

# Brownsville Independent School District

## Pullam Elementary

### 2021-2022 Campus Improvement Plan



# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

### Need Statements Identifying Demographics Needs

**Need Statement 1 (Prioritized):** Increase attendance for students and teachers **Data Analysis/Root Cause:** Decrease in attendance from 2nd to 4th six weeks.

**Need Statement 2 (Prioritized):** Increase parental involvement in school activities and on campus committees. **Data Analysis/Root Cause:** Data shows a decrease of 13% of

parent involvement in campus meetings.

**Need Statement 3 (Prioritized):** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

# Student Learning

## Student Learning Summary

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

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

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

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

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

**3rd Grade Mathematics**

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

**4th Grade Mathematics**

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

**5th Grade Mathematics**

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

**5th Grade Science**

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



Performance Variations between Sub Populations

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

**Student Learning Strengths**

Student Academic Achievement Strengths

Open communication between administration and teachers to ensure student needs are being met

Teachers and administration read and analyze local and state assessment data

Teachers create weekly reading assessments

**Need Statements Identifying Student Learning Needs**

**Need Statement 1 (Prioritized):** Need to improve reading/literacy skills at all levels **Data Analysis/Root Cause:** TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.

**Need Statement 2 (Prioritized):** Improve instruction of all core subject areas, promote STEMS, and to raise student achievement and meet the educational needs of all students.

**Data Analysis/Root Cause:** Continued gaps seen between sub-populations and all students in content areas and other accountability indicators (refer to accountability reports).

**Need Statement 3 (Prioritized):** Decrease number of students on RtI and reduce academic achievement gaps. **Data Analysis/Root Cause:** Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports

**Need Statement 4 (Prioritized):** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. **Data Analysis/Root Cause:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

**Need Statement 5 (Prioritized):** Increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys and campus device distribution list.

**Need Statement 6 (Prioritized):** Provide supplemental services and resources for At-Risk, Migrant, and struggling learners. **Data Analysis/Root Cause:** Benchmarks and campus assessments indicate students attending tutorial show academic growth.

**Need Statement 7 (Prioritized):** Need to provide language and literacy interventions to improve At-Risk populations and identified Dyslexia student's achievement. **Data Analysis/Root Cause:** CPALLS and TPRI data indicates academic gap in identified student's achievement.

**Need Statement 8 (Prioritized):** Improve the level of English proficiency for EL students to facilitate a successful transition into English **Data Analysis/Root Cause:** Data indicates a need to increase integration and implementation of bilingual supports.

**Need Statement 9 (Prioritized):** Provide supplemental and instructional supplies, and resources to address demands for varied instructional models. **Data Analysis/Root Cause:** Campus Data indicates need for instructional and supplemental resources to address individual learning styles.

**Need Statement 10:** Provide teachers the opportunity for curriculum planning, horizontal and vertical alignment to meet the academic needs of all students.

# 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

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 Kinder-3rd grade students will be provided with iPads for instructional purposes

### **Need Statements Identifying School Processes & Programs Needs**

**Need Statement 1 (Prioritized):** Need to improve reading/literacy skills at all levels **Data Analysis/Root Cause:** TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.

**Need Statement 2 (Prioritized):** Decrease number of students on RtI and reduce academic achievement gaps. **Data Analysis/Root Cause:** Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports

**Need Statement 3 (Prioritized):** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**Need Statement 4 (Prioritized):** Provide supplemental services and resources for At-Risk, Migrant, and struggling learners. **Data Analysis/Root Cause:** Benchmarks and campus assessments indicate students attending tutorial show academic growth.

**Need Statement 5 (Prioritized):** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. **Data Analysis/Root Cause:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

**Need Statement 6 (Prioritized):** Increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys and campus device distribution list.

**Need Statement 7 (Prioritized):** Provide supplemental and instructional supplies, and resources to address demands for varied instructional models. **Data Analysis/Root Cause:** Campus Data indicates need for instructional and supplemental resources to address individual learning styles.

**Need Statement 8 (Prioritized):** Need to provide language and literacy interventions to improve At-Risk populations and identified Dyslexia student's achievement. **Data Analysis/Root Cause:** CPALLS and TPRI data indicates academic gap in identified student's achievement.

**Need Statement 9 (Prioritized):** Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance. **Data Analysis/Root Cause:** Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.

**Need Statement 10 (Prioritized):** Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. **Data Analysis/Root Cause:** District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.

**Need Statement 11:** Need to communicate effectively with all campus stakeholders. **Data Analysis/Root Cause:** District data indicates stakeholders' desire for efficient and effective communication.

# 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

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** Increase attendance for students and teachers **Data Analysis/Root Cause:** Decrease in attendance from 2nd to 4th six weeks.

**Need Statement 2 (Prioritized):** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**Need Statement 3 (Prioritized):** Increase parental involvement in school activities and on campus committees. **Data Analysis/Root Cause:** Data shows a decrease of 13% of parent involvement in campus meetings.

**Need Statement 4 (Prioritized):** Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance. **Data Analysis/Root Cause:** Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.

**Need Statement 5 (Prioritized):** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

**Need Statement 6 (Prioritized):** Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. **Data Analysis/Root Cause:** District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.

**Need Statement 7:** Need to communicate effectively with all campus stakeholders. **Data Analysis/Root Cause:** District data indicates stakeholders' desire for efficient and effective communication.

# Priority Need Statements

**Need Statement 1:** Need to improve reading/literacy skills at all levels

**Data Analysis/Root Cause 1:** TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.

**Need Statement 1 Areas:** Student Learning - School Processes & Programs

**Need Statement 2:** Improve instruction of all core subject areas, promote STEMS, and to raise student achievement and meet the educational needs of all students.

**Data Analysis/Root Cause 2:** Continued gaps seen between sub-populations and all students in content areas and other accountability indicators (refer to accountability reports).

**Need Statement 2 Areas:** Student Learning

**Need Statement 3:** Increase attendance for students and teachers

**Data Analysis/Root Cause 3:** Decrease in attendance from 2nd to 4th six weeks.

**Need Statement 3 Areas:** Demographics - Perceptions

**Need Statement 4:** Decrease number of students on RtI and reduce academic achievement gaps.

**Data Analysis/Root Cause 4:** Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports

**Need Statement 4 Areas:** Student Learning - School Processes & Programs

**Need Statement 5:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology.

**Data Analysis/Root Cause 5:** 64% of teachers indicated the need for more technology staff development

**Need Statement 5 Areas:** School Processes & Programs - Perceptions

**Need Statement 6:** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction.

**Data Analysis/Root Cause 6:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

**Need Statement 6 Areas:** Student Learning - School Processes & Programs

**Need Statement 7:** Need to provide language and literacy interventions to improve At-Risk populations and identified Dyslexia student's achievement.

**Data Analysis/Root Cause 7:** CPALLS and TPRI data indicates academic gap in identified student's achievement.

**Need Statement 7 Areas:** Student Learning - School Processes & Programs

**Need Statement 8:** Provide supplemental services and resources for At-Risk, Migrant, and struggling learners.

**Data Analysis/Root Cause 8:** Benchmarks and campus assessments indicate students attending tutorial show academic growth.



**Need Statement 8 Areas:** Student Learning - School Processes & Programs

**Need Statement 9:** Increase availability of quality technology, software, and internet access for students, faculty, and staff.

**Data Analysis/Root Cause 9:** District surveys and campus device distribution list.

**Need Statement 9 Areas:** Student Learning - School Processes & Programs

**Need Statement 10:** Provide supplemental and instructional supplies, and resources to address demands for varied instructional models.

**Data Analysis/Root Cause 10:** Campus Data indicates need for instructional and supplemental resources to address individual learning styles.

**Need Statement 10 Areas:** Student Learning - School Processes & Programs

**Need Statement 11:** Improve the level of English proficiency for EL students to facilitate a successful transition into English

**Data Analysis/Root Cause 11:** Data indicates a need to increase integration and implementation of bilingual supports.

**Need Statement 11 Areas:** Student Learning

**Need Statement 12:** Increase parental involvement in school activities and on campus committees.

**Data Analysis/Root Cause 12:** Data shows a decrease of 13% of parent involvement in campus meetings.

**Need Statement 12 Areas:** Demographics - Perceptions

**Need Statement 13:** Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful.

**Data Analysis/Root Cause 13:** District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.

**Need Statement 13 Areas:** School Processes & Programs - Perceptions

**Need Statement 14:** Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance.

**Data Analysis/Root Cause 14:** Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.

**Need Statement 14 Areas:** School Processes & Programs - Perceptions

**Need Statement 15:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports.

**Data Analysis/Root Cause 15:** Additional state requirements and district student and employee data indicate need.

**Need Statement 15 Areas:** Demographics - Perceptions

# Goals

Revised/Approved: June 3, 2021

**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 2020 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.

El rendimiento de los estudiantes de Pullam para todos los estudiantes, todos los grados, todas las materias excedera el porcentaje de STAAR 2020 Cumple con el nivel de grado y el rendimiento del nivel de grado de STAAR Masters en lectura, escritura, matematicas y ciencias en 3 puntos porcentuales.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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. A prescriptive intervention plan based on BOY/MOY/EOY TPRI/Tejas Lee, M-Class, Fluency Assessments, Benchmark Scores, STAAR results, teacher created/selected assessments, and campus selected assessment will be developed 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>Identificar y abordar areas de las necesidades de los estudiantes en matematicas y habilidades de comprension de lectura a traves de rutinas de instruccion explicita, estrategias, rutinas de fluidez y vocabulario academico para desarrollar el lenguaje del estudiante y las habilidades de alfabetizacion para promover el exito academico. Se desarrollara un plan de intervencion prescriptivo basado en BOY / MOY / EOY TPRI / Tejas Lee, M-Class, evaluaciones de fluidez, puntajes de referencia, resultados STAAR, evaluaciones creadas / seleccionadas por maestros y evaluaciones seleccionadas por el campus para los estudiantes que se estan desempeñando por debajo del nivel de grado con el fin de cerrar las brechas educativas y lograr el exito academico. Los datos en curso se publicaran y supervisaran en la sala de datos. Se llevaran a cabo reuniones de alineacion de nivel de grado, vertical y horizontal para compartir practicas y estrategias de ensenanza con el fin de facilitar la transicion de los estudiantes de PK a 5to grado.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, TPRI/TEJAS LEE (K-3), Progress Monitoring, BOY/MOY/EOY</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> All students, TI, MI, LEP, SE, AR, GT - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pullam will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/CPALLS, TPRI/TEJAS LEE, M-Class, 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>Pullam implementara un plan de evaluacion sistematico y coordinado a nivel del aula que incluye el uso de CIRCLE / CPALLS, TPRI / TEJAS LEE, M-Class, Language Enrichment, SAT10 / APRENDA, STAAR, SELP / SSLP, puntos de referencia, TELPAS, progreso del idioma informes, evaluaciones de la unidad Houghton Mifflin Harcourt y evaluaciones semanales creadas por el maestro para enfocarse en areas identificadas de necesidad en lectura, como fluidez y comprension, y mejorar los puntajes de evaluacion. Prueba creada por el maestro para evaluar habilidades de pensamiento de orden superior.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Population:</b> ALL students, LEP, AR, TI, M1, GT, SE, DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> April 14, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All PreK-5th grade students will increase their vocabulary and grammar skills in order to comprehend reading passages and become accomplished writers through Language Arts activities such as but not limited to: Multisensory Gramar, Language Enrichment, HMH, 6+1 Traits of Writing, Daily Journal Writing, Write Source, and Empowering Writers. Students will respond to journal prompts twice a week, prompts will be selected from all content areas.</p> <p>Todos los estudiantes de PreK-5to grado aumentaran su vocabulario y habilidades gramaticales para comprender pasajes de lectura y convertirse en escritores consumados a traves de actividades de artes del lenguaje como, entre otras: Gramatica multisensorial, enriquecimiento del lenguaje, HMH, 6 + 1 rasgos de escritura, diario Escritura de diarios, fuente de escritura y empoderamiento de los escritores. Los estudiantes responderan a las indicaciones del diario dos veces por semana, las indicaciones se seleccionaran de todas las areas de contenido.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Walk-throughs, Student Journals</p> <p>Summative: EOY Assessments, Writing Assignments, Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Population:</b> K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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>Los estudiantes de PK-5th participaran en un plan de estudios de estudios sociales adoptado por el estado y utilizaran un plan de estudios complementario basado en novelas para garantizar el exito en las futuras pruebas STAAR. Los estudiantes de 2o a 5o deberan leer una novela cada dos meses y completar una actividad de instruccion para cada novela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher observations, Progress Reports, Weekly Tests, benchmarks, list of novels</p> <p>Summative: Novel Assessments, EOY Report Card,</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 9 - School Processes &amp; Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Gifted &amp; Talented students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres.</p> <p>Los estudiantes dotados y talentosos tendran la oportunidad de trabajar en actividades creativas y espontaneas, alineadas con la alfabetizacion para apoyar su comprension de varios generos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student projects, grades</p> <p>Summative: EOY State Assessments, EOY Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal,</p> <p><b>Population:</b> K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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. Students will participate in field trips and integrate content area skills to demonstrate mastery of skills.</p> <p>Enfatizar los conceptos academicos integrados de matematicas, lectura y escritura inherentes a los programas curriculares de salud y educacion fisica y monitorear su implementacion para asegurar el exito academico. Los estudiantes participaran en excursiones e integraran las habilidades del area de contenido para demostrar el dominio de las habilidades.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observation, Lesson Plans, Curriculum Frameworks, Monthly Campus Visitation Documentation, Catch Activities, Benchmarks</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> P. E. coaches, Dean of Instruction Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> School Processes &amp; Programs 9 - Perceptions 4</p> <p><b>Funding Sources:</b> Transportation - 199 Local funds - 199-11-6494-00-142-Y-11-00Y - \$2,100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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. 5th grade students will participate in the Talent Search program to</p>	Formative			Summative
	Nov	Jan	Mar	June

keep up grades and gain knowledge about college and will be provided with the opportunities to participate in career day events to promote awareness for college preparedness.

Cada semana, cada clase promovera la universidad de su eleccion a traves del sistema de intercomunicacion durante los anuncios de la manana para informar y motivar a los estudiantes a asistir a la universidad. Ademas, se invitara a los miembros de la comunidad a informar a los estudiantes sobre las universidades a las que asistieron. Los estudiantes de quinto grado participaran en el programa de busqueda de talentos para mantener las calificaciones y obtener conocimientos sobre la universidad y se les brindara la oportunidad de participar en eventos del dia de la carrera para promover la conciencia sobre la preparacion para la universidad.

**Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs  
Benchmarks


Summative: Student awareness of Colleges

**Staff Responsible for Monitoring:** Counselor

**Population:** PK-5 students, BIL, AR, TI, MI, GT, SE, DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Need Statements:**

**Student Learning**

**Need Statement 9:** Provide supplemental and instructional supplies, and resources to address demands for varied instructional models. **Data Analysis/Root Cause:** Campus Data indicates need for instructional and supplemental resources to address individual learning styles.

**School Processes & Programs**

**Need Statement 7:** Provide supplemental and instructional supplies, and resources to address demands for varied instructional models. **Data Analysis/Root Cause:** Campus Data indicates need for instructional and supplemental resources to address individual learning styles.

**Need Statement 9:** Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance. **Data Analysis/Root Cause:** Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.

**Perceptions**

**Need Statement 4:** Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance. **Data Analysis/Root Cause:** Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.


**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 3 percentage points over end-of-year 2019 results.


El desempeño en la primera infancia de Pullam aumentara en 3 puntos porcentuales con respecto a los resultados de fin de año 2019.


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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>La Primaria Pullam incluirea un programa de PK3 de dia completo y un programa de PK3 de medio dia para brindar oportunidades para que los estudiantes de la primera infancia aprendan habilidades de alfabetizacion y para reclutar y retener estudiantes en el distrito.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student work, Walk-throughs, Lesson Plans</p> <p>Summative: CPALLS EOY, Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Population:</b> PK3 students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% 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.

El 80% de los estudiantes migrantes estaran al nivel de grado dentro de 2 anos y el 70% estara en el nivel de grado Cumple para todas las evaluaciones STAAR.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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. 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>Brindar apoyo para el desarrollo profesional del Protocolo de observacion de instruccion protegida / ELPS para todas las areas de contenido para garantizar que los estudiantes desarrollen una base conceptual solida y el dominio de TEKS y se desempeñen bien en las evaluaciones STAAR. Estrategias de lectura a traves de la instruccion de ESL y el programa Esperanza para estudiantes bilingues todos los dias durante 30 a 45 minutos para apoyar la transicion de los estudiantes a la lectura en ingles. La planificacion de la instruccion se centrara en los resultados de lectura y escritura de TELPAS para seleccionar intervenciones para los estudiantes del idioma ingles. Todos los estudiantes bilingues / ESL de PK a 5to grado aumentaran sus habilidades del lenguaje oral para desarrollar la competencia de escuchar, hablar, leer y escribir en ingles mediante el uso de las estrategias ELPS y ELAR. La meta para todos los estudiantes bilingues de K-5o es recibir calificaciones TELPAS avanzadas altas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> K-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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>El progreso academico de los estudiantes migrantes de 1er grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion al 2do grado.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards TPRI/Tejas LEE Assessment Results</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Population:</b> 1st grade, Migrant/PFS Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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>Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir a los programas de la escuela de verano del distrito escolar para garantizar la promocion, si es necesario, o para participar en el programa de enriquecimiento para migrantes de verano.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Population:</b> PK-5th grade, Migrant/PFS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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>Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir a los programas de la escuela de verano del distrito escolar para garantizar la promocion, si es necesario, o para participar en el programa de enriquecimiento para migrantes de verano.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            STAAR Remediation            Enrollment Lists            NGS TAKS Report            Benchmark Results</p> <p>Summative:            State Assessment            Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal,            Classroom Teacher</p> <p><b>Population:</b> 3rd-5th grade, Migrant/PFS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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>A los migrantes se les proporcionaran utiles escolares a fin de proporcionarles las herramientas necesarias para completar sus asignaciones en el aula, proyectos y tareas; facilitandoles asi la misma oportunidad de afrontar los retos academicos de todos los alumnos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parent's signature</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Dean of Instruction            Counselors</p> <p><b>Population:</b> PFS and Migrant Student - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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>Se proporcionara apoyo adicional a los estudiantes de PFS en forma de articulos personales (productos de higiene) para garantizar que tengan los materiales necesarios para la instruccion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Nurse</p> <p><b>Population:</b> PFS Migrant Student - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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>Con el fin de asegurar los datos necesarios para acomodar la colocacion en oportunidades educativas suplementarias apropiadas para estudiantes migrantes de Pre-K, Kinder, 1 deg y 2 deg grado, los maestros y administradores utilizaran los resultados de las pruebas previas y posteriores para determinar el desempeno de los estudiantes migrantes. por debajo del nivel de grado.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS , TPRI, Tejas LEE, Aprenda</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Population:</b> Migrant/PFS Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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>Se proporcionaran materiales instructivos suplementarios adicionales para abordar la debilidad academica de los estudiantes migrantes para practicar en casa con el fin de reforzar y fortalecer las habilidades instructivas y tener exito academico.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> Migrant/PFS Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> 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>Los padres de estudiantes migrantes de PK, Kinder, 1o y 2o grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Session Evaluations, Participation Surveys, Promotion Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Population:</b> PFS Students/Migrant Parents of PK-2nd grade students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes.

**Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Meeting Evaluations,

Summative: Survey Results, Implementation of Survey Suggestions

**Staff Responsible for Monitoring:** Campus Administration

**Population:** PFS/Migrant Students - **Start Date:** April 4, 2022 - **End Date:** April 29, 2022



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 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 3% over 2019-2020 participation.

Aumentar el numero de estudiantes en programas cocurriculares y extracurriculares que avanzan en matematicas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 3% con respecto a la participacion de 2019-2020.

**Evaluation Data Sources:** Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR,</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills and UIL Art to be exposed to art history.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student participation</p> <p>Summative: UIL Results</p> <p><b>Staff Responsible for Monitoring:</b> UIL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> ALL Students, TI, MI, LEP, SE, AR, GT, DYS - <b>Start Date:</b> November 1, 2021 - <b>End Date:</b> January 28, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement musical productions throughout the year to promote musical ensemble to help ensure student success. Performances by students during Christmas Carnival, Nutcracker Musicale, Charro Days Festivities and end of year musicale will showcase talents of students and increase parent participation that reflects in their academic progress.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent Invitations &amp; Sign-In sheets</p> <p>Summative: STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Students and Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-11-6399-57-142-Y-11-000-Y, Equipment - 199 Local funds - 199-11-6398-57-142-Y-11-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Need Statements:**





<b>Demographics</b>
<p><b>Need Statement 1:</b> Increase attendance for students and teachers <b>Data Analysis/Root Cause:</b> Decrease in attendance from 2nd to 4th six weeks.</p>
<b>Student Learning</b>
<p><b>Need Statement 2:</b> Improve instruction of all core subject areas, promote STEMS, and to raise student achievement and meet the educational needs of all students. <b>Data Analysis/Root Cause:</b> Continued gaps seen between sub-populations and all students in content areas and other accountability indicators (refer to accountability reports).</p>
<b>Perceptions</b>
<p><b>Need Statement 1:</b> Increase attendance for students and teachers <b>Data Analysis/Root Cause:</b> Decrease in attendance from 2nd to 4th six weeks.</p>



**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pullam will purposely promote energy savings activities on the campus to support implementation of the campus's energy savings plan.</p> <p>Need: Board approved goal priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage. Summative: Annual comparison of energy usage.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Population:</b> Campus facilities - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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>Need: Board approved goal priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results from teachers will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Population:</b> Campus facilities - <b>Start Date:</b> August 3, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	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 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> K-5 students, BIL, AR, TI, TIM, DYS, Migrant - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 1, 2, 4, 9 - School Processes &amp; Programs 1, 5, 7</p> <p><b>Funding Sources:</b> Instructional Supplies - 162 State Compensatory - 162-11-6399-00-142-Y-30-000-Y - \$14,390, Instructional and Supplemental Supplies - 199 Local funds - 199-11-6399-00-142-Y-11-000-Y - \$25,182, Instructional Supplies - 163 State Bilingual - 163-11-6399-00-142-Y-30-000-Y, Instructional Supplies - 263 Title III-A Bilingual - 263-11-6399-00-142-Y-30-000-Y, General Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-Y, Novels - 211 Title I-A - 211-11-6329-00-142-Y-30-0F2-Y - \$2,000, Novels - 263 Title III-A Bilingual - 263-11-6329-00-142-Y-25-000-Y, Novels - 162 State Compensatory - 162-11-6329-00-142-Y-30-000-Y - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Campus Benchmark Results, BOY, MOY Progress Monitoring, walkthroughs, Lesson plans, progress reports, weekly grades</p> <p>Summative: STAAR test results, TAPR , EOY report cards</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> PK-5, AR, LEP, SE, DYS, MI, TI, GT - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Need Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional and Supplemental Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-Y - \$88,145, Instructional Supplies - 162 State Compensatory - 162-11-6399-00-142-Y-30-000-Y - \$5,000, Instructional and Supplemental Supplies - 263 Title III-A Bilingual - 263-11-6399-00-142-Y-25-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly Grades, Progress Reports, student work, Campus Benchmark Results, walkthroughs</p> <p>Summative: EOY Report Cards, State Assessment Results, TAPR</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> Pre-K- 5th Grade Teachers - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> January 28, 2022</p> <p><b>Need Statements:</b> Student Learning 1, 9 - School Processes &amp; Programs 1, 7</p> <p><b>Funding Sources:</b> Instructional and Supplemental Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-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, Instructional and Supplemental Supplies - 199 Local funds - 199-11-6399-45-142-Y-11-000-Y - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All 3rd through 5th grade students will research and develop a science experiment in order to be able to understand the Scientific method. 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. Science Lab will be used to reinforce classroom activities related to STAAR objectives to ensure all students success on the science STAAR test.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson plans, Walkthroughs, Student Work</p> <p>Summative: Science Fair Awards, STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> December 10, 2021</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> General Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs, Lesson plans, Student work, progress reports, grades, Teacher Made Tests, End of Unit Tests</p> <p>Summative: State Assessment results, TAPR, report cards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> 1st-5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> July 26, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 1, 9 - School Processes &amp; Programs 1, 7</p> <p><b>Funding Sources:</b> Scholastic Weekly Readers - 211 Title I-A - 211-11-6325-00-142-Y-30-0F2 - \$3,780, Weekly Readers - 199 Local funds - 199-12-6325-00-142-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Classroom Observations, Attendance Summative: EOY Grades, Healthy Students</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Dean of Instruction Principal</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> School Processes &amp; Programs 9 - Perceptions 4</p> <p><b>Funding Sources:</b> Physical Education Resources - 199 Local funds - 199-11-6399-51-142-Y-11-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Purchase first aid supplies and student referral forms for nurse's station to ensure the well being and safety of Pullam students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Nurse Referral log</p> <p>Summative: EOY Grades</p> <p><b>Staff Responsible for Monitoring:</b> Nurse, Principal</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Demographics 3 - Perceptions 5</p> <p><b>Funding Sources:</b> First Aid Supplies - 199 Local funds - 199-33-6399-00-142-Y-99-000-Y - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Online software subscriptions, including warranty and license, such as Stemscores, Education Galaxy, IXL, Showbie, Spelling City, Lexia, Measuring Up, Think Up, 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. Project Based Learning software, Defined Learning, will be utilized for STEAM instruction</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Report Card, Progress Reports, Usage reports, Benchmark Scores, lesson plans, classroom observations Summative: STAAR Assessment Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> PK-5 students, LEP, AR, TI, TIM, DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Need Statements:</b> Student Learning 4, 5 - School Processes &amp; Programs 5, 6</p> <p><b>Funding Sources:</b> Stemscores/Education Galaxy/Showbie/Lexia/Spelling City/Measuring Up/Think Up (Web-based: Do not retain ownership) - 162 State Compensatory - 162-11-6299-62-142-Y-30-000-Y - \$22,000, Jamf Software Licenses - 211 Title I-A - 211-11-6395-62-142-Y-30-000-Y, Jamf Software Licenses - 162 State Compensatory - 162-11-6395-62-142-Y-30-000-Y - \$1,750</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide access to ipads with licences, printer, laptops with licenses, cricut, 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results</p> <p>Summative: STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> All students, AR, LEP, T1, MI - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 4, 5 - School Processes &amp; Programs 3, 5, 6 - Perceptions 2</p> <p><b>Funding Sources:</b> Printer/Cricut - 211 Title I-A - 211-13-6399-65-00-142-Y-000-, General Supplies - 162 State Compensatory - 162-13-6399-65-00-142-Y-000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Reports</p> <p>Summative: STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Population:</b> ALL Students, Campus personnel - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> School Processes &amp; Programs 10 - Perceptions 6</p> <p><b>Funding Sources:</b> Supplies - 199 Local funds - 199-51-6315-00-142-Y-99-000-Y - \$9,000, Extra Duty/Overtime - 199 Local funds - 199-51-6121-47-142-Y-99-000-Y - \$10</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> 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>Need: Board approved goal priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs.</p> <p>Formative: monthly expenditure reports Summative: end of year expenditure reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> Pullam Stakeholders - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Purchase supplemental instructional materials (ink, paper, printers) in order to create materials, lessons, tests, and other instructional related documents that will assist in the instructional lesson and tutorials. As well as complete classroom assignments, promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks, Progress Reports</p> <p>Summative: STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> Teachers and students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 9 - School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> Ink - 211 Title I-A - 211-11-6399-62-142-Y-30-0F2-Y, Ink - 199 Local funds - 199-11-6399-62-142-Y-11-000-Y - \$500, Copy Paper - 162 State Compensatory - 162-11-6396-00-142-Y-30-000-Y - \$3,000, Paper - 199 Local funds - 199-11-6396-00-142-Y-11-000-Y - \$750, Copy Paper - 211 Title I-A - 211-11-6396-00-142-Y-30 0F2-Y - \$3,000, Ink - 162 State Compensatory - 162-11-6399-62-142-Y-30-000-Y - \$8,700</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Need Statements:**

Demographics
<p><b>Need Statement 3:</b> Need to increase supports for student and family access to physical and mental health as well as nutritional supports. <b>Data Analysis/Root Cause:</b> Additional state requirements and district student and employee data indicate need.</p>
Student Learning
<p><b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels <b>Data Analysis/Root Cause:</b> TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.</p>
<p><b>Need Statement 2:</b> Improve instruction of all core subject areas, promote STEMS, and to raise student achievement and meet the educational needs of all students. <b>Data Analysis/Root Cause:</b> Continued gaps seen between sub-populations and all students in content areas and other accountability indicators (refer to accountability reports).</p>
<p><b>Need Statement 4:</b> Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. <b>Data Analysis/Root Cause:</b> Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.</p>
<p><b>Need Statement 5:</b> Increase availability of quality technology, software, and internet access for students, faculty, and staff. <b>Data Analysis/Root Cause:</b> District surveys and campus device distribution list.</p>
<p><b>Need Statement 9:</b> Provide supplemental and instructional supplies, and resources to address demands for varied instructional models. <b>Data Analysis/Root Cause:</b> Campus Data indicates need for instructional and supplemental resources to address individual learning styles.</p>



## School Processes & Programs

**Need Statement 1:** Need to improve reading/literacy skills at all levels **Data Analysis/Root Cause:** TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.

**Need Statement 3:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**Need Statement 5:** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. **Data Analysis/Root Cause:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

**Need Statement 6:** Increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys and campus device distribution list.

**Need Statement 7:** Provide supplemental and instructional supplies, and resources to address demands for varied instructional models. **Data Analysis/Root Cause:** Campus Data indicates need for instructional and supplemental resources to address individual learning styles.

**Need Statement 9:** Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance. **Data Analysis/Root Cause:** Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.

**Need Statement 10:** Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. **Data Analysis/Root Cause:** District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.

## Perceptions

**Need Statement 2:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**Need Statement 4:** Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance. **Data Analysis/Root Cause:** Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.

**Need Statement 5:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.





**Need Statement 6:** Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. **Data Analysis/Root Cause:** District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Librarian, Principal</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Time and Effort Logs, Nurse Referrals, Grades</p> <p>Summative: EOY Attendance Rates, EOY Report Cards, Position Control</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Demographics 3 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student work  Grades  Benchmarks  CPALLS (BOY &amp; MOY)  Master Schedule  Lesson Plans  Walk-thrus  Student Progress reports</p> <p>Summative:  CPALLS (EOY), STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Dean of Instruction  Administrator for State Compensatory Education</p> <p><b>Population:</b> AR, T1, LEP, MI, DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 7 - School Processes &amp; Programs 8</p> <p><b>Funding Sources:</b> 3 FTE's - 162 State Compensatory - 162-11-6119-00-142-Y-34-PKK-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Parent Liaison - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Need Statements:</b> Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Need Statements:**

### Demographics

**Need Statement 2:** Increase parental involvement in school activities and on campus committees. **Data Analysis/Root Cause:** Data shows a decrease of 13% of parent involvement in campus meetings.

**Need Statement 3:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

### Student Learning

**Need Statement 1:** Need to improve reading/literacy skills at all levels **Data Analysis/Root Cause:** TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.

**Need Statement 7:** Need to provide language and literacy interventions to improve At-Risk populations and identified Dyslexia student's achievement. **Data Analysis/Root Cause:** CPALLS and TPRI data indicates academic gap in identified student's achievement.

### School Processes & Programs

**Need Statement 1:** Need to improve reading/literacy skills at all levels **Data Analysis/Root Cause:** TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.

**Need Statement 8:** Need to provide language and literacy interventions to improve At-Risk populations and identified Dyslexia student's achievement. **Data Analysis/Root Cause:** CPALLS and TPRI data indicates academic gap in identified student's achievement.

### Perceptions

**Need Statement 3:** Increase parental involvement in school activities and on campus committees. **Data Analysis/Root Cause:** Data shows a decrease of 13% of parent involvement in campus meetings.





**Need Statement 5:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal  Dean of Instruction  Teacher</p> <p><b>Population:</b> K-5 students, BIL, AR, TI, MI, DYS, Migrant - <b>Start Date:</b> September 27, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide all campus personnel a yearly schedule of events to ensure timely compliance with all campus and district due dates.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Fliers</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Population:</b> Teachers and School Personnel - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Teachers will feel appreciated and continue efforts to improve student learning.</p> <p>Formative: Informal monthly survey Summative: Results of survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Population:</b> Teachers - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Purchase general supplies in order to facilitate the daily functions of the campus and its personnel.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Reports</p> <p>Summative: STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> ALL Students, Campus personnel - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> School Processes &amp; Programs 10 - Perceptions 6</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-23-6399-00-142-Y-99-000-Y - \$750</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Need Statements:**

**School Processes & Programs**

**Need Statement 10:** Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful.

**Data Analysis/Root Cause:** District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.

**Perceptions**

**Need Statement 6:** Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. **Data**

**Analysis/Root Cause:** District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.





**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pullam will promote its history and origins along with current accomplishments through the website and media venues.</p> <p>Need: District Decreasing enrollment/ Board approved goal priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus accomplishments and participation will be showcased through news articles and other media venues.</p> <p>Formative: schedule of weekly articles</p> <p>Summative: listing of articles and media venues.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Pullam Stakeholders - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>Need: Need: District Decreasing enrollment/ Board approved goal priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Pullam Stakeholders - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pullam will update websites at least monthly including showcasing student and community activities.</p> <p>Need: District Decreasing enrollment/ Board approved goal priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Pullam websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.</p> <p>Formative: checklist of websites indicating are current</p> <p>Summative: report at end of year for monthly checklist results</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Pullam Stakeholders - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pullam staff will participate and provide input by voting in district calendar elections. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Ballots  Summative: Calendar <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> Staff and Personnel - <b>Start Date:</b> January 10, 2022 - <b>End Date:</b> March 25, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 2020-2021 and will not be disproportionate for any population.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks</p> <p>Summative: STAAR Results, Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Population:</b> PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP) Summative: Student Injury Reports</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> An Emergency Operating Team for serious discipline problems needing immediate attention will be formed to ensure student safety and academic goals.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks</p> <p>Summative: EOY Report Card</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Population:</b> PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a lockdown system to alert faculty/staff/students of an upcoming emergency situation will be started to ensure student safety.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks</p> <p>Summative: STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Population:</b> PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> December 17, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 5% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022.

Habra un aumento del 5% de padres involucrados en las actividades de participacion de los padres del campus / distrito de 2020-2021 a 2021-2022.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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>Promover la conciencia en Pullam sobre la disponibilidad de servicios relacionados con las personas sin hogar dentro del BISD y las agencias comunitarias para satisfacer las necesidades academicas, sociales, emocionales y fisicas de los jovenes identificados sin hogar y no acompanados.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Progress Reports and Benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Pre-K -5th AR - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct an Annual Title I Meeting to inform parents of services provided through Title I and professional qualifications of staff.</p> <p>Llevar a cabo una reunion anual del Titulo I para informar a los padres de los servicios prestados a traves del Titulo I y las calificaciones profesionales del personal.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-In sheets &amp; Number of attendees, Flier, Agenda Meeting Minutes</p> <p>Summative: STAAR Results, Title I-A Parental Involvement Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, and Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>Population:</b> Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> October 22, 2021</p> <p><b>Need Statements:</b> Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host a "Parent Orientation Day" to inform parents and community members of daily standard operation procedures and District Policy.  Student Code of Conduct  Student-Parent-School Compact  Parental Involvement Policy  Emergency Operation Procedures  Volunteer Guidelines and Opportunities</p> <p>Organice un "Dia de Orientacion para Padres" para informar a los padres y miembros de la comunidad sobre los procedimientos operativos estandar diarios y la Politica del Distrito.  Codigo de Conducta Estudiantil  Pacto entre estudiantes, padres y escuela  Politica de participacion de los padres  Procedimientos de operacion de emergencia  Pautas y oportunidades para voluntarios</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Agendas  Sign-in sheets  Fliers  Brochures  Handouts  Session Evaluations</p> <p>Summative:  Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Parent Liaison</p> <p><b>Population:</b> Parents of all Students and Community Members - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> October 22, 2021</p> <p><b>Need Statements:</b> Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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>Completar y difundir la politica de participacion de los padres para delinear como los padres participaran activamente a nivel del campus con la intencion de aumentar la participacion. Se proporcionaran presentaciones a los padres y recursos para el beneficio de la preparacion academica de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, Title I Parental Involvement Compliance Checklist STAAR Results Discipline Referrals Attendance Rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Technology Teacher, Parents, and Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> October 22, 2021</p> <p><b>Need Statements:</b> Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Difundir pactos escuela-padres-estudiantes indicando las responsabilidades de cada grupo para asegurar el rendimiento estudiantil.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> October 22, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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. Opportunities will be provided 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>	Formative			Summative
	Nov	Jan	Mar	June

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)

Los fondos se asignaran para pagar el millaje incurrido al realizar las responsabilidades de asistencia y participacion de los padres, es decir, visitas domiciliarias, reuniones / capacitaciones de participacion de los padres e incentivos de asistencia. Se proporcionaran oportunidades para que los padres ayuden a los maestros del salon de clases y hagan exhibiciones que promuevan las actividades escolares, creen un ambiente positivo y ofrezcan amplias oportunidades de educacion para los padres a traves de visitas domiciliarias, conferencias para padres y sesiones de capacitacion para padres en cada campus. Centro de padres para difundir informacion, servicios y / o referencias. a agencias que abordan las necesidades en las siguientes areas:

Estrategias de lectura para la primera infancia  
Estrategias de ensenanza efectivas  
Educacion para la salud: familias en formacion  
Poblaciones especiales (bilingue, dislexia, G.T., migrante, educacion especial)  
Creacion de capacidad: preparacion para la universidad  
Prevencion de la desercion escolar y la violencia: nuevos horizontes  
Agencias / organizaciones comunitarias  
Centro de acceso domiciliario (HAC)

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

Parent Conference Fliers  
Sign-In Sheets  
Conference Agendas  
Meeting Minutes  
Conference Evaluations  
Monthly Contact Log  
Composite Report

Summative:

Monthly Mileage Log  
STAAR results  
Composite of evaluation results  
Title I Parental Involvement Compliance Checklist

**Staff Responsible for Monitoring:** Parent Liaison

**Title I Schoolwide Elements:** 3.2 - **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

**Need Statements:** Demographics 2, 3 - Perceptions 3, 5

**Funding Sources:** General Supplies - 211 Title I-A - 211-61-6399-00-142-Y-30-0F2 - \$900, Mileage - 211 Title I-A - 211-61-6411-00-142-Y-30-0F2-Y - \$900, Miscellaneous Operating Costs - 211 Title I-A -







211-61-6499-53-142-Y-30-0F2-Y - \$900

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Conduct an annual Title I parent survey to evaluate the effectiveness of parental involvement efforts.</p> <p>Realizar una encuesta anual para padres de Titulo I para evaluar la efectividad de los esfuerzos de participacion de los padres.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Reports</p> <p>Summative: Signed Progress Reports            Title I Parental Involvement Compliance Checklist            EOY Survey Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Teachers            Technology Teacher            Parents            Parent Liaison</p> <p><b>Population:</b> Parents - <b>Start Date:</b> March 1, 2022 - <b>End Date:</b> March 31, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Parents participate in "Meet The Teacher" and "Open House" to help ensure academic success of all students.</p> <p>Los padres participan en "Meet The Teacher" y "Open House" para ayudar a asegurar el exito academico de todos los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-In Sheets</p> <p>Summative: STAAR Results, Attendance Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Staff, and Parent Liaison</p> <p><b>Population:</b> Parents - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> March 31, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Each teacher will make a minimum of two contacts with each parent to discuss student progress and student compact.</p> <p>Cada maestro hara un minimo de dos contactos con cada padre para discutir el progreso del estudiante y el pacto del estudiante.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Newsletter to parents</p> <p>Summative: Parent Contact Log and Discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Cafeteria Staff Parent Liaison</p> <p><b>Population:</b> Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> The Campus keeps the community informed of the Campus Performance and Campus Performance Objectives.</p> <p>El campus mantiene a la comunidad informada sobre el rendimiento del campus y los objetivos de rendimiento del campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher Technology Teacher Parents Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>Population:</b> Parents - <b>Start Date:</b> September 6, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> 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>Para aumentar la comunicacion entre el hogar y la escuela, se exhiben de manera prominente paneles de informacion en la oficina principal con los eventos actuales y futuros de la escuela y el distrito, School Messenger y una marquesina. Se difundiran avisos semanales para invitar a los padres a las reuniones semanales de padres.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Fliers Sign-In Sheets</p> <p>Summative: Increased parent participation School Messenger reports STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Population:</b> Parents and School Personnel - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> All Pre K-5th grade teachers will send progress reports to parents regarding progress to ensure academic success.</p> <p>Todos los maestros de Pre K-5to grado enviarian informes de progreso a los padres con respecto al progreso para asegurar el exito academico.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Reports</p> <p>Summative: Signed Progress Reports, STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Technology Teacher Parents Parent Liaison</p> <p><b>Population:</b> Parents - <b>Start Date:</b> September 13, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> 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>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: Politica de participacion de los padres, acuerdo entre la escuela, los padres y los estudiantes y el plan de mejora del campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison SBDM Committee</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Parents of all Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Pullam Elementary will recognize parent volunteers for their participation and commitment in assisting to increase student achievement.</p> <p>La Primaria Pullam reconocera a los padres voluntarios por su participacion y compromiso para ayudar a aumentar el rendimiento estudiantil.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Invitation            Agenda            Sign In Sheet            Authority to Volunteer Form</p> <p>Summative:            STAAR Results            Attendance Rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal Liaison  <b>Population:</b> Parent Volunteers - <b>Start Date:</b> May 2, 2022 - <b>End Date:</b> June 2, 2022  <b>Need Statements:</b> Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Funds will be allocated for personnel to assist with the distribution of textbooks, electronic devices and supplies to facilitate distance learning instruction and the academic success of all students.</p> <p>Se asignaran fondos para que el personal ayude con la distribucion de libros de texto, dispositivos electronicos y suministros para facilitar la instruccion a distancia y el exito academico de todos los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Reports, student participation</p> <p>Summative: Report Cards, attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal  <b>Population:</b> All students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> August 20, 2021  <b>Need Statements:</b> Student Learning 4, 5 - School Processes &amp; Programs 5, 6  <b>Funding Sources:</b> 211-61-6118-00-142-Y-30-0F2-Y - 211 Title I-A, 211-61-6126-00-142-Y-30-0F2-Y - 211 Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Need Statements:**

Demographics
<p><b>Need Statement 2:</b> Increase parental involvement in school activities and on campus committees. <b>Data Analysis/Root Cause:</b> Data shows a decrease of 13% of parent involvement in campus meetings.</p>

### Demographics

**Need Statement 3:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

### Student Learning

**Need Statement 4:** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. **Data Analysis/Root Cause:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

**Need Statement 5:** Increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys and campus device distribution list.

### School Processes & Programs

**Need Statement 5:** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. **Data Analysis/Root Cause:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

**Need Statement 6:** Increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys and campus device distribution list.

### Perceptions

**Need Statement 3:** Increase parental involvement in school activities and on campus committees. **Data Analysis/Root Cause:** Data shows a decrease of 13% of parent involvement in campus meetings.

**Need Statement 5:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

**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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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, integration of mentor texts, observations, constructive feedback, Professional Learning Communities, and co-teach research based instructional strategies so that students will be academically successful will also be provided.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-In Sheets, Lesson Plans, Weekly Assessments, Weekly Grades, Walk-throughs, progress monitoring, RtI folders, weekly grades</p> <p>Summative: Evaluations, EOY Report Cards, EOY Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> September 27, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 2, 3 - Perceptions 2</p> <p><b>Funding Sources:</b> 1 FTE - 162 State Compensatory - 162-13-6119-31-142-Y-30-000-Y, PD- PLC Books/Mentor Texts - 211 Title I-A - 211-13-6329-00-142-y-30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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, Economically Disadvantaged, and Bilingual students. Instructional and supplemental resources, including iPads and interactive display boards will be utilized to effectively conduct professional development sessions, digital presentations, as well as provide handouts and informational resources.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, ERO Session Evaluation Report, ERO Session Attendance Report, Campus Benchmark Results</p> <p>Summative: STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Population:</b> AR, LEP, T1, MI - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Need Statements:</b> Student Learning 4 - School Processes &amp; Programs 3, 5 - Perceptions 2</p> <p><b>Funding Sources:</b> General Supplies - 162 State Compensatory - 162-13-6399-00-142-Y-30-000-Y - \$5,000 , Computer Supplies including printer toner - 162 State Compensatory - 162-13-6399-65-142-Y-30-000-Y - \$2,000, General Supplies- - 211 Title I-A - 211-13-6399-00-142-Y-30-AYP-Y - \$12,995, iPads, Apple Pencils, Printer - 211 Title I-A - 211-13-6398-65-142-Y-30-0F2-Y, 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, Software License - 162 State Compensatory - 162-13-6395-65-142-Y-30-000-Y, Duplicating Paper - 211 Title I-A - 211-13-6249-65-142-Y-30-0F2-Y - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administration will attend conferences 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, EOY grades, TAPR</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> School Processes &amp; Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Gifted and Talented teachers will attend GT inservices to obtain updates and teaching strategies for GT students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student projects, grades</p> <p>Summative: EOY State Assessments, EOY Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> December 17, 2021</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ERO Session Evaluation Report, Student progress report, benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Pre-K -5th AR - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> December 17, 2021</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide training for administrators and new teachers:</p> <p>(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;</p> <p>(b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agenda, Sign-in sheets</p> <p>Summative: EOY Report Card</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Population:</b> K-5 students, BIL, AR, TI, MI, GT, SE, DYS - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Attendance Roster, Professional Development, PEIMS, Discipline Report</p> <p>Summative: EOY Report Card</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal</p> <p><b>Population:</b> K-5 students, BIL, AR, TI, MI, GT, SE, DYS - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas Sign-in Sheets Session Evaluations</p> <p>Summative: Increased parent participation, Title I Parental Involvement Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Teachers and Administrators - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> December 17, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Tutorials, Enrollment Lists, Attendance Reports, Participants Survey</p> <p>Summative: Session Evaluations, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> PFS/Migrant Students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support (Policy FFBA)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Threat Assessment Team Leaders</p> <p><b>Population:</b> All faculty and staff - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Need Statements:</b> Demographics 3 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Pullam will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the districts's multihazard emergency operations plan. (Policy FBB)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Threat Assessment Team Leaders</p> <p><b>Population:</b> All staff - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Pullam will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Pullam shall provide a child abuse anti-victimization program that includes presentation to students and campus staff. (Policy FFG)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting of presentations Summative: end of year reports trainings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Threat Assessment Team Leaders</p> <p><b>Population:</b> All faculty and staff - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Demographics 3 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Need Statements:**

Demographics
<p><b>Need Statement 3:</b> Need to increase supports for student and family access to physical and mental health as well as nutritional supports. <b>Data Analysis/Root Cause:</b> Additional state requirements and district student and employee data indicate need.</p>

### Student Learning

**Need Statement 3:** Decrease number of students on RtI and reduce academic achievement gaps. **Data Analysis/Root Cause:** Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports

**Need Statement 4:** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. **Data Analysis/Root Cause:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

### School Processes & Programs

**Need Statement 2:** Decrease number of students on RtI and reduce academic achievement gaps. **Data Analysis/Root Cause:** Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports

**Need Statement 3:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**Need Statement 5:** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. **Data Analysis/Root Cause:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

### Perceptions

**Need Statement 2:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**Need Statement 5:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.





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

**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

**Evaluation Data Sources:** Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Digital Literacy will be integrated into all content areas using computer assisted instruction and applications. Furthermore, PK- 5th grade students will increase their reading, math, and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. complete classroom assignments and promote critical thinking skills. 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. Headphones with microphones will be purchased for student use during instruction and TELPAS Testing.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Instruction</p> <p><b>Population:</b> ALL Students, TI, M1, LEP, SE, AR, GT - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 4, 5 - School Processes &amp; Programs 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classrooms provided with Smartboards, Interactive Display Board with stand, ELMO's, projectors, access to Cricut equipment and 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>The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Reports, Improved fidelity of software use</p> <p>Summative: STAAR, Electronic portfolios, LMS progress reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction</p> <p><b>Population:</b> ALL Students, TI, M1, LEP, SE, AR, GT - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 4, 5, 8 - School Processes &amp; Programs 5, 6</p> <p><b>Funding Sources:</b> Smartboards/iPads/Chromebooks - 162 State Compensatory - 162-11-6398-62-142-Y-30-000-Y - \$62,800, iPads/Charging Carts/Interactive Display Boards/Computers/Laptops/Chromebooks - 211 Title I-A - 211-11-6398-62-142-Y-30-0F2-Y - \$27,500, iPad Cases - 211 Title I-A - 211-6399-00-142-Y-30-0F2-Y, iPads and Licenses/Chromebooks - 163 State Bilingual - 163-11-6398-62-142-Y-25-000-Y - \$7,060, iPads and Licenses/Chromebooks - 263 Title III-A Bilingual - 263-11-6398-62-142-Y-25-000-Y - \$5,030, Supplies - 263 Title III-A Bilingual - 263-11-6399-00-142-Y-025-Y - \$570, Software - 163 State Bilingual - 163-11-6395-00-142-025-Y - \$350, Supplies - 163 State Bilingual - 163-11-6399-00-142-Y-025-Y - \$1,340, Software Renewal - 162 State Compensatory - 162-11-6395-62-142-Y-30-000-Y, Licenses for ipads - 211 Title I-A - 211-11-6395-62-142-Y-30-0F2-Y, - 289-TIV Title IV-A Student Support and Acad. Enri, Scanners to Inventory ipads and chromebooks - 211 Title I-A - 211-23-6399-65-142-Y-30-0F2-Y - \$905, Chargers for Chromebooks - 162 State Compensatory - 162-11-6399-62-142-Y30-000Y - \$1,300</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pullam will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Use survey instruments and Learning Management/Classroom Management System software to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Surveys of parents, students and teachers            Walkthroughs and Feedback            Summative Impact:            EOY Survey data shows positive increases            EOY Progress monitoring shows increases/improvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All staff and students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> School Processes &amp; Programs 3 - Perceptions 2</p> <p><b>Funding Sources:</b> - 211 Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Pullam will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, and Science)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Instructional Observations            Progress Monitoring reports            Summative Impact:            Decreased gaps on benchmarks and state assessments</p> <p><b>Population:</b> At-risk students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Need Statements:**

Student Learning
<p><b>Need Statement 4:</b> Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. <b>Data Analysis/Root Cause:</b> Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.</p>
<p><b>Need Statement 5:</b> Increase availability of quality technology, software, and internet access for students, faculty, and staff. <b>Data Analysis/Root Cause:</b> District surveys and campus device distribution list.</p>
<p><b>Need Statement 8:</b> Improve the level of English proficiency for EL students to facilitate a successful transition into English <b>Data Analysis/Root Cause:</b> Data indicates a need to increase integration and implementation of bilingual supports.</p>

### School Processes & Programs

**Need Statement 3:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**Need Statement 5:** Increase availability and supports for instructional models and platforms to provide online, at home and hybrid instruction. **Data Analysis/Root Cause:** Fixed Assets report and district surveys indicate still not at campus plan for 1 to 1 device and software.

**Need Statement 6:** Increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys and campus device distribution list.

### Perceptions

**Need Statement 2:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development







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

**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning.

Future Ready Use of Space and Time

**Evaluation Data Sources:** Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Benchmarks            6 wks grades</p> <p>Summative:            EOY Grades            Promotion/ Retention Rates            STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal  <b>Population:</b> ALL Students, TI, M1, LEP, SE, AR, GT - <b>Start Date:</b> August 17, 2020 - <b>End Date:</b> May 28, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pullam will find innovators and early adopters among students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Instructional Observations            Progress Monitoring reports</p> <p>Summative Impact:            Decreased gaps on benchmarks and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> All students and stakeholders - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022  <b>Funding Sources:</b> - 289-TIV Title IV-A Student Support and Acad. Enri</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pullam will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:  Instructional Observations  Progress Monitoring reports  Summative Impact:  Decreased gaps on benchmarks and state assessments  LMS participation data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> All students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022  <b>Funding Sources:</b> - 162 State Compensatory, - 211 Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Future Ready Robust Infrastructure

**Evaluation Data Sources:** Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted at Pullam in the early fall, mid-year and spring.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Pullam - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 4:** Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Future Ready Data and Privacy

**Evaluation Data Sources:** Updated policies, reports of data breaches





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pullam will review and update policies and procedures, as per district recommendations, to guide students, staff, parents, and community to ensure safety, privacy, and security.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:                      Focus groups reports                      Proposed policy and guideline revisions                      Survey reports                      Summative Results:                      Security reports                      Updated Policies</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All students and programs - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 5:** Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.  
Future Ready Community Partnerships

**Evaluation Data Sources:** Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pullam will procure a database of leaders with expertise in technology integration to provide classroom level partnerships.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Professional development sessions</p> <p>Summative Impact: Database of leaders Professional Development records</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All students and staff - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pullam will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Records</p> <p>Summative Results: Software usage reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All BISD Parents - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 6:** Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.

Future Ready Personalized Professional Learning

**Evaluation Data Sources:** Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide support for technology training for teachers in computer assisted instructional programs that will assist, create, and develop an ambience for interactive learning and increase student participation in classroom instruction</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson plans Walk-throughs Students work Progress reports</p> <p>Summative: EOY Report cards</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Population:</b> ALL Students, TI, M1, LEP, SE, AR, GT - <b>Start Date:</b> August 17, 2020 - <b>End Date:</b> May 28, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and school leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.</p> <p>*Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Population:</b> All BISD staff - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pullam will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Survey of staff</p> <p>Summative Results: Survey EOY report</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Technology Integration Support Staff - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 7:** Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources

**Evaluation Data Sources:** Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pullam will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware for computer/technology enhanced instruction. Pullam will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by the campus, It will analyze student usage, academic impact, student performance, etc.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Software Usage Reports            Software Monitoring Reports            Summative Results:            Software Usage Reports            Software Monitoring Reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pullam will follow BISD policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Purchase Reports            Software Usage Reports            Software Monitoring Reports            Summative Results:            Software Usage Reports            Software Monitoring Reports            ROI Analysis reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







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

**Performance Objective 8:** Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.

Future Ready Collaborative Leadership

**Evaluation Data Sources:** BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a plan for change that addresses these components, and others that may arise during the needs assessment. Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration <b>Population:</b> Campus Administration - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pullam will use technology surveys conducted for addressing Closed--Instructing and preparing for the 2021-2022 School year instead of the Future Ready Framework Technology Survey in Spring 2020 to create new baseline data for the district and campus technology needs assessment, setting new technology goals, and developing the strategies for technology for the 2021-2022 Campus Improvement Plan.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Agendas and attendance records Presentations BOY Surveys Summative Results: Agendas Sign in Sheets Presentations EOY Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration <b>Population:</b> Teachers and School Leaders - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

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

La Primaria Pullam cumplira con el objetivo de asistencia del 97.5% y mejorara la tasa de asistencia de estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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>Asegurese de que el campus cuente con un proceso para identificar a los estudiantes sin hogar a fin de recibir la proteccion total de la Ley McKinney-Vento, incluida la ayuda que necesitan para inscribirse, asistir y tener exito en la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Pre-K -5th AR - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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>Implementar una despensa de alimentos y un armario en Pullam para proporcionar a los jovenes identificados sin hogar y no acompañados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para satisfacer sus necesidades academicas, sociales, emocionales y fisicas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Progress Reports and Benchmark scores</p> <p>Summative: STAAR, Attendance Rate, and Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Pre-K -5th AR - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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>Los estudiantes con asistencia perfecta cada seis semanas recibiran un Certificado de Asistencia Perfecta y trofeos de fin de ano para garantizar que todos los estudiantes cumplan con las metas academicas y de asistencia.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: List of certificate recipients by grade level</p> <p>Summative: Attendance Record</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> PK-5th grade, AR, TI, TIM, MIGRANT, SE, GT, DYS, BIL, LEP/PD - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Awards and Trophies - 199 Local funds - 199-11-6498-00-142-Y-11-000-Y</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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>Los encargados de asistencia, los enlaces de padres / asistencia y los maestros monitorean y comunican constantemente las ausencias y tardanzas diarias de los estudiantes a los padres y al personal para promover y garantizar un sistema rapido de comunicacion para reducir las ausencias y tardanzas de los estudiantes y aumentar las oportunidades de instruccion para los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Campus PEIMS Supervisor</p> <p><b>Population:</b> Campus &amp; District Staff Pupil Services Personnel - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Need Statements:**

<b>Demographics</b>
<b>Need Statement 1:</b> Increase attendance for students and teachers <b>Data Analysis/Root Cause:</b> Decrease in attendance from 2nd to 4th six weeks.

## Perceptions





**Need Statement 1:** Increase attendance for students and teachers **Data Analysis/Root Cause:** Decrease in attendance from 2nd to 4th six weeks.

**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 3%.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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>Los maestros de PK - 5th identificaran a los estudiantes con dificultades en lectura como TIER II / III. Los estudiantes de NIVEL II / III recibiran treinta minutos adicionales de instruccion diferenciada y RtI (Respuesta a la intervencion) segun los resultados de la evaluacion del estudiante y el seguimiento del progreso para estar al nivel del grado. Los maestros proporcionaran comentarios uno a uno a los estudiantes de TEIR II / III al menos semanalmente para monitorear el progreso y ajustar la instruccion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principal</p> <p><b>Population:</b> ALL Students, TI, M1, LEP, SE, AR GT, DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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>Los maestros estaran inservidos en intervenciones de RTI y adaptaciones de educacion especial y mantendran una carpeta de estudiantes de educacion especial y RTI con trabajos modificados o adaptados. El resultado de la instruccion sera asegurar que todos los estudiantes que necesiten intervencion sean identificados para asegurar su exito academico.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Population:</b> PK-5 Teacher - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> School Processes &amp; Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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>Se proporcionara instruccion acelerada en el plan de estudios basico durante el dia extendido, SSI para el quinto grado y / o programas de tutoria de un ano para mejorar el rendimiento de los estudiantes en riesgo y disminuir la tasa de retencion. La instruccion acelerada tendra planes prescriptivos con materiales de instruccion basados en la investigacion en todas las areas de contenido que apoyan la lectura y la escritura mejoradas. Extended Day tendra lecciones prescritas que se centraran en rutinas y estrategias de alfabetizacion efectivas en todas las areas de contenido. Se proporcionaran suministros de instruccion y suministros suplementarios para la instruccion acelerada.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Dean of Instruction Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> AR, LEP, T1, MI - <b>Start Date:</b> September 6, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Student Learning 6 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Tutotial/Extended Day Teachers - 211 Title I-A - 211-11-6118-00-142-Y-24-ASP-Y - \$30,000, Extended Day Classified Personnel - 211 Title I-A - 211-11-6121-00-142-Y-24-ASP-Y - \$12,900, SSI Teachers - 162 State Compensatory - 162-11-6118-00-142-Y-24-SSI-Y - \$9,576, Tutorial/Extended Day Teachers - 162 State Compensatory - 162-11-6118-00-142-Y-30-ASP-Y - \$42,900</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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>Pullam Elementary se asegurara de que se proporcionen servicios de apoyo para los estudiantes identificados como personas sin hogar para mejorar el rendimiento estudiantil, la asistencia y disminuir la tasa de retencion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Homeless Roster, Student Progress Reports, classroom observations</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Population:</b> AR - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

## Performance Objective 2 Need Statements:

### Student Learning

**Need Statement 1:** Need to improve reading/literacy skills at all levels **Data Analysis/Root Cause:** TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.

**Need Statement 3:** Decrease number of students on RtI and reduce academic achievement gaps. **Data Analysis/Root Cause:** Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports

**Need Statement 6:** Provide supplemental services and resources for At-Risk, Migrant, and struggling learners. **Data Analysis/Root Cause:** Benchmarks and campus assessments indicate students attending tutorial show academic growth.

### School Processes & Programs

**Need Statement 1:** Need to improve reading/literacy skills at all levels **Data Analysis/Root Cause:** TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.

**Need Statement 2:** Decrease number of students on RtI and reduce academic achievement gaps. **Data Analysis/Root Cause:** Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports

**Need Statement 3:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**Need Statement 4:** Provide supplemental services and resources for At-Risk, Migrant, and struggling learners. **Data Analysis/Root Cause:** Benchmarks and campus assessments indicate students attending tutorial show academic growth.

### Perceptions

**Need Statement 2:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**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.

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a través de la asistencia de los estudiantes y el éxito de todo el estudiante.

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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>Los estudiantes de Pullam en los grados PK-5 aprenderán responsabilidades y roles en una comunidad a través del Programa Big Red para asegurar el éxito en las evaluaciones STAAR futuras.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson plans, Weekly grades, Teacher Materials</p> <p>Summative: EOY Report Card</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-31-6399-00-142-Y-99-000-Y - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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>El personal del campus y la educación física capacitada El personal certificado del campus implementará el programa Fitness gram con pruebas / ingreso de datos en la evaluación previa y posterior para que los estudiantes garanticen el éxito académico del estudiante y cumplan con los requisitos del proyecto de ley del Senado 530 efectivo el 01/09/2007</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observation, Lesson Plans</p> <p>Summative: Physical Fitness Assessment Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> 3rd- 5th grade students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> October 4, 2021 - <b>End Date:</b> March 4, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement CATCH Program to maintain student and parent health to ensure academic success for all students and hold monthly Catch meetings to plan and promote healthy living at Pullam to ensure student success.</p> <p>Implementar el programa CATCH para mantener la salud de los estudiantes y los padres para garantizar el exito academico de todos los estudiantes y realizar reuniones mensuales de Catch para planificar y promover una vida saludable en Pullam para garantizar el exito de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks</p> <p>Summative: STAAR Scores, Fitness Gram results</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Parents and students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will attend a dental, hygiene, and puberty presentation to promote healthy student lifestyles to ensure student academic success.</p> <p>Los estudiantes asistiran a una presentacion dental, de higiene y sobre la pubertad para promover estilos de vida saludables para garantizar el exito academico de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Presentation</p> <p>Summative: Improved students health and hygiene</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> 3rd -5th grade students, AR, TIM, Migrant, SE, GT, LEP/PD, TI. - <b>Start Date:</b> November 1, 2021 - <b>End Date:</b> March 25, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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. In addition, students will have opportunities to improve their health by joining the running club, cross country, soccer, volleyball, or basketball team which meet before and after school to ensure student success.</p> <p>Para promover y garantizar la aptitud fisica, los estudiantes en los grados Pre K-5 tendran acceso al patio de la escuela y se les proporcionara una actividad fisica de moderada a vigorosa todos los dias en educacion fisica durante al menos 30 minutos al dia o un minimo de 135 minutos a la semana, por lo que que todos estaran en cumplimiento con el Proyecto de Ley del Senado 530 efectivo el 01/09/2007. Ademas, los estudiantes tendran la oportunidad de mejorar su salud al unirse al equipo de atletismo, campo a traves, futbol, voleibol o baloncesto que se reunen antes y despues de la escuela para garantizar el exito de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observations, F-PE student attendance records, Updated District Policy Summative: School Health Index, Physical Fitness Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> School Processes &amp; Programs 9 - Perceptions 4</p> <p><b>Funding Sources:</b> Playground - 199 Local funds - 199-51-6639-00-142-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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>Educar a los estudiantes y padres sobre las politicas / pautas de abuso sexual de ninos del distrito a traves de la concientizacion e informacion, que incluyen, entre otros, el conocimiento de posibles senales de advertencia que indiquen que un nino puede ser victima de abuso sexual, utilizando recursos desarrollados por elCodigo de Educacion de Texas. (TEC) bajo la Seccion 38.004, para realizar presentaciones en el salon de clases y distribuir informacion a traves del Manual de Padres / Estudiantes de BISD con el fin de cumplir con el Proyecto de Ley 1041 de la Camara (Ley de Jenna en vigor el 01/09/2009).</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form</p> <p>Summative: EOY Grades</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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>Implementar sesiones informativas para el profesorado, el personal y los padres sobre pautas específicas sobre cómo denunciar el abuso infantil, así como informar a todos los estudiantes a través de presentaciones en el aula de los consejeros, documentos informativos y KBSD sobre las acciones que deben tomar para obtener asistencia e intervención, si han sido abusados sexualmente. para cumplir con el Proyecto de Ley de la Cámara de Representantes 1041 (Ley de Jenna) efectivo el 01/09/2009.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Counselor Classroom Presentations, Classroom Presentation Agendas, Classroom Presentation Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form</p> <p>Summative: EOY Grades</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant, Teachers, Counselors, Campus Administrators, Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Pullam Elementary will provide available counseling options for students affected by sexual abuse in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009. One to one counseling available as needed.</p> <p>Pullam Elementary proporcionará opciones de consejería disponibles para los estudiantes afectados por abuso sexual para cumplir con el Proyecto de Ley de la Cámara 1041 (Ley de Jenna) a partir del 01/09/2009. Asesoramiento personalizado disponible según sea necesario.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Counselor/Teacher verification of class presentation(s), Agendas, F-Sign-in Sheets, Presentation and Student Documentation</p> <p>Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Campus Administration</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Promote a healthy and drug free lifestyle through Red Ribbon Week activities, instructional supplies, ribbons, and certificates.</p> <p>Promueva un estilo de vida saludable y libre de drogas a traves de las actividades de la Semana del Liston Rojo, materiales educativos, listones y certificados.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Presentation, Student Participation Summative: Counselor Logs, Student created project</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Presentation on Conflict Resolution, Discipline Management, Drop out Reduction, Suicide Prevention &amp; Intervention, and Violence/Gang Prevention and Intervention will be given to all PK-5th grade students to ensure student safety and academic goals.</p> <p>Se dara una presentacion sobre resolucio de conflictos, manejo de disciplina, reduccion de desercion, prevencion e intervencion del suicidio y prevencion e intervencion de violencia / pandillas a todos los estudiantes de PK a 5to grado para garantizar la seguridad del estudiante y las metas academicas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks</p> <p>Summative: STAAR Results, EOY Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, and Principal</p> <p><b>Population:</b> PK-5TH grade, AR, TI, MI, SE, DYS, GT, BIL, LEP/PD - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> December 17, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Need Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Need Statement 9:</b> Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance. <b>Data Analysis/Root Cause:</b> Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.</p>

## Perceptions

**Need Statement 4:** Need to provide a Comprehensive School Physical Activity Program to promote positive mental health and improved academic performance. **Data Analysis/Root Cause:** Data indicates that children who are more active manifest a greater attention span, exhibit a faster cognitive processing speed, and perform better on standardized academic tests than children.

# State Compensatory

## 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 June 3, 2021 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 3-point increase on all mandated state assessments for all students and all student sub-populations for the 2021-2022 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 on the first Thursday of month during the school year to review the CIP and determine if revisions and budget updates must be made. SBDM agendas may be found in Parental Involvement binder. 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 6, 2021. The Parent and Family Engagement Policy will be distributed in English and Spanish, during the Title I Meeting at the beginning of the 2021-2022 school year in September and have it available for new registrants upon their arrival to campus as part of the registration process in. The Parent Liaison will review the Parent and Family Engagement Policy during scheduled parent meetings and review the policy throughout the school year.

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

Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent trainings will focus on how to help students achieve in the content areas, state assessments, 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 at regular scheduled times, 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

# Campus Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Transportation	199-11-6494-00-142-Y-11-00Y	\$2,100.00
1	4	3	General Supplies	199-11-6399-57-142-Y-11-000-Y	\$0.00
1	4	3	Equipment	199-11-6398-57-142-Y-11-000-Y	\$0.00
3	1	1	Instructional and Supplemental Supplies	199-11-6399-00-142-Y-11-000-Y	\$25,182.00
3	1	3	Instructional and Supplemental Supplies	199-11-6399-45-142-Y-11-000-Y	\$5,000.00
3	1	5	Weekly Readers	199-12-6325-00-142-Y-99-000-Y	\$1,000.00
3	1	6	Physical Education Resources	199-11-6399-51-142-Y-11-000-Y	\$1,000.00
3	1	7	First Aid Supplies	199-33-6399-00-142-Y-99-000-Y	\$300.00
3	1	10	Supplies	199-51-6315-00-142-Y-99-000-Y	\$9,000.00
3	1	10	Extra Duty/Overtime	199-51-6121-47-142-Y-99-000-Y	\$10.00
3	1	12	Ink	199-11-6399-62-142-Y-11-000-Y	\$500.00
3	1	12	Paper	199-11-6396-00-142-Y-11-000-Y	\$750.00
3	3	4	General Supplies	199-23-6399-00-142-Y-99-000-Y	\$750.00
9	1	3	Awards and Trophies	199-11-6498-00-142-Y-11-000-Y	\$0.00
9	3	1	General Supplies	199-31-6399-00-142-Y-99-000-Y	\$500.00
9	3	5	Playground	199-51-6639-00-142-Y-30-0F2-Y	\$0.00
<b>Sub-Total</b>					\$46,092.00
<b>Budgeted Fund Source Amount</b>					\$46,092.00
<b>+/- Difference</b>					\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional Supplies	162-11-6399-00-142-Y-30-000-Y	\$14,390.00
3	1	1	Novels	162-11-6329-00-142-Y-30-000-Y	\$9,000.00
3	1	2	Instructional Supplies	162-11-6399-00-142-Y-30-000-Y	\$5,000.00
3	1	8	Stemscopes/Education Galaxy/Showbie/Lexia/Spelling City/Measuring Up/Think Up (Web-based: Do not retain ownership)	162-11-6299-62-142-Y-30-000-Y	\$22,000.00
3	1	8	Jamf Software Licenses	162-11-6395-62-142-Y-30-000-Y	\$1,750.00
3	1	9	General Supplies	162-13-6399-65-00-142-Y-000	\$0.00
3	1	12	Copy Paper	162-11-6396-00-142-Y-30-000-Y	\$3,000.00
3	1	12	Ink	162-11-6399-62-142-Y-30-000-Y	\$8,700.00
3	2	3	3 FTE's	162-11-6119-00-142-Y-34-PKK-Y	\$0.00
7	1	1	1 FTE	162-13-6119-31-142-Y-30-000-Y	\$0.00
7	1	2	General Supplies	162-13-6399-00-142-Y-30-000-Y	\$5,000.00
7	1	2	Computer Supplies including printer toner	162-13-6399-65-142-Y-30-000-Y	\$2,000.00
7	1	2	Electronic Equipment	162-13-6398-65-142-Y-30-000-Y	\$0.00
7	1	2	Software License	162-13-6395-65-142-Y-30-000-Y	\$0.00
8	1	2	Smartboards/iPads/Chromebooks	162-11-6398-62-142-Y-30-000-Y	\$62,800.00
8	1	2	Software Renewal	162-11-6395-62-142-Y-30-000-Y	\$0.00
8	1	2	Chargers for Chromebooks	162-11-6399-62-142-Y30-000Y	\$1,300.00
8	2	3			\$0.00
9	2	3	SSI Teachers	162-11-6118-00-142-Y-24-SSI-Y	\$9,576.00
9	2	3	Tutorial/Extended Day Teachers	162-11-6118-00-142-Y-30-ASP-Y	\$42,900.00
<b>Sub-Total</b>					\$187,416.00
<b>Budgeted Fund Source Amount</b>					\$187,416.00
<b>+/- Difference</b>					\$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	\$7,060.00

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	\$1,340.00
<b>Sub-Total</b>					\$8,750.00
<b>Budgeted Fund Source Amount</b>					\$8,750.00
<b>+/- Difference</b>					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1.00
<b>+/- Difference</b>					\$1.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1.00
<b>+/- Difference</b>					\$1.00
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	\$0.00
3	1	1	Novels	211-11-6329-00-142-Y-30-0F2-Y	\$2,000.00
3	1	2	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$88,145.00
3	1	3	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$0.00
3	1	4	General Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$0.00
3	1	5	Scholastic Weekly Readers	211-11-6325-00-142-Y-30-0F2	\$3,780.00
3	1	8	Jamf Software Licenses	211-11-6395-62-142-Y-30-000-Y	\$0.00
3	1	9	Printer/Cricut	211-13-6399-65-00-142-Y-000-	\$0.00
3	1	12	Ink	211-11-6399-62-142-Y-30-0F2-Y	\$0.00
3	1	12	Copy Paper	211-11-6396-00-142-Y-30_0F2-Y	\$3,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	6	General Supplies	211-61-6399-00-142-Y-30-0F2	\$900.00
6	1	6	Mileage	211-61-6411-00-142-Y-30-0F2-Y	\$900.00
6	1	6	Miscellaneous Operating Costs	211-61-6499-53-142-Y-30-0F2-Y	\$900.00
6	1	15	211-61-6118-00-142-Y-30-0F2-Y		\$0.00
6	1	15	211-61-6126-00-142-Y-30-0F2-Y		\$0.00
7	1	1	PD- PLC Books/Mentor Texts	211-13-6329-00-142-y-30-0F2-Y	\$0.00
7	1	2	General Supplies-	211-13-6399-00-142-Y-30-AYP-Y	\$12,995.00
7	1	2	iPads, Apple Pencils, Printer	211-13-6398-65-142-Y-30-0F2-Y	\$0.00
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	211-13-6249-65-142-Y-30-0F2-Y	\$300.00
8	1	2	iPads/Charging Carts/Interactive Display Boards/Computers/Laptops/Chromebooks	211-11-6398-62-142-Y-30-0F2-Y	\$27,500.00
8	1	2	iPad Cases	211-6399-00-142-Y-30-0F2-Y	\$0.00
8	1	2	Licenses for ipads	211-11-6395-62-142-Y-30-0F2-Y	\$0.00
8	1	2	Scanners to Inventory ipads and chromebooks	211-23-6399-65-142-Y-30-0F2-Y	\$905.00
8	1	3			\$0.00
8	2	3			\$0.00
9	2	3	Tutotial/Extended Day Teachers	211-11-6118-00-142-Y-24-ASP-Y	\$30,000.00
9	2	3	Extended Day Classified Personnel	211-11-6121-00-142-Y-24-ASP-Y	\$12,900.00
<b>Sub-Total</b>					\$184,225.00
<b>Budgeted Fund Source Amount</b>					\$184,225.00
<b>+/- Difference</b>					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1.00
<b>+/- Difference</b>					\$1.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional Supplies	263-11-6399-00-142-Y-30-000-Y	\$0.00
3	1	1	Novels	263-11-6329-00-142-Y-25-000-Y	\$0.00
3	1	2	Instructional and Supplemental Supplies	263-11-6399-00-142-Y-25-000-Y	\$0.00
3	1	3	Instructional Supplies	263-1-6399-00-142-Y-30-000-Y	\$0.00
8	1	2	iPads and Licenses/Chromebooks	263-11-6398-62-142-Y-25-000-Y	\$5,030.00
8	1	2	Supplies	263-11-6399-00-142-Y-025-Y	\$570.00
<b>Sub-Total</b>					\$5,600.00
<b>Budgeted Fund Source Amount</b>					\$5,600.00
<b>+/- Difference</b>					\$0.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2			\$0.00
8	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1.00
<b>+/- Difference</b>					\$1.00
<b>Grand Total</b>					\$432,083.00

# Addendums



# 2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PULLAM EL**

Campus Number: **031901142**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																
<b>Grade 3 Reading</b>																
At Approaches Grade Level or Above	2019	76%	80%	<b>91%</b>	-	91%	*	-	-	-	67%	-	91%	86%	90%	89%
	2018	77%	80%	<b>85%</b>	*	84%	-	-	-	-	79%	-	84%	100%	85%	83%
At Meets Grade Level or Above	2019	45%	46%	<b>68%</b>	-	67%	*	-	-	-	44%	-	69%	57%	64%	58%
	2018	43%	42%	<b>60%</b>	*	60%	-	-	-	-	57%	-	60%	60%	58%	58%
At Masters Grade Level	2019	27%	26%	<b>39%</b>	-	37%	*	-	-	-	0%	-	41%	0%	38%	35%
	2018	25%	22%	<b>33%</b>	*	33%	-	-	-	-	7%	-	34%	20%	30%	28%
<b>Grade 3 Mathematics</b>																
At Approaches Grade Level or Above	2019	79%	85%	<b>96%</b>	-	96%	*	-	-	-	78%	-	96%	100%	95%	94%
	2018	78%	86%	<b>85%</b>	*	84%	-	-	-	-	71%	-	85%	80%	85%	90%
At Meets Grade Level or Above	2019	49%	56%	<b>77%</b>	-	77%	*	-	-	-	44%	-	77%	71%	78%	74%
	2018	47%	54%	<b>59%</b>	*	59%	-	-	-	-	50%	-	60%	40%	58%	60%
At Masters Grade Level	2019	25%	27%	<b>48%</b>	-	48%	*	-	-	-	33%	-	49%	29%	44%	46%
	2018	23%	27%	<b>36%</b>	*	37%	-	-	-	-	29%	-	36%	40%	33%	35%
<b>Grade 4 Reading</b>																
At Approaches Grade Level or Above	2019	75%	83%	<b>97%</b>	*	97%	*	-	-	-	95%	-	96%	100%	95%	100%
	2018	73%	79%	<b>90%</b>	-	90%	*	-	-	-	70%	*	92%	81%	90%	87%
At Meets Grade Level or Above	2019	44%	51%	<b>63%</b>	*	62%	*	-	-	-	55%	-	65%	54%	55%	59%
	2018	46%	49%	<b>69%</b>	-	69%	*	-	-	-	70%	*	71%	63%	70%	70%
At Masters Grade Level	2019	22%	23%	<b>37%</b>	*	35%	*	-	-	-	9%	-	36%	38%	28%	32%
	2018	24%	23%	<b>43%</b>	-	42%	*	-	-	-	50%	*	48%	19%	44%	41%
<b>Grade 4 Mathematics</b>																
At Approaches Grade Level or Above	2019	75%	82%	<b>97%</b>	*	97%	*	-	-	-	100%	-	99%	85%	97%	98%
	2018	78%	86%	<b>96%</b>	-	96%	*	-	-	-	70%	*	96%	94%	95%	93%
At Meets Grade Level or Above	2019	48%	53%	<b>68%</b>	*	67%	*	-	-	-	68%	-	72%	46%	62%	63%
	2018	49%	56%	<b>78%</b>	-	78%	*	-	-	-	50%	*	80%	69%	77%	72%
At Masters Grade Level	2019	28%	30%	<b>43%</b>	*	41%	*	-	-	-	18%	-	42%	46%	40%	32%
	2018	27%	30%	<b>40%</b>	-	40%	*	-	-	-	0%	*	39%	44%	39%	39%
<b>Grade 4 Writing</b>																
At Approaches Grade Level or Above	2019	67%	78%	<b>96%</b>	*	96%	*	-	-	-	95%	-	95%	100%	94%	98%
	2018	63%	74%	<b>90%</b>	-	90%	*	-	-	-	40%	*	89%	94%	89%	87%
At Meets Grade Level or Above	2019	35%	44%	<b>70%</b>	*	69%	*	-	-	-	64%	-	72%	62%	71%	71%
	2018	39%	48%	<b>74%</b>	-	73%	*	-	-	-	10%	*	71%	88%	72%	72%
At Masters Grade Level	2019	11%	14%	<b>34%</b>	*	32%	*	-	-	-	9%	-	34%	31%	29%	29%
	2018	11%	14%	<b>36%</b>	-	36%	*	-	-	-	0%	*	35%	44%	37%	35%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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)
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	91%	<b>97%</b>	-	98%	*	-	-	-	-	93%	*	98%	94%	97%	98%
	2018	84%	90%	<b>93%</b>	*	93%	*	-	-	-	-	79%	*	91%	100%	92%	90%
At Meets Grade Level or Above	2019	54%	56%	<b>65%</b>	-	66%	*	-	-	-	-	36%	*	66%	61%	64%	61%
	2018	54%	59%	<b>64%</b>	*	64%	*	-	-	-	-	57%	*	66%	53%	66%	63%
At Masters Grade Level	2019	29%	28%	<b>29%</b>	-	29%	*	-	-	-	-	0%	*	31%	17%	31%	20%
	2018	26%	28%	<b>25%</b>	*	26%	*	-	-	-	-	0%	*	27%	18%	24%	24%
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	96%	<b>99%</b>	-	99%	*	-	-	-	-	100%	*	99%	100%	99%	100%
	2018	91%	97%	<b>100%</b>	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	70%	<b>76%</b>	-	76%	*	-	-	-	-	57%	*	80%	56%	79%	65%
	2018	58%	74%	<b>83%</b>	*	82%	*	-	-	-	-	79%	*	82%	88%	83%	88%
At Masters Grade Level	2019	36%	46%	<b>57%</b>	-	58%	*	-	-	-	-	21%	*	60%	44%	56%	47%
	2018	30%	43%	<b>45%</b>	*	44%	*	-	-	-	-	36%	*	46%	41%	44%	49%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	84%	<b>89%</b>	-	90%	*	-	-	-	-	86%	*	91%	78%	89%	84%
	2018	76%	85%	<b>91%</b>	*	91%	*	-	-	-	-	93%	*	90%	94%	92%	90%
At Meets Grade Level or Above	2019	49%	60%	<b>69%</b>	-	70%	*	-	-	-	-	79%	*	78%	33%	69%	55%
	2018	41%	51%	<b>55%</b>	*	55%	*	-	-	-	-	64%	*	57%	41%	55%	61%
At Masters Grade Level	2019	24%	28%	<b>33%</b>	-	33%	*	-	-	-	-	21%	*	36%	17%	36%	22%
	2018	17%	20%	<b>17%</b>	*	18%	*	-	-	-	-	7%	*	18%	12%	19%	20%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	81%	<b>95%</b>	100%	95%	80%	-	-	-	-	92%	83%	96%	93%	94%	95%
	2018	77%	78%	<b>91%</b>	100%	91%	100%	-	-	-	-	77%	100%	91%	94%	91%	90%
At Meets Grade Level or Above	2019	50%	52%	<b>70%</b>	100%	69%	70%	-	-	-	-	58%	67%	72%	53%	68%	64%
	2018	48%	49%	<b>68%</b>	60%	67%	100%	-	-	-	-	56%	67%	68%	65%	67%	68%
At Masters Grade Level	2019	24%	23%	<b>40%</b>	100%	39%	60%	-	-	-	-	13%	50%	41%	29%	38%	34%
	2018	22%	21%	<b>34%</b>	20%	34%	50%	-	-	-	-	16%	67%	35%	29%	34%	34%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	76%	<b>95%</b>	*	95%	*	-	-	-	-	89%	*	95%	95%	94%	95%
	2018	74%	74%	<b>89%</b>	*	89%	*	-	-	-	-	76%	*	89%	92%	89%	87%
At Meets Grade Level or Above	2019	48%	47%	<b>66%</b>	*	65%	*	-	-	-	-	47%	*	67%	58%	61%	59%
	2018	46%	44%	<b>64%</b>	*	64%	*	-	-	-	-	61%	*	65%	58%	65%	64%
At Masters Grade Level	2019	21%	18%	<b>35%</b>	*	34%	*	-	-	-	-	4%	*	37%	21%	33%	30%
	2018	19%	17%	<b>33%</b>	*	34%	*	-	-	-	-	16%	*	36%	18%	33%	31%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	86%	<b>97%</b>	*	97%	*	-	-	-	-	96%	*	98%	95%	97%	97%
	2018	81%	85%	<b>94%</b>	*	94%	*	-	-	-	-	82%	*	93%	95%	93%	95%
At Meets Grade Level or Above	2019	52%	57%	<b>74%</b>	*	74%	*	-	-	-	-	60%	*	76%	55%	73%	68%

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

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

Total Students: 846  
 Grade Span: PK - 05  
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	2018	50%	55%	<b>74%</b>	*	73%	*	-	-	-	-	61%	*	74%	74%	73%	74%
	2019	26%	31%	<b>49%</b>	*	49%	*	-	-	-	-	22%	*	50%	42%	47%	43%
	2018	24%	28%	<b>41%</b>	*	40%	*	-	-	-	-	24%	*	40%	42%	39%	42%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	<b>96%</b>	*	96%	*	-	-	-	-	95%	-	95%	100%	94%	98%
	2018	66%	71%	<b>90%</b>	-	90%	*	-	-	-	-	40%	*	89%	94%	89%	87%
	2019	38%	44%	<b>70%</b>	*	69%	*	-	-	-	-	64%	-	72%	62%	71%	71%
At Meets Grade Level or Above	2018	41%	45%	<b>74%</b>	-	73%	*	-	-	-	-	10%	*	71%	88%	72%	72%
	2019	14%	15%	<b>34%</b>	*	32%	*	-	-	-	-	9%	-	34%	31%	29%	29%
	2018	13%	13%	<b>36%</b>	-	36%	*	-	-	-	-	0%	*	35%	44%	37%	35%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>89%</b>	-	90%	*	-	-	-	-	86%	*	91%	78%	89%	84%
	2018	80%	82%	<b>91%</b>	*	91%	*	-	-	-	-	93%	*	90%	94%	92%	90%
	2019	54%	55%	<b>69%</b>	-	70%	*	-	-	-	-	79%	*	78%	33%	69%	55%
At Meets Grade Level or Above	2018	51%	51%	<b>55%</b>	*	55%	*	-	-	-	-	64%	*	57%	41%	55%	61%
	2019	25%	21%	<b>33%</b>	-	33%	*	-	-	-	-	21%	*	36%	17%	36%	22%
	2018	23%	19%	<b>17%</b>	*	18%	*	-	-	-	-	7%	*	18%	12%	19%	20%

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

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Progress**

Total Students: 846  
 Grade Span: PK - 05  
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>79</b>	*	78	*	-	-	-	-	84	-	80	72	74	80
	2018	63	65	<b>70</b>	-	70	*	-	-	-	-	67	*	70	75	69	73
Grade 4 Mathematics	2019	65	64	<b>80</b>	*	79	*	-	-	-	-	86	-	79	86	80	67
	2018	65	66	<b>74</b>	-	74	*	-	-	-	-	67	*	74	72	72	74
Grade 5 ELA/Reading	2019	81	78	<b>69</b>	-	70	*	-	-	-	-	50	*	68	79	70	66
	2018	80	81	<b>73</b>	*	74	*	-	-	-	-	82	*	71	84	73	72
Grade 5 Mathematics	2019	83	88	<b>89</b>	-	90	*	-	-	-	-	88	*	89	88	90	86
	2018	81	87	<b>83</b>	*	82	*	-	-	-	-	100	*	82	88	81	81
All Grades Both Subjects	2019	69	69	<b>79</b>	*	79	*	-	-	-	-	80	*	79	82	79	75
	2018	69	71	<b>75</b>	*	75	*	-	-	-	-	82	75	74	80	74	75
All Grades ELA/Reading	2019	68	67	<b>74</b>	*	74	*	-	-	-	-	72	*	74	76	72	73
	2018	69	69	<b>72</b>	*	72	*	-	-	-	-	76	*	71	80	71	73
All Grades Mathematics	2019	70	71	<b>84</b>	*	85	*	-	-	-	-	87	*	84	88	85	77
	2018	70	72	<b>79</b>	*	78	*	-	-	-	-	87	*	78	80	77	78

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Prior Year and Student Success Initiative**

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>88%</b>	-	88%	-	-	-	-	-	92%	84%	93%
	2018	38%	44%	<b>71%</b>	-	70%	*	-	-	-	-	73%	65%	63%
Mathematics	2019	45%	57%	<b>95%</b>	-	95%	-	-	-	-	-	100%	94%	100%
	2018	47%	57%	<b>82%</b>	-	81%	*	-	-	-	-	77%	79%	70%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>93%</b>	-	94%	*	-	-	-	-	92%	91%	85%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>7%</b>	-	6%	*	-	-	-	-	8%	9%	15%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>97%</b>	-	98%	*	-	-	-	-	92%	97%	96%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	<b>97%</b>	-	97%	*	-	-	-	-	92%	97%	93%
Students Requiring Accelerated Instruction														
	2019	17%	8%	<b>3%</b>	-	3%	*	-	-	-	-	8%	3%	7%
STAAR Cumulative Met Standard														
	2019	90%	96%	<b>99%</b>	-	99%	*	-	-	-	-	100%	99%	100%

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

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 846  
 Grade Span: PK - 05  
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

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



Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Participation**

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>97%</b>	100%	97%	100%	-	-	-	-	98%	97%	94%
Not Included in Accountability													
Mobile	4%	2%	<b>1%</b>	0%	1%	0%	-	-	-	-	2%	2%	1%
Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	-	-	-	-	0%	1%	5%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>96%</b>	100%	97%	67%	-	-	-	-	100%	96%	89%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	0%	3%	33%	-	-	-	-	0%	3%	7%
Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	-	-	-	-	0%	1%	4%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 846  
 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)
<b>Attendance Rate</b>													
2018-19	95.4%	95.0%	<b>97.0%</b>	*	97.1%	95.0%	-	*	-	-	96.5%	96.7%	96.9%
2017-18	95.4%	95.4%	<b>97.3%</b>	*	97.3%	94.9%	-	-	-	-	96.4%	97.3%	97.2%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 846  
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	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Graduation Profile**

Total Students: 846  
 Grade Span: PK - 05  
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

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

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 846  
 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)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 846  
 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)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus CCMR-Related Indicators

Total Students: 846  
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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus CCMR-Related Indicators

Total Students: 846  
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)
2018 Science	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a



Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Other Postsecondary Indicators**

Total Students: 846  
 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	846	100.0%	42,989	5,479,173	846	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	168	19.9%	8.3%	4.5%	168	19.9%	8.3%	4.5%
Kindergarten	119	14.1%	5.9%	7.0%	119	14.1%	5.9%	7.0%
Grade 1	108	12.8%	6.5%	7.1%	108	12.8%	6.5%	7.1%
Grade 2	109	12.9%	6.5%	7.1%	109	12.9%	6.4%	7.1%
Grade 3	121	14.3%	6.7%	7.1%	121	14.3%	6.7%	7.1%
Grade 4	119	14.1%	6.6%	7.3%	119	14.1%	6.6%	7.3%
Grade 5	102	12.1%	7.1%	7.6%	102	12.1%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	3	0.4%	0.1%	12.6%	3	0.4%	0.1%	12.6%
Hispanic	819	96.8%	98.3%	52.8%	819	96.8%	98.3%	52.8%
White	18	2.1%	1.3%	27.0%	18	2.1%	1.3%	27.0%
American Indian	1	0.1%	0.0%	0.4%	1	0.1%	0.0%	0.4%
Asian	5	0.6%	0.2%	4.6%	5	0.6%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	423	50.0%	49.1%	48.8%	423	50.0%	49.1%	48.8%
Male	423	50.0%	50.9%	51.2%	423	50.0%	50.9%	51.2%
Economically Disadvantaged	654	77.3%	89.5%	60.3%	654	77.3%	89.5%	60.2%
Non-Educationally Disadvantaged	192	22.7%	10.5%	39.7%	192	22.7%	10.5%	39.8%
Section 504 Students	37	4.4%	8.6%	6.9%	37	4.4%	8.6%	6.9%
English Learners (EL)	381	45.0%	36.1%	20.3%	381	45.0%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	33	3.9%	5.9%	4.1%	33	3.9%	5.9%	4.1%
Foster Care	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Homeless	0	0.0%	3.4%	1.4%	0	0.0%	3.4%	1.4%
Immigrant	11	1.3%	1.1%	2.3%	11	1.3%	1.1%	2.3%
Migrant	3	0.4%	1.4%	0.3%	3	0.4%	1.4%	0.3%
Title I	846	100.0%	98.5%	65.1%	846	100.0%	98.5%	65.1%
Military Connected	2	0.2%	0.5%	1.9%	2	0.2%	0.5%	1.9%
At-Risk	662	78.3%	67.8%	50.6%	662	78.3%	67.7%	50.5%

Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus Student Information

Total Students: 846  
Grade Span: PK - 05  
School Type: Elementary

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	374	44.2%	35.6%	20.6%	374	44.2%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	61	7.2%	11.6%	8.1%	61	7.2%	11.6%	8.1%
Special Education	82	9.7%	13.3%	10.5%	82	9.7%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	82							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	40.2%	54.6%	42.4%				
Students with Physical Disabilities	18	22.0%	11.7%	21.4%				
Students with Autism	12	14.6%	12.1%	13.8%				
Students with Behavioral Disabilities	19	23.2%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	50	9.0%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	47	8.5%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	3	0.5%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	62	8.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	1.2%	1.6%	0.0%	3.3%	5.5%
Grade 1	0.0%	7.6%	2.9%	9.1%	15.7%	4.9%
Grade 2	0.0%	4.1%	1.6%	0.0%	4.6%	2.0%
Grade 3	1.0%	2.9%	0.9%	0.0%	2.2%	0.8%
Grade 4	0.0%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Student Information**

Total Students: 846  
 Grade Span: PK - 05  
 School Type: Elementary

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

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	23.8	19.0	19.0
Grade 1	18.9	16.9	18.9
Grade 2	19.0	17.9	18.8
Grade 3	22.0	22.2	19.0
Grade 4	20.1	23.3	19.2
Grade 5	19.8	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

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

**Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Staff Information**

Total Students: 846  
 Grade Span: PK - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.5	100.0%	100.0%	100.0%
Professional Staff:	54.5	76.2%	56.7%	63.7%
Teachers	46.0	64.3%	44.1%	49.4%
Professional Support	5.5	7.7%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	4.2%	2.8%	3.0%
Educational Aides:	17.0	23.8%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	155.0	12,901.0
Part-time	1.0	n/a	8.0	1,103.0
Total Minority Staff:	66.2	92.6%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	41.6	90.6%	89.8%	28.1%
White	4.1	9.0%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.2	0.4%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.6	14.5%	31.5%	23.8%
Females	39.3	85.5%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	32.8	71.4%	79.4%	73.4%
Masters	13.1	28.6%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.2	2.6%	2.3%	7.4%
1-5 Years Experience	7.0	15.2%	13.3%	27.9%
6-10 Years Experience	11.0	23.9%	17.3%	19.4%
11-20 Years Experience	18.4	40.1%	40.1%	29.4%
Over 20 Years Experience	8.3	18.1%	27.1%	15.9%
Number of Students per Teacher	18.4	n/a	15.0	15.1

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

**Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Staff Information**

Total Students: 846  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	9.6	6.2
Average Years Experience of Principals with District	9.0	9.1	5.3
Average Years Experience of Assistant Principals	8.3	9.1	5.3
Average Years Experience of Assistant Principals with District	8.3	8.9	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.5	15.4	11.1
Average Years Experience of Teachers with District:	13.1	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,572	\$50,807	\$49,868
1-5 Years Experience	\$56,320	\$51,636	\$52,823
6-10 Years Experience	\$51,857	\$53,468	\$55,756
11-20 Years Experience	\$62,143	\$58,689	\$59,308
Over 20 Years Experience	\$65,922	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,153	\$58,957	\$57,091
Professional Support	\$70,722	\$73,071	\$67,352
Campus Administration (School Leadership)	\$89,887	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Staff Information**

Total Students: 846  
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		
Teachers by Program (population served):				
Bilingual/ESL Education	2.2	4.9%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.2	0.5%	0.4%	1.9%
Regular Education	36.6	79.7%	78.7%	70.9%
Special Education	6.9	15.0%	11.7%	9.3%
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.
- '-' 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 2018-19 Financial Actual Report](#)

# 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**

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

**Grade 3 Mathematics**

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

**Grade 4 Reading**

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

**Grade 4 Mathematics**

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

**Grade 4 Writing**

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

**Grade 5 Reading^**

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

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)
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%	<b>89%</b>	-	90%	*	-	-	-	86%	*	91%	78%	89%	84%
	2018	80%	82%	<b>91%</b>	*	91%	*	-	-	-	93%	*	90%	94%	92%	90%
At Meets Grade Level or Above	2019	54%	55%	<b>69%</b>	-	70%	*	-	-	-	79%	*	78%	33%	69%	55%
	2018	51%	51%	<b>55%</b>	*	55%	*	-	-	-	64%	*	57%	41%	55%	61%
At Masters Grade Level	2019	25%	21%	<b>33%</b>	-	33%	*	-	-	-	21%	*	36%	17%	36%	22%
	2018	23%	19%	<b>17%</b>	*	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>79</b>	*	78	*	-	-	-	-	84	-	80	72	74	80
	2018	63	65	<b>70</b>	-	70	*	-	-	-	-	67	*	70	75	69	73
Grade 4 Mathematics	2019	65	64	<b>80</b>	*	79	*	-	-	-	-	86	-	79	86	80	67
	2018	65	66	<b>74</b>	-	74	*	-	-	-	-	67	*	74	72	72	74
Grade 5 ELA/Reading	2019	81	78	<b>69</b>	-	70	*	-	-	-	-	50	*	68	79	70	66
	2018	80	81	<b>73</b>	*	74	*	-	-	-	-	82	*	71	84	73	72
Grade 5 Mathematics	2019	83	88	<b>89</b>	-	90	*	-	-	-	-	88	*	89	88	90	86
	2018	81	87	<b>83</b>	*	82	*	-	-	-	-	100	*	82	88	81	81
All Grades Both Subjects	2019	69	69	<b>79</b>	*	79	*	-	-	-	-	80	*	79	82	79	75
	2018	69	71	<b>75</b>	*	75	*	-	-	-	-	82	75	74	80	74	75
All Grades ELA/Reading	2019	68	67	<b>74</b>	*	74	*	-	-	-	-	72	*	74	76	72	73
	2018	69	69	<b>72</b>	*	72	*	-	-	-	-	76	*	71	80	71	73
All Grades Mathematics	2019	70	71	<b>84</b>	*	85	*	-	-	-	-	87	*	84	88	85	77
	2018	70	72	<b>79</b>	*	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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>88%</b>	-	88%	-	-	-	-	-	92%	84%	93%
	2018	38%	44%	<b>71%</b>	-	70%	*	-	-	-	-	73%	65%	63%
Mathematics	2019	45%	57%	<b>95%</b>	-	95%	-	-	-	-	-	100%	94%	100%
	2018	47%	57%	<b>82%</b>	-	81%	*	-	-	-	-	77%	79%	70%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>93%</b>	-	94%	*	-	-	-	-	92%	91%	85%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>7%</b>	-	6%	*	-	-	-	-	8%	9%	15%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>97%</b>	-	98%	*	-	-	-	-	92%	97%	96%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	<b>97%</b>	-	97%	*	-	-	-	-	92%	97%	93%
Students Requiring Accelerated Instruction														
	2019	17%	8%	<b>3%</b>	-	3%	*	-	-	-	-	8%	3%	7%
STAAR Cumulative Met Standard														
	2019	90%	96%	<b>99%</b>	-	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
<b>STAAR Performance Rate by Subject and Performance Level</b>														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	<b>95%</b>	91%	91%	-	-	-	40%	-	40%	89%	90%
	2018	77%	78%	<b>91%</b>	81%	81%	-	-	-	-	-	*	81%	81%
At Meets Grade Level or Above	2019	50%	52%	<b>70%</b>	51%	51%	-	-	-	0%	-	0%	22%	50%
	2018	48%	49%	<b>68%</b>	49%	49%	-	-	-	-	-	*	49%	49%
At Masters Grade Level	2019	24%	23%	<b>40%</b>	17%	17%	-	-	-	0%	-	0%	0%	16%
	2018	22%	21%	<b>34%</b>	16%	16%	-	-	-	-	-	*	16%	16%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	76%	<b>95%</b>	92%	92%	-	-	-	*	-	*	91%	90%
	2018	74%	74%	<b>89%</b>	75%	75%	-	-	-	-	-	*	75%	74%
At Meets Grade Level or Above	2019	48%	47%	<b>66%</b>	44%	44%	-	-	-	*	-	*	43%	41%
	2018	46%	44%	<b>64%</b>	42%	42%	-	-	-	-	-	*	42%	41%
At Masters Grade Level	2019	21%	18%	<b>35%</b>	13%	13%	-	-	-	*	-	*	13%	12%
	2018	19%	17%	<b>33%</b>	11%	11%	-	-	-	-	-	*	11%	11%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	86%	<b>97%</b>	95%	95%	-	-	-	*	-	*	94%	94%
	2018	81%	85%	<b>94%</b>	89%	89%	-	-	-	-	-	*	89%	89%
At Meets Grade Level or Above	2019	52%	57%	<b>74%</b>	58%	58%	-	-	-	*	-	*	57%	57%
	2018	50%	55%	<b>74%</b>	53%	53%	-	-	-	-	-	*	53%	54%
At Masters Grade Level	2019	26%	31%	<b>49%</b>	25%	25%	-	-	-	*	-	*	24%	23%
	2018	24%	28%	<b>41%</b>	21%	21%	-	-	-	-	-	*	21%	20%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	76%	<b>96%</b>	94%	94%	-	-	-	-	-	-	*	94%
	2018	66%	71%	<b>90%</b>	75%	75%	-	-	-	-	-	-	-	75%
At Meets Grade Level or Above	2019	38%	44%	<b>70%</b>	67%	67%	-	-	-	-	-	-	*	67%
	2018	41%	45%	<b>74%</b>	50%	50%	-	-	-	-	-	-	-	50%
At Masters Grade Level	2019	14%	15%	<b>34%</b>	11%	11%	-	-	-	-	-	-	*	11%
	2018	13%	13%	<b>36%</b>	30%	30%	-	-	-	-	-	-	-	30%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	<b>89%</b>	71%	71%	-	-	-	*	-	*	-	68%
	2018	80%	82%	<b>91%</b>	86%	86%	-	-	-	-	-	-	-	86%
At Meets Grade Level or Above	2019	54%	55%	<b>69%</b>	38%	38%	-	-	-	*	-	*	-	36%
	2018	51%	51%	<b>55%</b>	57%	57%	-	-	-	-	-	-	-	57%
At Masters Grade Level	2019	25%	21%	<b>33%</b>	8%	8%	-	-	-	*	-	*	-	8%
	2018	23%	19%	<b>17%</b>	0%	0%	-	-	-	-	-	-	-	0%
<b>School Progress Domain - Academic Growth Score</b>														
All Grades Both Subjects	2019	69%	69%	<b>79%</b>	76%	76%	-	-	-	*	-	*	*	77%
	2018	69%	71%	<b>75%</b>	77%	77%	-	-	-	-	-	-	-	77%
All Grades ELA/Reading	2019	68%	67%	<b>74%</b>	74%	74%	-	-	-	*	-	*	*	74%
	2018	69%	69%	<b>72%</b>	77%	77%	-	-	-	-	-	-	-	77%
All Grades Mathematics	2019	70%	71%	<b>84%</b>	79%	79%	-	-	-	*	-	*	*	79%
	2018	70%	72%	<b>79%</b>	77%	77%	-	-	-	-	-	-	-	77%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>														
Reading	2019	41%	48%	<b>88%</b>	100%	100%	-	-	-	*	-	*	*	92%
	2018	38%	44%	<b>71%</b>	63%	63%	-	-	-	-	-	-	-	63%
Mathematics	2019	45%	57%	<b>95%</b>	100%	100%	-	-	-	*	-	*	-	100%
	2018	47%	57%	<b>82%</b>	70%	70%	-	-	-	-	-	-	-	70%

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

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)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>97%</b>	100%	97%	100%	-	-	-	-	98%	97%	94%
Not Included in Accountability													
Mobile	4%	2%	<b>1%</b>	0%	1%	0%	-	-	-	-	2%	2%	1%
Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	-	-	-	-	0%	1%	5%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>96%</b>	100%	97%	67%	-	-	-	-	100%	96%	89%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	0%	3%	33%	-	-	-	-	0%	3%	7%
Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	-	-	-	-	0%	1%	4%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%



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)
<b>Attendance Rate</b>													
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%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2015</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
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

	<b>Campus Count</b>	<b>Campus Percent</b>	<b>District Count</b>	<b>State Count</b>
<b>Graduates (2017-18 Annual Graduates)</b>				
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)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
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  
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**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**

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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
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
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
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

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	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
<b>SAT/ACT Results (Annual Graduates) ***</b>													
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
<b>Average SAT Score (Annual Graduates) ***</b>													
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
<b>Average ACT Score (Annual Graduates) ***</b>													
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

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

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

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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
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

<b>Student Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
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

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
	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

**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

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
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:			
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

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

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
<b>2020</b>	92%	100%	89%	91%	56%
<b>2021</b>	93%	100%	90%	92%	57%
<b>2022</b>	94%	100%	91%	93%	58%
<b>2023</b>	95%	100%	92%	94%	59%
<b>2024</b>	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.

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**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.

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<b>Bullying Prohibited</b>	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.
<b>Retaliation</b>	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.
<b>False Claim</b>	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.
<b>Timely Reporting</b>	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.
<b>Reporting Procedures</b>	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<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>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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>
<b>Confidentiality</b>	<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>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<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*