance.

Need Statement 2 (Prioritized): Maintain reading (fluency/comprehension), math (fluency/comprehension), science, writing student assessment achievement by analyzing data such as TPRI/Tejas Lee/CPALLS/Supera/Terra Nova/STAAR/PBMAS/ and District Checkpoints. **Data Analysis/Root Cause:** Analysis of data indicates reading success with these various academic components.

Need Statement 3 (Prioritized): S. E. students are in need of increasing passing scores, a need to continue to implement a three year old program, and increase number of bilingual students who exit within 3 years. **Data Analysis/Root Cause:** Analysis of data indicates low performing academic areas for Special Education sub-population, continuation of three year old program and exit bilingual program within in three years.

Need Statement 4: All students special populations will receive supplemental support instructional materials to ensure successful grade level completion, and provide general supplies to ensure student success in the classroom academic content areas. **Data Analysis/Root Cause:** Analysis of data indicates that supplemental support is necessary to close the gap between student special population and regular education students.

School Processes & Programs

School Processes & Programs Summary

ASP has conducted surveys over the past few years to strengthen the communication and collaboration between and among related departments and programs. Beginning with the 2016-2017 school year, The teachers were given more independence to continue doing "what works" while targeting lower performing skills/TEKS for more focused support.

In the Curriculum aspect, each respective content area was developed, implemented, and monitored through district frameworks are followed and reflect research-based strategies and best practices. All core content areas conducted grade-level, department, chairperson meetings, content clinics, and the Fall Literacy Conference that focused on raising the district performance on all state assessments. Furthermore, Administration, Curriculum and Instruction conducted campus monitoring through meeting with administrators, planning with teachers, classroom observations with feedback, and through district assessments to assist in improving instruction

English Language Arts

The campus compiled the following: for ELA that included the guidelines for the implementation of the ELA Plan created in the summer of 2016. It laid out the key strategies, activities, and monitoring actions that needed to take place at each level and identified key personnel for following up on the implementation. The plan was widely distributed and was supported by fall and spring Literacy Conferences featuring researchers and practitioners. Reading initiatives included the "Shut up and Read" conference and the A-Z implementation training.

Fiction and non-fiction literature was expected to be used as the basis for not only reading but writing throughout the district at all appropriate grade levels. In the area of writing, the major activities for 2018-2019 were the expansion of the "Dr. Kay" strategies for all teachers of core content areas at elementary and secondary levels. The PEG Writing online software was implemented district-wide and at ASP. Various software resources will be utilized to supplement instruction: Achieve 3000, TTM, etc.

Mathematics

The main activities for math teachers were focused in networking learning communities with representation from the campus and supports based on specific needs identified by campus leadership and networking of content area teachers.

Science

Teachers in this content area were also given the opportunity to participate in literacy strategy trainings in maintenance meetings provided by the District and with designated science days for each six weeks. The purpose of these science days was to implement literacy strategies during laboratory activities in the classroom throughout each grade level PK - 5th.

Social Studies

Social Studies professional development sessions continued to focus on interdisciplinary planning and instruction to sustain and strengthen social studies at the elementary level. At the secondary level, trainings continued to support the integration of primary sources, sheltered instruction, and additional intervention strategies.

Technology

The Technology Services Department provides support to the Campus for computing, networking, web services, and enterprise Technology systems. Our responsibilities include the following areas: Instructional Technology, Technology Training, Network, Voice/Data/Internet Systems, and more. The technology department team is responsible for the management of the infrastructure throughout our Campus along with a TST.

School Processes & Programs Strengths

In 2018-2019, a major factor contributing to our strengths continued to be professional development opportunities across core areas that included special program teachers—especially Special Education and Career and Technical Education. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments.

Frequent visitation to campuses and classrooms ensured constant monitoring of classroom instruction based on the diverse needs of the Campus. The classroom activities involved modeling, coaching, and providing instructional support to both administration as well as teachers along with Peer classroom observations. Collaboration of district and campus staff in analyzing of assessment data was critical to improve student outcomes and address required System Safeguard improvement.

Significant gains have been made in the Campus achievement scores throughout these academic school years. However, there remains a gap between the academic achievement of all students to that of the At-Risk students in the District. The increases are due to the concerted collaborative effort between district-level personnel and campus staff. The Campus has focuses increasing scores for all special populations by using prescriptive methods of intervention to assist students in passing state mandated tests and courses.

Research shows that high student attendance rates and campuses reaching their annual performance objectives will increase all students' educational potential. Determination of the final 2019-2020 attendance rate is pending but is expected to be about 96.6%.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor. **Data Analysis/Root Cause:** Analysis of data indicates monitoring of tiers and behavior model is vital for student overall academic success.

Need Statement 2: Parental activities are needed in an effort to increase family engagement and student academic success will be maintained. (Title I-A **Data Analysis/Root Cause:** Low parental engagement and attendance.

Need Statement 3: Student attendance percentage will increase to supercede District averages. Ribbons will be provided for perfect attendance and to A/AB Honor Roll recipients as rewards **Data Analysis/Root Cause:** Low daily attendance in comparison to District averages.

Need Statement 4: Increase extended-day opportunities for students through various academic, fine arts, and physical education opportunities **Data Analysis/Root Cause:** Enrichment areas are needed to improve overall student success.

Need Statement 5 (Prioritized): Technology needs include increasing the available infrastructure to support on-line testing and student access including purchasing of technological resources, increase professional development in technology integration into instruction (over 40% of teachers indicated the need for technology training on the Spring 2019 staff survey), increased Campus Technology Support staff and improved campus hardware and software. **Data Analysis/Root Cause:** Due to a demand in the use of technology, throughout the District and the State, technology training, technology resources, and a full-time TST.

Perceptions

Perceptions Summary

Overall, ASP has maintained its enrollment with a loss of about twenty students and continues to be considered as the “Best Choice” by many parents and guardians, the continued decreases in enrollment has been interpreted by the BISD Board of Trustees as indicating a need to do more to market the district and highlight the significant recognitions garnered by students, campuses and programs.

Data sources included in this summary are the Campus compilations of Parent, Staff, and Student Campus Needs Assessment Surveys 2019-2020. BISD’s Parent Surveys for 2019-2020 had approximately less respondents due to Covid responding.

Perceptions Strengths

ASP Parent Survey indicators showed that parents were overall satisfied (over 95% combining "strongly agree" and "agree" with the regular and special program instruction provided. Over 98% of parents agree that ASP teachers expect their children to do their very best and only 1% "strongly agree" (98% agree) that the quality of instruction at their child's school is good. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 96%). About 1% (97% agreed) of all parents strongly agreed that they feel welcomed at their child's school.

Parental Involvement Department has identified the following as areas of strength:

- Increased District parent participation at all levels
- Combined strongly agree and agree statements are in the 95% range for parental support of schools and activities.
- Over 1,800 informational parent meetings/trainings were conducted at the Campus and District level

Student survey data showed over 93% of the ASP students who responded agree that they "feel safe at this school." However, in response to, "I can use a computer to complete my work.", 25% responded No. Overall satisfaction on related indicators for ASP students was about 90%.

Need Statements Identifying Perceptions Needs

Need Statement 1: Based on the 2019-2020 Parent Survey results, the district and campuses continue to need to provide more information to parents about the Special Education, Bilingual and Migrant programs **Data Analysis/Root Cause:** Analysis of data indicates parent information should be disseminated thoroughly and often.

Need Statement 2: The perception among students at ASP that there is a problem with bullies (63% agree) although they feel safe and secure **Data Analysis/Root Cause:** Student survey indicates that Counselors, Teachers, and Administration determine bullying identification and assistance.

Need Statement 3: Teachers holding high academic expectations, 64%, "strongly agree" and "Teachers consistently hold high academic expectations for all students." **Data Analysis/Root Cause:** Staff survey indicates that 100% of teachers hold high academic expectations.

Need Statement 4: Technology training will be enacted to improve academic and student achievement in the classroom. **Data Analysis/Root Cause:** Analysis of data indicates

that a full-time TST is necessary for home/school remote learning.

Priority Need Statements

Need Statement 1: There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores.

Data Analysis/Root Cause 1: Analysis of data shows gaps of special populations and all students.

Need Statement 1 Areas: Demographics

Need Statement 2: 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.

Data Analysis/Root Cause 2: Analysis of further data shows gaps for special populations on state assessments.

Need Statement 2 Areas: Demographics

Need Statement 3: Maintain reading (fluency/comprehension), math (fluency/comprehension), science, writing student assessment achievement by analyzing data such as TPRI/Tejas Lee/CPALLS/Supera/Terra Nova/STAAR/PBMAS/ and District Checkpoints.

Data Analysis/Root Cause 3: Analysis of data indicates reading success with these various academic components.

Need Statement 3 Areas: Student Learning

Need Statement 4: S. E. students are in need of increasing passing scores, a need to continue to implement a three year old program, and increase number of bilingual students who exit within 3 years.

Data Analysis/Root Cause 4: Analysis of data indicates low performing academic areas for Special Education sub-population, continuation of three year old program and exit bilingual program within in three years.

Need Statement 4 Areas: Student Learning

Need Statement 5: RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor.

Data Analysis/Root Cause 5: Analysis of data indicates monitoring of tiers and behavior model is vital for student overall academic success.

Need Statement 5 Areas: School Processes & Programs

Need Statement 6: Technology needs include increasing the available infrastructure to support on-line testing and student access including purchasing of technological resources, increase professional development in technology integration into instruction (over 40% of teachers indicated the need for technology training on the Spring 2019 staff survey), increased Campus Technology Support staff and improved campus hardware and software.

Data Analysis/Root Cause 6: Due to a demand in the use of technology, throughout the District and the State, technology training, technology resources, and a full-time TST.

Need Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Prekindergarten Self-Assessment Tool

- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Revised/Approved: May 28, 2020

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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Putegnat student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

Evaluation Data Sources: EOC Performance Reports not available due to Covid-19. Progress evaluation based on District Benchmark and other Assessments.

Summative Evaluation: None

<p>Strategy 1: Provide Administrative and teacher instructional resources, materials, supplies and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>Elementary: Language Enrichment Learning A-Z Envision Pearson Math Coding Initiative programs Secondary: PEG Writing K-5: Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways EduSmart Tango Software</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District Benchmark data (Fall and Spring), (walkthrough data), SOY, BOY and MOY district and state assessments, Evaluations, Benchmark Scores, Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, 3-12, Fluency checks noted in elementary report cards Summative Impact: Increase student passing by 3% in STAAR and EOC scores, TPRI/TJL Data, TELPAS and TERRA NOVA/Supera</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Population: EE - 5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 3</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-33-6399-00-108-Y-30-0F2-Y - \$300, Miscellaneous Operating Costs - 199 Local funds - 199-11-6498-00-108-Y-11-000-Y - \$3,080</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: 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. **Data Analysis/Root Cause:** Analysis of further data shows gaps for special populations on state assessments.



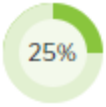




Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Putegnat early childhood performance will increase by 3 percentage points over end-of-year 2018 results.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation: None

<p>Strategy 1: The Three Year Old Program will purchase materials and classroom furniture for classroom instruction, activities, and learning centers. This will improve and deliver a high quality instruction to all students and will prepare them for the PK curriculum. Population.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans Walk-through(s) Development Checklist Pre-Test/OWL/ CPALLS Summative Evaluation: Increase student passing by 3% Development Checklist, Post-Test/OWL/ CPALLS</p> <p>Staff Responsible for Monitoring: Administration 3 Yr Old Program Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: EE - 5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: Substitute Teachers - 162 State Compensatory - 162-11-6112-18-108-Y-30-000-Y - \$11,200</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: TLI Sustainability Systems for Effective Teaching Practices will consist of BOY, MOY, EOY Data Analysis Meetings. The continuation of explicit instruction of routines/strategies: fluency, vocabulary development and curricular supports especially in Reading and Science. Teachers will continue to utilize academic vocabulary across content areas to support academic achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: CIRCLE/PM, TPRI/Tejas Lee, Classroom Observations for Implementation, Progress reports-Walkthroughs</p> <p>Summative Evaluation: Increase student passing by 3% in STAAR, Supera/Terra Nova, SAT 10, PBMAS</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers RTI Specialist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 3: 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. HATCH renewal and license fees will be utilized for improving students phonemic and reading readiness skills. Playground equipment will be utilized to promote the well-rounded student in play and academic setting.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: C-PM, OWL (Beginning of Year, Middle of Year), Progress Reports Summative Evaluation: Increase student passing by 3% in (EOY)</p> <p>Staff Responsible for Monitoring: Campus Administration Administrator for State Compensatory Education</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: Population: AR, LEP, TI - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 4: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Walk-throughs, Classroom Observations, Summative Evaluation: Increase Teacher Evaluation to Accomplished by 3 % at the End of the Year Evaluation</p> <p>Staff Responsible for Monitoring: Principal Dean Administrator for Special Programs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: Population: AR, T1, LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 5: Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year Old Program (PK-3) so they can receive the same education as non-migrant students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Contact Log, Sign-in Sheets Summative: Increase student passing by 3% in CPALLS, TELPAS,</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Population: PFS and Migrant Students PK -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Need Statements:


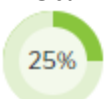




Student Learning
<p>Need Statement 2: Maintain reading (fluency/comprehension), math (fluency/comprehension), science, writing student assessment achievement by analyzing data such as TPRI/Tejas Lee/CPALLS/Supera/Terra Nova/STAAR/PBMAS/ and District Checkpoints. Data Analysis/Root Cause: Analysis of data indicates reading success with these various academic components.</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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports not available due to Covid-19. Progress evaluation based on other District Benchmarks and other Assessments.

Summative Evaluation: None




<p>Strategy 1: Paraprofessional will provide tutoring, re-teaching, and assist with identifying ELL students who does not meet 70% mastery on benchmarks, CPM,TPRI/TEJAS LEE and STAAR Assessments.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: TPRI/Tejas Lee, Lesson Plans, Benchmark Tests</p> <p>Summative Evaluation Increase student passing by 3% in Super/Terra Nova, STAAR Test Score</p> <p>Staff Responsible for Monitoring: Campus Principal Para-professional(s) Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 2: 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: NGS Campus Reports Summative Evaluation: Increase migrant student passing by 3% with completed PFS Monitoring Tool</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Clerk</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, PFS/Migrant - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				




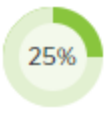
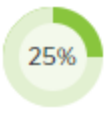
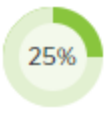






Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).






Performance Objective 4: Increase number of Putegnat students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, by 5% over 2018-2019 participation.

Evaluation Data Sources: Regional and state competition participation numbers.

Summative Evaluation: None

<p>Strategy 1: The students will participate in Career Day and view the various opportunities available in real life application.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: List of Community Members Student Summative Evaluation: Questionnaire</p> <p>Staff Responsible for Monitoring: Counselor Teacher Campus Administration</p> <p>TEA Priorities: Connect high school to career and college - Population: EE -5th Grade, BIL, ESL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: On designated days students, faculty and staff will wear clothing with college name, mascot or emblem to promote college awareness.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Teacher Observations Summative Evaluation: Increased College Attendance Awareness by 3%</p> <p>Staff Responsible for Monitoring: Campus Administration Faculty</p> <p>TEA Priorities: Connect high school to career and college - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: GT students will participate in District led competitions such as Brainsville, DI, Spelling Bee, Science Fair.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Increase percentages of GT students placing in District Components. Summative Evaluation: Increase student passing by 3% Competition Results Successes</p> <p>Staff Responsible for Monitoring: Administration Group Sponsors</p> <p>TEA Priorities: Build a foundation of reading and math - Population: Kinder -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: Increase the number of students nominated by Teachers for GT testing in first through fifth grades.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: GT nomination report from Guidance and Counseling Summative Evaluation: Increase student passing by 3% EOY GT Report</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Population: Kinder - 5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 5: Academic concepts and terminology in core/content areas will be reinforced through the fine arts curriculum that incorporate multi-cultural activities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Student Presentations Lesson Plans Summative Evaluation: Increase student passing by 3% STAAR Scores</p> <p>Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 6: Students will be encouraged to participate in UIL, music, art, and ballroom dancing competitions.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Student performances Videos, UIL Competition Rosters Summative Evaluation-UIL Competition Results Ballroom Competition Results student placing by 3%</p> <p>Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration</p> <p>TEA Priorities: Connect high school to career and college - Population: EE-5th Grade, BIL, SE, AR, GT, DY - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 7: The Putegnat Elementary Honors Choir will showcase their musical talents through their public performances for the district/campus, parent meetings and community. Instructional materials will be provided to enhance the Fine Arts program.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans Summative Evaluation-Choir Programs increasing by 3%</p> <p>Staff Responsible for Monitoring: Music/Choir Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: 5th Grade, GT, AR, DYS, BIL, SE - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 8: Students will participate in District led competitions such as Brainsville, DI, Spelling Bee, Science Fair, and Chess.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Increase percentages of students placing in District components. Summative Evaluation: Competition Results student placing by 3%</p> <p>Staff Responsible for Monitoring: Administration Group Sponsors</p> <p>TEA Priorities: Build a foundation of reading and math - Population: Population: Kinder - 5th Grade - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
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Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

Evaluation Data Sources: New Energy Plan adopted by campus, updated Five-year facilities renovation plan

Summative Evaluation: None

<p>Strategy 1: In order to promote energy savings and recycling awareness the Campus will implement various activities such as: designate recycling day, lessons on conserving energy and promote Campus Green Day.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Student Projects Sign-in Sheets</p> <p>Summative: Student Presentations increase student passing by 3% District Energy Savings Report</p> <p>Staff Responsible for Monitoring: Administration Counselor Faculty</p> <p>TEA Priorities: Connect high school to career and college - Population: EE-5th Grade, BIL, SE, AR, GT, DYS, Faculty, Staff Members, Parents and Community - Start Date: January 4, 2021 - End Date: January 29, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Campus will implement a systematic approach to renovate, upgrade and improve Campus facilities in order to prioritize safety and needs of the Campus such as a needs assessment survey/form for Staff Members.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Administration and Custodial Campus Walkthroughs Reports Summative: Staff Needs Assessment Survey and Facilities List increase by 3%</p> <p>Staff Responsible for Monitoring: Administration Head Custodian District Maintenance Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: Administration Faculty and Staff - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: School Processes & Programs 5</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-23-6399-45-108-Y-99-000-Y - \$2,000</p>	Reviews			
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Performance Objective 1 Need Statements:

School Processes & Programs






Need Statement 5: Technology needs include increasing the available infrastructure to support on-line testing and student access including purchasing of technological resources, increase professional development in technology integration into instruction (over 40% of teachers indicated the need for technology training on the Spring 2019 staff survey), increased Campus Technology Support staff and improved campus hardware and software. **Data Analysis/Root Cause:** Due to a demand in the use of technology, throughout the District and the State, technology training, technology resources, and a full-time TST.

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

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

Evaluation Data Sources: Campus Budget Reports

Summative Evaluation: None

<p>Strategy 1: Effective Teaching Practices: EE-5th teachers will implement research based and effective teaching practices, explicit instruction to develop students reading, fluency, math, writing, science, and social studies skills. General and PPE supplies such as face masks, hand sanitizers, disinfectant, water bottles, web camera for protecting instructional and school environment will be utilized. Other supplies including resource/CMC, carpets for reading will be used to implement these effective teaching practices. Substitutes will be utilized for planning, vertical alignment and sharing best practices.</p> <p>Edusmart Living With Science StemScopes Science Fair Student Planners STAAR Workbooks Dictionaries Math Manipulatives</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Fluency Monitoring, Teacher Observations, Progress reports-e-Schools Summative Evaluation: TELPAS, Supera/Terra Nova, STAAR increase by 3%</p> <p>Staff Responsible for Monitoring: Dyslexia Department Dyslexia Teacher Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 2</p> <p>Funding Sources: PPE Supplies - 211 Title I-A - 211-11-6315-00-108-Y-30-0F2-Y - \$5,000, Supplies, Materials and Equipment - 199 Local funds - 199-23-6398-00-108-Y-99-000-Y - \$5,000, General and PPE Supplies - 211 Title I-A - 211-11-6399-00-108-Y-30-0F2-Y - \$37,000, General Supplies - 211 Title I-A - 211-11-6399-62-108-Y-30-0F2-Y - \$4,500</p>	Reviews			
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Performance Objective 1 Need Statements:

Demographics







Need Statement 2: There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores. **Data Analysis/Root Cause:** Analysis of data shows gaps of special populations and all students.

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

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

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: None






<p>Strategy 1: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: TPRI/Tejas Lee,Benchmark Testing, Reading,Fluency Monitoring,Teacher Observations, Progress reports,e-Schools Summative Evaluation: TELPAS, Supera/Terra Nova increase student passing by 3%</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher Classroom Teachers Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 2: Campus will utilize 100% of available budgeted funds based on the Campus Needs Assessment.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PO(s) CIP Budget Accounts Summative: Budget Reports with 100% compliance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: Administration Faculty and Staff - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: A.S.P. will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys.

Summative Evaluation: None

<p>Strategy 1: Campus will recognize Faculty and Staff Members by highlighting activities for Teacher Appreciation Week, Christmas/Thanksgiving extended lunch and Christmas Gifts. Snacks are provided for each Grade Level and Faculty Meetings.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: School Calendar of Events, Luncheon Schedule Summative: CIP CNA 100% compliance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: Faculty and Staff - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	




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

Performance Objective 1:


A.S.P. program areas will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events


Evaluation Data Sources: Campus/District Website, Media Reports.

Summative Evaluation: None

<p>Strategy 1: The Campus will promote the history and origin along with Campus current accomplishments through website and media. Campus will utilize monitor to scroll yearly events.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Website, BISD Website, Campus TV Monitor, City Newspaper Summative: Total Number of Views on Website City Newspaper, Archived BISD Media Releases by 3%</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th, SE, AR, GT, BIL, DYS Administration Faculty/Staff Parent/Community - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 2: Campus will designate PIO contact to submit articles, current student/parent/staff/community recognition/co/extra-curricular activities and events.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Website, City Newspaper, BISD Website Summative: Archived Media Releases and Media increasing by 3%</p> <p>Staff Responsible for Monitoring: Administration PIO TST</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th, SE, AR, GT, BIL, DYS, Parents and Community Faculty and Staff Administration - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 3: Campus will update website on a monthly basis which includes showcasing Students, Staff, Parent and Community.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Website Summative: Numbers of Website Views by 10% due to Covid era</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th, SE, AR, GT, BIL, DYS Faculty and Staff Administration Parents and Community - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify






 Discontinue

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: None

<p>Strategy 1: The Campus actively participated in DOI (District of Innovation) voting. Campus voted on various early school calendar inception.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Calendars Summative: Calendar voting results increase by 3%</p> <p>Staff Responsible for Monitoring: Campus Faculty and Staff Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: Faculty and Staff Members - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



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

Performance Objective 1: Discipline referrals including ISS/OSS on will be implemented and reduced.

Evaluation Data Sources:

Data for 2018-2019, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services department related to discipline has reduced significantly.

Summative Evaluation: None

<p>Strategy 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Signed SCC Acknowledgement Forms Summative Evaluation: SCC Receipts increase by 100%</p> <p>Staff Responsible for Monitoring: Parents Students</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Provide training for administrators and new teachers: (a) to effectively utilize RTI modules to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative-Teacher Observations Walkthroughs Summative- Review PEIMS Discipline report and decrease by 3%</p> <p>Staff Responsible for Monitoring: Administration Counselors RTI Specialist</p> <p>TEA Priorities: Connect high school to career and college - Population: EE-5th Grade, BIL,SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3: 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 office referrals. Bullying presentations will be offered to students, parents, faculty and staff to create awareness and prevention.

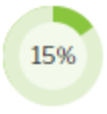
Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Contact Logs

PEIMS Report

Summative Evaluation: Decreased Referrals by 3%

Staff Responsible for Monitoring: Principals
Counselors

TEA Priorities: Build a foundation of reading and math - **Population:** EE -5th Grade, BIL, ESL, SE, AR, GT, DYS -
Start Date: July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June
 15%			



No Progress



Accomplished



Continue/Modify









Discontinue

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2019-2020 and will not be disproportionate for any population.

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

Summative Evaluation: None



<p>Strategy 1: Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Completed Referral Forms Summative Evaluation: Student Code of Conduct Receipts by 100%</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, , SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 2: 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</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Evaluations, Sign-In Sheets Summative Evaluation: EOP will be implemented 100%</p> <p>Staff Responsible for Monitoring: Administrators BISD Police Safety</p> <p>TEA Priorities: Connect high school to career and college - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Refine and implement all safety plans across A.S.P. to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, published campus/district safety plans, unsafe Schools PEIMS report.

Summative Evaluation: None

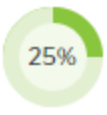
<p>Strategy 1: Provide professional development based on level of expertise and need in the following areas: Bullying Prevention Violence/conflict resolution Recent drug use trends Resiliency/Developmental Assets Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Attendance Roster, Professional Development Evaluation, PEIMS Summative Evaluation: Discipline Reports decreased by 3%</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselors RTI Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: 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 & Cover, evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative Evaluation: EOP will be implemented 100%</p> <p>Staff Responsible for Monitoring: Administration Faculty & Staff BISD Police & Security</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3: 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.

Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Audits, Evaluation Sheets
 Summative Evaluation: Sign-In Sheets 100% compliance

Staff Responsible for Monitoring: Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security

TEA Priorities: Recruit, support, retain teachers and principals - **Population:** EE -5th Grade, BIL, SE, AR, GT, DYS -
Start Date: July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June
 25%			

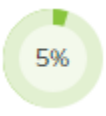

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

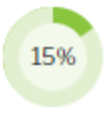


Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)










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




Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates



Summative Evaluation: None

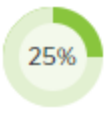
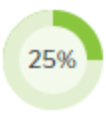
<p>Strategy 1: Student/Parent Home projects will be promoted to ensure parents are actively involved in students education. Parents will be invited to school activities: Concerts Perfect Attendance Presentations Honor Roll Presentations</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Student/Parent Displays Lesson Plans Portfolio Pictures STAAR Results EOY Survey Results Summative Evaluation: Increased Parent Involvement STAAR Results and EOY Survey Results increasing by 3%</p> <p>Staff Responsible for Monitoring: Teachers Parent Liaison Administration</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 <p>5%</p>				
<p>Strategy 2: Participate in staff and community partnerships. Campus will promote parental involvement, Open House, and volunteers to increase parental and community involvement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Parent Sign-in Sheets Summative Evaluation: Increased Parental and Community Involvement by 3%</p> <p>Staff Responsible for Monitoring: Campus Administration Parent Liaison</p> <p>TEA Priorities: Connect high school to career and college - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 <p>20%</p>				







<p>Strategy 3: Conduct Parent Presentations throughout the school year in regards to parenting skills, health, and nutrition to promote healthy lifestyles (CATCH activities). These presentations will include dissemination of key components in the Campus CIP. General Supplies, Printer and Nutritional snacks will be needed during these campus presentations.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Parent Contact Log Summative Evaluation: End of Year Survey increased by 100%</p> <p>Staff Responsible for Monitoring: Campus Administration Parent Liaison Guest Speakers</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 2</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-31-6399-00-108-Y-30-0F2-Y - \$300, Extra Duty Pay/Overtime - 211 Title I-A - 211-61-6121-00-108-Y-30-0F2-Y</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 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. The Campus will offer the required Title I-A meetings on different dates and times at the beginning of the school year.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Parent Contact Log Home Visits Summative Evaluation: Increased Parental Involvement by 3%</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 5: Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Contact Log, Sign-in Sheets Summative: TELPAS, TPRI/TEJAS LEE, Terra Nova, Supera Results increase student passing by 3%</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Population: PK -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 6: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation:District and Campus Parental Involvement Policy Summative Evaluation:Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist 100% completed</p> <p>Staff Responsible for Monitoring: Parents Campus Principals Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
Reviews																	
Formative			Summative														
Oct	Jan	Mar	June														
																	
<p>Strategy 7: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation:School-Parent-Student Compacts Summative Evaluation:Composite of End of Year survey, Title I-A Parental Involvement Compliance, Checklist, STAAR Results by 3%</p> <p>Staff Responsible for Monitoring: Administration Parent Liaisons</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: December 31, 2020 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
Reviews																	
Formative			Summative														
Oct	Jan	Mar	June														
																	
<p>Strategy 8: Conduct an Annual Title I Meeting to inform parents of services and participation.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Parent Contact Log Minutes Summative Evaluation: Composite of End of Year survey Title I-A Parental Involvement Compliance/Checklist by 3 percentage points</p> <p>Staff Responsible for Monitoring: Principals Parent Liaisons</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
Reviews																	
Formative			Summative														
Oct	Jan	Mar	June														
																	

<p>Strategy 9: Conduct an annual Title I Parent Survey to evaluate the effectiveness of Campus Parental Involvement efforts.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation:Survey Results Summative Evaluation:Composite of survey results Title I-A Parental Involvement Compliance Checklist by 3 percentage points</p> <p>Staff Responsible for Monitoring: Principals Parent Liaisons</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: April 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 10: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation:Parent Contact Log Minutes/Fliers PI Policy/Compact Parent List Summative Evaluation:Composite of meeting minutes STAAR Results with 100% compliance</p> <p>Staff Responsible for Monitoring: Principals Parent Liaisons</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 11: Host a Parent Orientation Day to distribute and inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities Home Access Center</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Parent Contact/Fliers Handouts Session Evaluations Summative Evaluation: Discipline Referrals decreased by 3%</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaisons</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 12: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Parent Contact Log Session Evaluations Summative Evaluation: Increased parent participation Title I-A Parental Involvement Compliance Checklist by 3 %</p> <p>Staff Responsible for Monitoring: Principals Parent Liaisons</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 13: 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Contact Log Sign-in Volunteer List Business listing Authority to Volunteer Clearance Form Summative Evaluation: End of Year Survey Results increased by 3%</p> <p>Staff Responsible for Monitoring: Principals Parent Liaisons</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 14: Provide ample Parent Education opportunities through parent conferences and parent training session to disseminate information, services and/or referrals to agencies that address the needs in the following areas through the following:</p> <p>Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations Adult Education/ESL Classes College Awareness Family Literacy Programs Parent Orientations</p> <p>A TV will be purchased and utilized for these Parent Presentations.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Parent Conference Fliers Sign-In Sheets Conference Agendas/Evaluations Summative Evaluation: STAAR results and Parent participation increased by 3%</p> <p>Staff Responsible for Monitoring: Parent Liaisons Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 15: Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e., home visits and parental involvement meetings training.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Monthly Contact Log Composite Report Summative Evaluation: Monthly Mileage Log Cash payments would be adhered to by 100%</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 16: Transition orientation meetings and travel and transportation will be conducted/provided for 5th grade students going to Middle School.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Permission Slips Summative Evaluation: Student Participation increased by 3%</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>TEA Priorities: Connect high school to career and college - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 2, 3</p> <p>Funding Sources: Student Travel and Meal - 199 Local funds - 199-11-6412-00-108-Y-11-000-Y - \$6,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 17: 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 BISSD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Counselor Classroom Presentations Counselor Log Summative Evaluation: Verification of Information Distribution via signed BISSD Parent/Student Handbook receipt form received increased by 3%</p> <p>Staff Responsible for Monitoring: Campus Counselors-SAFE Counselors Parental Involvement Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:


Demographics
<p>Need Statement 2: There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores. Data Analysis/Root Cause: Analysis of data shows gaps of special populations and all students.</p>
<p>Need Statement 3: 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. Data Analysis/Root Cause: Analysis of further data shows gaps for special populations on state assessments.</p>



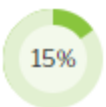
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)






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

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations. T-TESS evaluations not available due to Covid-19.

Summative Evaluation: None

<p>Strategy 1:) Provide professional development that: Provides strategies to motivate students. Build teacher conceptual understanding of reading, writing, mathematics, science, academic and vocabulary development. Develops and maintains math prerequisite skills for students. Builds teacher understanding of second language learning and assessments Sheltered Instruction Training, LION, and Dr. K. Strategies. Provides training to PK-5 teachers, content mastery, inclusion teachers, and administrators on the specifications, format, item analysis and objectives of the TEKS. Promote vertical and horizontal planning. Provides researched-based strategies for improving students academic literacy in the content areas including PBMAS and TELPAS percentages. Mileage and/or travel expenses will be provided for out of District training sessions and/or conferences including Campus Leadership. General supplies and printing services will be utilized for Professional Development including Campus Leadership and at grade level meetings. Technological materials will be purchased to assist with Staff Development and Parental Training purposes. C & I Plan of ELA Plan of Action will be implemented.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation:CPALLS-TPRI/Tejas Lee-Classroom Observations for Implementation-Progress reports Sign-in Sheets-Walkthroughs Summative Evaluation: TELPAS- STAAR- Super/Terra Nova-PBMAS-STARR Results-GT Testing Results increased by 3%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade,BIL, SE,AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: General Supplies - 162 State Compensatory - 162-11-6399-00-108-Y-30-000-Y - \$40,000, Copy Paper - 199 Local funds - 199-11-6396-00-108-Y-11-000-Y - \$850, General Supplies for Staff Development - 211 Title I-A - 211-13-6399-00-108-Y-30-AYP-Y - \$10,550, Staff Development - 162 State Compensatory - 162-11-6219-00-108-Y-30-000-Y - \$1,600</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 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 E-Books and class sets will be purchased to maintain high quality books that have earned the Caldecott and Newbery Distinctions.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Accelerated Reading Reports-TPRI and Tejas Lee- CIRCLE/PM Summative Evaluation: STAAR-Super/Terra Nova-TELPAS results increased by 3%</p> <p>Staff Responsible for Monitoring: Librarian Teachers Principal Assistant Principal Facilitator</p> <p>TEA Priorities: Connect high school to career and college - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 3: Hold a vertical and horizontal alignment to facilitate students transition from grade to grade strategies that will facilitate students transition from grade to grade.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Six Week Grades: Benchmark Testing Schedules & Results, CPALLS-TRPI/Tejas Lee Results/PROJECTS Summative Evaluation: STAAR,TELPAS,Super/Terra Nova, CPALLS scores increased by 3%</p> <p>Staff Responsible for Monitoring: Classroom Teacher Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 4: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign-In Sheets, ERO Session Evaluation Report Summative Evaluation: STAAR, Attendance Rate increased by 3%</p> <p>Staff Responsible for Monitoring: Campus Administration Faculty</p> <p>TEA Priorities: Connect high school to career and college - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 5: The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk Students. BISD ELA Plan of Action will be implemented to support continuous improvement in instructional expectations, professional learning, and progress monitoring.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores, Sign-In Sheets Summative Evaluation: STAAR scores increase by 3%</p> <p>Staff Responsible for Monitoring: Principal Administrator for State Compensatory Education</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE- 5th Grade, BIL, AR, TI, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Funding Sources: Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-108-Y-30-000-Y</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

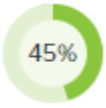
Student Learning
<p>Need Statement 2: Maintain reading (fluency/comprehension), math (fluency/comprehension), science, writing student assessment achievement by analyzing data such as TPRI/Tejas Lee/CPALLS/Supera/Terra Nova/STAAR/PBMAS/ and District Checkpoints. Data Analysis/Root Cause: Analysis of data indicates reading success with these various academic components.</p>
<p>Need Statement 3: S. E. students are in need of increasing passing scores, a need to continue to implement a three year old program, and increase number of bilingual students who exit within 3 years. Data Analysis/Root Cause: Analysis of data indicates low performing academic areas for Special Education sub-population, continuation of three year old program and exit bilingual program within in three years.</p>
School Processes & Programs
<p>Need Statement 1: RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor. Data Analysis/Root Cause: Analysis of data indicates monitoring of tiers and behavior model is vital for student overall academic success.</p>

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

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

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports. EOY Performance Reports not available due to Covid-19.

Summative Evaluation: None

<p>Strategy 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 for Resource students and all students, software, projectors, hole puncher, printers, scanners, I-pads, furniture, and general supplies including I-Pad covers will be utilized to enhance instruction, thus improving academic and achievement scores.</p> <p>Accelerated Learning/Library Digital Databases Imagine Learning Jamz Software Achieve 3000 edHelper BrainPop Starfall Living With Science Stem Scopes Lone Star Learning Edusmart STAARsmart</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans, Classroom Observations, Student projects and presentations Flexible Schedule Summative Evaluation: STAAR results increased by 3%</p> <p>Staff Responsible for Monitoring: Classroom teachers Campus Administration Librarian</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, AR, TI, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 3 - School Processes & Programs 5</p> <p>Funding Sources: General Supplies - 162 State Compensatory - 162-11-6399-62-108-Y-30-000-Y - \$5,500, Software Supplies and Material - 211 Title I-A - 211-11-6395-62-108-Y-30-0F2-Y - \$12,000, General Supplies - 211 Title I-A - 211-23-6399-00-108-Y-30-0F2-Y - \$7,500, Imagine Learning - 211 Title I-A - 211-11-6395-62-108-Y-30-0F2-Y, Computers - 162 State Compensatory - 162-11-6398-62-108-Y-30-337-Y, Computers - 211 Title I-A - 211-11-6398-62-108-Y-30-0F2-Y - \$5,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2: A Classroom Teacher will provide assistance with instructional technology, computer troubleshooting, and creating and maintaining network and campus website. Electronic, general supplies including headsets, poster printer will be utilized by Students/Faculty to maintain computers, technology, computer equipment, computer software, MacBook, electronic equipment, I-pads, laptops, printers, etc. for assessment and classroom purposes. Computer supplies will be utilized for Parent Center and Parents accessibility.

Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Website

Teacher E-mail request for troubleshooting

Lesson Plans

Summative Evaluation: 100% Completed Work Orders

Staff Responsible for Monitoring: Classroom Teacher

District computer specialist

Campus Administration

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers -

Population: EE -5th Grade, BIL, SE, AR, GT, DYS - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision**

Date: None


Need Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 5

Funding Sources: General Supplies - 163 State Bilingual - 163-11-6399-00-108-Y-30-000-Y - \$3,100, General Supplies

- 211 Title I-A - 211-12-6399-00-108-Y-30-0F2-Y - \$5,500, Poster Printer - 211 Title I-A - 211-23-6398-00-108-

Y-30-0F2-Y - \$5,000, Reading Materials Software - 211 Title I-A - 211-61-6329-00-108-Y-30-0F2-Y - \$3,500,

Electronic Equipment - 211 Title I-A - 211-61-6398-65-108-Y-30-0F2-Y - \$600

Reviews			
Formative			Summative
Oct	Jan	Mar	June
			

Strategy 3: Staff will be provided with professional training on campus computer software programs and integration of technology with the curriculum. Students will be able to use manipulatives, visuals, I-Pads, and take virtual field trips so that technology will enhance curriculum concepts. Students will obtain skills and concepts needed for technology and become proficient and technology driven.

Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Six Weeks Grades

Progress Reports

Lesson Plans

Summative Evaluation: TELPAS, STAAR

Student Journals

Student Projects/ Student Presentations increased by 3%

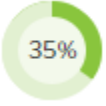
Staff Responsible for Monitoring: District Computer Specialist




Classroom Teacher






Campus Administration

TEA Priorities: Build a foundation of reading and math - **Population:** EE -5th Grade, BIL, SE, AR, GT, DYS - **Start**

Date: July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June
			

<p>Strategy 4: Teachers will be required to complete an annual school technology and readiness (STaR) Chart.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Star Chart Report Summative Evaluation: Star Chart completion by 100%</p> <p>Staff Responsible for Monitoring: Classroom Teacher Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 5: Teachers including Resource/Inclusion Instructors will provide instruction and visual aids on on-line testing and copy paper testing for improving, Benchmarks, TELPAS scores, STAAR scores. Computers, laptops, I-Pads, Cameras, TVs, TV Stands, and equipment will be utilized to implement on-line testing, improving benchmark and State STAAR, TELPAS scores.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans Walkthroughs Program Reports Summative Evaluation: TELPAS, STAAR Scores increased by 3%</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 2, 3</p> <p>Funding Sources: Copy Paper - 162 State Compensatory - 162-11-6396-00-108-Y-30-000-Y - \$5,760, Copy Paper - 211 Title I-A - 211-11-6396-00-108-Y-30-0F2-Y - \$6,000, General Supplies - 163 State Bilingual - 163-13-6399-00-108-Y-30-000-Y - \$3,400, General Supplies - 163 State Bilingual - 163-11-6112-00-108-Y-30-000-Y - \$3,700</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 6: All 2nd - 5th grade students will be administered the TELPAS online test and will utilize secure computer labs. Filter Screens will be utilized to secure privacy.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans Progress Reports Summative Evaluation: TELPAS Online Testing results by 3%</p> <p>Staff Responsible for Monitoring: Classroom Teacher Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: 2nd - 5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 7: 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans Student projects/ presentations Lab Schedule Progress Reports Summative Evaluation: TELPAS Scores EOY Grade results increased by 3%</p> <p>Staff Responsible for Monitoring: Classroom teachers Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE -5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

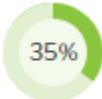

Demographics
<p>Need Statement 2: There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores. Data Analysis/Root Cause: Analysis of data shows gaps of special populations and all students.</p>
<p>Need Statement 3: There is a need to exit additional students, increase At-Risk students STAAR advanced level assessment percentages including SP. ED., LEP, and Economically Disadvantaged students. Data Analysis/Root Cause: Analysis of further data shows gaps for special populations on state assessments.</p>
Student Learning
<p>Need Statement 2: Maintain reading (fluency/comprehension), math (fluency/comprehension), science, writing student assessment achievement by analyzing data such as TPRI/Tejas Lee/CPALLS/Supera/Terra Nova/STAAR/PBMAS/ and District Checkpoints. Data Analysis/Root Cause: Analysis of data indicates reading success with these various academic components.</p>
<p>Need Statement 3: S. E. students are in need of increasing passing scores, a need to continue to implement a three year old program, and increase number of bilingual students who exit within 3 years. Data Analysis/Root Cause: Analysis of data indicates low performing academic areas for Special Education sub-population, continuation of three year old program and exit bilingual program within in three years.</p>
School Processes & Programs
<p>Need Statement 5: Technology needs include increasing the available infrastructure to support on-line testing and student access including purchasing of technological resources, increase professional development in technology integration into instruction (over 40% of teachers indicated the need for technology training on the Spring 2019 staff survey), increased Campus Technology Support staff and improved campus hardware and software. Data Analysis/Root Cause: Due to a demand in the use of technology, throughout the District and the State, technology training, technology resources, and a full-time TST.</p>




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







Performance Objective 1: Increase the overall A.S.P. attendance rate to 96.8% with a target of 97.5% for elementary schools, and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Sources: Improve campus attendance rates, At-Risk Student Attendance

Summative Evaluation: None

<p>Strategy 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Weekly review of campus attendance rates Monitor campus Attendance Summative Evaluation: Attendance Certificates increased by 3%</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE - 5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: December 31, 2020 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation-Six weeks Attendance Report Phone Master Daily Log Summative Evaluation-Attendance Certificates increased by 3%</p> <p>Staff Responsible for Monitoring: PEIMS E-Schools</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 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. Students will be recognized with end of year and six weeks awards.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation- KBSD announcements Campus marquees Summative Evaluation-Attendance Certificates increased by 3%</p> <p>Staff Responsible for Monitoring: Principal PEIMS Supervisor Admissions and Attendance</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-51-108-Y-11-000-Y - \$650, General Supplies - 199 Local funds - 199-11-6396-00-108-Y-11-000-Y - \$650, General Supplies - 199 Local funds - 199-23-6399-00-108-Y-99-000-Y - \$3,500, End of Year Awards - 211 Title I-A - 211-11-6498-00-108-Y-30-0F2-Y - \$5,500</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 4: Recognize and award incentives (Build a Bear Teddy Bears) to students with perfect attendance and student achievement every six weeks, semester and at the end of the year. Campus recognition of students with high academic achievement that increase learning performance. To obtain perfect attendance incentives student must be present the entire instructional day for that attendance reporting period.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Campus documentation Summative Evaluation: Attendance Certificates with 100% compliance</p> <p>Staff Responsible for Monitoring: Principal Teachers Data Entry Clerk</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: List of certificate/plaque recipients by school Summative Evaluation: Attendance Certificate Plaques increased by 3%</p> <p>Staff Responsible for Monitoring: Campus Principal Teachers Public Information</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 6: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Intervention/ Tutorial Student Class Rosters reflecting 90% attendance Progress Reports Summative Evaluation: TELPAS, STAAR, Supera/Terra Nova increased by 3%</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: K-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: December 31, 2020 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 7: Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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 increased by 3%</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Administrator for the Homeless Youth Project Administrator for State</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:



Student Learning
<p>Need Statement 2: Maintain reading (fluency/comprehension), math (fluency/comprehension), science, writing student assessment achievement by analyzing data such as TPRI/Tejas Lee/CPALLS/Supera/Terra Nova/STAAR/PBMAS/ and District Checkpoints. Data Analysis/Root Cause: Analysis of data indicates reading success with these various academic components.</p>
School Processes & Programs
<p>Need Statement 1: RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor. Data Analysis/Root Cause: Analysis of data indicates monitoring of tiers and behavior model is vital for student overall academic success.</p>

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

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

Evaluation Data Sources: STAAR reports disaggregated for At-Risk students. EOC Performance Reports not available due to Covid-19. Progress evaluation based on District Benchmark and other Assessments.

Summative Evaluation: None

<p>Strategy 1: Identification, Monitoring of Bilingual students through L-PAC committee meetings. Progress monitor TELPAS and PBMAS Sp. Ed. population in reading and science. Substitutes will be utilized to hold these L-PAC meetings. General supplies will be utilized for L-PAC committee meetings.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: L-PAC Minutes, E-School Data Summative Evaluation: TELPAS Scores and PBMAS increased by 3%</p> <p>Staff Responsible for Monitoring: LPAC Committee LPAC Administrator</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 2: Dyslexia Teacher will provide District Wide Dyslexia program for identified students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: TPRI/Tejas Lee-Benchmark Scores--Reading Progress Reports-Fluency Monitoring-Teacher observations Summative Evaluation: TELPAS, Super/Terra Nova, STAAR sores increased by 3%</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher Classroom Teachers Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 3: All PK-5 Bilingual/ESL students will increase oral language skills to develop listening/speaking, reading/writing proficiency to systematically transition to English literacy.

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 especially in TELPAS and PBMAS percentages.

Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Fluency Monitoring, Teacher observation, Progress reports, Summative Evaluation: CPALLS TELPAS, Supera/Terra Nova, PBMAS scores increased by 3%

Staff Responsible for Monitoring: Administration
PK-5th Teacher

TEA Priorities: Build a foundation of reading and math - **Population:** EE-5th Grade, BIL, SE, AR, GT, DYS - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June
 35%			

Strategy 4: As per BISD policy, Putegnat Elementary school will implement SSI tutorials, tutorials, Extended Day Enrichment Opportunities and remediation strategies in core-area subjects, TRPI/Tejas Lee in BOY, MOY, EOY for low-performing students in order to decrease the retention rate and improve student achievement. STAAR Workbooks, Dictionaries, custodial supplies, and other general supplies including ink cartridges, and copy paper will be utilized to enhance instruction and protect instructional school environment: Poetry, Math, ELA, Science, and Writing. I-Read software resource will be utilized to enhance and supplement reading. BISD ELA Plan of Action will be implemented to support continuous improvement in instructional expectations, professional learning, and progress monitoring. Extra duty pay will be allotted for Certified and Classified Personnel for materials preparation for virtual, remote learning.

Milestone's/Strategy's Expected Results/Impact:


Formative Evaluation: Student eSchools generated Tutorial Schedule, TPRI/Tejas Lee Results Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports
 Summative Evaluation: STAAR results increased by 3%






Staff Responsible for Monitoring: Principal
 Dean Of Instruction
 Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals -
Population: EE-5th Grade, BIL, AR, TI, DYS - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Need Statements: Demographics 2, 3 - Student Learning 2 - School Processes & Programs 1

Funding Sources: SSI Tutorials - 162 State Compensatory - 162-11-6118-00-108-Y-24-SSI-Y - \$10,500, Tutorials - 162 State Compensatory - 162-11-6118-00-108-Y-30-000-Y - \$50,000, Supplies and Materials - 162 State Compensatory - 162-11-6398-62-108-Y-30-000-Y - \$45,000, Para-Professional Over-Time - 211 Title I-A - 211-11-6121-00-108-Y-30-ASP-Y - \$37,462, Medicare - 211 Title I-A - 211-61-6141-00-108-Y-30-ASP-Y - \$376, TRS - 211 Title I-A - 211-11-6146-00-108-Y-30-ASP-Y - \$2,318, General Supplies - 211 Title I-A - 211-61-6399-00-108-Y-30-0F2-Y - \$900, Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-108-Y-30-0F2-Y - \$900, Professional Extra Duty - 211 Title I-A - 211-11-6118-00-108-Y-30-ASP-Y - \$24,611, Social Security/Medicare - 211 Title I-A - 211-61-6149-00-108-Y-30-ASP-Y - \$389, TRS - 211 Title I-A - 211-61-6146-00-108-Y-30-0F2-Y, Employee Benefits- Locally DEF - 211 Title I-A - 211-11-6148-00-108-Y-30-ASP-Y - \$60, Employee Travel - 211 Title I-A - 211-11-6411-00-108-Y-30-0F2-Y - \$900, Classified Extra Duty Pay for Remote Learning Materials Preparation - 211 Title I-A - 211-11-6121-00-108-Y-30-0F2-Y - \$538, Professional Extra Duty Pay for Remote Learning Materials Preparation - 211 Title I-A - 211-11-6118-00-108-Y-30-ASP-Y - \$1,345

Reviews			
Formative			Summative
Oct	Jan	Mar	June
 0%			

<p>Strategy 5: Putegnat Elementary School will recover At-Risk Students that are No-Shows as a District Initiative, "Walk for the Future".</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Attendance Reports PEIMS At-Risk Rates Summative Evaluation: STAAR Progress Reports Benchmarks increased by 3%</p> <p>Staff Responsible for Monitoring: Administration Faculty</p> <p>Population: At-Risk EE-5th Grades - Start Date: September 1, 2020 - End Date: September 30, 2020 - Revision Date: None</p> <p>Funding Sources: Walk for the Future - 162 State Compensatory - 162-61-6399-00-108-Y-30-000-1</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 0%				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Need Statements:



Demographics
<p>Need Statement 2: There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores. Data Analysis/Root Cause: Analysis of data shows gaps of special populations and all students.</p>
<p>Need Statement 3: 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. Data Analysis/Root Cause: Analysis of further data shows gaps for special populations on state assessments.</p>
Student Learning
<p>Need Statement 2: Maintain reading (fluency/comprehension), math (fluency/comprehension), science, writing student assessment achievement by analyzing data such as TPRI/Tejas Lee/CPALLS/Supera/Terra Nova/STAAR/PBMAS/ and District Checkpoints. Data Analysis/Root Cause: Analysis of data indicates reading success with these various academic components.</p>
School Processes & Programs
<p>Need Statement 1: RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor. Data Analysis/Root Cause: Analysis of data indicates monitoring of tiers and behavior model is vital for student overall academic success.</p>

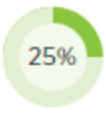
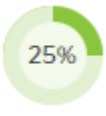




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates, CATCH, meetings and reports

Summative Evaluation: None

<p>Strategy 1: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Classroom Observations, School Health Index Summative Evaluation: Physical Fitness Assessment 100% completed</p> <p>Staff Responsible for Monitoring: Campus Administrators Physical Ed. Teachers Campus Nurse</p> <p>TEA Priorities: Connect high school to career and college - Population: PK-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 2 - School Processes & Programs 1</p> <p>Funding Sources: Extra duty pay/overtime -sup PE - 199 Local funds - 199-11-6121-51-108-Y-11-000-Y</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Classroom Observations Summative Evaluation: TEA required report for Fitness, Assessment Results & Student Follow-up</p> <p>Staff Responsible for Monitoring: Campus Administrators Physical Ed. Teachers School Nurse CATCH Team Members</p> <p>TEA Priorities: Connect high school to career and college - Population: PK-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 3: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Campus Catch Binder Summative Evaluation: School Health Index Documentation 100% completed</p> <p>Staff Responsible for Monitoring: Campus CATCH Teams Pre K-5</p> <p>TEA Priorities: Build a foundation of reading and math - Population: PK-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 4: 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>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans Fitness Assessment Student Grades Attendance Rates CATCH Activities Summative Evaluation: School Health Index Improvement Plan Standardized Tests Results increased by 3%</p> <p>Staff Responsible for Monitoring: PE Teachers Staff CATCH Champions</p> <p>TEA Priorities: Build a foundation of reading and math - Population: EE-5th Grade, BIL, SE, AR, GT, DYS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 2: There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores. Data Analysis/Root Cause: Analysis of data shows gaps of special populations and all students.</p>
School Processes & Programs
<p>Need Statement 1: RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor. Data Analysis/Root Cause: Analysis of data indicates monitoring of tiers and behavior model is vital for student overall academic success.</p>

State Compensatory

Personnel for Putegnat Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Mireles	Pre-Kinder Teacher	State Compensatory	.50
Corina Tabares	Dean of Instruction	State Compensatory	1.0
Iris Guerra-Flores	Pre-Kinder Teacher	State Compensatory	.50
Julio Lozano	Pre-KinderTeacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

SBDM Committee after analyzing the 2019-2020 survey results concluded that strengths consisted of Administrative and Teacher support, reviewing data, and the increase of state achievement scores. Furthermore, conclusion of needs entailed that At-Risk students in second language acquisition, enrichment, after-school tutorial programs, RTI3-Tiered model monitoring/interventions, and additional parental involvement is needed. The comprehensive needs assessment was developed, reviewed and revised after thorough review of multiple data sources and meetings with teachers, It was finalized on May 2020 at a SBDM Meeting.

CIP participants consisted of the SBDM Committee: Principal, Asst.Principal, PK- 5th Grade Classroom Teachers including a Non-Classroom Teacher, Counselor and Parents.

This Campus operating a schoolwide program will conduct a comprehensive needs assessment of the entire school that includes:

- Information on academic achievement of students in relation to the State Academic Standards, especially the needs of the students who are not meeting academic and state standards or who are At-Risk of failing in meeting these standards.
- Assessment Data is formulated to create plans for students not meeting standard criteria
- CNA summary found on the introduction of the CIP and Data sources throughout.
- SBDM looked at CNA survey from all stakeholders
- SBDM meetings held in May for the finalization of the 2020-2021 CIP

Strengths and Needs

- **Strengths:**

1. 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.
2. 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.
3. Significant gains have been made in the Campus achievement scores throughout these academic school years. However, there remains a gap between the academic achievement of all students to that of the At-Risk students in the District. The increases are due to the concerted collaborative effort between district-level personnel and campus staff. The Campus has focuses increasing scores for all special populations by using prescriptive methods of intervention to assist students in passing state mandated tests and courses.
4. Increased District parent participation at all levels

- **Needs:**

1. There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores.

2. Extended Day, Accelerated Learning (State Comp./Federal funds) will be held to increase academic and student achievement scores. RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor.
3. RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor.
4. Based on the 2018-2019 Parent Survey results, the district and campuses continue to need to provide more information to parents about the Special Education, Bilingual and Migrant programs.

SBDM Committee after analyzing the 2019 survey results concluded that strengths consisted of Administrative and Teacher support, reviewing data, and the increase of state achievement scores. Furthermore, conclusion of needs entailed that At-Risk students in second language acquisition, enrichment, after-school tutorial programs, RTI3-Tiered model monitoring/interventions, and additional parental involvement is needed.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The following addressed the needs of the Campus Improvement plan:

CIP participants consisted of the SBDM Committee: Principal, Asst.Principal, PK- 5th Grade Classroom Teachers including a Non-Classroom Teacher, Counselor and Parents.

ASP will utilize Title I funds for any activity that supports the needs of students in the school as identified through CNA assessment and placed in the schoolwide plan. The Campus will develop a Campus Improvement plan that consists of:

- Strategies that the school will implement to address school needs, including a description of how the strategies will: provide opportunities for all children to meet State academic standards. Use instruction strategies that strengthen the academic program. Address the needs of all students
- If programs are consolidated, the Campus, the State educational agency and local educational agency programs and other Federal programs will be consolidated into the schoolwide program
- SBDM Members met to progress monitor and evaluation criteria for monitoring student achievement and progress
- SBDM Members met to Progress monitor and evaluate criteria for implementation of strategies and viability
- Parents, Staff, Administration, and Community members met to review and revise strategies.

2.2: Regular monitoring and revision

The CNA/CIP will be monitored and revised quarterly throughout the year by the SBDM Committee, Grade Level Teachers, and parents.

Activities that May Address the Needs of the Students

- Counseling, school-based mental health programs, instructional support services, mentoring services and other strategies
- Preparation for and awareness of postsecondary education and the workforce
- Implementation of a schoolwide tier model to prevent and address problem behavior, and early intervening services coordinated with IDEA

- Professional Development and other activities for Teachers, Para-Professionals, and other school personnel to improve instruction
- Strategies for assisting preschool children in transition from early childhood education programs to elementary programs
- If programs are consolidated, the specific state and local programs and other federal programs will be consolidated in the schoolwide program
- CIP strategies and Progress monitoring techniques are routinely revised to determine viability to meet student needs during regular and grade level meetings
- SBDM meeting for CIP revisions was held in May 2020 during the Covid era

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan will be made available to the parents and community in English and oral translation with certain sections printed as needed:

- Available to LEA, Parents, and the public in an understandable and uniform format and to the extent possible, provided in an oral language that the Parents can understand
- SBDM, Faculty and Staff review CIP and CNA to determine updates and need as they arise
- All stakeholders are made aware as to the CIP location on the Campus' and BISD website
- All stakeholders are given ample opportunity to review current CIP and CNA to add and review strategies to meet the needs of all involved
- CIP available in English, copy paper provided and oral translation as indicated

2.4: Opportunities for all children to meet State standards

Multiple Opportunities for all Students to meet State Standards by:

- Address the needs of all students to meet the State Academic and Achievement Standards
- Goal 9.2.4-After-School/Tutorial/Extended Day to improve overall student success
- Provide opportunities and strategies that encompasses Student success from Early Childhood to fifth Grade
- All sub-groups and/or special populations needs will be addressed in order to be academically successful
- Language and Reading interventions for all grade levels PK-5th grade will be utilized
- Assist Bilingual students with language skills to develop listening, speaking, reading, and writing proficiencies
- Teachers will meet routinely to determine needs for all sub-groups for academic and state success in all content areas (CIP 1.1.1, 9.2.1, 9.2.3)

2.5: Increased learning time and well-rounded education

Campus Improvement Plan utilizes instructional strategies in the following:

- Opportunities for all Students to participate in Tutorial Classes to further enrich lessons during the school day
- Opportunities for all Students to participate in Extended Day
- Goal 9.2.4- Extended Day Students will be provided with specified content areas, technology, fine arts and physical education activities(3.1.1, 3.2.1,7.1.1,9.2.4)
- TLI comprehension strategies
- RTI Tier I/Tier II/Tier III
- Individualized learning computer-assisted pathways in reading and math
- Math Facts Fluency

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

The Campus Improvement Plan will address the need of Students and At-Risk Students by:

- Strategies that encompass high performance and improving academic and achievement scores
- Goal 9.2.4-Opportunities to participate in after-school programs for improving academic and achievement areas
- Opportunities to participate in Tutorial and SSI programs to meet student need and improve academically
- An education plan formulated to address At-Risk academically struggling students (7.1.1, 7.1.5, 9.2.4)
- Utilization of Tier II and Tier III remedied instruction

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Campus will developed and distribute Parent/Family Engagment Policy that was agreed upon by the Parents and all stakeholders.

- Open door policy for all Students Parents and Legal Guardians
- Open communication between Staff Members and Parents
- Parents will participate in the CNA survery to determine and acknowledge Parent/Student input for overall academic success
- Policy distributed in English and Spanish to all Parents and Family Members of participating children annually during Parent Meetings and sent home with each student for Parent/Guardians review
- Meeting date in May 13, 2020 amid Covid era and will distribute policy in 2020.
- Students will participate in the CNA survey to determine and acknowledge Student input in academic success
- Parent meetings on Tuesday(s) and SBDM Meeting in May 2020 with our Parent representatives.
- Parent/Family Engagement Policy available in both languages, distributed on Meet the Teacher Event, and at the beginning of the year (CIP 6.1.2, 6.1.3, 6.1.8)
- CIP participants consisted of the SBDM Committee: Principal, Asst. Principal, PK- 5th Grade Classroom Teachers including a Non-Classroom Teacher, Counselor and Parents.

3.2: Offer flexible number of parent involvement meetings

The Campus will offer flexible parent involvement meeting morning, afternoon, and may provide transportation as need arises and funds available through Title 1-A:

- Parent Assessment Meetings held in first and second semester with Faculty and Administration
- CIP participants consisted of the SBDM Committee: Principal, Asst.Principal, PK- 5th Grade Classroom Teachers including a Non-Classroom Teacher, Counselor and Parents.
- Meetings will be held twice a month with Parent Liasion, assisting
- Meetings will be held in both languages E/S
- Snacks will be provided to assist with collegiality and familial ambiance
- Parent's Tuesday weekly meetings and SBDM Meeting throughtout the School year to review Title 1-A required funding and activites
- School-Parent-Student Compact reviewed to ensure student success
- Parents input will be acknowledged for overal campus improvement and parental participation (CIP 6.1.2, 6.1.3, 6.1.8)
- Title I Policy meeting dates were held in August and October and Parent Liaison was availble for separate flexible meeting dates in the morning and afternoon or specified by Parents

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aurora Salinas	Title I-A PK Aide	Federal	1.0
Dalma Velasco	Nurse	Federal	.40
Gladys Palomino	3 Yr. Old Program Teacher	Federal	1.0
Israel Garcia	Title I-A PK Aide	Federal	1.0
Sylvia Perez	Title I-A PK Aide	Federal	1.0

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Dr. Aidee Vasquez	Principal
Meeting Facilitator	Corina Tabares	Dean Of Instruction
Business Representative	Saul Garcia	Business Representative
Business Representative	Daniel Garza	Business Representative
Classroom Teacher	Dina Coronado	Classroom Teacher (1Y)
Classroom Teacher	Dora E.	Classroom Teacher (2Y)
Classroom Teacher	Elizabeth Valdez	Classroom Teacher (1Y)
Classroom Teacher	Ana Rangel	Classroom Teacher (1Y)
Classroom Teacher	Manuel Ayala,	Classroom Teacher (1Y)
Non-classroom Professional	Josie Villareal	Librarian Media Specialist
Community Representative	Monica Garza	Community Representative
Community Representative	Juliana Garza	Community Representative
District-level Professional	Dahlia Castro	District-Level Professional
Student	Myriam Ramos	Student
Classroom Teacher	Noelia Lozano	Classroom Teacher (2Y)
Paraprofessional	Xenia Cruz	ParaProfessional
Parent	Maria Almaguer	Parent
Parent	Claudia Ledezma	Parent
Classroom Teacher	Gladys Palomino	PK Teacher (1Y)
Parent	Claudia Ledezma	Parent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Miscellaneous Operating Costs	199-11-6498-00-108-Y-11-000-Y	\$3,080.00
2	1	2	General Supplies	199-23-6399-45-108-Y-99-000-Y	\$2,000.00
3	1	1	Supplies, Materials and Equipment	199-23-6398-00-108-Y-99-000-Y	\$5,000.00
6	1	16	Student Travel and Meal	199-11-6412-00-108-Y-11-000-Y	\$6,000.00
7	1	1	Copy Paper	199-11-6396-00-108-Y-11-000-Y	\$850.00
9	1	3	General Supplies	199-11-6399-51-108-Y-11-000-Y	\$650.00
9	1	3	General Supplies	199-11-6396-00-108-Y-11-000-Y	\$650.00
9	1	3	General Supplies	199-23-6399-00-108-Y-99-000-Y	\$3,500.00
9	3	1	Extra duty pay/overtime -sup PE	199-11-6121-51-108-Y-11-000-Y	\$0.00
Sub-Total					\$21,730.00
Budgeted Fund Source Amount					\$21,730.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Substitute Teachers	162-11-6112-18-108-Y-30-000-Y	\$11,200.00
7	1	1	General Supplies	162-11-6399-00-108-Y-30-000-Y	\$40,000.00
7	1	1	Staff Development	162-11-6219-00-108-Y-30-000-Y	\$1,600.00
7	1	5	Dean of Instruction Salary	162-13-6119-00-108-Y-30-000-Y	\$0.00
8	1	1	General Supplies	162-11-6399-62-108-Y-30-000-Y	\$5,500.00
8	1	1	Computers	162-11-6398-62-108-Y-30-337-Y	\$0.00
8	1	5	Copy Paper	162-11-6396-00-108-Y-30-000-Y	\$5,760.00
9	2	4	SSI Tutorials	162-11-6118-00-108-Y-24-SSI-Y	\$10,500.00
9	2	4	Tutorials	162-11-6118-00-108-Y-30-000-Y	\$50,000.00
9	2	4	Supplies and Materials	162-11-6398-62-108-Y-30-000-Y	\$45,000.00
9	2	5	Walk for the Future	162-61-6399-00-108-Y-30-000-1	\$0.00
Sub-Total					\$169,560.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$169,560.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	General Supplies	163-11-6399-00-108-Y-30-000-Y	\$3,100.00
8	1	5	General Supplies	163-13-6399-00-108-Y-30-000-Y	\$3,400.00
8	1	5	General Supplies	163-11-6112-00-108-Y-30-000-Y	\$3,700.00
Sub-Total					\$10,200.00
Budgeted Fund Source Amount					\$10,200.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-33-6399-00-108-Y-30-0F2-Y	\$300.00
3	1	1	PPE Supplies	211-11-6315-00-108-Y-30-0F2-Y	\$5,000.00
3	1	1	General and PPE Supplies	211-11-6399-00-108-Y-30-0F2-Y	\$37,000.00
3	1	1	General Supplies	211-11-6399-62-108-Y-30-0F2-Y	\$4,500.00
6	1	3	General Supplies	211-31-6399-00-108-Y-30-0F2-Y	\$300.00
6	1	3	Extra Duty Pay/Overtime	211-61-6121-00-108-Y-30-0F2-Y	\$0.00
7	1	1	General Supplies for Staff Development	211-13-6399-00-108-Y-30-AYP-Y	\$10,550.00
8	1	1	Software Supplies and Material	211-11-6395-62-108-Y-30-0F2-Y	\$12,000.00
8	1	1	General Supplies	211-23-6399-00-108-Y-30-0F2-Y	\$7,500.00
8	1	1	Imagine Learning	211-11-6395-62-108-Y-30-0F2-Y	\$0.00
8	1	1	Computers	211-11-6398-62-108-Y-30-0F2-Y	\$5,500.00
8	1	2	General Supplies	211-12-6399-00-108-Y-30-0F2-Y	\$5,500.00
8	1	2	Poster Printer	211-23-6398-00-108-Y-30-0F2-Y	\$5,000.00
8	1	2	Reading Materials Software	211-61-6329-00-108-Y-30-0F2-Y	\$3,500.00
8	1	2	Electronic Equipment	211-61-6398-65-108-Y-30-0F2-Y	\$600.00
8	1	5	Copy Paper	211-11-6396-00-108-Y-30-0F2-Y	\$6,000.00
9	1	3	End of Year Awards	211-11-6498-00-108-Y-30-0F2-Y	\$5,500.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	4	Para-Professional Over-Time	211-11-6121-00-108-Y-30-ASP-Y	\$37,462.00
9	2	4	Medicare	211-61-6141-00-108-Y-30-ASP-Y	\$376.00
9	2	4	TRS	211-11-6146-00-108-Y-30-ASP-Y	\$2,318.00
9	2	4	General Supplies	211-61-6399-00-108-Y-30-0F2-Y	\$900.00
9	2	4	Miscellaneous Operating Costs	211-61-6499-53-108-Y-30-0F2-Y	\$900.00
9	2	4	Professional Extra Duty	211-11-6118-00-108-Y-30-ASP-Y	\$24,611.00
9	2	4	Social Security/Medicare	211-61-6149-00-108-Y-30-ASP-Y	\$389.00
9	2	4	TRS	211-61-6146-00-108-Y-30-0F2-Y	\$0.00
9	2	4	Employee Benefits-Locally DEF	211-11-6148-00-108-Y-30-ASP-Y	\$60.00
9	2	4	Employee Travel	211-11-6411-00-108-Y-30-0F2-Y	\$900.00
9	2	4	Classified Extra Duty Pay for Remote Learning Materials Preparation	211-11-6121-00-108-Y-30-0F2-Y	\$538.00
9	2	4	Professional Extra Duty Pay for Remote Learning Materials Preparation	211-11-6118-00-108-Y-30-ASP-Y	\$1,345.00
Sub-Total					\$178,549.00
Budgeted Fund Source Amount					\$178,549.00
+/- Difference					\$0.00
Grand Total					\$380,039.00

Addendums

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PUTEGNAT EL**

Early Childhood Literacy Progress Measure 1

Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 90% to 95% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
91%	92%	93%	94%	95%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	91%	91%	95%
2021	92%	92%	96%
2022	93%	93%	97%
2023	94%	94%	98%
2024	95%	95%	99%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1

Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 96% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
97%	98%	99%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	97%	97%	99%
2021	98%	98%	100%
2022	99%	99%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PUTEGNAT EL**

Early Childhood Literacy Progress Measure 2

Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 97% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
98%	99%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	98%	98%	99%
2021	99%	99%	100%
2022	100%	100%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2

Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the **EOY Benchmark** will increase from 89% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	91%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	90%	90%	89%
2021	91%	91%	90%
2022	92%	92%	91%
2023	93%	93%	92%
2024	94%	94%	93%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PUTEGNAT EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 73% to 78% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	75%	76%	77%	78%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	71%	72%	72%
2021	72%	73%	73%
2022	73%	74%	74%
2023	74%	75%	75%
2024	75%	76%	76%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PUTEGNAT EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 33% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	35%	36%	37%	38%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	36%	34%	35%
2021	37%	35%	36%
2022	38%	36%	37%
2023	39%	37%	38%
2024	40%	38%	39%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade

Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 63% to 68% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	65%	66%	67%	68%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	67%	65%	65%
2021	68%	66%	66%
2022	69%	67%	67%
2023	70%	68%	68%
2024	71%	69%	69%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PUTEGNAT EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 43% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	43%	43%	46%	23%
2021	44%	44%	47%	24%
2022	45%	45%	48%	25%
2023	46%	46%	49%	26%
2024	47%	47%	50%	27%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PUTEGNAT EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 39% to 44% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
40%	41%	42%	43%	44%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	42%	40%	45%	13%
2021	43%	41%	46%	14%
2022	44%	42%	47%	15%
2023	45%	43%	48%	16%
2024	46%	44%	49%	17%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 46% to 51% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	48%	49%	50%	51%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	46%	46%	48%	13%
2021	47%	47%	49%	14%
2022	48%	48%	50%	15%
2023	49%	49%	51%	16%
2024	50%	50%	52%	17%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PUTEGNAT EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 33% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	35%	36%	37%	38%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	31%	30%	29%	1%
2021	32%	31%	30%	2%
2022	33%	32%	31%	3%
2023	34%	33%	32%	4%
2024	35%	34%	33%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 45% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	41%	43%	42%	11%
2021	42%	44%	43%	12%
2022	43%	45%	44%	13%
2023	44%	46%	45%	14%
2024	45%	47%	46%	15%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PUTEGNAT EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 73% to 78% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	75%	76%	77%	78%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	74%	74%	72%	1%
2021	75%	75%	73%	2%
2022	76%	76%	74%	3%
2023	77%	77%	75%	4%
2024	78%	78%	76%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 80% to 85% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	82%	83%	84%	85%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	81%	81%	80%	21%
2021	82%	82%	81%	22%
2022	83%	83%	82%	23%
2023	84%	84%	83%	24%
2024	85%	85%	84%	25%

Minimum size criteria set to 10 or more students.

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PUTEGNAT EL**

Campus Number: **031901108**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading

At Approaches Grade Level or Above	2019	76%	80%	82%	-	82%	-	-	-	-	20%	-	84%	71%	82%	81%
	2018	77%	80%	100%	-	100%	*	-	-	-	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	45%	46%	73%	-	73%	-	-	-	-	0%	-	73%	71%	73%	71%
	2018	43%	42%	80%	-	79%	*	-	-	-	*	-	78%	89%	81%	82%
At Masters Grade Level	2019	27%	26%	39%	-	39%	-	-	-	-	0%	-	38%	43%	39%	38%
	2018	25%	22%	53%	-	51%	*	-	-	-	*	-	50%	67%	54%	49%

Grade 3 Mathematics

At Approaches Grade Level or Above	2019	79%	85%	95%	-	95%	-	-	-	-	80%	-	95%	100%	95%	95%
	2018	78%	86%	91%	-	91%	*	-	-	-	33%	-	92%	89%	93%	96%
At Meets Grade Level or Above	2019	49%	56%	80%	-	80%	-	-	-	-	20%	-	81%	71%	80%	79%
	2018	47%	54%	67%	-	68%	*	-	-	-	17%	-	63%	89%	68%	70%
At Masters Grade Level	2019	25%	27%	43%	-	43%	-	-	-	-	20%	-	43%	43%	43%	43%
	2018	23%	27%	45%	-	46%	*	-	-	-	17%	-	43%	56%	46%	48%

Grade 4 Reading

At Approaches Grade Level or Above	2019	75%	83%	95%	-	95%	*	-	-	-	63%	-	95%	92%	95%	96%
	2018	73%	79%	90%	-	90%	*	-	-	-	*	-	89%	92%	90%	89%
At Meets Grade Level or Above	2019	44%	51%	84%	-	84%	*	-	-	-	63%	-	84%	83%	84%	85%
	2018	46%	49%	76%	-	75%	*	-	-	-	*	-	75%	77%	76%	71%
At Masters Grade Level	2019	22%	23%	59%	-	60%	*	-	-	-	25%	-	55%	75%	59%	57%
	2018	24%	23%	32%	-	30%	*	-	-	-	*	-	36%	23%	32%	29%

Grade 4 Mathematics

At Approaches Grade Level or Above	2019	75%	82%	95%	-	95%	*	-	-	-	75%	-	93%	100%	95%	96%
	2018	78%	86%	95%	-	95%	*	-	-	-	*	-	93%	100%	95%	95%
At Meets Grade Level or Above	2019	48%	53%	79%	-	78%	*	-	-	-	38%	-	75%	92%	79%	79%
	2018	49%	56%	88%	-	88%	*	-	-	-	*	-	87%	92%	88%	86%
At Masters Grade Level	2019	28%	30%	50%	-	49%	*	-	-	-	13%	-	52%	42%	50%	49%
	2018	27%	30%	67%	-	67%	*	-	-	-	*	-	73%	54%	67%	65%

Grade 4 Writing

At Approaches Grade Level or Above	2019	67%	78%	84%	-	84%	*	-	-	-	50%	-	82%	92%	84%	85%
	2018	63%	74%	93%	-	93%	*	-	-	-	*	-	90%	100%	93%	92%
At Meets Grade Level or Above	2019	35%	44%	48%	-	47%	*	-	-	-	25%	-	48%	50%	48%	47%
	2018	39%	48%	73%	-	72%	*	-	-	-	*	-	68%	85%	73%	71%
At Masters Grade Level	2019	11%	14%	16%	-	15%	*	-	-	-	0%	-	11%	33%	16%	17%
	2018	11%	14%	11%	-	12%	*	-	-	-	*	-	13%	8%	11%	8%

Grade 5 Reading^

At Approaches Grade Level or Above	2019	86%	91%	93%	-	93%	*	-	-	-	40%	-	94%	90%	93%	92%
	2018	84%	90%	90%	-	90%	*	-	-	-	*	-	88%	100%	90%	89%
At Meets Grade Level or Above	2019	54%	56%	71%	-	70%	*	-	-	-	40%	-	66%	90%	70%	68%
	2018	54%	59%	52%	-	51%	*	-	-	-	*	-	51%	55%	52%	50%

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Masters Grade Level	2019	29%	28%	33%	-	32%	*	-	-	-	-	0%	-	29%	50%	34%	34%	
	2018	26%	28%	19%	-	18%	*	-	-	-	-	*	-	17%	27%	19%	17%	
Grade 5 Mathematics^																		
At Approaches Grade Level or Above	2019	90%	96%	100%	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%	
	2018	91%	97%	100%	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%	
At Meets Grade Level or Above	2019	58%	70%	84%	-	84%	*	-	-	-	-	20%	-	83%	90%	84%	82%	
	2018	58%	74%	69%	-	69%	*	-	-	-	-	17%	-	73%	55%	69%	67%	
At Masters Grade Level	2019	36%	46%	53%	-	55%	*	-	-	-	-	0%	-	54%	50%	52%	50%	
	2018	30%	43%	33%	-	31%	*	-	-	-	-	0%	-	32%	36%	33%	31%	
Grade 5 Science																		
At Approaches Grade Level or Above	2019	75%	84%	93%	-	93%	*	-	-	-	-	60%	-	97%	80%	93%	92%	
	2018	76%	85%	91%	-	91%	*	-	-	-	-	88%	-	93%	82%	91%	90%	
At Meets Grade Level or Above	2019	49%	60%	78%	-	77%	*	-	-	-	-	20%	-	80%	70%	77%	74%	
	2018	41%	51%	49%	-	48%	*	-	-	-	-	38%	-	50%	45%	49%	49%	
At Masters Grade Level	2019	24%	28%	47%	-	48%	*	-	-	-	-	0%	-	51%	30%	45%	39%	
	2018	17%	20%	14%	-	13%	*	-	-	-	-	0%	-	9%	36%	14%	14%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	81%	92%	-	92%	100%	-	-	-	-	59%	-	92%	91%	92%	92%	
	2018	77%	78%	94%	-	94%	100%	-	-	-	-	64%	-	94%	96%	94%	94%	
At Meets Grade Level or Above	2019	50%	52%	74%	-	74%	100%	-	-	-	-	27%	-	73%	78%	74%	73%	
	2018	48%	49%	68%	-	68%	90%	-	-	-	-	22%	-	67%	73%	69%	67%	
At Masters Grade Level	2019	24%	23%	42%	-	42%	50%	-	-	-	-	8%	-	41%	46%	42%	41%	
	2018	22%	21%	34%	-	33%	70%	-	-	-	-	3%	-	33%	37%	34%	32%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2019	75%	76%	90%	-	90%	*	-	-	-	-	39%	-	91%	86%	90%	90%	
	2018	74%	74%	94%	-	94%	*	-	-	-	-	70%	-	93%	97%	94%	93%	
At Meets Grade Level or Above	2019	48%	47%	77%	-	76%	*	-	-	-	-	30%	-	75%	83%	76%	76%	
	2018	46%	44%	69%	-	68%	*	-	-	-	-	20%	-	68%	73%	69%	67%	
At Masters Grade Level	2019	21%	18%	45%	-	45%	*	-	-	-	-	9%	-	41%	59%	45%	44%	
	2018	19%	17%	35%	-	33%	*	-	-	-	-	0%	-	35%	36%	35%	32%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2019	82%	86%	97%	-	97%	*	-	-	-	-	83%	-	96%	100%	97%	97%	
	2018	81%	85%	96%	-	95%	*	-	-	-	-	60%	-	95%	97%	96%	97%	
At Meets Grade Level or Above	2019	52%	57%	81%	-	80%	*	-	-	-	-	26%	-	79%	86%	81%	80%	
	2018	50%	55%	74%	-	74%	*	-	-	-	-	20%	-	72%	79%	74%	73%	
At Masters Grade Level	2019	26%	31%	49%	-	49%	*	-	-	-	-	13%	-	50%	45%	49%	47%	
	2018	24%	28%	47%	-	47%	*	-	-	-	-	7%	-	46%	48%	47%	46%	
All Grades Writing																		
At Approaches Grade Level or Above	2019	68%	76%	84%	-	84%	*	-	-	-	-	50%	-	82%	92%	84%	85%	
	2018	66%	71%	93%	-	93%	*	-	-	-	-	*	-	90%	100%	93%	92%	
At Meets Grade Level or Above	2019	38%	44%	48%	-	47%	*	-	-	-	-	25%	-	48%	50%	48%	47%	
	2018	41%	45%	73%	-	72%	*	-	-	-	-	*	-	68%	85%	73%	71%	
At Masters Grade Level	2019	14%	15%	16%	-	15%	*	-	-	-	-	0%	-	11%	33%	16%	17%	
	2018	13%	13%	11%	-	12%	*	-	-	-	-	*	-	13%	8%	11%	8%	

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	93%	-	93%	*	-	-	-	60%	-	97%	80%	93%	92%
	2018	80%	82%	91%	-	91%	*	-	-	-	88%	-	93%	82%	91%	90%
At Meets Grade Level or Above	2019	54%	55%	78%	-	77%	*	-	-	-	20%	-	80%	70%	77%	74%
	2018	51%	51%	49%	-	48%	*	-	-	-	38%	-	50%	45%	49%	49%
At Masters Grade Level	2019	25%	21%	47%	-	48%	*	-	-	-	0%	-	51%	30%	45%	39%
	2018	23%	19%	14%	-	13%	*	-	-	-	0%	-	9%	36%	14%	14%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 498
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PUTEGNAT EL
Campus Number: 031901108

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	87	-	89	*	-	-	-	-	88	-	86	92	87	87
	2018	63	65	62	-	61	*	-	-	-	-	*	-	64	56	62	63
Grade 4 Mathematics	2019	65	64	76	-	75	*	-	-	-	-	69	-	75	79	76	73
	2018	65	66	83	-	83	*	-	-	-	-	*	-	83	83	83	81
Grade 5 ELA/Reading	2019	81	78	70	-	70	*	-	-	-	-	60	-	70	72	70	72
	2018	80	81	77	-	77	-	-	-	-	-	*	-	73	94	77	77
Grade 5 Mathematics	2019	83	88	75	-	77	*	-	-	-	-	80	-	74	78	74	72
	2018	81	87	66	-	66	*	-	-	-	-	83	-	64	77	66	65
All Grades Both Subjects	2019	69	69	78	-	78	*	-	-	-	-	75	-	77	81	77	76
	2018	69	71	72	-	71	*	-	-	-	-	75	-	70	78	72	71
All Grades ELA/Reading	2019	68	67	80	-	81	*	-	-	-	-	77	-	79	83	80	80
	2018	69	69	70	-	70	*	-	-	-	-	86	-	69	75	70	71
All Grades Mathematics	2019	70	71	76	-	76	*	-	-	-	-	73	-	75	79	75	73
	2018	70	72	73	-	73	*	-	-	-	-	67	-	72	80	73	72

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	33%	-	33%	-	-	-	-	-	25%	33%	*
	2018	38%	44%	67%	-	67%	-	-	-	-	-	*	67%	88%
Mathematics	2019	45%	57%	78%	-	78%	-	-	-	-	-	78%	78%	*
	2018	47%	57%	88%	-	88%	-	-	-	-	-	*	88%	100%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	85%	-	85%	*	-	-	-	-	20%	85%	84%
Students Requiring Accelerated Instruction														
	2019	22%	16%	15%	-	15%	*	-	-	-	-	80%	15%	16%
STAAR Cumulative Met Standard														
	2019	86%	91%	91%	-	91%	*	-	-	-	-	40%	91%	94%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	91%	-	91%	*	-	-	-	-	40%	91%	94%
Students Requiring Accelerated Instruction														
	2019	17%	8%	9%	-	9%	*	-	-	-	-	60%	9%	6%
STAAR Cumulative Met Standard														
	2019	90%	96%	100%	-	100%	*	-	-	-	-	100%	100%	100%

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 498
 Grade Span: EE - 05
 (Current EL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	92%	93%	93%	-	-	93%	-	93%	*	93%	93%
	2018	77%	78%	94%	95%	95%	-	-	-	-	-	-	95%	95%
At Meets Grade Level or Above	2019	50%	52%	74%	73%	73%	-	-	73%	-	73%	*	73%	73%
	2018	48%	49%	68%	67%	67%	-	-	-	-	-	-	67%	67%
At Masters Grade Level	2019	24%	23%	42%	39%	39%	-	-	27%	-	27%	*	38%	38%
	2018	22%	21%	34%	29%	29%	-	-	-	-	-	-	29%	29%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	76%	90%	91%	91%	-	-	90%	-	90%	*	91%	91%
	2018	74%	74%	94%	94%	94%	-	-	-	-	-	-	94%	94%
At Meets Grade Level or Above	2019	48%	47%	77%	78%	78%	-	-	60%	-	60%	*	77%	77%
	2018	46%	44%	69%	67%	67%	-	-	-	-	-	-	67%	67%
At Masters Grade Level	2019	21%	18%	45%	47%	47%	-	-	0%	-	0%	*	42%	42%
	2018	19%	17%	35%	29%	29%	-	-	-	-	-	-	29%	29%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	86%	97%	98%	98%	-	-	100%	-	100%	*	98%	98%
	2018	81%	85%	96%	99%	99%	-	-	-	-	-	-	99%	99%
At Meets Grade Level or Above	2019	52%	57%	81%	78%	78%	-	-	90%	-	90%	*	80%	80%
	2018	50%	55%	74%	76%	76%	-	-	-	-	-	-	76%	76%
At Masters Grade Level	2019	26%	31%	49%	43%	43%	-	-	60%	-	60%	*	45%	44%
	2018	24%	28%	47%	44%	44%	-	-	-	-	-	-	44%	44%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	76%	84%	86%	86%	-	-	-	-	-	-	86%	86%
	2018	66%	71%	93%	97%	97%	-	-	-	-	-	-	97%	97%
At Meets Grade Level or Above	2019	38%	44%	48%	43%	43%	-	-	-	-	-	-	43%	43%
	2018	41%	45%	73%	72%	72%	-	-	-	-	-	-	72%	72%
At Masters Grade Level	2019	14%	15%	16%	14%	14%	-	-	-	-	-	-	14%	14%
	2018	13%	13%	11%	3%	3%	-	-	-	-	-	-	3%	3%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	93%	95%	95%	-	-	90%	-	90%	-	93%	93%
	2018	80%	82%	91%	89%	89%	-	-	-	-	-	-	89%	89%
At Meets Grade Level or Above	2019	54%	55%	78%	75%	75%	-	-	70%	-	70%	-	73%	73%
	2018	51%	51%	49%	42%	42%	-	-	-	-	-	-	42%	42%
At Masters Grade Level	2019	25%	21%	47%	35%	35%	-	-	20%	-	20%	-	30%	30%
	2018	23%	19%	14%	11%	11%	-	-	-	-	-	-	11%	11%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	69%	78%	74%	74%	-	-	80%	-	80%	-	75%	75%
	2018	69%	71%	72%	68%	68%	-	-	-	-	-	-	68%	68%
All Grades ELA/Reading	2019	68%	67%	80%	80%	80%	-	-	70%	-	70%	-	79%	79%
	2018	69%	69%	70%	67%	67%	-	-	-	-	-	-	67%	67%
All Grades Mathematics	2019	70%	71%	76%	68%	68%	-	-	90%	-	90%	-	71%	71%
	2018	70%	72%	73%	69%	69%	-	-	-	-	-	-	69%	69%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	48%	33%	*	*	-	-	*	-	*	-	*	*
	2018	38%	44%	67%	88%	88%	-	-	-	-	-	-	88%	88%
Mathematics	2019	45%	57%	78%	*	*	-	-	*	-	*	-	*	*
	2018	47%	57%	88%	100%	100%	-	-	-	-	-	-	100%	100%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	89%	-	89%	86%	-	-	-	-	94%	89%	88%
Not Included in Accountability													
Mobile	4%	2%	6%	-	6%	0%	-	-	-	-	5%	6%	5%
Other Exclusions	1%	2%	5%	-	5%	14%	-	-	-	-	2%	5%	7%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	90%	-	90%	100%	-	-	-	-	95%	91%	87%
Not Included in Accountability													
Mobile	4%	3%	7%	-	7%	0%	-	-	-	-	5%	6%	9%
Other Exclusions	1%	2%	3%	-	3%	0%	-	-	-	-	0%	2%	5%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: PUTEGNAT EL

Campus Number: 031901108

Total Students: 498

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	96.0%	-	96.0%	95.8%	-	-	-	-	95.8%	96.1%	95.9%
2016-17	95.7%	95.8%	97.3%	-	97.3%	*	-	-	-	-	96.7%	97.3%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: PUTEGNAT EL

Campus Number: 031901108

Total Students: 498

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 498

Grade Span: EE - 05

School Type: Elementary

District Name: BROWNSVILLE ISD

Campus Name: PUTEGNAT EL

Campus Number: 031901108

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 498
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PUTEGNAT EL
Campus Number: 031901108

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	498	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	4	0.8%	0.2%	0.3%
Pre-Kindergarten	89	17.9%	8.0%	4.4%
Kindergarten	83	16.7%	5.9%	6.9%
Grade 1	82	16.5%	6.8%	7.1%
Grade 2	76	15.3%	6.6%	7.2%
Grade 3	54	10.8%	6.5%	7.3%
Grade 4	58	11.6%	6.9%	7.6%
Grade 5	52	10.4%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	484	97.2%	98.3%	52.6%
White	14	2.8%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	496	99.6%	88.5%	60.6%
Non-Educationally Disadvantaged	2	0.4%	11.5%	39.4%
Section 504 Students	43	8.6%	8.7%	6.5%
English Learners (EL)	409	82.1%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	20	4.0%	5.4%	3.6%
At-Risk	454	91.2%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	22	44.0%	55.3%	42.4%
Students with Physical Disabilities	8	16.0%	11.5%	21.9%
Students with Autism	6	12.0%	12.2%	13.7%
Students with Behavioral Disabilities	9	18.0%	18.9%	20.6%
Students with Non-Categorical Early Childhood	5	10.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	58	17.1%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	54	15.9%		
White	4	1.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	8.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	17.5%	10.7%	3.1%	0.0%	16.2%	5.5%
Grade 2	7.1%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	7.3%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	0.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	0.0%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.0	19.2	18.9
Grade 1	17.7	17.8	18.8
Grade 2	15.7	17.8	18.7
Grade 3	21.1	19.2	18.9
Grade 4	17.9	21.6	19.2
Grade 5	12.9	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	46.6	100.0%	100.0%	100.0%
Professional Staff:	36.1	77.5%	56.5%	64.1%
Teachers	31.1	66.7%	44.0%	49.8%
Professional Support	4.0	8.6%	9.5%	10.1%
Campus Administration (School Leadership)	1.0	2.2%	2.9%	3.0%
Educational Aides:	10.5	22.5%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	44.9	96.5%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	29.9	96.3%	90.3%	27.7%
White	1.1	3.7%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.5	21.0%	32.0%	23.8%
Females	24.5	79.0%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	25.5	82.1%	79.4%	73.6%
Masters	5.6	17.9%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.4%	2.7%	7.0%
1-5 Years Experience	4.0	12.9%	14.3%	28.9%
6-10 Years Experience	9.0	29.0%	17.6%	19.0%
11-20 Years Experience	7.5	24.2%	39.3%	29.3%
Over 20 Years Experience	8.5	27.5%	26.0%	15.7%
Number of Students per Teacher	16.0	n/a	15.2	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 498
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PUTEGNAT EL
Campus Number: 031901108

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.8	6.3
Average Years Experience of Principals with District	4.0	8.4	5.4
Average Years Experience of Assistant Principals	7.0	8.4	5.3
Average Years Experience of Assistant Principals with District	7.0	8.2	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.7	15.1	11.1
Average Years Experience of Teachers with District:	14.4	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,366	\$49,007	\$47,218
1-5 Years Experience	\$58,404	\$49,170	\$50,408
6-10 Years Experience	\$49,209	\$50,423	\$52,786
11-20 Years Experience	\$56,007	\$55,575	\$56,041
Over 20 Years Experience	\$69,518	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,443	\$55,810	\$54,122
Professional Support	\$62,739	\$67,073	\$64,069
Campus Administration (School Leadership)	\$76,109	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 498
 Grade Span: EE - 05
 School Type: Elementary

District Name: BROWNSVILLE ISD
 Campus Name: PUTEGNAT EL
 Campus Number: 031901108

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	407	81.7%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	23	4.6%	12.0%	8.1%
Special Education	50	10.0%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	5.8%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.5	1.6%	0.9%	2.7%
Gifted & Talented Education	0.6	2.1%	0.5%	2.0%
Regular Education	25.5	82.1%	78.8%	71.4%
Special Education	2.6	8.3%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)