

Brownsville Independent School District

Pullam Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: November 6, 2019

Public Presentation Date: November 6, 2019

Mission Statement

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

Vision

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

Core Beliefs

Pullam Elementary believes that students are our number one priority and that high expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success.

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Comprehensive Needs Assessment

Revised/Approved: May 29, 2019

Needs Assessment Overview

Needs Assessment Overview

Pullam Elementary School is located in Brownsville, Texas. Pullam Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2009. The main campus was originally comprised of twenty-nine classrooms, a cafeteria, library, and gymnasium.

The student population at Pullam Elementary School is approximately 802 and serves students in grades 3K -5th. According to the PEIMS Data Review of our campus profile, 97.26% of the student population is Hispanic and 69.95% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 42.89% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Pullam Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and are given the opportunity to participate in the following extracurricular activities: U.I.L., Science Fair, Spelling Bee, Chess, Destination Imagination, Student Council, Choir, Track, Basketball, Soccer, Accelerated Reader Club, Estudiantina, Honors Choir, and Rock Band. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, school library services, dyslexia, technology, bilingual education, and fine arts education. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Pullam Elementary School is comprised of 45 teachers, 3 campus administrators, 1.5 counselor, 5 professional support personnel, 6 non-classroom staff, and 18 educational aides. The ethnicity of the Pullam Elementary School staff is diverse with 90.6% Hispanic and 9.4% Caucasian. The teaching staff is also 15.9% male and 84.1% female.

Pullam Elementary School's most recent campus initiatives include the following:

1. Provide all students with a high quality and well-rounded instructional program.
2. Ensure all students succeed academically

Pullam Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as U.I.L., Science Fair, Spelling Bee, Chess, Running Club, Destination Imagination, Student Council, Choir, Track, Basketball, Soccer, Accelerated Reader Club, Estudiantina, and Honors Choir.

2019 Accountability Ratings Overall Summary

PULLAM EL (031901142) - BROWNSVILLE ISD

2019 Accountability Ratings Overall Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		92	A
STAAR Performance	68	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		93	A
Academic Growth	79	86	B
Relative Performance (Eco Dis: 70.1%)	68	93	A
Closing the Gaps	100	100	A

Demographics

Demographics Summary

The student population at Pullam Elementary School is approximately 802 and serves students in grades 3K -5th. According to the PEIMS Data Review of our campus profile, 97.26% of the student population is Hispanic and 69.95% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 42.89% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

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

Demographics Strengths

Demographics Strengths

Student teacher ratio allows for meaningful interaction between teacher and student

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

Reduced retention rate

Demographic Needs

Increase attendance rate percentages

Increase percent of Bilingual students exiting by 1st grade

1. Increase Reading assessment scores among LEP, At-Risk, and Economically Disadvantaged Students. Teachers will monitor students closely through TPRI, TejasLee,

benchmarks, and weekly assessments, as well as through the use of periodicals, tutorials, daily instruction, workbooks, and teacher created materials.

2. Increase attendance rates through motivational activities such as perfect attendance awards and certificates. Teachers will monitor and report excessive absences immediately to address students not meeting attendance requirements.

3. After-school tutorials, Accelerated Instruction for 5th (SSI), and Extended Day program will be implemented in order to help all At-Risk populations have academic success and ensure they receive additional assistance through extended day instruction.

4. Improve STAAR Assessment results through daily instruction, teacher created materials, use of district adopted textbooks, scientifically based research resources, periodicals, Scholastic News, Studies Weekly, professional development, tutorials and interventions. Supplemental resources and workbooks will be purchased to reinforce the daily activities that are taught in the classrooms

Problem Statements Identifying Demographics Needs

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

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

Student Academic Achievement

Student Academic Achievement Summary

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

3rd -5th Grade All Students STAAR Summary

3rd -5th Grade All Students STAAR Summary

3rd Grade Reading						
	2014	2015	2016	2017	2018	2019
Approaches	81%	86%	80%	84%	83%	91%
Mastered	13%	43%	34%	56%	35%	39%
4th Grade Reading						
	2014	2015	2016	2017	2018	2019
Approaches	89%	91%	92%	87%	90%	97%
Mastered	24%	29%	46%	20%	42%	39%
5th Grade Reading						
	2014	2015	2016	2017	2018	2019
Approaches	100%	100%	96%	98%	93%	97%
Mastered	28%	27%	24%	43%	25%	36%

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

3rd Grade Mathematics

	2014	2015	2016	2017	2018	2019
Approaches	81%	93%	85%	89%	85%	96%
Mastered	22%	37%	25%	46%	34%	45%

4th Grade Mathematics

	2014	2015	2016	2017	2018	2019
Approaches	87%	86%	92%	90%	97%	97%
Mastered	32%	14%	42%	24%	39%	41%

5th Grade Mathematics

	2014	2015	2016	2017	2018	2019
Approaches	100%	87%	100%	99%	99%	99%
Mastered	45%	22%	31%	55%	44%	56%

5th Grade Science

	2014	2015	2016	2017	2018	2019
Approaches	68%	72%	94%	94%	91%	89%
Mastered	13%	12%	23%	34%	16%	29%

Performance Variations between Sub Populations

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

Student Academic Achievement Strengths

Student Academic Achievement Strengths

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

Teachers create weekly reading assessments

Student Achievement Needs

Improve level of English proficiency for LEP students.

Improve reading fluency for all grade levels.

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

Decrease the number of students on an RtI Plan.

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

1. Decrease number of low performing students through staff development, small group interventions (RtI) in the classroom and tutorials. (9.2.1, 9.2.2)
2. Improve the level of English proficiency for LEP students through Language Enrichment, Bilingual/ESL instruction, and classroom instruction. (1.3.1, 1.3.2, 1.3.3)
3. Increase student achievement in all core areas through application of higher order thinking, critical thinking, increased fluency, STEMS activities, scientific method and science fair participation. (3.1.5)
4. Instructional and supplemental instructional resources (workbooks, manipulatives, mentor texts, spirals, paper, composition books, novels) and general supplies will be purchased to support the implementation and instruction of all core subject areas, promote STEMS, and to raise student achievement and meet the educational needs of all students. (3.1.1,3.1.2, 3.1.3, 3.1.14)
5. Teachers will be given the opportunity to select supplemental (sharpeners, visual aids, staplers, timers) and instructional resources which will benefit their own students' needs and the campus will purchase resources for the entire grade levels to reinforce grade level skills and create a positive instructional environment. (3.1.1,3.1.3)
6. Increase student achievement by monitoring attendance through phone calls, home visits and parental involvement meetings by parent liaison. Perfect Attendance certificates will be awarded to student as a motivational incentive. (9.1.5)
7. The Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement. (3.2.5)
8. 2 Pre-K paraprofessionals and 2 teacher aides will be utilized so that the needs of low performing students can be met through more individualized and small group instruction (3.2.1)
9. Pre-Kinder teacher will provide instruction in order to better prepare students to succeed academically. (3.2.4)
10. Substitute teachers or in-house coverage will provide teachers the opportunity for curriculum planning and horizontal alignment in order to meet the academic needs of all students. (3.3.1)
11. Library Aide will support the librarian in assisting students and teachers, organizing and creating an inviting atmosphere to cultivate a lifelong love of reading so that students may be academically successful. (3.2.2)

Problem Statements Identifying Student Academic Achievement Needs

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

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

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

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

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

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and prior experience, moreover, it provides feedback to the student and teacher about student performance or progress with the application and when the application is incorporated into the instructional day. In addition, the use of technology provides students opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment

of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the expanding educational technology components and for our students to reach Accomplished Performance status. These items include, ink cartridges for printers, ELMOs, projectors, Smart Boards, and IPADs. Our teachers and students are implementing a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS and will need the above resources to do so. In addition, students need to be provided additional learning opportunities to learn rigorous math and science content through the use of technology.

School Processes & Programs Strengths

School Processes & Programs Strengths

Collaborative support is present among teachers and administration

Open communication to share resources and analyze data

Low teacher turnover provides stability among personnel

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

Tutorials are provided for students to ensure academic success

Administrative Support available to all personnel, students and parents

Curriculum aligned with TEKS and state assessments

Assessment and data analysis drives instruction

Monitoring of student progress to ensure academic success

School context systems are in place

Administrators consistently monitor systems to ensure maximum classroom instruction

Able to change and reorganize systems to accommodate students' needs

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

2 computer labs are available to promote digital literacy

All K-5 classrooms equipped with projectors and Smartboards

All 1st-5th grade classrooms equipped with ELMO

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

Utilization of Strive Eduphoria by administration

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

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

All 2nd grade students will be provided with iPads for instructional purposes

School Processes & Programs Needs

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

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

Increase English language proficiency levels among ELL's

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

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

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

Increase critical thinking through social studies/current events activities.

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

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

Increase use of instructional websites to supplement instruction

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

Provide iPads to teachers and students for technology integration and instruction

Up to Date classroom computers

Increase teacher utilization of Aware Eduphoria

Supply classrooms with ink for printers

Improve School Website through the addition of website links

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

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

Tutorials are provided for students to ensure academic success

Administrative Support available to all personnel, students and parents

Collaboration among administration and teachers

Curriculum aligned with TEKS and state assessments

Playground to promote healthy, active lifestyle

Comprehensive Sound System to highlight student talents and increase parental participation

Assessment and data analysis drives instruction

Monitoring of student progress to ensure academic success

1. Continuous STAAR, Bilingual strategies, and curriculum professional development will be provided throughout the year to ensure student success. Technological, instructional and supplemental supplies will be utilized for presentations, interactive and hands-on activities. Resources, handouts, and informational material will be provided.
2. The Dean of Instruction will conduct professional development sessions on instructional strategies/management and provide teacher support to meet the educational needs of all students. In addition, staff and administration will be provided opportunity to attend district and out of district professional development.
3. Instructional and supplemental materials will be purchased and/or created by teachers to enhance instruction in the core subject areas to meet STAAR objectives for all populations.
4. Supplemental instructional materials (paper, clocks, timers, paper, ink, pencils, rulers, graphing paper, manipulatives, binders and sentences strips, headphones, workbooks, intervention kits) will be purchased to enhance math, reading and vocabulary development as well as to promote hands on instruction, modeling, critical thinking, and problem-solving skills to meet STAAR/TELPAS objectives
5. Provide STAAR training, updates and professional development on assessment and core areas to improve student achievement.
6. Novels will be used for reading instruction along with novel matrixes, vocabulary cards. district adopted textbooks, teacher created workbooks, student created projects, STAAR Workbooks, and supplemental instructional materials (paper, ink, glue, markers, colored pencils, erasers.
7. Periodicals, scholastic readers, Studies Weekly, will be purchased for students to increase awareness of civil activities, changes in the country and around the world, and to apply critical thinking skills to develop a deeper understanding of material.
8. Provide supplemental instructional supplies and school supplies to migrant students in order for them to have access to resources that they would otherwise not have.
9. Purchase STEMScopes to ensure all students will be provided with hands on and digital access to the program in order to meet the academic rigor of the Science TEKS and STAAR Science Assessment

10. Purchase Education Galaxy/ Achieve 3000 to supplement reading instruction and provide interventions in order for students to meet the academic rigor set by the state be academically successful.
11. Provide all campus personnel yearly schedule of events to ensure timely compliance with all campus and district due dates.
12. General supplies will be utilized to facilitate the daily functions of the campus
13. Teachers will access web-based instructional and intervention programs that will increase student achievement and engagement in the learning process
14. Dean of Instruction and district C&I specialist will provide professional development on the use of Tango Trends and Aware Eduphoria to analyze data and utilize findings to improve instruction
15. All classrooms, Dean's office and/or computer labs will be provided with computers, laptops/chromebooks with licenses, ELMO, smartboard, iPads with covers, charging cart, projectors, printer, paper, printer ink and memory card to provide hands on interactive instruction and produce student worksheets, parent communications, student projects, certificates, pictorial cues, vocabulary cards with pictorial models, motivational pictures, and other instructional needs.
- 16 Purchase playground to promote healthy, active lifestyle.
17. Purchase comprehensive sound system to highlight student talent in all areas and increase parental involvement.
18. Utilization of school messenger to provide information to all stakeholders in timely manner.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

Perceptions Strengths

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

Safe Learning Environment for students and personnel

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

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

Many volunteers are encouraged to participate at campus

Positive feedback from parent evaluations

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

Teachers make contact with parents in order to help students succeed

Perceptions Needs

Maintain information boards listing all school activities and events.

Keep all entrance doors locked to increase safety measures.

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

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

Continue to keep school clean and well-maintained

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

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

Increase parent participation in weekly meetings

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

9. Communication with parents by sending out notices and/or through school messenger to attend weekly parent meetings and inform them about students and school activities.
10. Increase number of parents with access to schools by having parent meetings and providing information, educational webpages, online gradebook, policies and guidelines.
11. Parent Liaison and presenters will inform and educate parent to better assist their children through the educational process and increase student achievement through various presentations resources.
12. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits, and parental involvement meetings training.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals





Revised/Approved: May 12, 2020







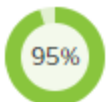

Goal 1: Pullam students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









Performance Objective 1: Pullam student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.









Evaluation Data Sources: STAAR performance reports not available due to COVID-19. Progres evaluation based on District Benchmarks and other assessments.









Summative Evaluation: Significant progress made toward meeting Objective





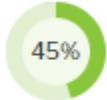



Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and address areas of students' needs in Math and reading comprehension skills through Explicit Instruction Routines, Strategies, Fluency routines and academic vocabulary to develop student language, and literacy skills to promote academic success.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









Strategy 2 Details	Reviews			
<p>Strategy 2: Pullam will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/CPALLS, TPRI/TEJAS LEE, Language Enrichment, SAT10/APRENDA, STAAR, SELP/SSLP, benchmarks, TELPAS, language progress reports, Houghton Mifflin Harcourt Unit Assessments, and teacher created weekly assessments to target identified areas of need in reading such as fluency and comprehension and improve assessment scores. Teacher created test to assess higher order thinking skills</p> <p>Populations: ALL students, LEP, AR, TI, M1, GT, SE, DYS</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>Strategy's Expected Result/Impact: Formative: Campus Benchmark Results, BOY, MOY, EOY, Progress Monitoring, walkthroughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR, CIP, report cards Monitor: Dean of Instruction, Principal Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will follow the ELA/Reading 80 day STAAR plan and be used as part of the Student's Learning Objectives (SLO) planning process in the Fall. Plan will continue in the Spring with updated 90 day STAAR plan based on assessment data and will be part of SLO</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Teacher Lesson Plans, Walk Through Forms, weekly grades, progress reports, results from STAAR plan</p> <p>Summative: Report Cards, EOY Assessments and grades, State Assessment results Monitor: Teachers, Dean of Instruction, Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				









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









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









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

Strategy 10 Details	Reviews			
<p>Strategy 10: Maintain a Science Lab to reinforce classroom activities related to STAAR objectives to ensure all students success on the science STAAR test.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks, Lab Schedule, grades</p> <p>Summative: Science STAAR results</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Devote minimum of 15% of instructional week to standards-based, inquiry-centered science instruction/45 min. week to ensure academic success on STAAR Assessment</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans, Progress Reports, Class schedule</p> <p>Summative: STAAR Results</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

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

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

Strategy 16 Details	Reviews			
<p>Strategy 16: Students will participate in the Talent Search program to keep up grades and gain knowledge about college.</p> <p>Populations: 5th grade students, BIL, AR, TI, MI, GT, SE, DYS,</p> <p>Timeline: Spring 2019</p> <p>Strategy's Expected Result/Impact: Formative: Progress Reports, Applications</p> <p>Summative: EOY Report Cards</p> <p>Monitor: Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 17 Details	Reviews			
<p>Strategy 17: Every week each class will promote the college of their choice over the intercom system during morning announcements to inform and motivate students to attend college. In addition, community members will be invited to inform students about the colleges they attended.</p> <p>Populations: PK-5 students, BIL, AR, TI, MI, GT, SE, DYS,</p> <p>Timeline: August 2019- May 2020 (weekly)</p> <p>Strategy's Expected Result/Impact: Formative: Walk-throughs Benchmarks</p> <p>Summative: Student awareness of Colleges</p> <p>Monitor: Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 18 Details	Reviews			
<p>Strategy 18: Improve the students reading skills with the use of the Accelerated Reader to ensure success on STAAR.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p> <p>Monitor: Principal, Librarian</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Pullam early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

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

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Pullam Elementary will include a full day PK3 and a half day PK3 program to provide opportunities for early childhood students to learn literacy skills and to recruit and retain students in the district.</p> <p>Populations: PK3-5th students, BIL, AR, TI, TIM, GT, SE, DYS</p> <p>Timeline: August 2019- May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Student work, Walk-throughs, Lesson Plans</p> <p>Summative: CPALLS EOY, Report Cards</p> <p>Monitor: Dean of Instruction, Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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





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





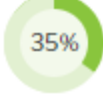



Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports









Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Provide reading strategies through ESL instruction and the Esperanza program to bilingual students daily for 30-45 minutes to support student transition into English reading. Instructional planning will focus on TELPAS reading and writing results for selecting interventions for English Language Learners. All PK-5th grade bilingual/ESL students will increase oral language skills to develop listening, speaking, reading and writing proficiency in English through the use of the ELPS and ELAR strategies. The goal for all K-5th bilingual students is to receive Advanced High TELPAS ratings.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#2</p> <p>Strategy's Expected Result/Impact: Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY Grades, TAPR, TELPAS, SELP, SSLP, TPRI, Tejas LEE, CPALLs</p> <p>Monitor: Dean of Instruction, Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Support the integration of ELPS in PK-5th grade students and while developing an understanding of science content vocabulary through the use of journals, classroom word walls, and the science lab investigation process activities.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>CNA: SAA#2</p> <p>Strategy's Expected Result/Impact: Formative: Walk-through, Lesson plans, BOY, MOY and EOY Progress monitoring, progress reports, grades, report cards, Student work, Benchmark Results</p> <p>Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI/ Tejas LEE/ CPALLs, IEPs</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				





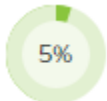
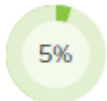


Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support for the Sheltered Instruction Observation Protocol/ELPS Professional development for all content areas to ensure that students develop a strong conceptual foundation and mastery of TEKS and perform well on the STAAR assessments</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SA#2</p> <p>Strategy's Expected Result/Impact: Formative: Walk-through, Lesson plans, students work, progress reports</p> <p>Summative: EOY Report cards</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				









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

Strategy 6 Details	Reviews			
<p>Strategy 6: The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Populations: 1st grade, Migrant/PFS Students</p> <p>Timeline: September 2019 - May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards TPRI/Tejas LEE Assessment Results</p> <p>Monitor: Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion, if needed, or to participate in the enrichment migrant summer program.</p> <p>Populations: PK-5th grade, Migrant/PFS</p> <p>Timeline: June 2019 - July 2020</p> <p>Strategy's Expected Result/Impact: Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Migrant students' 3rd - 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Populations: 3rd-5th grade, Migrant/PFS</p> <p>Timeline: October 2019 through May 2020</p> <p>Strategy's Expected Result/Impact: Formative: STAAR Remediation Enrollment Lists NGS TAKS Report Benchmark Results</p> <p>Summative: State Assessment Results</p> <p>Monitor: Principal, Classroom Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Migrants will be provided school supplies in order to provide them with the necessary tools to complete their classroom assignments, projects, and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>Populations: PFS and Migrant Student</p> <p>Timeline: August 2019 - June 2020</p> <p>SAA #8</p> <p>Strategy's Expected Result/Impact: Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature</p> <p>Monitor: Principal Dean of Instruction Counselors</p> <p>Funding Sources: Instructional supplies for students - 212 Title I-C (Migrant) - 212-11-6399-00-142-Y-30-0F2-Y - \$75</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Supplemental support will be provided to PFS students in the form of personal items (hygiene products) to ensure they have necessary materials for instruction.</p> <p>Populations: PFS Migrant Student</p> <p>Timeline: August 2019 - June 2020</p> <p>Strategy's Expected Result/Impact: Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p> <p>Monitor: Counselor, Nurse</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students, pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Populations: Migrant/PFS Students</p> <p>Timeline: August 2019 - June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS , TPRI, Tejas LEE, Aprenda</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Additional supplemental instructional materials to address the academic weakness of migrant students will be provided to practice at home in order to reinforce and strengthen instructional skills and be academically successful.</p> <p>Populations: Migrant/PFS Students</p> <p>Timeline: September 2019 - June 2020</p> <p>SPP #8</p> <p>Strategy's Expected Result/Impact: Formative: NGS Campus Reports, Benchmarks</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature STAAR</p> <p>Monitor: Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Supplemental Instructional Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-142-Y-24-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Populations: PFS Students/Migrant Parents of PK-2nd grade students</p> <p>Timeline: August 19, 2019- May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Session Evaluations, Participation Surveys, Promotion Rate</p> <p>Monitor: Principal Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 14 Details	Reviews			
<p>Strategy 14: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Populations: PFS/Migrant Students</p> <p>Timeline: April 2020</p> <p>Strategy's Expected Result/Impact: Formative: Parent Meeting Evaluations, Summative: Survey Results, Implementation of Survey Suggestions</p> <p>Monitor: Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









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





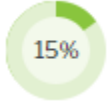



Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation.









Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Chess Program as a component of the Math curriculum to enhance problem solving strategies and higher thinking skills needed for Math. The campus will provide tutorials for chess before and after school.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR,</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement musical productions throughout the year to promote choir Estudiantina to help ensure student success.</p> <p>Populations: PK-5th grade, AR, TIM, Migrant, TI, BIL, SE, GT, LEP/PD</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Student performance and participation rate</p> <p>Formative: Walk throughs Summative: Christmas Carnival, Charro Days, End of year grades</p> <p>Monitor: Principal Music Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide holiday revues to promote musical arts to help ensure student success.</p> <p>Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: December 2019</p> <p>Strategy's Expected Result/Impact: Formative: Participation rate, Practice schedule and attendance Summative: Student Performance</p> <p>Monitor: Principal, Music Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills.</p> <p>Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: December 2019- January 2020</p> <p>Strategy's Expected Result/Impact: Formative: Student participation Summative: UIL Results</p> <p>Monitor: UIL Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 4th and 5th grade students will compete in UIL Art to be exposed to art history.</p> <p>Populations: ALL Students TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: December 2019- January 2020</p> <p>Strategy's Expected Result/Impact: Formative: Student participation Summative: UIL Results</p> <p>Monitor: UIL Coordinator and UIL Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 6 Details	Reviews			
<p>Strategy 6: Performance by students during Christmas Carnival, Nutcracker Musicale, Charro Days Festivities and end of year musicale t to showcase talents of students and increase parent participation that reflects in their academic progress.</p> <p>Populations: Parents</p> <p>Timeline: Fall 2019 & Spring 2020</p> <p>CNA: SPP#18</p> <p>Strategy's Expected Result/Impact: Formative: Parent Invitations & Sign-In sheets</p> <p>Summative: STAAR Results</p> <p>Monitor: Principal</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Comprehensive Sound System - 211 Title I-A, Comprehensive Sound System - 199 Local funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Pullam will purposely promote energy savings activities on the campus to support implementation of the campus's energy savings plan.</p> <p>Population: Campus facilities</p> <p>Timeline: August 2019- June 2020</p> <p>Need: Board approved goal priority</p> <p>Strategy's Expected Result/Impact: Campus energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage.</p> <p>Summative: Annual comparison of energy usage.</p> <p>Monitor: Principal Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.</p> <p>Population: Campus facilities</p> <p>Timeline: August 2019- June 2020</p> <p>Need: Board approved goal priority</p> <p>Strategy's Expected Result/Impact: Survey results from teachers will indicate prioritization of the renovation plans.</p> <p>Formative: Survey</p> <p>Summative: Evaluation/analysis of survey data</p> <p>Monitor: Principal Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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





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









Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance Reading/Math/Science instruction in Kinder- 5th through novels, GT Book Clubs, mentor texts, Motivation, Measuring Up, STAAR Ready, Ford Ferrier, among other workbooks in order enhance academic achievement and increase academic performance. Spanish workbooks will supplement instruction in order for Bilingual students to increase academic performance and meet the rigor of the STAAR test.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>DEMO #4, SAA#2, #4 SPP#3, #4</p> <p>Strategy's Expected Result/Impact: Formative: Teacher Lesson plans, student work, progress reports, grades Summative : End of Unit Tests. State Assessment results, TAPR, report cards.</p> <p>Weekly Grades, Progress Reports, Report Cards, TAPR</p> <p>Monitor: Dean of Instruction, Principal</p> <p>Funding Sources: Instructional and Supplemental Supplies - 199 Local funds - 199-11-6399-00-142-Y-11-000-Y , Instructional Supplies - 163 State Bilingual - 163-11-6399-00-142-Y-30-000-Y, Instructional Supplies - 263 Title III-A Bilingual - 263-1-6399-00-142-Y-30-000-Y, General Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-Y - \$25,000, Novels - 211 Title I-A - 211-11-6325-00-142-Y-30-0F2-Y, Novels - 263 Title III-A Bilingual - 263-11-6325-00-142-Y-25-000-Y, Novels - 199 Local funds - 199-11-6325-00-142-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase resources such as supplemental, instructional and general supplies to enhance instruction in the core areas through hands on activities, STEMS activities, manipulatives, writing, the creation of projects, assessment reviews, worksheets, and educational activities correlated to skills being taught to raise student achievement. Headphones with microphones will be purchased for student use during instruction and TELPAS Testing.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Populations: PK-5, AR, LEP, SE, DYS, MI, TI, GT</p> <p>Timeline: August 2019- June 2020 (weekly)</p> <p>CNA: DEMO#1, #5 SSA #4 SPP #3, #4, #6</p> <p>Strategy's Expected Result/Impact: Formative: Campus Benchmark Results, BOY, MOY Progress Monitoring, walkthroughs, Lesson plans, progress reports, weekly grades</p> <p>Summative: STAAR test results, TAPR , EOY report cards</p> <p>Monitor: Principal, Dean of Instruction</p> <p>Funding Sources: Instructional and Supplemental Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-Y - \$25,000, Instructional Supplies - 162 State Compensatory - 162-11-6399-00-142-Y-30-000-Y - \$3,060, Instructional and Supplemental Supplies - 263 Title III-A Bilingual - 263-11-6399-00-142-Y-25-000-Y - \$225</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have the opportunity to select and purchase instructional and supplemental materials which will reinforce the daily classroom instruction, create instructional environment, encourage independence, help students focus, and reinforce the daily classroom activities and help improve the students' areas of need in the core areas.</p> <p>Populations: Pre-K- 5th Grade Teachers</p> <p>Timeline: August 2019 -January 2020</p> <p>CNA: DEMO#1 SAA#4,5 SPP#3, #4</p> <p>Strategy's Expected Result/Impact: Formative: Weekly Grades, Progress Reports, student work, Campus Benchmark Results, walkthroughs</p> <p>Summative: EOY Report Cards, State Assessment Results, TAPR</p> <p>Monitor: Dean of Instruction, and Principal</p> <p>Funding Sources: Instructional and Supplemental Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-Y - \$12,626, Instructional Supplies - 163 State Bilingual - 163-11-6399-00-142-Y-30-000-Y, Instructional Supplies - 263 Title III-A Bilingual - 263-1-6399-00-142-Y-30-000-Y, Instructional and Supplemental Supplies - 199 Local funds - 199-11-6399-00-142-Y-11-000-Y - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase books, supplies, and additional AR subscription for Kinder students in order to continue an Accelerated Reader Point Incentive System to encourage and improve student achievement in Reading.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#4</p> <p>Strategy's Expected Result/Impact: Formative: Weekly grades and AR points</p> <p>Summative: EOY AR reports</p> <p>Monitor: Librarian, Principal</p> <p>Funding Sources: General and Instructional Supplies - 199 Local funds - 199-12-6399-00-142-y-99-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Supplemental materials (boards, glue guns, glue sticks, borders, title cards, labels) will be utilized to motivate students to create Science Fair projects and boards in order encourage student participation in Science Fair and apply scientific method, inquiry methods, and hands on activities to science instruction.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: September 2019 - November 2020</p> <p>CNA SSA#5</p> <p>Strategy's Expected Result/Impact: Formative: Lesson plans, Walkthroughs, Student Work</p> <p>Summative: Science Fair Awards, STAAR Results</p> <p>Monitor: Principal Dean of Instruction</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase periodicals, such as Studies Weekly and Weekly Reader, for 1st- 5th in order to keep abreast of current events and increase awareness of civil activities and changes in the country and around the world.</p> <p>Populations: 1st-5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SPP#7</p> <p>Strategy's Expected Result/Impact: Formative: Walkthroughs, Lesson plans, Student work, progress reports, grades, Teacher Made Tests, End of Unit Tests</p> <p>Summative: State Assessment results, TAPR, report cards.</p> <p>Monitor: Principal Dean of Instruction</p> <p>Funding Sources: Scholastic Weekly Readers - 162 State Compensatory - 162-11-6325-00-142-Y-30-0F2 - \$2,176, Weekly Readers - 199 Local funds - 199-12-6325-00-142-Y-99-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	100%
Strategy 7 Details	Reviews			
<p>Strategy 7: Purchase supplies to implement on-going strategies that motivate students to participate in a physically active and healthy lifestyle to ensure student academic success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (daily)</p> <p>CNA: PERC#4</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans, Classroom Observations, Attendance Summative: EOY Grades, Healthy Students</p> <p>Monitor: Nurse Dean of Instruction Principal</p> <p>Funding Sources: Physical Education Resources - 199 Local funds - 199-11-6399-51-142-Y-11-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	100%









Strategy 8 Details	Reviews			
<p>Strategy 8: Purchase first aid supplies and student referral forms for nurse's station to ensure the well being and safety of Pullam students.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: PERC#4, #5</p> <p>Strategy's Expected Result/Impact: Formative: Nurse Referral log</p> <p>Summative: EOY Grades</p> <p>Monitor: Nurse, Principal</p> <p>Funding Sources: First Aid Supplies - 199 Local funds - 199-33-6399-00-142-Y-99-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Online software subscriptions, including warranty and license, such as Achieve 3000, Stemscores, Education Galaxy, HATCH, Zulu, and MS Office will be purchased for students in order to offer interactive instruction through a web based program on a weekly basis for instruction in core subject areas.</p> <p>Populations: PK-5 students, LEP, AR, TI, TIM, DYS</p> <p>Timeline: August 1-March 2020</p> <p>CNA: SPP#9, #10</p> <p>Strategy's Expected Result/Impact: Formative: Report Card, Progress Reports, Usage reports, Lab Schedule, Benchmark Scores, lesson plans, classroom observations Summative: STAAR Assessment Results</p> <p>Monitor: Principal Dean of Instruction</p> <p>Funding Sources: Stemscores/Achieve 300/MS Office Licenses/Zulu/Education Galaxy - 162 State Compensatory - 162-11-6299-62-142-Y-30-000-Y - \$525, Software Licenses - 211 Title I-A - 211-11-6398-62-142-Y-30-000-Y, Software Licenses - 162 State Compensatory - 162-11-6399-62-142-Y-30-000-Y - \$2,247</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Purchase ipads with licences, printer, laptops with licenses, and poster making machine in order to provide for staff development so that all staff are prepared to meet the educational needs their students.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA: SPP#1, #2, #3</p> <p>Strategy's Expected Result/Impact: Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results</p> <p>Summative: STAAR</p> <p>Monitor: Principal Dean of Instruction</p> <p>Funding Sources: Printer - 211 Title I-A - 211-13-6398-65-00-142-Y-000-, Postermaking Machine - 211 Title I-A - 211-13-6398-65-00-142-Y-000-</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Purchase supplies to maintain the daily maintenance of the campus in order to provide a safe and clean productive environment for all students to be successful learners.</p> <p>Population: ALL Students, Campus personnel</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020 CNA: PERC#11</p> <p>Strategy's Expected Result/Impact: Formative: Progress Reports</p> <p>Summative: STAAR</p> <p>Monitor: Principal Assistant Principal</p> <p>Funding Sources: Supplies - 199 Local funds - 199-51-6315-00-142-Y-99-000-Y - \$9,062</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e. home visits, parental involvement meetings/ trainings and attendance incentives.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: PERC#11, #12</p> <p>Strategy's Expected Result/Impact: Formative: Monthly Contact Log Composite Report</p> <p>Summative: Monthly Mileage Log</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Pullam Elementary will support campus programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>Population: Pullam Stakeholders</p> <p>Timeline: August 2019- June 2020</p> <p>Need: Board approved goal priority</p> <p>Strategy's Expected Result/Impact: Funding reports will indicate all funds were expended based on prioritized needs.</p> <p>Formative: monthly expenditure reports</p> <p>Summative: end of year expenditure reports</p> <p>Monitor: Principal Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Purchase supplemental instructional materials (ink, paper, memory card) in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship</p> <p>Population: Teachers, Students</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#4</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks</p> <p>Summative: STAAR Results</p> <p>Monitor: Classroom Teachers Principal Dean of Instruction</p> <p>Funding Sources: Copy Paper - 162 State Compensatory - 162-11-6396-00-142-Y-30-000-Y - \$2,500, Paper - 199 Local funds - 199-11-6396-00-142-Y-11-000-Y, Copy Paper - 211 Title I-A - 211-11-6396-00-142-Y-30_0F2-Y - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 15 Details	Reviews			
<p>Strategy 15: Purchase printers and ink cartridges for teachers to print documents, HMH PDF files, teacher created materials, lessons, and tests, and other instructional related documents that will assist in the instructional lesson and tutorials.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SPP#4</p> <p>Strategy's Expected Result/Impact: Formative: Progress Reports</p> <p>Summative: STAAR</p> <p>Monitor: Assistant Principal</p> <p>Funding Sources: Ink - 199 Local funds - 199-11-6399-62-142-Y-11-000-Y, Ink - 211 Title I-A - 211-11-6399-62-142-Y-30-0F2-Y - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





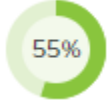



Goal 3: Pullam Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)





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









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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Federal Programs will continue to fund 2 Pre-K teacher Aides, and 2 Teacher aides to supplement allotted campus positions so that so that the needs of low performing students can be met through more individualized and small group instruction. In addition, it will also fund 1 PK3 teacher and teacher aide.</p> <p>Populations: TI-A TeacherAides and Para-professionals Pre-K</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#8</p> <p>Strategy's Expected Result/Impact: Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports Summative: EOY Student Passing Rates</p> <p>Monitor: Teachers, Dean of Instruction, and Principal</p> <p>Funding Sources: Teacher Aides - 211 Title I-A - 211-11-6129-00-142-Y-30-0F2-Y, PK3 Teacher - 211 Title I-A - 211-11-6119-00-142-Y030-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Federal Programs will continue to fund a Library Aide to assist the librarian in organizing and creating an inviting atmosphere to cultivate a lifelong love of reading so that students may be academically successful.</p> <p>Populations: TI-A Librarian Aide</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#10</p> <p>Strategy's Expected Result/Impact: Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, AR Reports Summative: EOY Student Passing Rates, EOY State Assessment Scores, EOY Report Cards</p> <p>Monitor: Librarian, Principal</p> <p>Funding Sources: Library Aide - 211 Title I-A - 211-12-6129-06-142-Y-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Aug 2019- June 2020</p> <p>CNA: PERC#5</p> <p>Strategy's Expected Result/Impact: Formative: Time and Effort Logs, Nurse Referrals, Grades</p> <p>Summative: EOY Attendance Rates, EOY Report Cards, Position Control</p> <p>Monitor: Campus Administrators</p> <p>Funding Sources: School Nurse (40% of Nurse's Salary) - 211 Title I-A - 211-33-6119-00-142-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Full day Pre-K program will be funded in order to better prepare qualified students academically. In addition, a fully funded Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement.</p> <p>Populations: AR, T1, LEP, MI, DYS</p> <p>Timeline: August 2019- June 2020 (Daily)</p> <p>CNA: SAA# 9 SAA# 7</p> <p>Strategy's Expected Result/Impact: Formative: Student work Grades Benchmarks CPALLS (BOY & MOY) Master Schedule Lesson Plans Walk-thrus Student Progress reports</p> <p>Summative: CPALLS (EOY), STAAR Results</p> <p>Monitor: Principal Dean of Instruction Administrator for State Compensatory Education</p> <p>Funding Sources: 3 FTE's - 162 State Compensatory - 162-11-6119-00-142-Y-34-PKKK-Y - \$219,734</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 5 Details	Reviews			
<p>Strategy 5: Pullam Elementary will continue to fund Parent Liaison for the purpose of educating parents to better assist their children through the educational process, monitor/contact parents to address student absences and tardies, and to increase student achievement at Pullam Elementary.</p> <p>Populations: Parent Liaison</p> <p>Timeline: August 2019 June 2020</p> <p>CNA: PERC#11</p> <p>Strategy's Expected Result/Impact: Formative: District and Campus Benchmark Scores, Parent Trainer Observations, Student Progress Reports</p> <p>Summative: EOY Student Passing Rates, EOY Assessment Scores Parent participation, Contact Log, STAAR Results, Discipline Referrals, Attendance Rates</p> <p>Monitor: Principal</p> <p>Funding Sources: Parent Liaison - 211 Title I-A - 211-61-6129-00-142-Y-30-0F20Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









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









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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide classroom coverage for curriculum planning and vertical alignment in order for teachers to meet the individualized needs of all students for them to reach academic excellence.</p> <p>Populations: K-5 students, BIL, AR, TI, MI, DYS, Migrant</p> <p>Timeline: December 2019 - May 2020</p> <p>CNA: SAA#11 PERC#3</p> <p>Strategy's Expected Result/Impact: Formative: Walk-through Lesson plans Student work BOY, MOY, EOY Progress monitoring Progress reports Grades Report cards Campus Benchmark Results</p> <p>Summative: State Assessment Results TAPR TELPAS SELP/SSLP TPRI/ Tejas LEE/ CPALLs IEPs</p> <p>Monitor: Principal Dean of Instruction Teacher</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide all campus personnel a yearly schedule of events to ensure timely compliance with all campus and district due dates.</p> <p>Populations: Teachers and School Personnel</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA: SPP#11 PERC#1</p> <p>Strategy's Expected Result/Impact: Formative: Fliers</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p> <p>Monitor: Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Efforts to retain effective teachers at Pullam Elementary will include Pullam's Teacher of the Week being recognized over the intercom and given a reserved parking space for the week to show appreciation for hard work and dedication.</p> <p>Populations: Teachers</p> <p>Timeline: August 2019- May 2020</p> <p>Strategy's Expected Result/Impact: Teachers will feel appreciated and continue efforts to improve student learning.</p> <p>Formative: Informal monthly survey Summative: Results of survey</p> <p>Monitor: Principal Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase general supplies in order to facilitate the daily functions of the campus and its personnel.</p> <p>Population: ALL Students, Campus personell</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SPP#13</p> <p>Strategy's Expected Result/Impact: Formative: Progress Reports</p> <p>Summative: STAAR</p> <p>Monitor: Principal</p> <p>Funding Sources: General Supplies - 199 Local funds - 199--23-6399-00-142-Y-99-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

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

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Pullam will promote its history and origins along with current accomplishments through the website and media venues. Population: Pullam Stakeholders Timeline: August 2019- June 2020 Need: Decreasing enrollment/ Board approved goal priority</p> <p>Strategy's Expected Result/Impact: Campus accomplishments and participation will be showcased through news articles and other media venues. Formative: schedule of weekly articles Summative: listing of articles and media venues. Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Pullam will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Pullam Stakeholders Timeline: August 2019- June 2020 Need: Need: Decreasing enrollment/ Board approved goal priority</p> <p>Strategy's Expected Result/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Pullam will update websites at least monthly including showcasing student and community activities. Population: Pullam Stakeholders Timeline: August 2019- June 2020 Need: Decreasing enrollment/ Board approved goal priority</p> <p>Strategy's Expected Result/Impact: Pullam websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Pullam staff will participate and provide input by voting in district calendar elections.</p> <p>Populations: Staff and Personnel</p> <p>Timeline: Spring 2020</p> <p>Strategy's Expected Result/Impact: Formative: Ballots</p> <p>Summative: Calendar</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will nominate a student with character every week (Big Red Award) to help students meet academic goals. Students will take picture with Big Red which will be prominently displayed on Big Red Bulletin Board.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: August 2019 - May 2020 (Weekly)</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks</p> <p>Summative: STAAR Results, Report Cards</p> <p>Monitor: Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

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

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

Summative Evaluation: Met Objective

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









Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a lockdown system to alert faculty/staff/students of an upcoming emergency situation will be started to ensure student safety.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: Fall 2019</p> <p>CNA: PERC#2</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks</p> <p>Summative: STAAR Results</p> <p>Monitor: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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





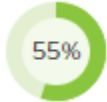



Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.









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









Summative Evaluation: Significant progress made toward meeting Objective





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





Strategy 3 Details	Reviews			
<p>Strategy 3: Parents participate in "Meet The Teacher" and "Report Card Night" to help ensure academic success of all students.</p> <p>Populations: Parents</p> <p>Timeline: August 2019 & March 2020</p> <p>Strategy's Expected Result/Impact: Formative: Sign-In Sheets</p> <p>Summative: STAAR Results, Attendance Rate</p> <p>Monitor: Principal, Staff, and Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Each teacher will make a minimum of two contacts with each parent to discuss student progress and student compact.</p> <p>Populations: Parents</p> <p>Timeline: Fall 2019 & Spring 2020</p> <p>Strategy's Expected Result/Impact: Formative: Newsletter to parents</p> <p>Summative: Parent Contact Log and Discipline referrals</p> <p>Monitor: Principal Teachers Cafeteria Staff Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 5 Details	Reviews			
<p>Strategy 5: All Pre K-5th grade teachers will send progress reports to parents regarding progress to ensure academic success.</p> <p>Populations: Parents</p> <p>Timeline: Weekly</p> <p>Strategy's Expected Result/Impact: Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, STAAR Results</p> <p>Monitor: Principal Teachers Technology Teacher Parents Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: The Campus keeps the community informed of the Campus Performance and Campus Performance Objectives</p> <p>Populations: Parents</p> <p>Timeline: Sept. 2019 - May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, STAAR Results</p> <p>Monitor: Principal Teacher Technology Teacher Parents Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				





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









Strategy 9 Details	Reviews			
<p>Strategy 9: Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Populations: Parents</p> <p>Timeline: Sept. 2019 - Oct. 2019 CNA: PERC #9</p> <p>Strategy's Expected Result/Impact: Formative: School-Parent- Student Compacts</p> <p>Summative: Composite of End of Year survey, STAAR Results, Title I Parental Involvement Compliance Checklist, Contact Log, Discipline Referrals, Attendance Rates</p> <p>Monitor: Principal Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<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: Parental Involvement Policy, School-Parent-Student Compact, and Campus Improvement Plan.</p> <p>Populations: Parents of all Students</p> <p>Timeline: August 2019 - May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact, Parent Representative List</p> <p>Summative: Composite of meeting minutes, Discipline referrals, Attendance Rates, STAAR results</p> <p>Monitor: Principal Parent Liaison SBDM Committee</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Host a "Parent Orientation Day" to inform parents and community members of daily standard operation procedures and District Policy.</p> <ul style="list-style-type: none"> Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities <p>Populations: Parents of all Students and Community Members</p> <p>Timeline: Fall 2019</p> <p>Strategy's Expected Result/Impact: Formative:</p> <ul style="list-style-type: none"> Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations <p>Summative:</p> <ul style="list-style-type: none"> Discipline Referrals <p>Monitor: Campus Administrators Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Provide opportunities for parents to help classroom teachers and make displays promoting school activities, creating positive environment and offering ample Parent Education opportunities through home visits, parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <p>Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations Home Access Center (HAC)</p> <p>Populations: Parents</p> <p>Timeline: August 2019 - May 2020</p> <p>PERC# 8, 10, 11, 12</p> <p>Strategy's Expected Result/Impact: Formative: Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Minutes Conference Evaluations</p> <p>Summative: STAAR results Composite of evaluation results Title I Parental Involvement Compliance Checklist</p> <p>Monitor: Parent Liaison</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-61-6399-00-142-Y-30-0F2 - \$2,600, Mileage - 211 Title I-A - 211-61--6411-00-142-Y-30-0F2-Y - \$100, General Supplies - 162 State Compensatory - 162-61-6399-00-142-Y-30-WTF-Y - \$100</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: Pre-Kinder Teachers will host Parent Night once every 6 weeks to encourage and educate parents in ways to encourage and help their children succeed in school. Parents will create and model activities to assist their children at home to enable their children to be academically successful.</p> <p>Populations: Pre-Kiinder Parents</p> <p>Timeline: 4th Week of every 6 Weeks marking period</p> <p>PERC# 10</p> <p>Strategy's Expected Result/Impact: Formative: Fliers Sign-In Sheets</p> <p>Summative: Increased parent participation</p> <p>Monitor: Pre-K Teachers Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: To increase communication between home and school, information boards in the front office with current and upcoming school and district events, School Messenger, and marquee are prominently displayed. Weekly notices will be disseminated to invite parents to parent weekly meetings.</p> <p>Populations: Parents and School Personnel</p> <p>Timeline: August 2019 - May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Fliers Sign-In Sheets</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p> <p>Monitor: Principal Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 15 Details	Reviews			
<p>Strategy 15: Parental Involvement meetings will educate parents by providing relevant information relating to students academic achievement.</p> <p>Populations: Parents</p> <p>Timeline: August 2019 - May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Fliers Sign-In Sheets</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p> <p>Monitor: Principals Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 16 Details	Reviews			
<p>Strategy 16: Pullam Elementary will recognize parent volunteers for their participation and commitment in assisting to increase student achievement.</p> <p>Populations: Parents Volunteers</p> <p>Timeline: May 2020</p> <p>CNA: PERC#8</p> <p>Strategy's Expected Result/Impact: Formative: Invitation Agenda Sign In Sheet Authority to Volunteer Form</p> <p>Summative: STAAR Results Attendance Rates</p> <p>Monitor: Principal Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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





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









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









Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Dean of Instruction will provide staff development on RtI strategies and intervention to ensure the students' difficulties are identified and addressed on a timely basis. Professional development in instructional strategies, support in the Core subject areas, observations, constructive feedback, and co-teach research based instructional strategies so that students will be academically successful will also be provided.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SPP#1, #2, #5, #15</p> <p>Strategy's Expected Result/Impact: Formative: Sign-In Sheets, Lesson Plans, Weekly Assessments, Weekly Grades, Walk-throughs, progress monitoring, RtI folders, weekly grades</p> <p>Summative: Evaluations, EOY Report Cards, EOY Assessments</p> <p>Monitor: Dean of Instruction, Principal</p> <p>Funding Sources: 1 FTE - 162 State Compensatory - 162-13-6119-31-142-Y-30-000-Y - \$92,393</p>	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend professional development sessions on the integration of technology and instructional strategies and provide teacher support to meet the educational needs of At-Risk, and Bilingual students. Instructional and supplemental resources, including iPads, will be utilized to effectively conduct professional development, digital presentations, provide handouts and informational resources.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA: SPP#1, #2, #5, #16</p> <p>Strategy's Expected Result/Impact: Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results</p> <p>Summative: STAAR</p> <p>Monitor: Principal, Dean of Instruction</p> <p>Funding Sources: Computer Supplies including printer toner - 162 State Compensatory - 162-13-6399-65-142-Y-30-000-Y - \$2,137, General Supplies- - 211 Title I-A - 211-13-6399-00-142-Y-30-0F2-Y - \$1,240, iPads, Apple Pencils, Printer - 211 Title I-A - 211-13-6398-65-142-Y-30-0F2-Y - \$5,869, MS and Zulu License - 211 Title I-A - 211-13-6395-65-142-Y-30-0F2-Y, iPad Covers - 211 Title I-A - 211-13-6399-65-142-Y-30-0F2-Y, Electronic Equipment - 162 State Compensatory - 162-13-6398-65-142-Y-30-000-Y - \$4,578, Software License - 162 State Compensatory - 162-13-6395-65-142-Y-30-000-Y - \$175, Duplicating Paper - 211 Title I-A - 211-13-6396-00-142-Y-30-0F2-Y - \$2,721</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Administration will attend conferences (NCUST) and will also provide in district and out of district professional development in all core areas as well as on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction integrated into the all subject areas to improve students' performance on STAAR. Teachers will attend conferences (KTOT) in order to implement research based strategies in their classrooms in order to close academic gaps.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Fall 2019- Spring 2020</p> <p>CNA: SPP#2</p> <p>Strategy's Expected Result/Impact: Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR</p> <p>Monitor: Dean of Instruction, Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

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

Strategy 6 Details	Reviews			
<p>Strategy 6: Gifted and Talented teachers will attend GT inservices to obtain updates and teaching strategies for GT students.</p> <p>Populations: K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Student projects, grades</p> <p>Summative: EOY State Assessments, EOY Report Cards</p> <p>Monitor: Dean of Instruction, Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Populations: Pre-K -5th AR</p> <p>Timeline: August 2019- December 2020</p> <p>Strategy's Expected Result/Impact: Formative: ERO Session Evaluation Report, Student progress report, benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p> <p>Monitor: Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				

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





Strategy 10 Details	Reviews			
<p>Strategy 10: Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Populations: Teachers Administrators</p> <p>Timeline: August 2019 - January 2020</p> <p>Strategy's Expected Result/Impact: Formative: Agendas Sign-in Sheets Session Evaluations Summative: Increased parent participation, Title I Parental Involvement Compliance Checklist Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: In order to increase awareness of migrant student needs, Pullam faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Populations: PFS/Migrant Students</p> <p>Timeline: September 1, 2019 - May 29, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Tutorials, Enrollment Lists, Attendance Reports, Participants Survey Summative: Session Evaluations, STAAR Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)





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





Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports





Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Digital Literacy will be integrated into all content areas using computer assisted instruction including iStation, Achieve3000, NewsELA, Ellevation in Class, Stemsscopes, and other district supported software, such as MS Office)and applications. Students will work at computer stations on programs to increase their reading, math, and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA# SPP#8, #10</p> <p>Strategy's Expected Result/Impact: Formative: Projects, 6 wks grades, Benchmark results</p> <p>Summative: Promotion/ Retention Rates, EOY Grades, STAAR Assessment scores</p> <p>Monitor: Principal,Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Classrooms provided with Smartboards, Interactive Display Board with stand, ELMO's, projectors, iPads with cases/laptops/computers with licenses and charging carts in order to provide students with interactive activities that will promote student engagement and meet the diverse needs of students thereby increasing student participation, strengthening instructional skills, language, and becoming academically successful.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020 CNA: SPP#15</p> <p>Strategy's Expected Result/Impact: Formative: Progress Reports</p> <p>Summative: STAAR</p> <p>Monitor: Principal Assistant Principal Dean of Instruction</p> <p>Funding Sources: Smartboards/iPads - 162 State Compensatory - 162-11-6398-62-142-Y-30-000-Y - \$44,588, iPads/Charging Carts/Interactive Display Boards - 211 Title I-A - 211-11-6398-62-142-Y-30-000-Y - \$39,307, iPad Cases - 211 Title I-A - 211-6399-62-142-Y-30-000-Y, iPads and Licenses/Chromebooks - 163 State Bilingual - 163-11-6398-62-142-Y-25-000-Y - \$7,809, iPads and Licenses/Chromebooks - 263 Title III-A Bilingual - 263-11-6398-62-142-Y-25-000-Y - \$7,060, Software - 263 Title III-A Bilingual - 263-11-6395-00-142-Y-025-Y - \$350, Supplies - 263 Title III-A Bilingual - 263-11-6399-00-142-Y-025-Y - \$576, Software - 163 State Bilingual - 163-11-6395-00-142-025-Y - \$350, Supplies - 163 State Bilingual - 163-11-6399-00-142-Y-025-Y - \$766, Software Renewal - 162 State Compensatory - 162-11-6395-62-142-Y-30-000-Y - \$1,750, Chromebooks, Computers, Printers, ipads - 162 State Compensatory - 162-11-6398-62-142-Y-30-337-Y - \$84,214, Projectors, Document Cameras, scanner - 162 State Compensatory - 162-11-6398-00-142-Y-30-337-Y - \$20,845, Toner/ Computer cables - 162 State Compensatory - 162-11-6399-62-142-Y-30-337-Y - \$7,211, General Supplies - 162 State Compensatory - 162-11-6399-00-142-Y-30-337-Y - \$41,600, Computers/Laptops/Chromebooks/ipads - 211 Title I-A - 211-11-6398-62-142-Y-30-0F2-Y - \$70,593, Licenses for ipads - 211 Title I-A - 211-11-6395-62-142-Y-30-0F2-Y - \$525</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: TST will improve school website through the addition of educational and instructional websites for parents and students to access from home so that students have access to instructional and intervention resources and improve student achievement.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks 6 wks grades</p> <p>Summative: EOY Grades Promotion/ Retention Rates STAAR Results</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

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

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 60% English Proficiency.</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Campus Benchmark Results, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR, EOY report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 6 Details	Reviews			
<p>Strategy 6: Provide support for technology training for teachers in the areas of: Powerpoint, Smartboard, Weblinks, E Instruction that will assist, create, and develop an ambience for interactive learning and increase student participation in classroom instruction</p> <p>Population: ALL Students, TI, M1, LEP, SE, AR, GT</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020 CNA: SPP#16</p> <p>Strategy's Expected Result/Impact: Formative: Lesson plans Walk-throughs Students work Progress reports</p> <p>Summative: EOY Report cards</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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









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

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation: Significant progress made toward meeting Objective

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

Strategy 3 Details	Reviews			
<p>Strategy 3: Recognition for class with 100% attendance. Class will have a Big Red visit to ensure that all students will continue to meet attendance goals.</p> <p>Populations: PK-5TH grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD</p> <p>Timeline: August 2019-May 2020 (weekly)</p> <p>CNS: DEMO#2</p> <p>Strategy's Expected Result/Impact: Formative: Review weekly attendance rates to determine recipients of attendance award Summative: EOY Attendance Rate EOY Attendance Record EOY Report Card Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Students perfect attendance for every six weeks will receive a Perfect Attendance Certificate and end of year trophies to ensure that all students meet attendance and academic goals.</p> <p>Populations: PK-5th grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: DEMO#2</p> <p>Strategy's Expected Result/Impact: Formative: List of certificate recipients by grade level Summative: Attendance Record Monitor: Principal Funding Sources: Awards and Trophies - 199 Local funds - 199-11-6498-00-142-Y-11-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				





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





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





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









Evaluation Data Sources: STAAR reports disaggregated for At-Risk students.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: PK - 5th teachers will identify students struggling in reading as TIER II/III. TIER II/III students will receive an additional thirty minutes of differentiated instruction and RtI (Response to Intervention) based on outcomes of student assessment and progress monitoring in order to be at grade level. Teachers will provide one-to one feedback to TEIR II/III students at least weekly to monitor progress and adjust instruction.</p> <p>Populations: ALL Students, TI, M1, LEP, SE, AR GT, DYS</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#1</p> <p>Strategy's Expected Result/Impact: Formative: Campus Benchmark Results, BOY, MOY Progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY report cards, TAPR, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs,</p> <p>Monitor: Dean of Instruction, Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be inserviced on RTI interventions and special education accommodations and will maintain a special education and RTI student folder with modified or accommodated work. The instructional outcome will be to ensure all students needing intervention will be identified to ensure their academic success.</p> <p>Populations: PK-5 Teacher</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>CNA: SAA#1</p> <p>Strategy's Expected Result/Impact: Formative: Walk-through Lesson plans Student work, BOY, MOY, EOY Progress monitoring, progress reports, grades, report cards, Campus Benchmark Results Summative: State Assessment Results,TAPR,TELPAS,SELP/SSLP,TPRI/ Tejas LEE/ CPALLs IEPs</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education students at Pullam will participate in TEKS- appropriate modified/accommodated tutorials to improve overall Reading and Writing skills and receive additional support through district supplemental reading programs. AYP-Activity</p> <p>Populations: SE Students</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Fluency Monitoring, Teacher observations, Progress Reports Accelerated Reader tests, Benchmark</p> <p>Summative: EOY Grades</p> <p>Monitor: Principals,Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated instruction in the foundation curriculum will be provided during extended day, SSI for 5th grade, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Accelerated instruction will have prescriptive plans with research-based instructional materials in all content areas that support improved reading and writing. Extended Day will have prescribed lessons that will focus on effective literacy routines and strategies across all content areas. Instructional supplies and supplemental supplies will be provided for accelerated instruction.</p> <p>Populations: AR, LEP, T1, MI</p> <p>Timeline: Sept 2019 - May 2020</p> <p>CNA: DEMO#3, #4</p> <p>Strategy's Expected Result/Impact: Formative: Teacher observation, eSchool Plus Tutorial Schedule, Lesson plans, Tutorial Attendance Report, Student progress reports, Benchmarks</p> <p>Summative: STAAR and Retention Rate</p> <p>Monitor: Dean of Instruction Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Tutotial/Extended Day Teachers - 211 Title I-A - 211-11-6118-00-142-Y-24-ASP-Y - \$2,417, Extended Day Classified Personnel - 211 Title I-A - 211-11-6121-00-142-Y-24-ASP-Y - \$6,921, SSI Teachers - 162 State Compensatory - 162-11-6118-00-142-Y-24-SSI-Y - \$8,790, Tutorial/Extended Day Teachers - 162 State Compensatory - 162-11-6118-00-142-Y-30-ASP-Y - \$40,163</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 5 Details	Reviews			
<p>Strategy 5: Pullam Elementary will ensure support services for students identified as homeless are provided to improve student achievement, attendance, and decrease the retention rate.</p> <p>Populations: AR</p> <p>Timeline: August 2019 - June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Homeless Roster, Student Progress Reports, classroom observations</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p> <p>Monitor: Principal, Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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No Progress



Accomplished



Continue/Modify











Discontinue









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. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation: Significant progress made toward meeting Objective









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









Strategy 3 Details	Reviews			
<p>Strategy 3: Implement CATCH Program to maintain student and parent health to ensure academic success for all students.</p> <p>Populations: Parents and students</p> <p>Timeline: August 2019 - May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks</p> <p>Summative: STAAR Scores, Fitness Gram results</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Hold monthly Catch meetings to plan and promote healthy living at Pullam to ensure student success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation</p> <p>Summative: CATCH Activities, CATCH Visitation, School Health Index Improvement Plan</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will have opportunities to improve their health by participating in physical activity in the playground and/or by joining the running club, cross country, soccer, volleyball, or basketball team which meet before and after school to ensure student success.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation</p> <p>Summative: CATCH Activities, CATCH Visitation, School Health Index Improvement Plan</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Students will attend a dental, hygiene, and puberty presentation to promote healthy student lifestyles to ensure student academic success.</p> <p>Populations: 3rd -5th grade students, AR, TIM, Migrant, SE, GT, LEP/PD, TI.</p> <p>Timeline: November 2019 March 2020</p> <p>Strategy's Expected Result/Impact: Formative: Classroom Presentation</p> <p>Summative: Improved students health and hygiene</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: To promote and ensure physical fitness, students in grades Pre K-5 will have access to school playground and be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019- June 2020 (daily)</p> <p>CNA: SPP#17</p> <p>Strategy's Expected Result/Impact: Formative: Classroom Observations, F-PE student attendance records, Updated District Policy Summative: School Health Index, Physical Fitness Assessment Monitor: Campus Administrators Funding Sources: Playground - 199 Local funds - 199-51-6639-00-142-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009).</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents</p> <p>Timeline: August 2019 thru June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form</p> <p>Summative: EOY Grades Monitor: Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form</p> <p>Summative: EOY Grades Monitor: Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
	<div data-bbox="1434 207 1535 310"></div> <div data-bbox="1587 207 1688 310"></div> <div data-bbox="1745 207 1845 310"></div> <div data-bbox="1902 207 2003 310"></div>			
Strategy 10 Details	Reviews			
<p>Strategy 10: Pullam Elementary will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: August 2019 thru June 2020 One to one counseling available as needed</p> <p>Strategy's Expected Result/Impact: Formative: Counselor/Teacher verification of class presentation(s), Agendas, F-Sign-in Sheets, Presentation and Student Documentation</p> <p>Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions Monitor: Counselors Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
	<div data-bbox="1434 1003 1535 1105"></div> <div data-bbox="1587 1003 1688 1105"></div> <div data-bbox="1745 1003 1845 1105"></div> <div data-bbox="1902 1003 2003 1105"></div>			

Strategy 11 Details	Reviews			
<p>Strategy 11: Promote a healthy and drug free lifestyle through Red Ribbon Week activities, instructional supplies, ribbons, and certificates.</p> <p>Populations: PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 20, 2019 Nov. 1, 2019 Dec. 20, 2019 Feb. 14, 2020 Apr. 3, 2020 May 27, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Presentation, Student Participation Summative: Counselor Logs, Student created project</p> <p>Monitor: Counselor Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Presentation on Conflict Resolution, Discipline Management, Drop out Reduction, Suicide Prevention & Intervention, and Violence/Gang Prevention and Intervention will be given to all PK-5th grade students to ensure student safety and academic goals.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: Fall 2019</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks</p> <p>Summative: STAAR Results, EOY Report Cards</p> <p>Monitor: Counselors, and Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: Implement a Character Education Program to ensure all students achieve academic goals.</p> <p>Populations: PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD</p> <p>Timeline: August 2019 - May 2020</p> <p>CNA: PERC#7</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans Classroom Observation Decrease in referrals Benchmarks Formative: EOY Report Card STAAR Results</p> <p>Monitor: Counselors Principal</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-31-6399-00-142-Y-99-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Pullam Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-142-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$9,226.00
162-11-6118-00-142-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$42,900.00
6100 Subtotal:		\$52,126.00
6200 Professional and Contracted Services		
162-11-6299-62-142-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$655.00
6200 Subtotal:		\$655.00
6300 Supplies and Services		
162-11-6325-00-142-Y-30-000-Y	6325 Library Books - Locally Defined	\$3,054.00
162-11-6395-62-142-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$700.00
162-11-6396-00-142-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,500.00
162-11-6398-00-142-Y-30-337-Y	6398 Computer Supplies/Software - Locally Defined	\$20,845.00
162-11-6398-62-142-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$15,670.00
162-11-6398-62-142-Y-30-337-Y	6398 Computer Supplies/Software - Locally Defined	\$80,142.00
162-13-6398-65-142-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,890.00
162-11-6399-00-142-Y-30-000-Y	6399 General Supplies	\$27,694.00
162-11-6399-00-142-Y-30-337-Y	6399 General Supplies	\$45,669.00
162-11-6399-62-142-Y-30-000-Y	6399 General Supplies	\$3,400.00
162-11-6399-62-142-Y-30-337-Y	6399 General Supplies	\$7,211.00
162-13-6399-00-142-Y-30-000-Y	6399 General Supplies	\$3,000.00
162-13-6399-65-142-Y-30-000-Y	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$213,775.00

Personnel for Pullam Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Guerra	Dean of Instruction	Curriculum	1
Teachers	Pre-Kinder	State Compensatory	2
Vanessa Fernandez	Dyslexia Teacher	Dyslexia	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Pullam Elementary Site-Based Decision Making Committee met May 29, 2019 to review the Campus Needs Assessment Surveys to determine the strengths and needs of students, staff, parental and community involvement, and facilities in order to decide how to allocate available local, state, and federal funds. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the campus level to be used as part of the comprehensive needs assessment. Survey data was reviewed and findings were addressed in Demographics, Student Learning, School Processes and Program, and Perceptions areas of Campus Improvement Plan. The SBDM meets monthly and during these meetings, progress and goals are reviewed and updated. The membership of the SBDM includes parents, community members, business members and elected teachers and non-teaching professionals from. Based on the CNA findings, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to show a 5-point increase on all mandated state assessments for all students and all student sub-populations for the 2019-2020 school year, in addition to increasing the number of students achieving Mastered Performance in all tested content areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

Pullam Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's Meets, Accomplished, and Mastered levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of After School Tutorial and Extended Day Enrichment Programs, for students who are At-Risk and in need of continuity in their instructional program to be successful; (3) include strategies for meeting the educational needs of historically underserved

populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving children, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvement plans. State Compensatory and Title-I allocations will be used toward After School Tutorial and Extended Day Enrichment Program to improve student achievement. Tiered instruction will be used during daily instruction with small group instruction being used for TIER II and TIER III instruction.

2.5: Increased learning time and well-rounded education

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

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives, based on data, will be provided additional assistance based on his/her individual needs. Supplemental supports are made available during the regular school day as well as through before and after school programs. Teachers will become better prepared to address their needs through data analysis meetings, grade level/vertical alignment meetings, tutorials and staff development. RtI, meetings will be held every 6 weeks to analyze student progress and review the effectiveness of the TIER II/III instruction, in addition to making recommendations for further assessment for special programs such as Special Education, Guidance and Counseling, Dyslexia, and 504.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Pullam Elementary SBDM and DPAC reviewed and revised the Parent and Family Engagement Policy on May 29, 2019. The Parent and Family Engagement Policy will be distributed in English and Spanish, during the Title I Meeting at the beginning of the 2020-2021 school year and have it available for new registrants upon their arrival to campus as part of the registration process. The Parent Liaison will review the Parent and Family Engagement Policy during scheduled parent meetings and review the policy throughout the school year.

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

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

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Principal	Celia De Los Santos	Administrator
Dean of Instruction	Cynthia Guerra	Meeting Facilitator
Classroom Teacher	Tammi Garcia (Y2)	PK4 Teacher
Classroom Teacher	Maria Bodden (Y2)	2nd Grade Teacher
Classroom Teacher	Francis Guerrero (Y2)	3rd Grade Teacher
District-level Professional	Arturo Gracia	Federal Programs Supervisor
Non-classroom Professional	Isabel Salinas	Librarian
Non-classroom Professional	Elizabeth Paredes	Counselor
Parent	Juana Gonzalez	Parent
Parent	Brenda Macias	Parent
Business Representative	Juan Pablo Martinez	Bank Officer
Community Representative	Marco Guajardo	Operations Manager
Business Representative	Roberto Espinoza	Business Owner
Business Representative	Eduardo Montemayor	Business Owner
Classroom Teacher	Gabriela Carrera	Kinder Teacher
Classroom Teacher	Karina Trevino	1st Grade Teacher
Classroom Teacher	Irma Perez	4th Grade Teacher
Classroom Teacher	Glenda Rodriguez	5th Grade Teacher

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	Comprehensive Sound System		\$0.00
3	1	1	Instructional and Supplemental Supplies	199-11-6399-00-142-Y-11-000-Y	\$0.00
3	1	1	Novels	199-11-6325-00-142-Y-30-0F2-Y	\$0.00
3	1	3	Instructional and Supplemental Supplies	199-11-6399-00-142-Y-11-000-Y	\$30,000.00
3	1	4	General and Instructional Supplies	199-12-6399-00-142-y-99-000-Y	\$0.00
3	1	6	Weekly Readers	199-12-6325-00-142-Y-99-000-Y	\$0.00
3	1	7	Physical Education Resources	199-11-6399-51-142-Y-11-000-Y	\$0.00
3	1	8	First Aid Supplies	199-33-6399-00-142-Y-99-000-Y	\$0.00
3	1	11	Supplies	199-51-6315-00-142-Y-99-000-Y	\$9,062.00
3	1	14	Paper	199-11-6396-00-142-Y-11-000-Y	\$0.00
3	1	15	Ink	199-11-6399-62-142-Y-11-000-Y	\$0.00
3	3	4	General Supplies	199--23-6399-00-142-Y-99-000-Y	\$0.00
9	1	4	Awards and Trophies	199-11-6498-00-142-Y-11-000-Y	\$0.00
9	3	7	Playground	199-51-6639-00-142-Y-30-0F2-Y	\$0.00
9	3	13	General Supplies	199-31-6399-00-142-Y-99-000-Y	\$0.00
Sub-Total					\$39,062.00
Budgeted Fund Source Amount					\$39,062.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Instructional Supplies	162-11-6399-00-142-Y-30-000-Y	\$3,060.00
3	1	6	Scholastic Weekly Readers	162-11-6325-00-142-Y-30-0F2	\$2,176.00
3	1	9	Stemscopes/Achieve 300/MS Office Licenses/Zulu/Education Galaxy	162-11-6299-62-142-Y-30-000-Y	\$525.00
3	1	9	Software Licenses	162-11-6399-62-142-Y-30-000-Y	\$2,247.00
3	1	14	Copy Paper	162-11-6396-00-142-Y-30-000-Y	\$2,500.00
3	2	4	3 FTE's	162-11-6119-00-142-Y-34-PKKK-Y	\$219,734.00

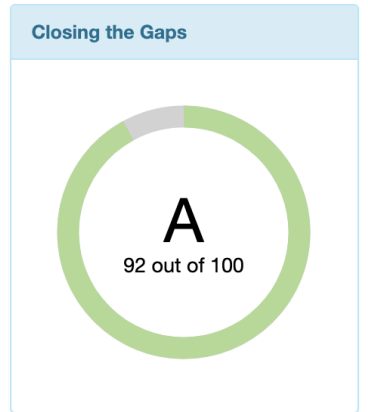
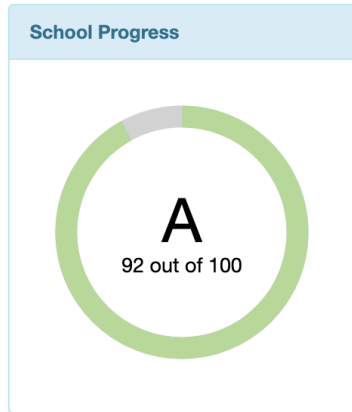
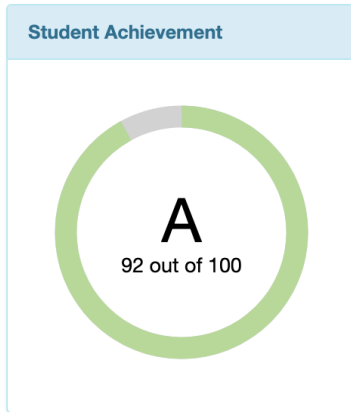
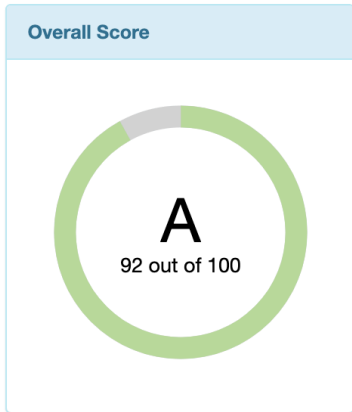
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	12	General Supplies	162-61-6399-00-142-Y-30-WTF-Y	\$100.00
7	1	1	1 FTE	162-13-6119-31-142-Y-30-000-Y	\$92,393.00
7	1	2	Computer Supplies including printer toner	162-13-6399-65-142-Y-30-000-Y	\$2,137.00
7	1	2	Electronic Equipment	162-13-6398-65-142-Y-30-000-Y	\$4,578.00
7	1	2	Software License	162-13-6395-65-142-Y-30-000-Y	\$175.00
8	1	2	Smartboards/iPads	162-11-6398-62-142-Y-30-000-Y	\$44,588.00
8	1	2	Software Renewal	162-11-6395-62-142-Y-30-000-Y	\$1,750.00
8	1	2	Chromebooks, Computers, Printers, ipads	162-11-6398-62-142-Y-30-337-Y	\$84,214.00
8	1	2	Projectors, Document Cameras, scanner	162-11-6398-00-142-Y-30-337-Y	\$20,845.00
8	1	2	Toner/ Computer cables	162-11-6399-62-142-Y-30-337-Y	\$7,211.00
8	1	2	General Supplies	162-11-6399-00-142-Y-30-337-Y	\$41,600.00
9	2	4	SSI Teachers	162-11-6118-00-142-Y-24-SSI-Y	\$8,790.00
9	2	4	Tutorial/Extended Day Teachers	162-11-6118-00-142-Y-30-ASP-Y	\$40,163.00
Sub-Total					\$578,786.00
Budgeted Fund Source Amount					\$578,786.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional Supplies	163-11-6399-00-142-Y-30-000-Y	\$0.00
3	1	3	Instructional Supplies	163-11-6399-00-142-Y-30-000-Y	\$0.00
8	1	2	iPads and Licenses/Chromebooks	163-11-6398-62-142-Y-25-000-Y	\$7,809.00
8	1	2	Software	163-11-6395-00-142-025-Y	\$350.00
8	1	2	Supplies	163-11-6399-00-142-Y-025-Y	\$766.00
Sub-Total					\$8,925.00
Budgeted Fund Source Amount					\$8,925.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	Comprehensive Sound System		\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	General Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$25,000.00
3	1	1	Novels	211-11-6325-00-142-Y-30-0F2-Y	\$0.00
3	1	2	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$25,000.00
3	1	3	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$12,626.00
3	1	5	General Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$0.00
3	1	9	Software Licenses	211-11-6398-62-142-Y-30-000-Y	\$0.00
3	1	10	Printer	211-13-6398-65-00-142-Y-000-	\$0.00
3	1	10	Postermaking Machine	211-13-6398-65-00-142-Y-000-	\$0.00
3	1	14	Copy Paper	211-11-6396-00-142-Y-30_0F2-Y	\$2,500.00
3	1	15	Ink	211-11-6399-62-142-Y-30-0F2-Y	\$2,500.00
3	2	1	Teacher Aides	211-11-6129-00-142-Y-30-0F2-Y	\$0.00
3	2	1	PK3 Teacher	211-11-6119-00-142-Y030-0F2-Y	\$0.00
3	2	2	Library Aide	211-12-6129-06-142-Y-0F2-Y	\$0.00
3	2	3	School Nurse (40% of Nurse's Salary)	211-33-6119-00-142-Y-30-0F2-Y	\$0.00
3	2	5	Parent Liaison	211-61-6129-00-142-Y-30-0F20Y	\$0.00
6	1	12	General Supplies	211-61-6399-00-142-Y-30-0F2	\$2,600.00
6	1	12	Mileage	211-61--6411-00-142-Y-30-0F2-Y	\$100.00
7	1	2	General Supplies-	211-13-6399-00-142-Y-30-0F2-Y	\$1,240.00
7	1	2	iPads, Apple Pencils, Printer	211-13-6398-65-142-Y-30-0F2-Y	\$5,869.00
7	1	2	MS and Zulu License	211-13-6395-65-142-Y-30-0F2-Y	\$0.00
7	1	2	iPad Covers	211-13-6399-65-142-Y-30-0F2-Y	\$0.00
7	1	2	Duplicating Paper	211-13-6396-00-142-Y-30-0F2-Y	\$2,721.00
8	1	2	iPads/Charging Carts/Interactive Display Boards	211-11-6398-62-142-Y-30-000-Y	\$39,307.00
8	1	2	iPad Cases	211-6399-62-142-Y-30-000-Y	\$0.00
8	1	2	Computers/Laptops/Chromebooks/ipads	211-11-6398-62-142-Y-30-0F2-Y	\$70,593.00
8	1	2	Licenses for ipads	211-11-6395-62-142-Y-30-0F2-Y	\$525.00
9	2	4	Tutotial/Extended Day Teachers	211-11-6118-00-142-Y-24-ASP-Y	\$2,417.00
9	2	4	Extended Day Classified Personnel	211-11-6121-00-142-Y-24-ASP-Y	\$6,921.00
Sub-Total					\$199,919.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$199,919.00
				+/- Difference	\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	9	Instructional supplies for students	212-11-6399-00-142-Y-30-0F2-Y	\$75.00
1	3	12	Supplemental Instructional Supplies	212-11-6399-00-142-Y-24-0F2-Y	\$0.00
				Sub-Total	\$75.00
				Budgeted Fund Source Amount	\$75.00
				+/- Difference	\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional Supplies	263-1-6399-00-142-Y-30-000-Y	\$0.00
3	1	1	Novels	263-11-6325-00-142-Y-25-000-Y	\$0.00
3	1	2	Instructional and Supplemental Supplies	263-11-6399-00-142-Y-25-000-Y	\$225.00
3	1	3	Instructional Supplies	263-1-6399-00-142-Y-30-000-Y	\$0.00
8	1	2	iPads and Licenses/Chromebooks	263-11-6398-62-142-Y-25-000-Y	\$7,060.00
8	1	2	Software	263-11-6395-00-142-Y-025-Y-	\$350.00
8	1	2	Supplies	263-11-6399-00-142-Y-025-Y	\$576.00
				Sub-Total	\$8,211.00
				Budgeted Fund Source Amount	\$8,211.00
				+/- Difference	\$0.00
				Grand Total	\$834,978.00

Addendums

← Pullam Elementary Summary Report



Performance Domain Summary

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Domain 1 - Student Achievement	92				
Domain 2A - Academic Growth	83	92	92	70%	64.4
Domain 2B - Relative Performance	92				
Domain 3 - Closing the Gaps	92			30%	27.6
Overall Score					92
Projected Rating					A

Other Tasks

Print Accountability Report
Enter Additional Data

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PULLAM EL**

Campus Number: **031901142**

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

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

Total Students: 800
 Grade Span: PK - 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)
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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%	91%	-	91%	*	-	-	-	67%	-	91%	86%	90%	89%
	2018	77%	80%	85%	*	84%	-	-	-	-	79%	-	84%	100%	85%	83%
At Meets Grade Level or Above	2019	45%	46%	68%	-	67%	*	-	-	-	44%	-	69%	57%	64%	58%
	2018	43%	42%	60%	*	60%	-	-	-	-	57%	-	60%	60%	58%	58%
At Masters Grade Level	2019	27%	26%	39%	-	37%	*	-	-	-	0%	-	41%	0%	38%	35%
	2018	25%	22%	33%	*	33%	-	-	-	-	7%	-	34%	20%	30%	28%

Grade 3 Mathematics

At Approaches Grade Level or Above	2019	79%	85%	96%	-	96%	*	-	-	-	78%	-	96%	100%	95%	94%
	2018	78%	86%	85%	*	84%	-	-	-	-	71%	-	85%	80%	85%	90%
At Meets Grade Level or Above	2019	49%	56%	77%	-	77%	*	-	-	-	44%	-	77%	71%	78%	74%
	2018	47%	54%	59%	*	59%	-	-	-	-	50%	-	60%	40%	58%	60%
At Masters Grade Level	2019	25%	27%	48%	-	48%	*	-	-	-	33%	-	49%	29%	44%	46%
	2018	23%	27%	36%	*	37%	-	-	-	-	29%	-	36%	40%	33%	35%

Grade 4 Reading

At Approaches Grade Level or Above	2019	75%	83%	97%	*	97%	*	-	-	-	95%	-	96%	100%	95%	100%
	2018	73%	79%	90%	-	90%	*	-	-	-	70%	*	92%	81%	90%	87%
At Meets Grade Level or Above	2019	44%	51%	63%	*	62%	*	-	-	-	55%	-	65%	54%	55%	59%
	2018	46%	49%	69%	-	69%	*	-	-	-	70%	*	71%	63%	70%	70%
At Masters Grade Level	2019	22%	23%	37%	*	35%	*	-	-	-	9%	-	36%	38%	28%	32%
	2018	24%	23%	43%	-	42%	*	-	-	-	50%	*	48%	19%	44%	41%

Grade 4 Mathematics

At Approaches Grade Level or Above	2019	75%	82%	97%	*	97%	*	-	-	-	100%	-	99%	85%	97%	98%
	2018	78%	86%	96%	-	96%	*	-	-	-	70%	*	96%	94%	95%	93%
At Meets Grade Level or Above	2019	48%	53%	68%	*	67%	*	-	-	-	68%	-	72%	46%	62%	63%
	2018	49%	56%	78%	-	78%	*	-	-	-	50%	*	80%	69%	77%	72%
At Masters Grade Level	2019	28%	30%	43%	*	41%	*	-	-	-	18%	-	42%	46%	40%	32%
	2018	27%	30%	40%	-	40%	*	-	-	-	0%	*	39%	44%	39%	39%

Grade 4 Writing

At Approaches Grade Level or Above	2019	67%	78%	96%	*	96%	*	-	-	-	95%	-	95%	100%	94%	98%
	2018	63%	74%	90%	-	90%	*	-	-	-	40%	*	89%	94%	89%	87%
At Meets Grade Level or Above	2019	35%	44%	70%	*	69%	*	-	-	-	64%	-	72%	62%	71%	71%
	2018	39%	48%	74%	-	73%	*	-	-	-	10%	*	71%	88%	72%	72%
At Masters Grade Level	2019	11%	14%	34%	*	32%	*	-	-	-	9%	-	34%	31%	29%	29%
	2018	11%	14%	36%	-	36%	*	-	-	-	0%	*	35%	44%	37%	35%

Grade 5 Reading^

At Approaches Grade Level or Above	2019	86%	91%	97%	-	98%	*	-	-	-	93%	*	98%	94%	97%	98%
	2018	84%	90%	93%	*	93%	*	-	-	-	79%	*	91%	100%	92%	90%
At Meets Grade Level or Above	2019	54%	56%	65%	-	66%	*	-	-	-	36%	*	66%	61%	64%	61%
	2018	54%	59%	64%	*	64%	*	-	-	-	57%	*	66%	53%	66%	63%

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

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

Total Students: 800
 Grade Span: PK - 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%	29%	-	29%	*	-	-	-	-	0%	*	31%	17%	31%	20%
	2018	26%	28%	25%	*	26%	*	-	-	-	-	0%	*	27%	18%	24%	24%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	99%	-	99%	*	-	-	-	-	100%	*	99%	100%	99%	100%
	2018	91%	97%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	70%	76%	-	76%	*	-	-	-	-	57%	*	80%	56%	79%	65%
	2018	58%	74%	83%	*	82%	*	-	-	-	-	79%	*	82%	88%	83%	88%
At Masters Grade Level	2019	36%	46%	57%	-	58%	*	-	-	-	-	21%	*	60%	44%	56%	47%
	2018	30%	43%	45%	*	44%	*	-	-	-	-	36%	*	46%	41%	44%	49%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	89%	-	90%	*	-	-	-	-	86%	*	91%	78%	89%	84%
	2018	76%	85%	91%	*	91%	*	-	-	-	-	93%	*	90%	94%	92%	90%
At Meets Grade Level or Above	2019	49%	60%	69%	-	70%	*	-	-	-	-	79%	*	78%	33%	69%	55%
	2018	41%	51%	55%	*	55%	*	-	-	-	-	64%	*	57%	41%	55%	61%
At Masters Grade Level	2019	24%	28%	33%	-	33%	*	-	-	-	-	21%	*	36%	17%	36%	22%
	2018	17%	20%	17%	*	18%	*	-	-	-	-	7%	*	18%	12%	19%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	95%	100%	95%	80%	-	-	-	-	92%	83%	96%	93%	94%	95%
	2018	77%	78%	91%	100%	91%	100%	-	-	-	-	77%	100%	91%	94%	91%	90%
At Meets Grade Level or Above	2019	50%	52%	70%	100%	69%	70%	-	-	-	-	58%	67%	72%	53%	68%	64%
	2018	48%	49%	68%	60%	67%	100%	-	-	-	-	56%	67%	68%	65%	67%	68%
At Masters Grade Level	2019	24%	23%	40%	100%	39%	60%	-	-	-	-	13%	50%	41%	29%	38%	34%
	2018	22%	21%	34%	20%	34%	50%	-	-	-	-	16%	67%	35%	29%	34%	34%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	95%	*	95%	*	-	-	-	-	89%	*	95%	95%	94%	95%
	2018	74%	74%	89%	*	89%	*	-	-	-	-	76%	*	89%	92%	89%	87%
At Meets Grade Level or Above	2019	48%	47%	66%	*	65%	*	-	-	-	-	47%	*	67%	58%	61%	59%
	2018	46%	44%	64%	*	64%	*	-	-	-	-	61%	*	65%	58%	65%	64%
At Masters Grade Level	2019	21%	18%	35%	*	34%	*	-	-	-	-	4%	*	37%	21%	33%	30%
	2018	19%	17%	33%	*	34%	*	-	-	-	-	16%	*	36%	18%	33%	31%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	97%	*	97%	*	-	-	-	-	96%	*	98%	95%	97%	97%
	2018	81%	85%	94%	*	94%	*	-	-	-	-	82%	*	93%	95%	93%	95%
At Meets Grade Level or Above	2019	52%	57%	74%	*	74%	*	-	-	-	-	60%	*	76%	55%	73%	68%
	2018	50%	55%	74%	*	73%	*	-	-	-	-	61%	*	74%	74%	73%	74%
At Masters Grade Level	2019	26%	31%	49%	*	49%	*	-	-	-	-	22%	*	50%	42%	47%	43%
	2018	24%	28%	41%	*	40%	*	-	-	-	-	24%	*	40%	42%	39%	42%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	96%	*	96%	*	-	-	-	-	95%	-	95%	100%	94%	98%
	2018	66%	71%	90%	-	90%	*	-	-	-	-	40%	*	89%	94%	89%	87%
At Meets Grade Level or Above	2019	38%	44%	70%	*	69%	*	-	-	-	-	64%	-	72%	62%	71%	71%
	2018	41%	45%	74%	-	73%	*	-	-	-	-	10%	*	71%	88%	72%	72%
At Masters Grade Level	2019	14%	15%	34%	*	32%	*	-	-	-	-	9%	-	34%	31%	29%	29%
	2018	13%	13%	36%	-	36%	*	-	-	-	-	0%	*	35%	44%	37%	35%

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

Total Students: 800
 Grade Span: PK - 05
 School Type: Elementary

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

	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%	89%	-	90%	*	-	-	-	86%	*	91%	78%	89%	84%
	2018	80%	82%	91%	*	91%	*	-	-	-	93%	*	90%	94%	92%	90%
At Meets Grade Level or Above	2019	54%	55%	69%	-	70%	*	-	-	-	79%	*	78%	33%	69%	55%
	2018	51%	51%	55%	*	55%	*	-	-	-	64%	*	57%	41%	55%	61%
At Masters Grade Level	2019	25%	21%	33%	-	33%	*	-	-	-	21%	*	36%	17%	36%	22%
	2018	23%	19%	17%	*	18%	*	-	-	-	7%	*	18%	12%	19%	20%

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

Total Students: 800
Grade Span: PK - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PULLAM EL
Campus Number: 031901142

		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	79	*	78	*	-	-	-	-	84	-	80	72	74	80
	2018	63	65	70	-	70	*	-	-	-	-	67	*	70	75	69	73
Grade 4 Mathematics	2019	65	64	80	*	79	*	-	-	-	-	86	-	79	86	80	67
	2018	65	66	74	-	74	*	-	-	-	-	67	*	74	72	72	74
Grade 5 ELA/Reading	2019	81	78	69	-	70	*	-	-	-	-	50	*	68	79	70	66
	2018	80	81	73	*	74	*	-	-	-	-	82	*	71	84	73	72
Grade 5 Mathematics	2019	83	88	89	-	90	*	-	-	-	-	88	*	89	88	90	86
	2018	81	87	83	*	82	*	-	-	-	-	100	*	82	88	81	81
All Grades Both Subjects	2019	69	69	79	*	79	*	-	-	-	-	80	*	79	82	79	75
	2018	69	71	75	*	75	*	-	-	-	-	82	75	74	80	74	75
All Grades ELA/Reading	2019	68	67	74	*	74	*	-	-	-	-	72	*	74	76	72	73
	2018	69	69	72	*	72	*	-	-	-	-	76	*	71	80	71	73
All Grades Mathematics	2019	70	71	84	*	85	*	-	-	-	-	87	*	84	88	85	77
	2018	70	72	79	*	78	*	-	-	-	-	87	*	78	80	77	78

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

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

Total Students: 800
 Grade Span: PK - 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%	88%	-	88%	-	-	-	-	-	92%	84%	93%
	2018	38%	44%	71%	-	70%	*	-	-	-	-	73%	65%	63%
Mathematics	2019	45%	57%	95%	-	95%	-	-	-	-	-	100%	94%	100%
	2018	47%	57%	82%	-	81%	*	-	-	-	-	77%	79%	70%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	93%	-	94%	*	-	-	-	-	92%	91%	85%
Students Requiring Accelerated Instruction														
	2019	22%	16%	7%	-	6%	*	-	-	-	-	8%	9%	15%
STAAR Cumulative Met Standard														
	2019	86%	91%	97%	-	98%	*	-	-	-	-	92%	97%	96%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	97%	-	97%	*	-	-	-	-	92%	97%	93%
Students Requiring Accelerated Instruction														
	2019	17%	8%	3%	-	3%	*	-	-	-	-	8%	3%	7%
STAAR Cumulative Met Standard														
	2019	90%	96%	99%	-	99%	*	-	-	-	-	100%	99%	100%

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

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

Total Students: 800
 Grade Span: PK - 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%	95%	91%	91%	-	-	-	40%	-	40%	89%	90%	90%
	2018	77%	78%	91%	81%	81%	-	-	-	-	-	-	*	81%	81%
At Meets Grade Level or Above	2019	50%	52%	70%	51%	51%	-	-	-	0%	-	0%	22%	50%	49%
	2018	48%	49%	68%	49%	49%	-	-	-	-	-	-	*	49%	49%
At Masters Grade Level	2019	24%	23%	40%	17%	17%	-	-	-	0%	-	0%	0%	16%	16%
	2018	22%	21%	34%	16%	16%	-	-	-	-	-	-	*	16%	16%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	95%	92%	92%	-	-	-	*	-	*	*	91%	90%
	2018	74%	74%	89%	75%	75%	-	-	-	-	-	-	*	75%	74%
At Meets Grade Level or Above	2019	48%	47%	66%	44%	44%	-	-	-	*	-	*	*	43%	41%
	2018	46%	44%	64%	42%	42%	-	-	-	-	-	-	*	42%	41%
At Masters Grade Level	2019	21%	18%	35%	13%	13%	-	-	-	*	-	*	*	13%	12%
	2018	19%	17%	33%	11%	11%	-	-	-	-	-	-	*	11%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	97%	95%	95%	-	-	-	*	-	*	*	94%	94%
	2018	81%	85%	94%	89%	89%	-	-	-	-	-	-	*	89%	89%
At Meets Grade Level or Above	2019	52%	57%	74%	58%	58%	-	-	-	*	-	*	*	57%	57%
	2018	50%	55%	74%	53%	53%	-	-	-	-	-	-	*	53%	54%
At Masters Grade Level	2019	26%	31%	45%	25%	25%	-	-	-	*	-	*	*	24%	23%
	2018	24%	28%	41%	21%	21%	-	-	-	-	-	-	*	21%	20%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	96%	94%	94%	-	-	-	-	-	-	*	94%	95%
	2018	66%	71%	90%	75%	75%	-	-	-	-	-	-	-	75%	75%
At Meets Grade Level or Above	2019	38%	44%	70%	67%	67%	-	-	-	-	-	-	*	67%	63%
	2018	41%	45%	74%	50%	50%	-	-	-	-	-	-	-	50%	50%
At Masters Grade Level	2019	14%	15%	34%	11%	11%	-	-	-	-	-	-	*	11%	11%
	2018	13%	13%	36%	30%	30%	-	-	-	-	-	-	-	30%	30%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	89%	71%	71%	-	-	-	*	-	*	-	68%	68%
	2018	80%	82%	91%	86%	86%	-	-	-	-	-	-	-	86%	86%
At Meets Grade Level or Above	2019	54%	55%	69%	38%	38%	-	-	-	*	-	*	-	36%	36%
	2018	51%	51%	55%	57%	57%	-	-	-	-	-	-	-	57%	57%
At Masters Grade Level	2019	25%	21%	33%	8%	8%	-	-	-	*	-	*	-	8%	8%
	2018	23%	19%	17%	0%	0%	-	-	-	-	-	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	79%	76%	76%	-	-	-	*	-	*	*	77%	76%
	2018	69%	71%	75%	77%	77%	-	-	-	-	-	-	-	77%	77%
All Grades ELA/Reading	2019	68%	67%	74%	74%	74%	-	-	-	*	-	*	*	74%	75%
	2018	69%	69%	72%	77%	77%	-	-	-	-	-	-	-	77%	77%
All Grades Mathematics	2019	70%	71%	84%	79%	79%	-	-	-	*	-	*	*	79%	77%
	2018	70%	72%	79%	77%	77%	-	-	-	-	-	-	-	77%	77%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	88%	100%	100%	-	-	-	*	-	*	*	92%	93%
	2018	38%	44%	71%	63%	63%	-	-	-	-	-	-	-	63%	63%
Mathematics	2019	45%	57%	95%	100%	100%	-	-	-	*	-	*	-	100%	100%
	2018	47%	57%	82%	70%	70%	-	-	-	-	-	-	-	70%	70%

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

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

Total Students: 800
 Grade Span: PK - 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%	100%
Included in Accountability	94%	95%	97%	100%	97%	100%	-	-	-	-	98%	97%	94%
Not Included in Accountability													
Mobile	4%	2%	1%	0%	1%	0%	-	-	-	-	2%	2%	1%
Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	-	0%	1%	5%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	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%	100%
Included in Accountability	94%	95%	96%	100%	97%	67%	-	-	-	-	100%	96%	89%
Not Included in Accountability													
Mobile	4%	3%	3%	0%	3%	33%	-	-	-	-	0%	3%	7%
Other Exclusions	1%	2%	1%	0%	1%	0%	-	-	-	-	0%	1%	4%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	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: PULLAM EL

Campus Number: 031901142

Total Students: 800

Grade Span: PK - 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%	97.3%	*	97.3%	94.9%	-	-	-	-	96.4%	97.3%	97.2%
2016-17	95.7%	95.8%	97.4%	*	97.4%	*	-	-	-	-	96.3%	97.4%	97.5%
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

Total Students: 800

Grade Span: PK - 05

School Type: Elementary

District Name: BROWNSVILLE ISD

Campus Name: PULLAM EL

Campus Number: 031901142

	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: PULLAM EL
 Campus Number: 031901142

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

Total Students: 800
 Grade Span: PK - 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: 800

Grade Span: PK - 05

School Type: Elementary

District Name: BROWNSVILLE ISD

Campus Name: PULLAM EL

Campus Number: 031901142

	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: PULLAM EL
 Campus Number: 031901142

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

Total Students: 800
 Grade Span: PK - 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: PULLAM EL
 Campus Number: 031901142

Total Students: 800
 Grade Span: PK - 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

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

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

Total Students: 800
 Grade Span: PK - 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: 800
Grade Span: PK - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PULLAM EL
Campus Number: 031901142

	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%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 800
Grade Span: PK - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PULLAM EL
Campus Number: 031901142

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	800	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	178	22.3%	8.0%	4.4%
Kindergarten	93	11.6%	5.9%	6.9%
Grade 1	100	12.5%	6.8%	7.1%
Grade 2	111	13.9%	6.6%	7.2%
Grade 3	115	14.4%	6.5%	7.3%
Grade 4	101	12.6%	6.9%	7.6%
Grade 5	102	12.8%	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	3	0.4%	0.1%	12.6%
Hispanic	779	97.4%	98.3%	52.6%
White	15	1.9%	1.4%	27.4%
American Indian	1	0.1%	0.0%	0.4%
Asian	2	0.3%	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	561	70.1%	88.5%	60.6%
Non-Educationally Disadvantaged	239	29.9%	11.5%	39.4%
Section 504 Students	39	4.9%	8.7%	6.5%
English Learners (EL)	359	44.9%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	31	3.9%	5.4%	3.6%
At-Risk	651	81.4%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	66			
By Type of Primary Disability				
Students with Intellectual Disabilities	22	33.3%	55.3%	42.4%
Students with Physical Disabilities	14	21.2%	11.5%	21.9%
Students with Autism	12	18.2%	12.2%	13.7%
Students with Behavioral Disabilities	18	27.3%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	45	8.5%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

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

Total Students: 800
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	43	8.1%		
White	2	0.4%		
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	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	2.1%	10.7%	3.1%	11.1%	16.2%	5.5%
Grade 2	0.0%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	1.4%	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	23.2	19.2	18.9
Grade 1	22.0	17.8	18.8
Grade 2	19.2	17.8	18.7
Grade 3	20.3	19.2	18.9
Grade 4	22.0	21.6	19.2
Grade 5	20.1	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

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

Total Students: 800
Grade Span: PK - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PULLAM EL
Campus Number: 031901142

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	67.7	100.0%	100.0%	100.0%
Professional Staff:	49.7	73.4%	56.5%	64.1%
Teachers	41.8	61.7%	44.0%	49.8%
Professional Support	4.9	7.3%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	4.4%	2.9%	3.0%
Educational Aides:	18.0	26.6%	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	1.0	n/a	11.0	1,097.0
Total Minority Staff:	61.5	90.7%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	36.6	87.7%	90.3%	27.7%
White	5.1	12.3%	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	6.4	15.4%	32.0%	23.8%
Females	35.3	84.6%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	32.6	78.1%	79.4%	73.6%
Masters	9.1	21.9%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	7.0	16.8%	14.3%	28.9%
6-10 Years Experience	12.0	28.7%	17.6%	19.0%
11-20 Years Experience	15.4	37.0%	39.3%	29.3%
Over 20 Years Experience	7.3	17.6%	26.0%	15.7%
Number of Students per Teacher	19.1	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: PULLAM EL
 Campus Number: 031901142

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

Total Students: 800
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.8	6.3
Average Years Experience of Principals with District	8.0	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:	13.0	15.1	11.1
Average Years Experience of Teachers with District:	12.6	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,007	\$47,218
1-5 Years Experience	\$46,430	\$49,170	\$50,408
6-10 Years Experience	\$48,900	\$50,423	\$52,786
11-20 Years Experience	\$52,482	\$55,575	\$56,041
Over 20 Years Experience	\$60,517	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$51,852	\$55,810	\$54,122
Professional Support	\$60,227	\$67,073	\$64,069
Campus Administration (School Leadership)	\$76,200	\$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: 800
Grade Span: PK - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PULLAM EL
Campus Number: 031901142

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	351	43.9%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	68	8.5%	12.0%	8.1%
Special Education	66	8.3%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	4.8%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.2	0.5%	0.5%	2.0%
Regular Education	33.7	80.7%	78.8%	71.4%
Special Education	5.9	14.0%	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](#)

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PULLAM 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 82% to 87% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
83%	84%	85%	86%	87%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	82%	84%	80%
2021	83%	85%	81%
2022	84%	86%	82%
2023	85%	87%	83%
2024	86%	88%	84%

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 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%	92%	88%
2021	91%	93%	89%
2022	92%	94%	90%
2023	93%	95%	91%
2024	94%	96%	92%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PULLAM 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%	96%	99%
2021	99%	97%	100%
2022	100%	98%	100%
2023	100%	99%	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 86% to 91% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
87%	88%	89%	90%	91%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	87%	86%	86%
2021	88%	87%	87%
2022	89%	88%	88%
2023	90%	89%	89%
2024	91%	90%	90%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PULLAM 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 92% to 97% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
93%	94%	95%	96%	97%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner	Special Education
2020	92%	100%	89%	91%	56%
2021	93%	100%	90%	92%	57%
2022	94%	100%	91%	93%	58%
2023	95%	100%	92%	94%	59%
2024	96%	100%	93%	95%	60%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PULLAM 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 26% to 31% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	28%	29%	30%	31%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner
2020	30%	1%	27%	24%
2021	31%	2%	28%	25%
2022	32%	3%	29%	26%
2023	33%	4%	30%	27%
2024	34%	5%	31%	28%

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 41% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner
2020	45%	21%	34%	38%
2021	46%	22%	35%	39%
2022	47%	23%	36%	40%
2023	48%	24%	37%	41%
2024	49%	25%	38%	42%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PULLAM 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 72% to 77% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
73%	74%	75%	76%	77%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	73%	67%	73%
2021	74%	68%	74%
2022	75%	69%	75%
2023	76%	70%	76%
2024	77%	71%	77%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PULLAM 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 51% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	54%	55%	56%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	49%	44%	51%
2021	50%	45%	52%
2022	51%	46%	53%
2023	52%	47%	54%
2024	53%	48%	55%

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 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	64%	56%	65%
2021	65%	57%	66%
2022	66%	58%	67%
2023	67%	59%	68%
2024	68%	60%	69%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PULLAM 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 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
2020	47%	49%	44%
2021	48%	50%	45%
2022	49%	51%	46%
2023	50%	52%	47%
2024	51%	53%	48%

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 59% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	61%	59%	54%
2021	62%	60%	55%
2022	63%	61%	56%
2023	64%	62%	57%
2024	65%	63%	58%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PULLAM 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 68% to 73% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	70%	71%	72%	73%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	68%		65%	59%	45%
2021	69%	1%	66%	60%	46%
2022	70%	2%	67%	61%	47%
2023	71%	3%	68%	62%	48%
2024	72%	4%	69%	63%	49%

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 77% to 82% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
78%	79%	80%	81%	82%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	78%		79%	75%	45%
2021	79%	1%	80%	76%	46%
2022	80%	2%	81%	77%	47%
2023	81%	3%	82%	78%	48%
2024	82%	4%	83%	79%	49%

Minimum size criteria set to 10 or more students.

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

Student Report

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.

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>

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