

# Brownsville Independent School District

## Pullam Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

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

## Vision

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

## Core Beliefs

### Pullam Elementary Core Beliefs

We believe that:

All students will reach their full potential for academic success.

Learning is student centered and learner self directed.

Teachers use a variety of pedagogical strategies, techniques and approaches to maximize student engagement.

A partnership between students, teachers, administration, and parents is essential for educational growth.

A professional learning community fosters a culture of trust, respect, understanding, and promotes problem solving.

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# Comprehensive Needs Assessment

Revised/Approved: May 5, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

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

The student population at Pullam Elementary School is approximately 792 and serves students in grades 3K -5th. According to the PEIMS Data Review of our campus profile, 97.47% of the student population is Hispanic and 74.24% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 39.77% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

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

The current staff at Pullam Elementary School is comprised of 49 teachers, 4 campus administrators, 3 counselors, 7 professional support personnel, 7 non-classroom staff, and 19 educational aides. The ethnicity of the Pullam Elementary School staff is diverse with 90.9% Hispanic and 7.8% Caucasian, and 1.3% Black. The teaching staff is also 17.5% male and 82.5% female.

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

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

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

School Namesake: Mittie A. Pullam

School Colors: Red & Gold

School Motto: Pullam Cardinals soar to higher levels of success!

School Mascot: Cardinal

#### Annual Campus Goals

The Pullam Elementary School faculty and staff are committed to the following goals:

Goal 1: By the end of 2022-2023 school year, the students will demonstrate college readiness performance in the STAAR Reading Assessment

Goal 2: By the end of 2022-2023 school year, the students will demonstrate college readiness performance in the STAAR Mathematics Assessment

Goal 3: By the end of 2022-2023 school year, the students will demonstrate college readiness performance in the STAAR Writing Assessment

Goal 4: By the end of 2022-2023 school year, the students will demonstrate college readiness performance in the STAAR Science Assessment

Goal 5: By the end of 2022-2023 school year, the students will demonstrate college readiness performance in the understanding of Social Studies

Goal 6: To increase and sustain yearly student attendance to 98.5% or higher to meet the district attendance policy

Goal 7: The school will maintain a safe and disciplined environment conducive to learning.

Goal 8: The school will increase the parental involvement environment in order to support student achievement

# 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, 97.38% of the student population is Hispanic, 77.14% are identified as Economically Disadvantaged, 9.17% are in Special Education, and 6.79% are in the Gifted and Talented program. 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 state 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

<b>3rd Grade Reading</b>						
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
<b>Approaches</b>	86%	80%	84%	83%	91%	60%
<b>Mastered</b>	43%	34%	56%	35%	39%	4%
<b>4th Grade Reading</b>						
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
<b>Approaches</b>	91%	92%	87%	90%	97%	61%
<b>Mastered</b>	29%	46%	20%	42%	37%	21%
<b>5th Grade Reading</b>						
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
<b>Approaches</b>	100%	96%	98%	93%	97%	73%
<b>Mastered</b>	27%	24%	43%	25%	29%	27%

<b>4th Grade Writing</b>						
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
<b>Approaches</b>	93%	92%	93%	90%	96%	52%
<b>Mastered</b>	13%	49%	28%	35%	34%	4%

3rd Grade Mathematics						
	2015	2016	2017	2018	2019	2021
<b>Approaches</b>	93%	85%	89%	85%	96%	51%
<b>Mastered</b>	37%	25%	46%	34%	48%	2%
4th Grade Mathematics						
	2015	2016	2017	2018	2019	2021
<b>Approaches</b>	86%	92%	90%	97%	97%	40%
<b>Mastered</b>	14%	42%	24%	39%	43%	3%
5th Grade Mathematics						
	2015	2016	2017	2018	2019	2021
<b>Approaches</b>	87%	100%	99%	99%	99%	50%
<b>Mastered</b>	22%	31%	55%	44%	57%	5%

5th Grade Science						
	2015	2016	2017	2018	2019	2021
<b>Approaches</b>	72%	94%	94%	91%	89%	29%
<b>Mastered</b>	12%	23%	34%	16%	33%	5%

Performance Variations between Sub Populations

	Reading	Mathematics	Writing	Science
	Approaches	Approaches	Approaches	Approaches
All Students	64%	45%	52%	26%
At Risk	57%	40%	50%	27%
Econ Disadvantage	87%	91%	92%	87%
African American	**	**	**	**
Hispanic/Latino	64%	44%	52%	27%
White	**	**	**	**
Female	66%	36%	69%	19%
Male	63%	53%	30%	31%
Gifted Talented	90%	80%	88%	86%
LEP	50%	40%	50%	11%
Migrant	**	**	**	**
Special Ed	21%	14%	10%	**

## 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 teachers the opportunity for curriculum planning, horizontal and vertical alignment to meet the academic needs of all students. **Data Analysis/Root Cause:** Beginning of year assessments indicate academic gaps across all grade levels.

**Need Statement 10 (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.

# 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, STEM, 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, STEM, 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 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 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 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 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 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 5:** Increase availability of professional development training for teachers, staff, and/or parents in the subject core areas, classroom management, STEM, 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 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

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

**Data Analysis/Root Cause 16:** Beginning of year assessments indicate academic gaps across all grade levels.

**Need Statement 16 Areas:** Student Learning


# Goals



**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).


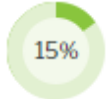
**Performance Objective 1:** Pullam student performance for all students, all grades, all subjects will exceed 2022 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.


El rendimiento de los estudiantes de Pullam para todos los estudiantes, todos los grados, todas las materias excedera el porcentaje de STAAR 2022 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:** Progress 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, Language Enrichment, 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 CPALLS, TPRI/Tejas Lee, M-Class, Fluency Assessments, Checkpoints, 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, enriquecimiento de lenguaje, rutinas de fluidez y vocabulario academico para desarrollar el lenguaje del estudiante y las habilidades de alfabetizacion para promover el exito academico. Ademas, HB 1886 que asegura que todos los estudiantes de 1er grado sean evaluados en el MOY y que todos los estudiantes de Kinder sean evaluados en el EOY para detectar un posible riesgo de dislexia y / o trastornos relacionados. Se desarrollara un plan de intervencion prescriptivo basado en BOY / MOY / EOY CPALLS, 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 desempenando 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), MClass, 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:</b> 2.4 - <b>Population:</b> All students, TI, MI, LEP, SE, AR, GT - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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 Grammar, Language Enrichment, HMH, 6+1 Traits of Writing, Daily Journal Writing, Write Source, and Empowering Writers. Students will respond to journal prompts twice a week, prompts will be selected from all content areas.</p> <p>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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Funding Sources:</b> General Supplies - 199 G/T Advanced Academics - 199-11-6399-00-142-Y-21-000-Y, General Supplies - 199 G/T Advanced Academics - 199-36-6399-14-142-Y-21-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</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>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 9 - Perceptions 4</p> <p><b>Funding Sources:</b> Transportation - 199 Local funds - 199-11-6494-00-142-Y-11-00Y - \$3,200</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</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 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk-throughs Benchmarks</p> <p>Summative: Student awareness of Colleges</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Population:</b> PK-5 students, BIL, AR, TI, MI, GT, SE, DYS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Need Statements:**

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>
School Processes & Programs
<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 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
<p><b>Need Statement 4:</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>










**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 2022 results.

El desempeño en la primera infancia de Pullam aumentara en 3 puntos porcentuales con respecto a los resultados de fin de ano 2022.

**Evaluation Data Sources:** MClass, TPRI, Tejas Lee, Three Cheers for Pre-K, CPALLS, and Three Cheers for Pre-K Progress Monitoring

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pullam Elementary will include a full 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 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 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> PK3 Stipends - 211 Title I-A - 211-11-6117-00-142-Y-24-3YR-Y - \$2,699, PK3 Stipends - 211 Title I-A - 211-11-6117-00-142-Y-24-3YR-1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Need Statements:**


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>
School Processes & Programs
<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>



**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, MClass, TPRI, Tejas LEE, CPALLs</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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. Supplemental support will be provided to PFS students in the form of personal items (hygiene products) to ensure they have necessary materials for instruction. 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>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. 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. 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> Principal Dean of Instruction Counselors Nurse</p> <p><b>Population:</b> PFS and Migrant Student - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 8 Details	Reviews			
<p><b>Strategy 8:</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> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent Meeting Evaluations,</p> <p>Summative: Survey Results, Implementation of Survey Suggestions</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> PFS/Migrant Students - <b>Start Date:</b> April 3, 2023 - <b>End Date:</b> April 28, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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>				

**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).

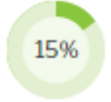




**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 3% over 2021-2022 participation.

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 2021-2022.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement programs and activities to engage students in research based STEM educational practices that will enhance instruction in the core areas and promote higher order thinking practices.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-36-6399-24-142-Y-99-021-Y, Transportation - 199 Local funds - 199-36-6494-00-142-Y-99-0P6-Y, Awards - 199 Local funds - 199-36-6498-00-142-Y-99-0P6Y, 282-11-6399-00-142-Y-99-ECG-1 - 282 ESSER III Grant Funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Population:</b> ALL Students, TI, MI, LEP, SE, AR, GT, DYS - <b>Start Date:</b> November 7, 2022 - <b>End Date:</b> January 20, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				



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>Title I:</b> 2.5</p> <p>- <b>Population:</b> Students and Parents - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Student Learning 10 - School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> Music General Supplies - 199 Local funds - 199-11-6399-57-142-Y-11-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Need Statements:**

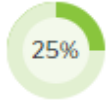
<b>Student Learning</b>
<p><b>Need Statement 10:</b> Provide supplemental and instructional supplies, and resources to address demands for varied instructional models. <b>Data Analysis/Root Cause:</b> Campus Data indicates need for instructional and supplemental resources to address individual learning styles.</p>
<b>School Processes &amp; Programs</b>
<p><b>Need Statement 7:</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>

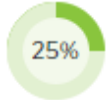




**Goal 2:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

**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)

La Primaria Pullam implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.

**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>Pullam promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del campus.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				


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>Crear e implementar un enfoque sistematico para la renovacion/actualizacion/mejora de las instalaciones para incluir la priorizacion basada en la seguridad y las necesidades del 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.</p> <p>Formative: Survey</p> <p>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 8, 2022 - <b>End Date:</b> March 3, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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.


La Primaria Pullam garantizará el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes.

**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, 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. Supplemental core curriculum resources will be purchased for the purpose of mitigating the effects of COVID learning loss.</p> <p>Mejorar la enseñanza de Lectura/Matematicas/Ciencias desde Kindergarten hasta 5.deg por medio de novelas, GT Book Clubs, textos de mentores, Motivacion, Measuring Up, STAAR Ready, Ford Ferrier, entre otros libros de trabajo para mejorar el rendimiento academico y aumentar el rendimiento academico. Los libros de trabajo en espanol complementaran la instruccion para que los estudiantes bilingues aumenten el rendimiento academico y cumplan con el rigor de la prueba STAAR. Se compraran recursos complementarios del plan de estudios basico con el fin de mitigar los efectos de la perdida de aprendizaje por COVID.</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:</b> 2.4 - <b>Population:</b> K-5 students, BIL, AR, TI, TIM, DYS, Migrant - <b>Start Date:</b> August 8, 2022 - <b>End Date:</b> May 26, 2023</p> <p><b>Need Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Instructional Supplies - 163 State Bilingual - 163-11-6399-00-142-Y-30-000-Y - \$150, General Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-Y - \$9,500, Novels - 211 Title I-A - 211-11-6329-00-142-Y-30-0F2-Y, Novels - 162 State Compensatory - 162-11-6329-00-142-Y-30-000-Y, Instructional Supplies - 162 State Compensatory - 162-11-6399-00-142-Y-30-000-Y - \$6,025, Novels - 211 Title I-A - 211-11-6329-00-142-Y-30-0F2-1, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-142-Y-23-JSR-1, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-142-Y99-ECG-1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 25%			


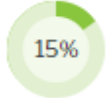
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase resources such as supplemental, instructional and general supplies to enhance instruction in the core areas through hands on activities, STEMS activities, manipulatives, writing, the creation of projects, assessment reviews, worksheets, and 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>Adquirir recursos tales como suministros complementarios, instructivos y generales para mejorar la instruccion en las areas basicas a traves de actividades practicas, actividades STEMS, manipulativos, escritura, creacion de proyectos, revisiones de evaluaciones, hojas de trabajo y actividades educativas relacionadas con las habilidades que se ensenan para criar a los estudiantes. logro. Se compraran auriculares con microfones para uso de los estudiantes durante la instruccion y las pruebas TELPAS.</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>Population:</b> PK-5, AR, LEP, SE, DYS, MI, TI, GT - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> March 31, 2023</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 - \$10,000, Instructional Supplies - 162 State Compensatory - 162-11-6399-00-142-Y-30-000-Y, Instructional and Supplemental Supplies - 263 Title III-A Bilingual - 263-11-6399-00-142-Y-25-000-Y, General Supplies - 211 Title I-A - 211-11-6399-00-142-Y-30-0F2-1, Instructional Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-142-Y-99-JST-1, Instructional and Supplemental Supplies - 199 Local funds - 199-11-6399-00-142-Y-11-000-Y - \$8,050</p>	Formative			Summative
	Oct	Jan	Mar	May
				

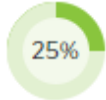
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will have the opportunity to select and purchase instructional and supplemental materials which will reinforce the daily classroom instruction, create instructional environment, encourage independence, help students focus, and reinforce the daily classroom activities and help improve the students' areas of need in the core areas.</p> <p>Los maestros tendran la oportunidad de seleccionar y comprar materiales instructivos y complementarios que reforzaran la instruccion diaria en el salon de clases, crearan un ambiente de instruccion, fomentaran la independencia, ayudaran a los estudiantes a concentrarse y reforzaran las actividades diarias del salon de clases y ayudaran a mejorar las areas de necesidad de los estudiantes.</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>Population:</b> Pre-K- 5th Grade Teachers - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> March 31, 2023</p> <p><b>Need Statements:</b> Student Learning 1, 10 - 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 - \$10,000, 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 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				



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 close learning gaps and reinforce classroom activities related to STAAR objectives to ensure all students success on the science STAAR test.</p> <p>Todos los estudiantes de 3deg a 5deg grado investigaran y desarrollaran un experimento cientifico para poder comprender el metodo cientifico. Se utilizaran materiales complementarios (tableros, pistolas de pegamento, barras de pegamento, bordes, tarjetas de titulo, etiquetas) para motivar a los estudiantes a crear proyectos y tableros para la Feria de Ciencias con el fin de fomentar la participacion de los estudiantes en la Feria de Ciencias y aplicar metodos cientificos, metodos de investigacion y actividades practicas. actividades para la ensenanza de las ciencias. El laboratorio de ciencias se utilizara para cerrar las brechas de aprendizaje y reforzar las actividades en el aula relacionadas con los objetivos de STAAR para garantizar que todos los estudiantes tengan exito en el examen de ciencias STAAR.</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>Title I:</b> 2.4 - <b>Population:</b> PK-5 students, BIL, AR, TI, TIM, GT, SE, DYS, Migrant - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> December 22, 2022</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 - \$500, Science Lab Furniture - 281 ESSER II Grant Funds - 281-11-6399-45-142-Y-24-0CG-2 - \$57,200, Science Lab Supplies and Equipment - 281 ESSER II Grant Funds - 281-11-6399-00-142-Y-24-0CG-2 - \$22,800</p>	Formative			Summative
	Oct	Jan	Mar	May
				

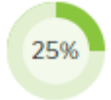


Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Purchase periodicals, such as Studies Weekly and Weekly Reader, for 1st- 5th in order to keep abreast of current events and increase awareness of civil activities and changes in the country and around the world.</p> <p>Comprar publicaciones periodicas, como Studies Weekly y Weekly Reader, del 1 al 5 para mantenerse al tanto de los eventos actuales y aumentar la conciencia de las actividades civiles y los cambios en el pais y en todo el mundo.</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> August 1, 2022 - <b>End Date:</b> March 31, 2023</p> <p><b>Funding Sources:</b> Scholastic Weekly Readers - 211 Title I-A - 211-11-6325-00-142-Y-30-0F2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Comprar suministros para implementar estrategias continuas que motiven a los estudiantes a participar en un estilo de vida fisicamente activo y saludable para garantizar el exito academico de los estudiantes.</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 16, 2022 - <b>End Date:</b> March 31, 2023</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 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Comprar suministros de primeros auxilios y formularios de referencia de estudiantes para la estacion de enfermeria para garantizar el bienestar y la seguridad de los estudiantes de Pullam.</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 16, 2022 - <b>End Date:</b> March 31, 2023</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
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Online software subscriptions, including warranty and licenses for programs, such as Stemsscopes, Education Galaxy, Showbie, Spelling City, Lexia, Legends of Learning, Measuring Up, Think Up, HATCH, Zulu, and MS Office will be available for students in order to offer interactive instruction through a web based programs for instruction in core subject areas. Project Based Learning software, Defined Learning, will be utilized for STEAM instruction.</p> <p>Las suscripciones de programas en linea, incluyendo la garantia y las licencias de programas, como Stemsscopes, Education Galaxy, Showbie, Spelling City, Lexia, Legends of Learning, Measuring Up, Think Up, HATCH, Zulu y MS Office estaran disponibles para los estudiantes con el fin de ofrecer instruccion interactiva a traves de programas basados en la web para la instruccion en areas de materias basicas. El software de aprendizaje basado en proyectos, Aprendizaje definido, se utilizara para la instruccion STEAM.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Report Card, Progress Reports, Usage reports, Benchmark Scores, lesson plans, classroom observations</p> <p>Summative: STAAR Assessment Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> PK-5 students, LEP, AR, TI, TIM, DYS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> March 31, 2023</p> <p><b>Funding Sources:</b> Stemsscopes/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, 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, Educational Software - 282 ESSER III Grant Funds - 282-11-6395-62-142-Y-99-OES-1, Educational Software - 282 ESSER III Grant Funds - 282-11-6395-62-142-Y-99-ECG-1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Brindar acceso a ipads con licencias, impresoras, computadoras portatiles con licencias, cricut y maquinas para hacer carteles con el fin de brindar desarrollo al personal para que todo el personal este preparado para satisfacer las necesidades educativas de sus estudiantes.</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 16, 2022 - <b>End Date:</b> March 31, 2023</p> <p><b>Need Statements:</b> Student Learning 5 - School Processes &amp; Programs 3, 6 - Perceptions 2</p> <p><b>Funding Sources:</b> Printer - 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 - \$1,000, Jamf License - 162 State Compensatory - 162-13-6395-65-142-Y-30-000-Y, Electronic Equipment - 162 State Compensatory - 162-13-6398-65-142-Y-30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Comprar suministros para mantener el mantenimiento diario del campus a fin de proporcionar un entorno productivo seguro y limpio para que todos los estudiantes sean estudiantes exitosos.</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 16, 2022 - <b>End Date:</b> March 31, 2023</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 - \$35, Supplies - 199 Local funds - 199-51-6315-00-142-Y-99-121-Y, Air Purifiers - 282 ESSER III Grant Funds - 282-51-6398-00-142-Y-99-090-1, Air Filtration System - 282 ESSER III Grant Funds - 282-51-6639-00-142-Y-99-090-1, Supplies - 282 ESSER III Grant Funds - 282-51-6315-00-142-Y-99-JST-1, General Supplies - PPE - 282 ESSER III Grant Funds - 282-36-6399-57-142-Y-99-PPE-1</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>La Primaria Pullam apoyara los programas del campus en el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles en funcion de las evaluaciones de necesidades.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Comprar materiales de instruccion complementarios (tinta, papel, impresoras) para crear materiales, lecciones, exámenes y otros documentos relacionados con la instruccion que ayudaran en la leccion de instruccion y tutoriales. Ademas de completar tareas en el aula, promover habilidades de pensamiento critico y desarrollar proyectos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la fluidez de la informacion y la ciudadania digital.</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 16, 2022 - <b>End Date:</b> March 31, 2023</p> <p><b>Need Statements:</b> Student Learning 1, 10 - School Processes &amp; Programs 1, 7</p> <p><b>Funding Sources:</b> Copy Paper - 162 State Compensatory - 162-11-6396-00-142-Y-30-000-Y, Paper - 199 Local funds - 199-11-6396-00-142-Y-11-000-Y - \$500, Copy Paper - 211 Title I-A - 211-11-6396-00-142-Y-30-0F2-Y - \$3,800, Ink - 211 Title I-A - 211-11-6399-62-142-Y-30-0F2-1, Ink - 162 State Compensatory - 162-11-6399-62-142-Y-30-000-Y - \$7,000, Ink - 199 Local funds - 199-11-6399-62-142-Y-11-000-Y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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

## Student Learning

**Need Statement 10:** 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 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, STEM, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**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, STEM, 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.




La Primaria Pullam se comprometera a un presupuesto equilibrado que incluye una mejor compensacion para el 100% de los maestros.





**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. Resources will be purchased to maintain the library an engaging and up to date resource for students. In addition, ESSER funds will be used to help reduce the educational gap due to COVID-19 and improve assessments.</p> <p>Los Programas Federales continuaran financiando a un asistente de biblioteca para ayudar al bibliotecario a organizar y crear un ambiente acogedor para cultivar un amor por la lectura de por vida para que los estudiantes puedan tener exito academico. Se compraran recursos para mantener la biblioteca como un recurso atractivo y actualizado para los estudiantes. Ademas, los fondos de ESSER se utilizaran para ayudar a reducir la brecha educativa debido al COVID-19 y mejorar las evaluaciones.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-12-6399-00-142-Y-99-000-Y - \$1,000, General Supplies - 199 Local funds - 199-12-6399-45-142-Y-00-000-Y, Reading Material - 281 ESSER II Grant Funds - 281-12-6329-00-142-Y-99-0CG-Y, Library Aide - 211 Title I-A - 211-12-6129-06-142-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Los Programas Federales continuaran financiando a la enfermera del campus en un 40% para ayudar con la ejecucion del programa de salud destinado a monitorear y ayudar a los estudiantes de bajo rendimiento en los campus de toda la escuela a mejorar la salud general para mejorar la asistencia/rendimiento de los estudiantes</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 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Funding Sources:</b> School Nurse - 211 Title I-A - 211-33-6119-00-142-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
	100%	100%	100%	
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>Se financiara el programa de Pre-K de dia completo para preparar mejor academicamente a los estudiantes calificados. Ademas, un maestro de dislexia totalmente financiado identificara y brindara intervenciones de lenguaje y alfabetizacion para mejorar el rendimiento de los estudiantes identificados.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student work</p> <p>Grades</p> <p>Benchmarks</p> <p>CPALLS (BOY &amp; MOY)</p> <p>Master Schedule</p> <p>Lesson Plans</p> <p>Walk-thrus</p> <p>Student Progress reports</p> <p>Summative:</p> <p>CPALLS (EOY), STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Dean of Instruction</p> <p>Administrator for State Compensatory Education</p> <p><b>Population:</b> AR, TI, LEP, MI, DYS - <b>Start Date:</b> August 10, 2023 - <b>End Date:</b> June 1, 2023</p> <p><b>Funding Sources:</b> 4 FTE's - 162 State Compensatory - 162-11-6119-00-142-Y-34-PKK-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
	100%	100%	100%	



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>La Primaria Pullam continuara financiando el Enlace de Padres con el proposito de educar a los padres para ayudar mejor a sus hijos a traves del proceso educativo, monitorear/contactar a los padres para abordar las ausencias y tardanzas de los estudiantes, y para aumentar el rendimiento estudiantil en la Primaria Pullam.</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 10, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Funding Sources:</b> Parent Liaison - 211 Title I-A - 211-61-6129-00-142-Y-30-0F2-Y, Parent Liaison - 211 Title I-A - 211-61-6129-00-142-Y-30-0F2-1, Para- Part - 211 Title I-A - 211-61-6126-00-142-Y-24-0F2-1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Need Statements:**

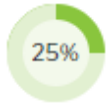
Student Learning
<p><b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels <b>Data Analysis/Root Cause:</b> TPRI scores indicate 55% of 1st and 2nd grade students are still developing fluency and 61% are still developing reading comprehension.</p>
School Processes & Programs
<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>


**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.


La Escuela Primaria Pullam creara y proporcionara reconocimientos y actividades para el cuerpo docente y el personal para mejorar la moral/clima del campus y apoyar la retencion de maestros y directores.





**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. 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>Brindar cobertura en el aula para la planificacion del plan de estudios y la alineacion vertical para que los maestros satisfagan las necesidades individualizadas de todos los estudiantes para que alcancen la excelencia academica. Se llevaran a cabo reuniones de nivel de grado, alineacion vertical y horizontal para compartir practicas y estrategias de ensenanza a fin de facilitar la transicion de los estudiantes de PK a 5deg grado.</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> August 10, 2022 - <b>End Date:</b> June 1, 2023  <b>Need Statements:</b> Student Learning 9  <b>Funding Sources:</b> Substitute Teachers for Planning/Vertical Alignment - 211 Title I-A - 211-11-6112-18-142-Y-30-AYP-Y - \$508</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Proporcionar a todo el personal del campus un programa anual de eventos para garantizar el cumplimiento oportuno de todas las fechas de vencimiento del campus y del distrito.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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. Campus personnel will also receive stipends to support retention efforts.</p> <p>Los esfuerzos para retener a los maestros efectivos en la Primaria Pullam incluirán que el Maestro de la Semana de Pullam sea reconocido por el intercomunicador y se le otorgue un espacio de estacionamiento reservado para la semana para mostrar aprecio por el arduo trabajo y la dedicación. El personal del campus también recibirá estipendios para apoyar los esfuerzos de retención.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Teachers will feel appreciated and continue efforts to improve student learning.  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 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Funding Sources:</b> Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-142-Y-23-000-1, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-142-Y-37-000-1, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-142-Y-99-000-1, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-142-Y-32-000-1, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-142-Y-11-000-1, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-142-Y-34-000-1, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-142-Y-25-000-1, Stipends - 282 ESSER III Grant Funds - 282-12-6117-49-142-Y-30-000-1, Stipends - 282 ESSER III Grant Funds - 282-12-6117-49-142-Y-99-000-1, Stipends - 282 ESSER III Grant Funds - 282-13-6117-49-142-Y-30-000-1, Stipends - 282 ESSER III Grant Funds - 282-13-6117-49-142-Y-23-000-1, Stipends - 282 ESSER III Grant Funds - 282-23-6117-49-142-Y-25-000-1, Stipends - 282 ESSER III Grant Funds - 282-23-6117-49-142-Y-99-000-1, Stipends - 282 ESSER III Grant Funds - 282-31-6117-49-142-Y-99-000-1, Stipends - 282 ESSER III Grant Funds - 282-33-6117-49-142-Y-99-000-1, Stipends - 282 ESSER III Grant Funds - 282-33-6117-49-142-Y-30-000-1, Stipends - 282 ESSER III Grant Funds - 282-35-6117-49-142-Y-99-000-1, Stipends - 282 ESSER III Grant Funds - 282-51-6117-49-142-Y-99-000-1, Stipends - 282 ESSER III Grant Funds - 282-61-6117-49-142-Y-30-000-1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Adquirir suministros generales para facilitar las funciones diarias del plantel y su personal.</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 16, 2022 - <b>End Date:</b> March 31, 2023</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 - \$1,200, Teachers Lounge Copier Machines - 199 Local funds - 199-11-6269-13-142-Y-11-000-Y, Office Copier Machines - 199 Local funds - 199-23-6269-13-142-Y-99-000-Y, General Supplies - 199 Local funds - 199-11-6399-00-142-Y-11-021_Y, Utilities- Telephone/Cell - 211 Title I-A - 211-51-6256-01-142-Y-24-0F2-Y, Utilities- Telephone/Cell - 211 Title I-A - 211-51-6256-01-142-Y-24-0F2-1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Need Statements:**


Student Learning
<p><b>Need Statement 9:</b> Provide teachers the opportunity for curriculum planning, horizontal and vertical alignment to meet th academic needs of all students. <b>Data Analysis/Root Cause:</b> Beginning of year assessments indicate academic gaps across all grade levels.</p>
School Processes & Programs
<p><b>Need Statement 10:</b> Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. <b>Data Analysis/Root Cause:</b> District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.</p>
Perceptions
<p><b>Need Statement 6:</b> Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. <b>Data Analysis/Root Cause:</b> District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.</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 1:** Pullam Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

La Escuela Primaria Pullam proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad.

**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>Pullam promovera su historia y origenes junto con los logros actuales a traves del sitio web y los medios de comunicacion.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Pullam designara un contacto de PIO para proporcionar articulos destacados, reconocimientos de estudiantes/padres/ personal actuales y anteriores, actividades cocurriculares/extracurriculares y eventos para padres/comunidad.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pullam will update websites at least monthly including showcasing student and community activities.</p> <p>Pullam actualizara los sitios web al menos una vez al mes, incluida la exhibicion de actividades estudiantiles y comunitarias.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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>				








**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.

El Distrito continuara con el Distrito de Innovacion con el fin de ajustar el calendario escolar para comenzar a principios de agosto para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

**Evaluation Data Sources:** School calendar showing earlier start date.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pullam staff will participate and provide input by voting in district calendar elections.</p> <p>El personal de Pullam participara y brindara su opinion votando en las elecciones del calendario del distrito.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Ballots</p> <p>Summative: Calendar</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Staff and Personnel - <b>Start Date:</b> January 9, 2023 - <b>End Date:</b> March 24, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p>  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 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2021-2022 and will not be disproportionate for any population.

Las colocaciones disciplinarias por suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 5 % para 2021-2022 y no seran desproporcionadas para ninguna poblacion.

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



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>Los maestros nominaran a un estudiante con caracter cada semana (Gran Premio Rojo) para ayudar a los estudiantes a alcanzar las metas academicas. Los estudiantes se tomara una foto con Big Red, que se exhibira de manera destacada en el tablon de anuncios de Big Red.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p>  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.

Refinar e implementar todos los planes de seguridad para garantizar que los estudiantes esten seguros en caso de una 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>La Escuela Primaria Pullam identificara la manera en que se mantiene la seguridad de los estudiantes en las clases de educacion fisica mediante el desarrollo de un plan de accion de seguridad cuando la proporcion maestro-alumno sea mayor a 45-1 en cumplimiento con el Proyecto de Ley Senatorial 891 efectivo el 1 de septiembre de 2009.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Se formara un equipo operativo de emergencia para problemas serios de disciplina que necesiten atencion inmediata para garantizar la seguridad de los estudiantes y las metas academicas.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				





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>Implementar un sistema de cierre para alertar a la facultad/personal/estudiantes de una proxima situacion de emergencia que se iniciara para garantizar la seguridad de los estudiantes.</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 16, 2022 - <b>End Date:</b> December 22, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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>				




**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 2021-2022 to 2022-2023.

Habra un aumento del 5% de padres involucrados en las actividades de participacion de los padres del campus / distrito de 2021-2022 a 2022-2023.

**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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Population:</b> Parents - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> October 28, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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 Política 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 16, 2022 - <b>End Date:</b> October 28, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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. 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. 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:</b> 4.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> October 28, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Population:</b> Parents - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> October 28, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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 by offering presentations on a variety of areas including RtI, Dyslxia, and 504 , services and/or referrals to agencies that address student and family needs in the</p>	Formative			Summative
	Oct	Jan	Mar	May
				

following areas:

Early Childhood Reading Strategies  
Effective teaching strategies  
Health Education-Families in Training  
Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)  
Building Capacity: College Readiness  
Drop-out and Violence Prevention - New Horizons  
Community agencies / organizations  
Home Access Center (HAC)

Los fondos se asignaran para pagar el millaje incurrido mientras se llevan a cabo las responsabilidades de asistencia y participacion de los padres, es decir, visitas al hogar, reuniones/capacitaciones de participacion de los padres e incentivos de asistencia. Se brindaran oportunidades para que los padres ayuden a los maestros de clase y hagan exhibiciones que promuevan las actividades escolares, creen un ambiente positivo y ofrezcan amplias oportunidades de educacion para padres al ofrecer presentaciones en una variedad de areas que incluyen RtI, dislexia y 504, servicios y/o referencias a agencias que abordar las necesidades de los estudiantes y las familias en las siguientes areas:

Estrategias de lectura para la primera infancia  
Estrategias de enseñanza 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:**

4.2

- **Population:** Parents - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

**Need Statements:** Demographics 1, 2 - Perceptions 1, 3

**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, Mileage - 211 Title I-A - 211-61-6411-00-142-Y-30-0F2-1, General Supplies - 211 Title I-A - 211-61-6399-00-142-Y-30-0F2-1, General Supplies - 282 ESSER III Grant Funds - 282-61-6399-00-142-Y-99-PFS-1

**Strategy 7 Details**

**Reviews**

**Strategy 7:** Conduct an annual Title I parent survey to evaluate the effectiveness of parental involvement efforts.

Realizar una encuesta anual para padres de Titulo I para evaluar la efectividad de los esfuerzos de participacion de los padres.

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

Summative: Signed Progress Reports  
 Title I Parental Involvement Compliance Checklist  
 EOY Survey Results

**Staff Responsible for Monitoring:** Principal  
 Teachers  
 Technology Teacher  
 Parents  
 Parent Liaison

**Population:** Parents - **Start Date:** March 1, 2023 - **End Date:** March 31, 2023

**Formative**

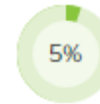
**Summative**





**Oct**



**Jan**

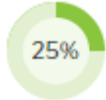

**Mar**







**May**



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 10, 2022 - <b>End Date:</b> March 31, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				

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>Population:</b> Parents - <b>Start Date:</b> September 5, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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 12, 2022 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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:</b> 4.1 - <b>Population:</b> Parents of all Students - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				

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</p> <p><b>Population:</b> Parent Volunteers - <b>Start Date:</b> May 1, 2023 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 10, 2022 - <b>End Date:</b> August 12, 2022</p> <p><b>Funding Sources:</b> - 211 Title I-A - 211-61-6118-00-142-Y-30-0F2-Y, - 211 Title I-A - 211-61-6126-00-142-Y-30-0F2-Y</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</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>
<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>

**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.

**Perceptions**

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


**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.

**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.


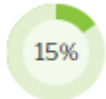
El desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al proporcionar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el rendimiento academico y la participacion, como lo demuestran las observaciones en el aula.





**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. In addition, administration will attend conferences (TEPSA) and will also provide on campus 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 in order to implement research based strategies in their classrooms in order to close academic gaps.</p> <p>El Decano de Instruccion brindara capacitacion al personal sobre estrategias e intervencion de RtI para garantizar que las dificultades de los estudiantes se identifiquen y aborden de manera oportuna. Tambien se proporcionara desarrollo profesional en estrategias de instruccion, apoyo en las materias basicas, integracion de textos de mentores, observaciones, comentarios constructivos, Comunidades de aprendizaje profesional y estrategias de instruccion basadas en la investigacion de co-ensenanza para que los estudiantes tengan exito academico. Ademas, la administracion asistira a conferencias (TEPSA) y tambien brindara desarrollo profesional en el campus en todas las areas basicas, asi como en las especificaciones, el formato, el analisis de elementos y las categorias de STAAR para que los maestros puedan brindar instruccion enfocada e integrada en todas las materias. areas para mejorar el desempeno de los estudiantes en STAAR. Los maestros asistiran a conferencias con el fin de implementar estrategias basadas en la investigacion en sus aulas con el fin de cerrar brechas academicas.</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 23, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> School Processes &amp; Programs 3 - Perceptions 2</p> <p><b>Funding Sources:</b> 1 FTE - 162 State Compensatory - 162-13-6119-00-142-Y-30-000-Y, PD- PLC Books/Mentor Texts - 211 Title I-A - 211-13-6329-00-142-y-30-0F2-Y, General Supplies - 199 Local funds - 199-13-6399-00-142-Y-36-000-1, General Supplies - 199 Local funds - 199-13-6399-00-142-Y-36-000-Y, Travel for Conference - 211 Title I-A - 211-23-6411-23-142-Y-30-0F2-Y - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	May
				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Certified personnel will attend professional development sessions on the integration of technology, instructional strategies, STEM, social emotional learning, and provide teacher support to meet the educational needs of At-Risk, Economically Disadvantaged, and Bilingual students. Campus administration will support instruction and collaborate with teachers through the use of technology. 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. Personnel will attend conferences in and/or out of state and provide turnaround 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.</p> <p>El personal certificado asistira a sesiones de desarrollo profesional sobre la integracion de tecnologia, estrategias de instruccion, STEM, aprendizaje socioemocional y brindara apoyo docente para satisfacer las necesidades educativas de los estudiantes en riesgo, economicamente desfavorecidos y bilingues. Se utilizaran recursos didacticos y complementarios, incluidos iPads y tableros interactivos para llevar a cabo de manera efectiva sesiones de desarrollo profesional, presentaciones digitales, asi como para proporcionar folletos y recursos informativos. El personal asistira a conferencias dentro y/o fuera del estado y brindara desarrollo profesional integral en todas las areas basicas, asi como en las especificaciones, el formato, el analisis de elementos y las categorias del STAAR para que los maestros puedan brindar instruccion enfocada e integrada en todas las areas tematicas para mejorar el rendimiento de los estudiantes en STAAR.</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, EOY Assessments, TAPR</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 10, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Student Learning 5 - School Processes &amp; Programs 3, 6 - Perceptions 2</p> <p><b>Funding Sources:</b> Computer Supplies including printer toner - 162 State Compensatory - 162-13-6399-65-142-Y-30-000-Y, General Supplies- - 211 Title I-A - 211-13-6399-00-142-Y-30-AYP-Y - \$2,356, Electronic Devices - 211 Title I-A - 211-23-6398-65-142-Y-30-0F2-Y - \$3,000, Feneral Supplies - 211 Title I-A - 211-13-6399-00-142-Y-30-AYP-1, 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, Maintenance/Repairs/Software Upgrades/Renewal agreement - 211 Title I-A - 211-13-6249-65-142-Y-30-0F2-Y, General Supplies - 162 State Compensatory - 162-13-6399-00-142-Y-30-000-Y - \$3,000, Employee Travel - 199 Local funds - 199-23-6411-23-142-Y-99-021-1 - \$2,500, Counselor Employee Travel - 199 Local funds - 199-31-6411-23-142-Y-99-032-Y, General Supplies - 282 ESSER III Grant Funds - 282-13-6399-00-142-Y-99-ECG-1, PARA-PART/ Temporary or Part time - 282 ESSER III Grant Funds - 282-13-6117-49-142-Y-30-000-!</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Gifted and Talented teachers will attend GT inservices to obtain updates and teaching strategies for GT students.</p> <p>Los maestros dotados y talentosos asistirán a los servicios de GT para obtener actualizaciones y estrategias de enseñanza para los estudiantes GT.</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 1, 2022 - <b>End Date:</b> December 22, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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>Brindar capacitación al personal del campus sobre la identificación de jóvenes sin hogar y no acompañados durante el proceso de inscripción para garantizar que se utilicen técnicas de sensibilidad, que los procedimientos de inscripción no creen barreras y que los estudiantes y las familias sean dirigidos al Proyecto de jóvenes sin hogar para una mayor admisión.</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 8, 2022 - <b>End Date:</b> December 22, 2022</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</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 Pullam staff to recognize and address the issue, as a preventive measure.</p> <p>Proporcionar desarrollo profesional programado basado en el nivel de experiencia y necesidad en las siguientes areas: a.) Prevencion de la intimidacion; b.) Violencia/resolucion de conflictos; c.) Tendencias recientes del consumo de drogas; d.) Activos de resiliencia/desarrollo; e.) Violencia en el noviazgo; f.) Senales de abuso infantil; g.) Gestion del aula; h.) Modelo de respuesta a la intervencion (RtI) para intervenciones basadas en la investigacion del comportamiento para permitir que todo el personal de Pullam reconozca y aborde el problema, como medida preventiva.</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 1, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</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>Educar a los administradores y maestros del campus durante las reuniones de profesores y de nivel de grado sobre los beneficios academicos y no academicos de una solida asociacion entre padres y escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas Sign-in Sheets Session Evaluations 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 1, 2022 - <b>End Date:</b> December 22, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</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>Con el fin de aumentar la conciencia sobre las necesidades de los estudiantes inmigrantes, se proporcionara a los profesores y al personal de Pullam la informacion adecuada sobre inmigrantes para que se brinden intervenciones oportunas y apropiadas a los estudiantes inmigrantes.</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 8, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</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>Todos los maestros, directores y consejeros completaran una capacitacion de atencion informada sobre traumas de un programa aprobado por el estado para aumentar la conciencia e implementar las mejores practicas para apoyar el bienestar de los estudiantes y aplicar intervenciones para el apoyo academico y emocional (Politica FFBA)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff</p> <p>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 8, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</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>Pullam tendra un equipo de evaluacion de amenazas capacitado que desarrollara un programa escolar seguro y de apoyo de conformidad con TEA. El equipo brindara orientacion a los estudiantes y empleados de la escuela sobre el reconocimiento de comportamientos daninos, amenazantes o violentos que pueden representar una amenaza para la escuela de la comunidad o el individuo, y apoyara al distrito en la implementacion del plan de operaciones de emergencia de riesgos multiples del distrito. (Politica 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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</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>Pullam capacitara al personal designado sobre el abuso sexual infantil, el trafico sexual y otros malos tratos a los ninos. Pullam proporcionara un programa contra la victimizacion por abuso infantil que incluye presentaciones a los estudiantes y al personal del campus. (Politica 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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</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>Student Learning</b>
<p><b>Need Statement 5:</b> Increase availability of quality technology, software, and internet access for studens, faculty, and staff. <b>Data Analysis/Root Cause:</b> District surveys and campus device distribution list.</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, STEM, RtI, and in the integration of technology. **Data Analysis/Root Cause:** 64% of teachers indicated the need for more technology staff development

**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, STEM, 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 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 2021-2022. (Future Ready Curriculum, Instruction, and Assessment)







La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2021-2022. (Plan de estudios, instruccion y evaluacion de Future Ready)

**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>La alfabetizacion digital se integrara en todas las areas de contenido utilizando instruccion y aplicaciones asistidas por computadora. Ademas, los estudiantes de PK a 5to grado aumentaran sus habilidades de lectura, matematicas y ciencias para ayudar a aumentar su nivel de rendimiento academico, ademas de aumentar su capacidad para producir proyectos generados por computadora. completar las tareas del salon de clases y promover las habilidades de pensamiento critico. Ademas, la instruccion tecnologica ayudara a los estudiantes a aumentar los puntajes de las pruebas estandarizadas en lectura, matematicas, ciencias y escritura a un minimo de 90 % de dominio y a aumentar el dominio del ingles entre los estudiantes con dominio limitado del ingles a un minimo de 60 % de dominio del ingles. Se compraran auriculares con microfones para uso de los estudiantes durante la instruccion y las pruebas TELPAS.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classrooms provided with Smartboards, Interactive Display Board with stand, ELMO's, projectors, and iPads with cases/laptops/chromebooks/computers with licenses and charging carts in order to provide students and teachers 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. 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>Aulas provistas de Smartboards, Interactive Display Board con soporte, ELMO, proyectores y iPads con estuches/laptops/ chromebooks/computadoras con licencias y carritos de carga para brindarles a los estudiantes actividades interactivas que promuevan la participacion de los estudiantes y satisfagan las diversas necesidades de los estudiantes aumentando asi la participacion de los estudiantes, fortaleciendo las habilidades de instruccion, el lenguaje y logrando el exito academico. El Distrito aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias al proporcionar nuevos programas y plataformas, incluidos Microsoft, Google y Apple, y hardware en los campus para la instruccion mejorada con tecnologia/computacion. Los estudiantes tambien desarrollaran proyectos o productos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la fluidez de la informacion y la ciudadania digital en todas las areas de contenido.</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> August 1, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Student Learning 4, 5 - 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, iPads/Charging Carts/Interactive Display Boards/Computers/Laptops/Chromebooks - 211 Title I-A - 211-11-6398-62-142-Y-30-0F2-Y - \$21,960, 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 - \$2,990, iPads and Licenses/ Chromebooks - 263 Title III-A Bilingual - 263-11-6398-62-142-Y-25-000-Y - \$2,990, Supplies - 263 Title III-A Bilingual - 263-11-6399-00-142-Y-025-Y - \$500, Software - 163 State Bilingual - 163-11-6395-00-142-025-Y - \$350 , Supplies - 163 State Bilingual - 163-11-6399-00-142-Y-025-Y, 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, Scanners to Inventory ipads and chromebooks - 211 Title I-A - 211-23-6399-65-142-Y-30-0F2-Y, Chargers for Chromebooks - 162 State Compensatory - 162-11-6399-62-142-Y30-000Y, Scanners to Inventory ipads and chromebooks - 211 Title I-A - 211-23-6399-65-142-Y-30-0F2-1</p>	Formative			Summative
	Oct	Jan	Mar	May
				



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>Pullam determinara que habilidades necesitan tanto los estudiantes como los educadores para participar con exito en el aprendizaje personalizado. Considere las habilidades de los estudiantes relacionadas con la autodireccion y las estrategias de aprendizaje; y habilidades del educador relacionadas con la pedagogia y la individualizacion del contenido. Utilice instrumentos de encuesta y el software del sistema de gestion del aprendizaje/gestion del aula para evaluar las habilidades de los estudiantes y educadores e identificar las brechas entre las habilidades actuales y el nivel de habilidad necesario para participar en un aprendizaje flexible y personalizado.</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  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All staff and students - <b>Start Date:</b> July 25, 2022 - <b>End Date:</b> July 1, 2022  <b>Funding Sources:</b> - 211 Title I-A</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Pullam determinara que brechas tienen los estudiantes en riesgo de abandonar la escuela y proporcionara dispositivos de aprendizaje complementarios personalizados y adaptables con software en areas de contenido fundamental (ELA, Matematicas y Ciencias)</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 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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

**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.

**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 in coding and technology compared to 2021-2022, leveraging human capital in personalized learning.









Future Ready Use of Space and Time

Aumentar las oportunidades de aprendizaje de los estudiantes en cualquier momento del día, desde el hogar, la escuela y/o la comunidad, así como en codificación y tecnología en comparación con 2021-2022, aprovechando el capital humano en el aprendizaje personalizado.

Uso futuro listo del espacio y el tiempo

**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>TST mejorara el sitio web de la escuela mediante la adición de sitios web educativos e instructivos para que los padres y los estudiantes accedan desde el hogar para que los estudiantes tengan acceso a recursos de instrucción e intervención y mejoren el rendimiento estudiantil.</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</p> <p><b>Population:</b> ALL Students, TI, M1, LEP, SE, AR, GT - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Pullam encontrara innovadores y pioneros entre los estudiantes y el personal para implementar un aprendizaje personalizado que fomente y fortalezca el aprendizaje centrado en el estudiante, los entornos de aprendizaje digital y los sistemas de gestion del aprendizaje que ofreceran opciones para aprender en cualquier momento del dia, desde el hogar, la escuela y/o o comunidad.</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 <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All students and stakeholders - <b>Start Date:</b> July 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Pullam brindara a los estudiantes en aulas 1:1 la oportunidad de llevarse un dispositivo a casa para ampliar el aprendizaje mas alla del aula.</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 <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 25, 2022 - <b>End Date:</b> June 1, 2023 <b>Funding Sources:</b> - 211 Title I-A, - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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>				

**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

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el éxito de la implementación del plan para apoyar el aprendizaje combinado en todos los niveles de grado.

Infraestructura robusta preparada para el futuro

**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>Para garantizar una conectividad WIFI adecuada para todas las partes interesadas, se realizaran pruebas de velocidad en Pullam a principios del otoño, mediados de año y primavera.</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 <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Pullam - <b>Start Date:</b> July 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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)

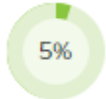




**Performance Objective 4:** Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Future Ready Data and Privacy

Revise, actualice e implemente políticas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.

Privacidad y datos preparados para el futuro

**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>Pullam revisara y actualizara las politicas y los procedimientos, segun las recomendaciones del distrito, para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad.</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 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p>  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 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 for future endeavors.  
Future Ready Community Partnerships

Aumentar las asociaciones comunitarias y orientadas a los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para futuros emprendimientos.  
Asociaciones comunitarias preparadas para el futuro

**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>Pullam obtendra una base de datos de lideres con experiencia en integracion de tecnologia para proporcionar asociaciones a nivel de aula.</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 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Pullam capacitara a los padres sobre el uso del Sistema de gestion del aprendizaje del distrito y los Sistemas de gestion del aula para monitorear el uso educativo del software y los dispositivos educativos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Records 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> August 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  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 6:** Provide competency and research-based professional development, develop Professional Learning Communities (PLCs), promote District Technology Conferences and 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.


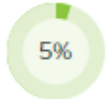




Future Ready Personalized Professional Learning

Proporcionar desarrollo profesional basado en la investigacion y la competencia, desarrollar comunidades de aprendizaje profesional (PLC), promover conferencias tecnologicas del distrito y asociaciones innovadoras (MIE, Apple Certified Educator y Google Certified Teacher) y proporcionar recursos tecnologicos y PD que respaldan el aprendizaje personalizado, flexible y combinado. en todas las areas de contenido.

Aprendizaje profesional personalizado Future Ready

**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>Brindar apoyo para la capacitacion en tecnologia para maestros en programas de instruccion asistidos por computadora que ayudaran, crearan y desarrollaran un ambiente para el aprendizaje interactivo y aumentaran la participacion de los estudiantes en la instruccion en el aula.</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Los maestros y lideres escolares participaran en un minimo de 12 horas de desarrollo profesional de tecnologia presencial y/o virtual y/o 6 creditos de microcredenciales basadas en competencias anualmente para prepararse mejor y ayudar con la integracion de la tecnologia.</p> <p>*Los maestros de la cohorte participaran en un minimo de 12 horas de desarrollo profesional de tecnologia presencial y/o virtual y 12 creditos de microcredenciales basadas en competencias anualmente para prepararse mejor y ayudar con la integracion de la tecnologia.</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 <b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Population:</b> All BISD staff - <b>Start Date:</b> July 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Pullam permitira que los especialistas en medios, los decanos, los administradores de tecnologia y el maestro de apoyo tecnologico (TST) tengan el tiempo adecuado todos los dias para apoyar a su campus en la integracion de la tecnologia en la instruccion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Survey of staff Summative Results: Survey EOY report <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Technology Integration Support Staff - <b>Start Date:</b> July 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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)

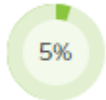
**Performance Objective 7:** Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.






Future Ready: Budget and Resources

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

Preparados para el futuro: presupuesto y recursos

**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>Pullam aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las areas tematicas al proporcionar nuevos software y plataformas, incluidos Microsoft, Google y Apple, y hardware para la instruccion mejorada por computadora/tecnologia. Pullam utilizara plataformas como GOGUARDIAN, CLEVER y PAPERBASKET para analizar el retorno de la inversion de todos los software comprados por el campus. Analizara el uso de los estudiantes, el impacto academico, el rendimiento de los estudiantes, 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 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Pullam seguira las politicas, las estrategias de implementacion, las metricas de responsabilidad y los plazos de BISD que respaldaran un proceso de planificacion mas eficiente en multiples presupuestos.</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 25, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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>				

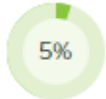
**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)


**Performance Objective 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


Llevar a cabo la Encuesta de tecnología del marco Future Ready de BISD anualmente para evaluar el nivel de implementación de cada equipo Future Ready.  
Liderazgo colaborativo preparado para el futuro


**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>Cree un plan de cambio que aborde estos componentes y otros que puedan surgir durante la evaluación de necesidades. Incluya roles de liderazgo y responsabilidades entre las partes interesadas para obtener aceptación y aumentar las posibilidades de éxito.</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</p> <p><b>Population:</b> Campus Administration - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Pullam utilizara las encuestas tecnologicas realizadas para abordar Cerrado: Instruir y prepararse para el ano escolar 2021-2022 en lugar de la Encuesta tecnologica Future Ready Framework en la primavera de 2020 para crear nuevos datos de referencia para la evaluacion de las necesidades tecnologicas del distrito y el campus, estableciendo nuevos objetivos tecnologicos. y desarrollar las estrategias de tecnologia para el Plan de Mejoramiento del Campus 2021-2022.</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</p> <p><b>Population:</b> Teachers and School Leaders - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress

 Accomplished

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 Discontinue



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

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


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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> School Processes &amp; Programs 10 - Perceptions 6</p> <p><b>Funding Sources:</b> Awards and Trophies - 199 Local funds - 199-11-6498-00-142-Y-11-000-Y, Honor Roll Certificates, Banners - 199 Local funds - 199-11-6399-16-142-Y-11-000-Y - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
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**Performance Objective 1 Need Statements:**


School Processes & Programs
<p><b>Need Statement 10:</b> Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. <b>Data Analysis/Root Cause:</b> District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.</p>
Perceptions
<p><b>Need Statement 6:</b> Need to maintain operational supplies and resources for a clean, safe, and positive learning environment for all students and personnel to be successful. <b>Data Analysis/Root Cause:</b> District survey indicates the need to maintain facilities and operations fully functional and in well-cared for conditions.</p>

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

**Performance Objective 2:** 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 and/or Math. TIER II/III students will receive an additional thirty minutes of ALI (Accelerated Learning Instruction) based on outcomes of student assessment and progress monitoring in order to be at grade level. Teachers will provide small group or one-to one instruction to TIER II/III student at least weekly to monitor progress and adjust instruction. Retired teachers will be utilized to assist with additional interventions for 3rd-5th grade students with learning gaps due to COVID 19 and close the academic gaps in Reading and Math.</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>Title I:</b> 2.6 - <b>Population:</b> ALL Students, TI, M1, LEP, SE, AR GT, DYS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Student Learning 1, 3, 7 - School Processes &amp; Programs 1, 2, 8</p>	Formative			Summative
	Oct	Jan	Mar	May
				





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be inserviced on RTI interventions, Dyslexia, 504 and special education accommodations. They will maintain an 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. In addition HB 1886 will ensure that all students in 1st grade be screened in the MOY and all Kinder students be screened at the EOY for potential at-risk for dyslexia and/or related disorders.</p> <p>Los maestros estaran inservidos en intervenciones de RTI, Dyslexia, 504 y adaptaciones de educacion especial. Mantendran una carpeta de estudiantes de 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 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 8, 2022 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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, strategies across all content areas and social emotional learning. Instructional supplies and supplemental supplies will be provided for accelerated instruction. TCLAS will provided targeted instruction, High Intensity Tutorial and Enrichment for targeted students.</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. TCLAS proporcionara instruccion especifica, tutoria de alta intensidad y enriquecimiento para estudiantes especificos.</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:</b> 2.5, 2.6 - <b>Population:</b> AR, LEP, T1, MI - <b>Start Date:</b> September 5, 2022 - <b>End Date:</b> June 1, 2023</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Need Statements:** Student Learning 1, 3, 6 - School Processes & Programs 1, 2, 4

**Funding Sources:** Extended Day Classified Personnel - 211 Title I-A - 211-11-6121-00-142-Y-30-ASP-Y, SSI Teachers - 162 State Compensatory - 162-11-6118-00-142-Y-24-SSI-Y - \$9,534, Tutorial/Extended Day Teachers - 162 State Compensatory - 162-11-6118-00-142-Y-30-ASP-Y, Accelerated Instruction- JumpSTAART - 162 State Compensatory - 162-11-6118-00-142-Y-30-JST, Accelerated Instruction-JumpSTAART - 162 State Compensatory - 162-23-6118-00-142-Y-24-JST-Y, Accelerated Instruction - 281 ESSER II Grant Funds - 281-11-6118-00-142-Y-24-OCG-Y, Accelerated Instruction Transportation - 281 ESSER II Grant Funds - 281-11-6494-00-142-Y-24-OCG-Y, Accelerated Instruction-JumpSTAART - 162 State Compensatory - 162-13-6118-00-142-Y-30-JST, Accelerated Instruction-JumpSTAART - 162 State Compensatory - 162-33-6118-00-142-Y-24-JST-Y, JumpSTAART PARA-PART (Subs) - 162 State Compensatory - 162-23-6126-00-142-Y-24-JST-Y, JumpSTAART Transportation - 162 State Compensatory - 162-11-6494-00-142-Y-30-JST-Y, SEL After School Program - 282 ESSER III Grant Funds - 282-31-6118-00-142-Y-99-MHI-1, Part-time/Temporary Help - 282 ESSER III Grant Funds - 282-11-6126-00-142-Y-23-JST-1, Extra Duty Pay Tutorial - 282 ESSER III Grant Funds - 282-11-6118-00-142-Y-23-JST-1, Extra Duty Pay Tutorial - 282 ESSER III Grant Funds - 282-11-6118-00-142-Y-24-OCG-1, Transportation - 282 ESSER III Grant Funds - 282-11-6494-00-142-Y-24-OCG-1, Extra Duty Pay - 282 ESSER III Grant Funds - 282-61-6121-00-142-Y-99-pfs-1, Extra Duty Pay - 282 ESSER III Grant Funds - 282-61-6118-00-142-Y-99-PFS-1, Transportation - 282 ESSER III Grant Funds - 282-61-6494-00-142-Y-99-PFS-1, TCLAS Tutoaial Pay - 282 ESSER III Grant Funds - 282-11-6118-00-142-99-TCL-2 - \$25,250, TCLAS Supplies and Materials - 282 ESSER III Grant Funds - 282-11-6399-00-142-Y-99-TCL-2 - \$4,213



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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
	 10%			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Need Statements:**


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 3:</b> Decrease number of students on RtI and reduce academic achievement gaps. <b>Data Analysis/Root Cause:</b> Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports</p>
<p><b>Need Statement 6:</b> Provide supplemental services and resources for At-Risk, Migrant, and struggling learners. <b>Data Analysis/Root Cause:</b> Benchmarks and campus assessments indicate students attending tutorial show academic growth.</p>
<p><b>Need Statement 7:</b> Need to provide language and literacy interventions to improve At-Risk populations and identified Dyslexia student's achievement. <b>Data Analysis/Root Cause:</b> CPALLS and TPRI data indicates academic gap in identified student's achievement.</p>
School Processes & Programs
<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> Decrease number of students on RtI and reduce academic achievement gaps. <b>Data Analysis/Root Cause:</b> Academic gaps for sub-populations and all students in ELA/Math/Science indicated in accountability reports</p>
<p><b>Need Statement 4:</b> Provide supplemental services and resources for At-Risk, Migrant, and struggling learners. <b>Data Analysis/Root Cause:</b> Benchmarks and campus assessments indicate students attending tutorial show academic growth.</p>
<p><b>Need Statement 8:</b> Need to provide language and literacy interventions to improve At-Risk populations and identified Dyslexia student's achievement. <b>Data Analysis/Root Cause:</b> CPALLS and TPRI data indicates academic gap in identified student's achievement.</p>



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


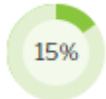
**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

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 8, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-31-6399-00-142-Y-99-000-Y, General Supplies - 199 Local funds - 199-31-6399-16-142-Y-99-000-Y - \$900, General Supplies - 199 Local funds - 199-31-6399-00-142-Y-99-032-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				


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 educacion fisica capacitada El personal certificado del campus implementara el programa Fitness gram con pruebas / ingreso de datos en la evaluacion previa y posterior para que los estudiantes garanticen el exito academico 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 3, 2022 - <b>End Date:</b> March 3, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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 8, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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 asistirán a una presentación dental, de higiene y sobre la pubertad para promover estilos de vida saludables para garantizar el éxito académico 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> October 31, 2022 - <b>End Date:</b> March 24, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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 física, los estudiantes en los grados Pre K-5 tendrán acceso al patio de la escuela y se les proporcionará una actividad física de moderada a vigorosa todos los días en educación física durante al menos 30 minutos al día o un mínimo de 135 minutos a la semana, por lo que todos estarán en cumplimiento con el Proyecto de Ley del Senado 530 efectivo el 01/09/2007. Además, los estudiantes tendrán la oportunidad de mejorar su salud al unirse al equipo de atletismo, campo a través, fútbol, voleibol o baloncesto que se reúnen antes y después de la escuela para garantizar el éxito 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</p> <p>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 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Funding Sources:</b> Playground - 199 Local funds - 199-51-6639-00-142-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Educate staff, 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 políticas / pautas de abuso sexual de niños del distrito a través de la concientización e información, que incluyen, entre otros, el conocimiento de posibles señales de advertencia que indiquen que un niño puede ser víctima de abuso sexual, utilizando recursos desarrollados por el Código de Educación de Texas. (TEC) bajo la Sección 38.004, para realizar presentaciones en el salón de clases y distribuir información a través del Manual de Padres / Estudiantes de BISD con el fin de cumplir con el Proyecto de Ley 1041 de la Cámara (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 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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. Counseling options will be available 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>Implementar sesiones informativas para el profesorado, el personal y los padres sobre pautas específicas sobre como 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. Habrá 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 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, 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, Teachers, Counselors, Campus Administrators, Parents - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</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 través de las actividades de la Semana del Listón 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 16, 2023 - <b>End Date:</b> June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</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 and staff to ensure student safety and academic goals.</p> <p>Se dara una presentacion sobre resolucion 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 16, 2022 - <b>End Date:</b> December 22, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Need Statements:**

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>
School Processes & Programs
<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>

# State Compensatory

## Budget for Pullam Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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## Personnel for Pullam Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Teachers	Pre-Kinder	2
Vanessa Fernandez	Dyslexia Teacher	1
Yvette Lastra	Dyslexia Teacher	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Pullam Elementary Site-Based Decision Making Committee met May 5, 2022 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.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Pullam SBDM committee met on May 5, 2022 to provide input and make 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, 3, 2022, January 12, 2022, April 6, 2022, and June 1, 2022.

### 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 and Spanish, and meetings with parents also 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. Rtl, 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Pullam Elementary SBDM analyzed the schoolwide plan using State and district assessments on June 1, 2022 to determine its effectiveness.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Pullam Elementary SBDM and DPAC reviewed and revised the Parent and Family Engagement Policy on May 5, 2022. The Parent and Family Engagement Policy will be distributed in English and Spanish, during the Title I Meeting at the beginning of the 2022-2023 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.

### **4.2: 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 meetings are offered on multiple days and times to provide additional opportunities.

## 5. Targeted Assistance Schools Only

# Title I Personnel

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



# Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums	11/19/21 2/9/22 10/11/2022	D. Lopez  J. Villarreal	Demographics: missing Gt and Sp. Ed population(DONE)  Include TAPR 2021 as Addendum  Done (JV)
Assistant Superintendent	(SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM) Processes and Programs and Goals 1 and 2			
Athletics				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
<b>Bilingual</b>	<b>Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB</b>	<b>12-7-21</b>	<b>Elliott Quezada</b>	<p><b>note: replace mentions of "ELL", "EL", "LEP" or "bilingual students" to "Emergent Bilinguals"</b></p> <p><b>In all strategies monitoring TELPAS, consider adding SummitK12 reports to monitor student progress</b></p> <p><b>Pg 25 Goal 1 Performance Obj 3: replace PBMAS with RDA</b></p> <p><b>pg 29 Goal 1 Performance Obj 3 Strategy 6: Remove APRENDA since it is no longer in use</b></p> <p><b>10-10-22 Carlos Olvera 698-0757</b></p> <p><b>Goal 1:</b></p> <p><b>Pg. 3 - When looking at data, include looking at TELPAS data..</b></p> <p><b>Pg. 4 - You can include Summit K12 as a tool for EBs to increase their vocabular and gramar skills.</b></p> <p><b>Note: When mentioning the STAAR, you can also mention the TELPAS since they are not more aligned and smiliar.</b></p> <p><b>You are having Migrant parents awareness meetings. You can also have Emergent Biligual Parents awareness meetings.</b></p> <p><b>Goal 7:</b></p> <p><b>Include TELPAS / Emergent Bilingual PD the same way STAAR PD is offered.</b></p> <p><b>Page 59 - When you educate parent about the academic and non-academic benefits of a strong parent - school</b></p>

partnership, include English Language proficiency, explain TELPAS.

Pg. 83 - Goal 9 strategy 2, include Designated supports through LPAC, but make sure to mention that when these are done through LPAC, the EB is Ineligible to exit the Bilingual / ESL program.

CCMR/Dual Enrollment  
Curriculum--Elementary

Goal 1 related to ECHS,  
CCMR, Dual Enrollment  
Student Learning and  
Processes and Programs,  
Goals 1, 7, and 8 for  
Elementary

11/19/21

12/6/21 - OK

12/8/21

Sandra  
Garcia  
2406

Goal 1 PO 1

Strategy 2-consider adding Writable for 3rd-5th.

Strategy 7 under Summative consider adding mCLASS

Goal 1 PO 3

Strategy 1-consider Reading and Writing Gauntlet purchased by district.

Goal 8 PO 1

Strategy 1-consider adding Imagine Reading and Writable and examples

Curriculum--Secondary

Student Learning and  
Processes and Programs,  
Goals 1, 7, and 8 for  
Secondary

<b>Program/ Position</b>	<b>Goal or Topic for review</b>	<b>Date of Feedback</b>	<b>Contact name and #</b>	<b>Goal-PO-Strategy-NeedNotes or Feedback</b>
<b>DCSI</b>	<b>Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review</b>	6-7-2022 5pm 6/14 red notes 6/20 data docs.	<b>Roni Rentfro</b>  <b>547-3590</b>	<b>fixed CCNA Revision date for 2021</b>  <b>fixed missing several needs linked to funds</b>  <b>fixed Goal 1 PO and population revised to EB instead of migrant?</b>  <b>ok Goal 3--call me about this one</b>  <b>Goal 5 PO 1 wrong year</b>  <b>Goal 6 edited to campus not district info</b>  <b>fixed Goal 8 fix timeline dates</b>  <b>fixed ESSA Elementa need to have monitoring dates</b>  <b>fixed ESSA linked strategies need Tutorials for 2.5 and fixed multiple dates/times for 3.2</b>
<b>Dyslexia/504</b>	<b>Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia</b>	<b>11/17/21</b>	<b>C. SALDANA</b>	<b>mCLASS needs to be updated next to TPRI. A strategy needs to be added to address HB 1886 that ensures that all students in 1st grade be screened in the MOY and all Kinder students be screened at the EOY for potential at-risk for dyslexia and/or related disorders. Dyslexia strategies were apparent throughout the plan as well as RtI strategies and procedures.</b>  <b>Ensure strategy that addresses Parent and staff meetings that address 504/ Dyslexia and RtI.</b>

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Early Childhood	Student Learning and Goal 1 Early Childhood	11/02/22	M. V. Gonzales  698-6392	Goal 1	<p><b>Goal 1 Performance Objective 1 (HB3 Goal)</b></p> <p>Strategy 1 – 9 <u>PK New adoption</u> <i>"Three Cheers for Pre-K" as the district PK curriculum. Include the 3 Tier approach and support with class visits.</i></p> <p><b>Goal 1 Performance Objective 2 (HB3 Goal)</b></p> <p><i>Three Cheers for Pre K! ¡Uno, dos, tres Prekinder! For PK3 and PK4 as our 2020 adoption.</i></p> <p><b>Start Date:</b> August 16, 2022 <b>End Date:</b> June 1, 2023</p> <p>Formative &amp; Summative Evaluation include C-PALLS+ and 3 <i>Cheers for PK!</i> Progress Monitoring (PM) 1, 2, EOY, Fluency Checks, 6 weeks Progress Reports Delete CIRCLE PM include CPALLS &amp; SAVVAS</p> <p>Resources: PA All Day by CLI, CIRCLE State Model, <i>Lenguaje y Lectura</i>, 7 Centers, Semillitas, &amp; Heggerty</p> <p>Professional Dev. Include CIRCLE Model training, <i>Lenguaje y Lectura</i>, <i>C-PALLS+ and Maintenance</i>, <i>Data Analysis</i>, and <i>Grade Level Meetings</i></p> <p>Technology include <i>Ignite</i> by HATCH &amp; Ready Rosie by SAVVAS for PK (also for parent engagement (strategy 1)</p>
ESSER	<b>ESSER funded Strategies with Needs linked and all funds allocate</b>				
Facilities and Maintenance Federal Programs (211)	<b>Goal 2</b> 211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel				
Finance and Budget	<b>Goal 3</b>				

<b>Program/ Position</b>	<b>Goal or Topic for review</b>	<b>Date of Feedback</b>	<b>Contact name and #</b>	<b>Goal-PO-Strategy-NeedNotes or Feedback</b>
<b>Fine Arts</b>	<b>Student Learning and Processes and Programs, Goals 1 and &amp; Perceptions and Goals 5, 7 and 9</b>	<b>11/19/21</b>		<p>Ensure that a strategy is include for following</p> <ul style="list-style-type: none"> <li>• Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. (DIP 5.2.5)</li> <li>• Include strategy to include Professional Development for MTSS to include social-emotional learning (DIP 7.1.12) <ul style="list-style-type: none"> <li>◦ Quaver SEL Curriculum Implementation</li> </ul> </li> </ul>
<b>Guidance and Counseling</b>		<b>12/7/21</b>		
<b>Homeless</b>	<b>Demographics, Processes and Programs, Goals 1 and 9 related to Homeless</b>		<b>Garza</b>	
<b>Instructional Technology or ISET</b>		<b>Processes and Programs, Goal 8</b>	<b>11/12/21</b>	<b>Garza 1468</b>
			<b>Miguel Molina</b>	<b>ok</b>
		<b>12/8/21</b>	<b>Miguel Molina</b>	<b>ok</b>
<b>Migrant</b>	<b>Demographics, Goals 1 and 9 related to Migrant</b>			

<b>Program/ Position</b>	<b>Goal or Topic for review</b>	<b>Date of Feedback</b>	<b>Contact name and #</b>	<b>Goal-PO-Strategy-NeedNotes or Feedback</b>
<b>Parent and Family Engagement</b>	<b>Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2</b>			
<b>PEIMS Professional Development</b>	<b>Demographics and related strategies</b>			
	<b>Perceptions, Processes and Programs, Goal 7 performance objectives and strategies</b>			
	<b>Perceptions and Goal 4</b>			
<b>Public Information</b>				
	<b>Demographics and Goal 5</b>			
<b>Pupil Services</b>				
	<b>Demographics and Perceptions, Goals 5 and 7</b>			
<b>Security Services</b>				
<b>Special Education</b>	<b>All Need areas, Goals 1, 5, 7 and 9 related to Special Education</b>	<b>11/7/21</b>	<b>Mike Benavides</b>	<b>Goal 1: ensure Lexia is used by Resource teachers with fidelity</b>
			<b>Patricia Rodriguez</b>	<b>Goal 5: ok</b>
		<b>12/8/21</b>		<b>Goal 7: Ensure Units have current CPI certification</b>
		<b>10/2/22 as per notes 12/8/21</b>		<b>Goal 9: Ok</b>
		<b>Lexia &amp; CPI have been addressed</b>		
<b>State Compensatory Education</b>	<b>162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas</b>			<b>OK: Lexia and CPI addressed</b>

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Transportation	199-11-6494-00-142-Y-11-00Y	\$3,200.00
1	4	1	Transportation	199-36-6494-00-142-Y-99-0P6-Y	\$0.00
1	4	1	Awards	199-36-6498-00-142-Y-99-0P6-Y	\$0.00
1	4	1	General Supplies	199-36-6399-24-142-Y-99-021-Y	\$0.00
1	4	3	Music General Supplies	199-11-6399-57-142-Y-11-000-Y	\$1,000.00
3	1	2	Instructional and Supplemental Supplies	199-11-6399-00-142-Y-11-000-Y	\$8,050.00
3	1	3	Instructional and Supplemental Supplies	199-11-6399-45-142-Y-11-000-Y	\$10,000.00
3	1	6	Physical Education Resources	199-11-6399-51-142-Y-11-000-Y	\$2,000.00
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	\$35.00
3	1	10	Supplies	199-51-6315-00-142-Y-99-121-Y	\$0.00
3	1	12	Ink	199-11-6399-62-142-Y-11-000-Y	\$0.00
3	1	12	Paper	199-11-6396-00-142-Y-11-000-Y	\$500.00
3	2	1	General Supplies	199-12-6399-00-142-Y-99-000-Y	\$1,000.00
3	2	1	General Supplies	199-12-6399-45-142-Y-00-000-Y	\$0.00
3	3	4	Office Copier Machines	199-23-6269-13-142-Y-99-000-Y	\$0.00
3	3	4	General Supplies	199-23-6399-00-142-Y-99-000-Y	\$1,200.00
3	3	4	Teachers Lounge Copier Machines	199-11-6269-13-142-Y-11-000-Y	\$0.00
3	3	4	General Supplies	199-11-6399-00-142-Y-11-021_Y	\$0.00
7	1	1	General Supplies	199-13-6399-00-142-Y-36-000-1	\$0.00
7	1	1	General Supplies	199-13-6399-00-142-Y-36-000-Y	\$0.00
7	1	2	Counselor Employee Travel	199-31-6411-23-142-Y-99-032-Y	\$0.00
7	1	2	Employee Travel	199-23-6411-23-142-Y-99-021-1	\$2,500.00
9	1	3	Awards and Trophies	199-11-6498-00-142-Y-11-000-Y	\$0.00
9	1	3	Honor Roll Certificates, Banners	199-11-6399-16-142-Y-11-000-Y	\$500.00
9	3	1	General Supplies	199-31-6399-00-142-Y-99-032-Y	\$0.00



199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	1	General Supplies	199-31-6399-00-142-Y-99-000-Y	\$0.00
9	3	1	General Supplies	199-31-6399-16-142-Y-99-000-Y	\$900.00
9	3	5	Playground	199-51-6639-00-142-Y-30-0F2-Y	\$0.00
<b>Sub-Total</b>					\$40,185.00
<b>Budgeted Fund Source Amount</b>					\$40,185.00
<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	\$6,025.00
3	1	1	Novels	162-11-6329-00-142-Y-30-000-Y	\$0.00
3	1	2	Instructional Supplies	162-11-6399-00-142-Y-30-000-Y	\$0.00
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	\$0.00
3	1	8	Jamf Software Licenses	162-11-6395-62-142-Y-30-000-Y	\$0.00
3	1	9	Electronic Equipment	162-13-6398-65-142-Y-30-000-Y	\$0.00
3	1	9	Jamf License	162-13-6395-65-142-Y-30-000-Y	\$0.00
3	1	9	General Supplies	162-13-6399-65-00-142-Y-000	\$1,000.00
3	1	12	Copy Paper	162-11-6396-00-142-Y-30-000-Y	\$0.00
3	1	12	Ink	162-11-6399-62-142-Y-30-000-Y	\$7,000.00
3	2	3	4 FTE's	162-11-6119-00-142-Y-34-PKK-Y	\$0.00
7	1	1	1 FTE	162-13-6119-00-142-Y-30-000-Y	\$0.00
7	1	2	General Supplies	162-13-6399-00-142-Y-30-000-Y	\$3,000.00
7	1	2	Computer Supplies including printer toner	162-13-6399-65-142-Y-30-000-Y	\$0.00
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	\$0.00
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	\$0.00
8	2	3			\$0.00
9	2	3	Accelerated Instruction- JumpSTAART	162-11-6118-00-142-Y-30-JST	\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	3	SSI Teachers	162-11-6118-00-142-Y-24-SSI-Y	\$9,534.00
9	2	3	Tutorial/Extended Day Teachers	162-11-6118-00-142-Y-30-ASP-Y	\$0.00
9	2	3	Accelerated Instruction-JumpSTAART	162-13-6118-00-142-Y-30-JST	\$0.00
9	2	3	JumpSTAART PARA-PART (Subs)	162-23-6126-00-142-Y-24-JST-Y	\$0.00
9	2	3	Accelerated Instruction-JumpSTAART	162-33-6118-00-142-Y-24-JST-Y	\$0.00
9	2	3	JumpSTAART Transportation	162-11-6494-00-142-Y-30-JST-Y	\$0.00
9	2	3	Accelerated Instruction-JumpSTAART	162-23-6118-00-142-Y-24-JST-Y	\$0.00
<b>Sub-Total</b>					\$26,559.00
<b>Budgeted Fund Source Amount</b>					\$26,559.00
<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	\$150.00
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	\$2,990.00
8	1	2	Software	163-11-6395-00-142-025-Y	\$350.00
8	1	2	Supplies	163-11-6399-00-142-Y-025-Y	\$0.00
<b>Sub-Total</b>					\$3,490.00
<b>Budgeted Fund Source Amount</b>					\$3,490.00
<b>+/- Difference</b>					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	PK3 Stipends	211-11-6117-00-142-Y-24-3YR-Y	\$2,699.00
1	2	1	PK3 Stipends	211-11-6117-00-142-Y-24-3YR-1	\$0.00
3	1	1	General Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$9,500.00
3	1	1	Novels	211-11-6329-00-142-Y-30-0F2-Y	\$0.00
3	1	1	Novels	211-11-6329-00-142-Y-30-0F2-1	\$0.00
3	1	2	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$10,000.00
3	1	2	General Supplies	211-11-6399-00-142-Y-30-0F2-1	\$0.00
3	1	3	Instructional and Supplemental Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$10,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	General Supplies	211-11-6399-00-142-Y-30-0F2-Y	\$500.00
3	1	5	Scholastic Weekly Readers	211-11-6325-00-142-Y-30-0F2	\$0.00
3	1	8	Jamf Software Licenses	211-11-6395-62-142-Y-30-000-Y	\$0.00
3	1	9	Printer	211-13-6399-65-00-142-Y-000-	\$0.00
3	1	12	Ink	211-11-6399-62-142-Y-30-0F2-1	\$0.00
3	1	12	Copy Paper	211-11-6396-00-142-Y-30-0F2-Y	\$3,800.00
3	2	1	Library Aide	211-12-6129-06-142-Y-30-0F2-Y	\$0.00
3	2	2	School Nurse	211-33-6119-00-142-Y-30-0F2-Y	\$0.00
3	2	4	Parent Liaison	211-61-6129-00-142-Y-30-0F2-Y	\$0.00
3	2	4	Para- Part	211-61-6126-00-142-Y-24-0F2-1	\$0.00
3	2	4	Parent Liaison	211-61-6129-00-142-Y-30-0F2-1	\$0.00
3	3	1	Substitute Teachers for Planning/Vertical Alignment	211-11-6112-18-142-Y-30-AYP-Y	\$508.00
3	3	4	Utilities- Telephone/Cell	211-51-6256-01-142-Y-24-0F2-Y	\$0.00
3	3	4	Utilities- Telephone/Cell	211-51-6256-01-142-Y-24-0F2-1	\$0.00
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	Mileage	211-61-6411-00-142-Y-30-0F2-1	\$0.00
6	1	6	General Supplies	211-61-6399-00-142-Y-30-0F2-1	\$0.00
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	Travel for Conference	211-23-6411-23-142-Y-30-0F2-Y	\$2,500.00
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	\$2,356.00
7	1	2	Electronic Devices	211-23-6398-65-142-Y-30-0F2-Y	\$3,000.00
7	1	2	Feneral Supplies	211-13-6399-00-142-Y-30-AYP-1	\$0.00
7	1	2	iPad Covers	211-13-6399-65-142-Y-30-0F2-Y	\$0.00
7	1	2	Maintenance/Repairs/Software Upgrades/Renewal agreement	211-13-6249-65-142-Y-30-0F2-Y	\$0.00
8	1	2	iPads/Charging Carts/Interactive Display Boards/Computers/Laptops/Chromebooks	211-11-6398-62-142-Y-30-0F2-Y	\$21,960.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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-30-0F2-1	\$0.00
8	1	2	Scanners to Inventory ipads and chromebooks	211-23-6399-65-142-Y-30-0F2-Y	\$0.00
8	1	3			\$0.00
8	2	3			\$0.00
9	2	3	Extended Day Classified Personnel	211-11-6121-00-142-Y-30-ASP-Y	\$0.00
<b>Sub-Total</b>					\$69,523.00
<b>Budgeted Fund Source Amount</b>					\$69,523.00
<b>+/- Difference</b>					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	\$2,990.00
8	1	2	Supplies	263-11-6399-00-142-Y-025-Y	\$500.00
<b>Sub-Total</b>					\$3,490.00
<b>Budgeted Fund Source Amount</b>					\$3,490.00
<b>+/- Difference</b>					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Science Lab Supplies and Equipment	281-11-6399-00-142-Y-24-0CG-2	\$22,800.00
3	1	4	Science Lab Furniture	281-11-6399-45-142-Y-24-0CG-2	\$57,200.00
3	2	1	Reading Material	281-12-6329-00-142-Y-99-0CG-Y	\$0.00
9	2	3	Accelerated Instruction	281-11-6118-00-142-Y-24-0CG-Y	\$0.00
9	2	3	Accelerated Instruction Transportation	281-11-6494-00-142-Y-24-0CG-Y	\$0.00
<b>Sub-Total</b>					\$80,000.00
<b>Budgeted Fund Source Amount</b>					\$80,000.00
<b>+/- Difference</b>					\$0.00

**282 ESSER III Grant Funds**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	1	282-11-6399-00-142-Y-99-ECG-1		\$0.00
3	1	1	General Supplies	282-11-6399-00-142-Y99-ECG-1	\$0.00
3	1	1	General Supplies	282-11-6399-00-142-Y-23-JSR-1	\$0.00
3	1	2	Instructional Supplies	282-11-6399-00-142-Y-99-JST-1	\$0.00
3	1	8	Educational Software	282-11-6395-62-142-Y-99-OES-1	\$0.00
3	1	8	Educational Software	282-11-6395-62-142-Y-99-ECG-1	\$0.00
3	1	10	General Supplies - PPE	282-36-6399-57-142-Y-99-PPE-1	\$0.00
3	1	10	Air Filtration System	282-51-6639-00-142-Y-99-090-1	\$0.00
3	1	10	Supplies	282-51-6315-00-142-Y-99-JST-1	\$0.00
3	1	10	Air Purifiers	282-51-6398-00-142-Y-99-090-1	\$0.00
3	3	3	Stipends	282-11-6117-49-142-Y-34-000-1	\$0.00
3	3	3	Stipends	282-33-6117-49-142-Y-99-000-1	\$0.00
3	3	3	Stipends	282-11-6117-49-142-Y-25-000-1	\$0.00
3	3	3	Stipends	282-35-6117-49-142-Y-99-000-1	\$0.00
3	3	3	Stipends	282-11-6117-49-142-Y-11-000-1	\$0.00
3	3	3	Stipends	282-11-6117-49-142-Y-37-000-1	\$0.00
3	3	3	Stipends	282-11-6117-49-142-Y-23-000-1	\$0.00
3	3	3	Stipends	282-61-6117-49-142-Y-30-000-1	\$0.00
3	3	3	Stipends	282-51-6117-49-142-Y-99-000-1	\$0.00
3	3	3	Stipends	282-23-6117-49-142-Y-99-000-1	\$0.00
3	3	3	Stipends	282-31-6117-49-142-Y-99-000-1	\$0.00
3	3	3	Stipends	282-12-6117-49-142-Y-99-000-1	\$0.00
3	3	3	Stipends	282-12-6117-49-142-Y-30-000-1	\$0.00
3	3	3	Stipends	282-33-6117-49-142-Y-30-000-1	\$0.00
3	3	3	Stipends	282-23-6117-49-142-Y-25-000-1	\$0.00
3	3	3	Stipends	282-13-6117-49-142-Y-30-000-1	\$0.00
3	3	3	Stipends	282-13-6117-49-142-Y-23-000-1	\$0.00
3	3	3	Stipends	282-11-6117-49-142-Y-99-000-1	\$0.00
3	3	3	Stipends	282-11-6117-49-142-Y-32-000-1	\$0.00
6	1	6	General Supplies	282-61-6399-00-142-Y-99-PFS-1	\$0.00

282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	PARA-PART/ Temporary or Part time	282-13-6117-49-142-Y-30-000-!	\$0.00
7	1	2	General Supplies	282-13-6399-00-142-Y-99-ECG-1	\$0.00
9	2	3	Extra Duty Pay	282-61-6118-00-142-Y-99-PFS-1	\$0.00
9	2	3	SEL After School Program	282-31-6118-00-142-Y-99-MHI-1	\$0.00
9	2	3	Part-time/Temporary Help	282-11-6126-00-142-Y-23-JST-1	\$0.00
9	2	3	Extra Duty Pay Tutorial	282-11-6118-00-142-Y-24-0CG-1	\$0.00
9	2	3	Transportation	282-11-6494-00-142-Y-24-0CG-1	\$0.00
9	2	3	Transportation	282-61-6494-00-142-Y-99-PFS-1	\$0.00
9	2	3	TCLAS Supplies and Materials	282-11-6399-00-142-Y-99-TCL-2	\$4,213.00
9	2	3	Extra Duty Pay Tutorial	282-11-6118-00-142-Y-23-JST-1	\$0.00
9	2	3	Extra Duty Pay	282-61-6121-00-142-Y-99-pfs-1	\$0.00
9	2	3	TCLAS Tutoaial Pay	282-11-6118-00-142-99-TCL-2	\$25,250.00
<b>Sub-Total</b>					\$29,463.00
<b>Budgeted Fund Source Amount</b>					\$29,463.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$252,710.00
<b>Grand Total Spent</b>					\$252,710.00
<b>+/- Difference</b>					\$0.00