

Raymondville Independent School District

Pittman Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Raymondville ISD, in collaboration with the greater Raymondville community, will educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning.

At Pittman Elementary, our mission is to nurture a community of learners who are prepared for college and careers by fostering creativity, critical thinking, and self-directed learning. Through meaningful learning opportunities and collaborative partnerships, we empower every student to achieve their fullest potential in a supportive and inclusive environment.

Vision

Raymondville ISD will empower students to be life long learners, successful individuals, and contributing members of the global community.

Pittman Elementary will inspire and equip students to become lifelong learners, successful individuals, and compassionate contributors to their local and global communities. We strive to create a foundation where students are empowered to dream, achieve, and thrive in an ever-changing world.

Value Statement

At Pittman Elementary, we believe in fostering a positive and inclusive environment where all students are empowered to excel academically, socially, and emotionally. Guided by our core values of being Considerate, Accepting, Respectful, Responsible, Engaged, and Safe (C.A.R.E.S.), we are committed to nurturing a community of learners who embrace diversity, demonstrate kindness, and strive for personal and collective success. Together, we ensure that every student feels valued, supported, and prepared to achieve their fullest potential.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On September 19, 2024 Pittman Elementary completed a Comprehensive Needs Assessment with a group of required stakeholders to provide input into the needs and priorities for the 2024-2025 SY. The information below provides a summary of the needs and priorities that will align with the strategies and activities included in the Campus Improvement Plan.

Demographics

Demographics Summary

- **Demographics**

Highest need student group(s) has been identified as: STUDENT MOBILITY, ECONOMICALLY DISADVANTAGED, ENGLISH LEARNERS, AT RISK, HISPANIC, SPECIAL EDUCATION. Strategies and activities in the CIP will address and target these student groups to ensure academic success.

Demographics Strengths

- Teacher and student ratios were 22/1 and under.
- Many families have strong ties to the campus and generations have attended Pittman. Families want to be a part of the school events and maintain traditions.
- Students and staff are sensitive to the needs of our students served by the SPED program. With six programs on campus, students and staff members get to know all of the students, which creates a caring bond among students.
- All teachers are highly qualified in the content area and grade level in which instruction is given.
- Teacher retention rate was 85% this year, with 2 teachers retiring and 3 teachers taking a position closer to their home towns. The previous year, the percentage was lower. On campus new teacher program (TOT-Teachers Observing Teachers) is implemented to assist new teachers.

Demographics Needs

In grades PK3-5th special population enrollment are as follows:

Bilingual 60...GT 47...SPED 56...Migrant 86...504 19...At Risk 376

Attendance Rate at end of year was 94.9%

Implementation of Transitional Bilingual Early Exit Program

Implementation of Early Childhood PK3 Classroom

Student Achievement

Student Achievement Summary

• Student Achievement

Data was reviewed and analyzed that revealed the need to focus efforts on the following areas to improve or sustain student achievement: READING, WRITING, MATH, SOCIAL STUDIES, SCIENCE, FINE ARTS, PHYSICAL EDUCATION CHARACTER EDUCATION for the following grade levels/student groups: PreKindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Basic Skills, Life Skills and Behavior Units. Strategies and activities in the CIP will provide the following support: Tutoring, Summer School, Accelerated Learning, Differentiated Learning, MTSS, Data Driven Instruction, Web-Based Instructional Support, Extracurricular Activities Connected To Academics, Academic Field Trips

Student Achievement Strengths

Based on the 2024 STAAR Results students there was improvement with student achievement, students meeting and exceeding progress, closing the performance gap and post secondary readiness from the prior school year. The scores in this improvement plan are indicative of best instructional practices. Teachers are aware of a strong sense of urgency for best instructional practices are placed upon them by the active parent community and central/campus administration staff to provide the much needed targeted instruction. Teachers receive district and campus professional development and have access to a variety of professional development opportunities to meet their needs.

Every student in 3rd-5th has access to a technology device. Each teacher has a Mac Book and an Ipad for individual use to access instructional material and conduct school related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology within their classrooms.

MTSS Program in place.

Student Achievement Needs

Concerned with the percentages of students that are not being successful and not showing progress on STAAR Assessment/TPRI and fail each six weeks (specifically: Migrant, 504, and Bilingual). Address the TEKS and show how they correlate with the district curriculum. Utilize more of the instructional time to maximize student engagement, a positive learning climate, and higher order thinking skills.

Needs:

1. Continued professional development in the following areas:

-Bilingual Support

-Quality Questioning (Higher Level Thinking)

- T-TESS Support
- Technology Instructional Implementation
- Sharon Wells Math/Pearlized Math
- Fundamental Five
- Diana Ramirez Reading
- PBIS
- Early Childhood Support
- 2. 3 Week Reviews
- 3. 3 Week Checkpoints
- 4. Instructional Support
- 5 or more walkthorughs weekly
- Instructional Feedback
- Power Walks
- Teacher Portfolios
- T-TESS
- PLC Meetings
- Cross Campus Planning

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. Capacity needs to be built in teacher in the area of collecting analyzing student data and using this information in order to plan effective small group instruction.

Root Cause: Student Learning

District Culture and Climate

District Culture and Climate Summary

- **School Culture and Climate:**

There is a need to improve school culture and climate in the areas of: ATTENDANCE, DISCIPLINE. To improve the areas identified for improvement in the school's culture and climate, strategies and activities in the CIP will focus on the following: CHARACTER EDUCATION, POSITIVE BEHAVIOR INTERVENTION SYSTEM, ATTENDANCE RECOGNITION

Attendance/Drop-out/College & Career Readiness

	Previous School Year 2021-2022	Most Recent School Year 2022-2023	Needs
%Attendance	89.7%	91.4%	
%Chronic Absenteeism	42.5%		
%Dropout Rate 9-12			
%Graduation Rate			
College, Career, Military Ready Graduates (Student Achievement)			
%Dual Credit Graduates			
%Career & Technology Education			

District Culture and Climate Strengths

Teachers: The goal of this campus is that all students will have a safe, collaborative, and learner-centered experiences. an unwavering focus on student achievement and believe that students can achieve and be successful in their studies.

- PBIS as the discipline program implemented by teachers and other school personnel throughout the campus.
- Teachers are skillful at collaborative planning
- Administrators regularly visit teacher's classrooms and observe instruction
- Systems are in place to provide extra help for students who need it
- Parents are informed of what students are doing in class

Students:

- Students have a positive attitude that they can do well
- Students feel safe at school
- Students are aware that they can receive extra help if they need it.
- Offerings of numerous extracurricular activities (e.e., UIL, PAWS, CYD, Coding Club, Rangers, Student Council, Choir, Caballeros Distinguidos)

Parents:

- The teachers and administrators expect every student to be successful
- Parents believe child is safe at school
- Systems are in place to provide extra help for student when needed
- Teachers inform parents of child's progress

on Surveys teachers are happy to teach at Pittman. Principal listens to the concerns and needs of the teachers. Administrators, staff, students, and community are working together to ensure student's educational needs are met.

District Culture and Climate Needs

Increase opportunities for teachers to plan and to collaborate with each other. More activities, opportunities, and campus celebrations for teachers to get together and share information (PLC's).

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Increase the safety of our children and the overall security of our school, Pittman Elementary has incorporated Parent Drop-off and Pick-up procedures.

Root Cause: No procedures in place.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- **Staff Quality, Recruitment, & Retention:**

There is a need to improve the following area(s) of staff quality, recruitment and retention: INSTRUCTIONAL PRACTICE, NEW TEACHER MENTORING, INSTRUCTIONAL COACHING, LESSON PLANNING, TEACHER EFFECTIVENESS, DECREASE TEACHER TURNOVER RATE, INCREASE TEACHER RETENTION RATE

Staff Profile

	Previous School Year 2022-2023	Most Recent School Year 2023-2024	Needs
#Total Staff	60.6	66.5	
#Teachers	42.6	39.9	
Paraprofessionals	18	25	
Campus Administration	2	2	
#Central Office			
%Hispanic	84.2%	92.5%	
African American	0	0	
%White	15.8%	7.5%	
%Asian	0	0	
%Other	0	0	
Teachers Bachelor's Degree	92.1%	77.2%	
Teachers Master's Degree	7.9%	7.6%	

	Previous School Year 2022-2023	Most Recent School Year 2023-2024	Needs
%Doctorate	0	0	

Staff Profile

	Previous School Year 2022-2023	Most Recent School Year 2023-2024	Needs
Beginning Teachers	7.9%	18.9%	
-5 Years	15.8%	20.3%	
-10 Years	23.7%	12.7%	
-20 Years	28.9%	27.9%	
or 20 Years	33.7%	20.3%	
Teacher Salary	\$55,964	\$57,097	
Teacher Turnover			

Staff Quality, Recruitment, and Retention Strengths

All Pittman Teachers are certified and highly Qualified. Teachers are recruited by using the Region One Application site. State assessment results and T-TESS observations scores indicate high quality of teachers are employed at Pittman Elementary. Pittman Elementary will be participating in (TIA) Teacher Incentive Allotment Program beginning this school year. Teachers are given feedback from administrators via walkthroughs and T-TESS formal observations and post meetings. Teachers are given an opportunity to provide input regarding the PD the is needed/wanted. (Academic, social-emotional learning, Fundamental 5)

Pittman teachers are all certified and highly qualified.

New teachers are recruited that are certified and highly qualified.

(T.O.T.) Program in place for new teachers.

Quality Professional Development for all teachers and paraprofessionals.

Staff Quality, Recruitment, and Retention Needs

Continued staff development in Math, Reading, Science and Writing. Continue with systems that build teacher capacity such as PLCs. Continue to bring in consultants that will focus on the core subject areas to ensure staff is update with new methodologies and strategies Provide more trainings in the areas tested on the STAAR exams.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- **Curriculum & Instruction/Assessment**

Areas identified for continued support include the following content areas: READING, WRITING MATH, SCIENCE. Strategies and activities in the CIP will address these areas with additional support to include: PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT, CURRICULUM/INSTRUCTIONAL HQIM RESOURCES, INSTRUCTIONAL TECHNOLOGY, TECHNOLOGY DEVICES, DATA-DRIVEN INSTRUCTION, LESSON PLANNING, CURRICULUM ALIGNMENT, VERTICAL CURRICULUM PLANNING, NEW TEACHER MENTORING, SCOPE AND SEQUENCE, THEMATIC UNITS, PROJECT-BASED LEARNING, LEARNING BY DESIGN, REMOTE LEARNING, FIELD TRIPS, VIRTUAL REALITY LEARNING, WEEKLY PLC'S, CROSS CAMPUS PLANNING

Curriculum, Instruction, and Assessment Strengths

Support in instructional strategies, curriculum implementation, data reflections and campus improvement plans.

3-Week Checkpoints

Progress Learning

Fundamental 5

DMAC

Teachers are participating in professional development that include TEKS, ELPS, and processes used in data desegregation for student data analysis to review academic progress. Technology programs are aligned with TEKS. Checkpoint and benchmark results are evidence that there is a process for monitoring, evaluating the needs of our students.

Curriculum, Instruction, and Assessment Needs

For everyone to share information and opinions. Collaborate and arrive at decisions that positively will impact the campus. Devote adequate time to all subjects.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: DMAC-testing not consistent in lower grades. Targeted skills per student needs.

Root Cause: Student Learning

Family and Community Engagement

Family and Community Engagement Summary

- **Family & Community Involvement, Engagement:**

The needs identified for continued parent and community engagement are focused on: ADDING MORE TIMES AND OPTIONS FOR MEETINGS AND EVENTS THAT MEET PARENT WORK SCHEDULES, PROVIDE BOTH VIRTUAL AND IN PERSON MEETING OPTIONS, PROVIDE CHILDCARE, PROVIDE CHILDCARE, PROVIDE TRANSLATOR, PROVIDE INFORMATION IN BOTH ELECTRONIC AND PAPER-BASED FORMATS, PROVIDE TRAINING ON HOW TO HELP WITH REMOTE LEARNING, TRAINING ON HOW TO READ AND UNDERSTAND STUDENT ASSESSMENT DATA

Family and Community Engagement Strengths

Families and the community are involved in making school campus decisions through different informational meetings and surveys that they complete. PTO meetings, parent and student activities and provide information about services available to support students in special programs.

Families and Community are involved in making campus decisions by being part of LPAC, PTO, and other informational programs available to inform of student academic progress and other activity involvement. Parents visit campus to observe their students learning instruction and what it all involves.

Parental Involvement Opportunities:

-Family Literacy Events (Fall/Spring)

-GT Fair

-Raymondville en Familia

-PTO

-Migrant Parent Meetings

-PEPA Committee (Pittman Elementary Parent Advisory)

-LPAC

-Reading Round-Up

-Fire Prevention

- Red Ribbon Week
- Newsletter from Cafeteria
- COVID Shots (Health Fair)
- Kindness Challenge (Counselor)
- Rotary Club
- Young Farmers

Family and Community Engagement Needs

Invite parents to activities that will have presentations in Spanish and provide more information about services available to support students in special programs such as 504, At-risk screening, SAP program, Linda-Mood Bell, GT, Bilingual, and Special Education. Further increase the level of communication with the parents and community. Continue sending newsletters home on a weekly basis, use Class Dojo to inform parents of upcoming events, keep the facebook student activities and happenings page updated, on a weekly basis and host activities such as Literacy Night, PTO, Open House, Academic Banquet, Bearkat Rallies, Award ceremonies, and teacher-parent conferences.

District Organization

District Organization Summary

- **School Context & Organization:**

The needs assessment revealed the addition or modifications to be included i the CIP for this area: FLEXIBLE SCHEDULES, REVISIONS TO THE MASTER SCHEDULE, EXTENDED LEARNING CLASSES, ACCELERATED LEARNING, MTSS, CLASS-SIZE REDUCTION, STUDENT GROUPING, TEACHER PLANNING TIME, LEADERSHIP PLANNING, STRATEGIC PLANNING

District Organization Strengths

Administration listens to the concerns of the staff, parents and students. Monitor, assist, and support staff with the desegregation of data, schedules, and student concerns.

Provide Drop-off/Pick-up Procedures (visuals) to all students/parents.

Parents, staff, students are always welcome to communicate through different platforms (zoom, class dojo, Facebook Messenger).

Hold periodic meetings to discuss the desegregation of data, to provide materials needed for PLC meeting planning, and conversations of concerns of student progress. Monitor special populations progress every three weeks. Pittman has a special family culture where we strive for all students to succeed. Student body and staff live up to our C.A.R.E.S. expectations (PBIS).

District Organization Needs

Have more time to reflect on data regarding classes, schedules, and students. Schedule short teacher meetings more often to discuss areas of concern.

Problem Statements Identifying District Organization Needs

Problem Statement 1: Increase the safety of our children and the overall security of our school, Pittman Elementary has incorporated Parent Drop-off and Pick-up procedures.

Root Cause: No procedures in place.

Technology

Technology Summary

- **TECHNOLOGY:**

The strategies and activities in the CIP align to the technology needs that have been identified: TEACHER PROFESSIONAL DEVELOPMENT, INSTRUCTIONAL TECHNOLOGY, IMPROVED INTERNET OR WIFI ACCESS, INCREASED INTERNET SECURITY, REMOTE LEARNING SUPPORT, TECHNOLOGIES DEVICES, LAPTOP BATTERIES, HOTSPOTS, WEB-BASED COMMUNICATION PLATFORMS AND TRAINING

Technology Strengths

Pittman has the following: Chromebooks, tablets, Elmos, Apple pencils, Apple TV's, student computers, COWS, Laptops, projectors, iPods, Mobis, 2 computer labs, document cameras, Smartboards, TVs/VCRs, flip cameras, CD players, student response systems, and iPads.

Some of the computers, laptops, and projectors are old and need to be replaced with the most updated technology equipment and software. Immediate response should be given to teachers in need of a computer, laptop, projector, or document camera repair so as not to have curriculum and instruction interrupted for a length of time in the classroom. Wi-Fi needs to be updated so that staff do not have long down times, and is unable to access email, curriculum, or lessons from the computer.

-Kinder and kindergarten have i-Pads and are able to complete lessons using different applications.

Staff is familiar with various aspects of application of technology. They are learning year by year, but struggle with troubleshooting.

Trainings have been provided. There is a lack of training on implementation of the products provided.

All core subjects are using technology to enhance student learning.

WiFi is available to all teachers and students. There are certain areas that wifi coverage is not stable and will lose connection.

Technology is used to reinforce teacher instruction and close student learning gaps. Teachers also use Google apps to collect student data and feedback.

Technology Needs

- Ongoing profesional development for all staff
- Wi-fi must be accessable throughout the campus at all times
- Lack of immediate feedback from the technology department
- Some current equipment is old and needs to be replaced
- Need to have immediate replacement parts available
- Need to have extra projectors, document cameras, and computers so that teachers can have technology equipment at their immediate disposal so as not to interrupt curriculum and instructioon

Problem Statements Identifying Technology Needs

Problem Statement 1: Staff struggles with poor internet connection in some areas of the campus.

Root Cause: Poor internet service.

Demographics

Demographics Summary

Demographics

Demographics	Previous School Year 2021-2022	Most Recent School Year 2022-2023	Needs
#Student Enrollment	574	579	
#PK-5	574	579	
%Hispanic	99%	97%	
%African American	0	.3%	
%White	1%	2%	
%Asian	.3%	.3%	
%Other	0	.5%	
Remote Learners	0	0	
Face to Face Learners	100%	100%	
%Economically Disadvantaged	89.2%	86.4%	
%English Learners	8.2%	6.0%	
%At Risk	44.1%	48.7%	
%Migrant	7.5%	6.7%	
%Military Connected	.2%	.2%	
%Students with Disabilities	16.6%	18.8%	

Demographics	Previous School Year 2021-2022	Most Recent School Year 2022-2023	Needs
%Students Mobility	9.4%	12.1%	
#Student Disciplinary Placements	0	0	

Student Learning

Student Learning Summary

Assessment Performance

Assessment Performance

Meets Grade Level	Previous School Year 2022-2023	Most Recent School Year 2023-2024	Needs
Reading-All Grade Levels	60%	65%	
Math-All Grade Levels	60%	60%	
Writing-All Grade Levels			
Science-All Grade Levels	55%	25%	

School Processes & Programs

School Processes & Programs Strengths

Staff Profile

	Previous School Year 2022-2023	Most Recent School Year 2023-2024	Needs
%Beginning Teachers	7.9%	18.9%	
%1-5 Years	15.8%	20.3%	
%6-10 Years	23.7%	12.7%	
%11-20 Years	28.9%	27.9%	
%Over 20 Years	33.7%	20.3%	
Avg. Teacher Salary	\$55,964	\$57,097	
%Teacher Turnover Rate			

Assessment Performance

Meets Grade Level	Previous School Year 2022-2023	Most Recent School Year 2023-2024	Needs
ling-All Grade Levels	60%	65%	
i-All Grade Levels	60%	60%	

Meets Grade Level	Previous School Year 2022-2023	Most Recent School Year 2023-2024	Needs
ng-All Grade Levels			
nce-All Grade Levels	55%	25%	

On September 19, 2024 Pittman Elementary completed a Comprehensive Needs Assessment and reviewed on November 11, 2024 with a group of required stakeholders to provide input into the needs and priorities for the 2024-2025 SY. The information below provides a summary of the needs and priorities that will align with the strategies and activities included in the Campus Improvement Plan.

Focus Areas:

1. Demographics
2. School Culture and Climate
3. Staff Quality, Recruitment, Retention, and Professional Development
4. Curriculum, Instruction, and Assessment
5. Parent and Family Engagement
6. Student Achievement
7. Technology
8. College and Career Readiness
9. School Climate
10. School Safety & Security

Data Sources:

1. STAAR/TELPAS Results
2. MTSS Documentation
3. 3 Week Checkpoint Data
4. CIRCLE PK3/PK4 Data
5. MClass K-5th
6. ZEARN Data
7. Boost Data
8. Sirius
9. Summit K12
10. District Benchmark Data
11. Progress Learning

- 12. Book Nacho**
- 13. Eureka Math Assessment Data/Curriculum**
- 14. Attendance Trends**
- 15. Amplify RLA Assessment Data/Curriculum**
- 16. Student Grades**

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: ACADEMIC PROGRAM -Pittman Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 1.1 By the spring of 2025, the students at Pittman Elementary will demonstrate achievement at all levels in the core subjects of the state curriculum by meeting or exceeding the state standards as measured by Domain I on the state accountability system.

High Priority





Evaluation Data Sources: STAAR Results for district and state

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze disaggregated student data from diagnostic, 3 Week Checkpoints, and TPRI, in order to identify strengths and weaknesses. Formulate Curriculum Map and 3 Week Checkpoints. (DMAC, Tango, District Benchmarks, Fundamental 5) (Title I SW: 1) (Target Group: All) (NCLB: 1,2,3,4,5) Strategy's Expected Result/Impact: Assessment Calendar, Curriculum Maps, 3 Week Checkpoints, PLC Meeting Agendas and Minutes. Number of students passing the STAAR exam. Staff Responsible for Monitoring: Principal, Assistant Principal, Media Specialist, Counselor, Teacher(s), Funding Sources: Professional Development - 199 - GENERAL FUND - \$200	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Participation in UIL activities will be open for students in grades 2-5. Students will be encouraged to participate in UIL. A UIL Round Up at the beginning of the school year will be held to encourage students. UIL practice will be held during the regular school day as part of the academic schedule. End of year UIL Banquet will be held for all UIL Participants. (Title I SW: 1) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Summative-U.I.L. Tryouts, U.I.L. competitions, UIL Academic Results Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s), Campus UIL Coordinator, UIL Coaches Funding Sources: UIL - 199 - GENERAL FUND - \$1,200	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
Strategy 3: Students who do not meet state passing standards on the S.T.A.A.R. test will be reviewed by grade level teachers and administration to determine remediation. AIP (Accelerated Instruction Plans) will be developed for each student. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,3) Strategy's Expected Result/Impact: Summative-Individual Data, Confidential student reports, AIP Forms Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s) Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Create assessment calendar for the 2024-2025 school year, which will include dates for state assessments, diagnostic assessments, and progress monitoring, 3 week checkpoints etc. (Forde Ferrier) (Title I SW: 9) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Pittman Elementary Assessment Calendar Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Site Based Committee Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: Vertical and Horizontal planning teams (to include LC Smith) will be formed to align and monitor curriculum every 6 weeks. (Title I SW: 2,4) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Agenda, Sign-in Agenda Notes Common Assessments Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s) Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - \$5,000	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
Strategy 6: Student will participate in educational field trips to extend and enhance their learning experiences. Field trips will be limited to after school and weekends to preserve instructional time. (Title 1 SW:2) (Target Group: All) Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s) Funding Sources: - 166 - PI 23 SPECIAL EDUCATION	Formative		
	Jan	Apr	July

Strategy 7 Details	Formative Reviews		
Strategy 7: S.T.A.A.R. Objectives will be incorporated into the weekly lessons and activities in our Physical Education and Music classes. (Title I SW: 2) (Target Group: All) Strategy's Expected Result/Impact: Increased S.T.A.A.R. Math, Reading, and Writing skills. Lesson Plans Staff Responsible for Monitoring: Principal, Coaches, Music Teacher, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
Strategy 8: Implement and focus on instructional strategies utilizing (HQ!IM) that will allow all students to succeed. (Ex Fundamental 5, Eureka Math, Amplify RLA, TEKS Resource System, Forde-Ferrier, Saxon Phonics, Heggerty, PhD Science). (Title I SW: 2,3,4,8) (Target Group: All) (NCLB: 1,2,3) Strategy's Expected Result/Impact: An increase on each diagnostic assessment and state assessments. Staff Responsible for Monitoring: Teacher Leads, Principal, Assistant Principal, Teacher(s) Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$20,000	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
Strategy 9: Identify MTSS students and provide interventions and address their deficiencies. (Title I SW: 1,2,3,9) (Target Group: All) (NCLB: 1,2,4) Strategy's Expected Result/Impact: Implementation of student specific instructional strategies will enable student's diagnostic scores to increase. Staff Responsible for Monitoring: Principal, Assistant Principal, Student Review Committee, Teacher(s)	Formative		
	Jan	Apr	July

Strategy 10 Details	Formative Reviews		
Strategy 10: Evaluate and update the quality of the curriculum, instruction, and services offered within the campus continuum of services based on the assessments and the third/sixth week checkpoint exams. Target Group: (migrant, bilingual/ELL, special education, dyslexia, and GT). (Title I SW: 2,3) (Target Group: All) (NCLB: 1,2,3) Strategy's Expected Result/Impact: Lesson Plans Walk-throughs documentation PLC Agendas and Minutes 3 Week Review (Interventions) Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teacher(s) - Additional Targeted Support Strategy	Formative		
	Jan	Apr	July
Strategy 11 Details	Formative Reviews		
Strategy 11: Order and provide supplies needed to maintain and update the functions within the classrooms, office, library, as well as hospitality items for the staff and visitors during meetings, workshops, trainings, and instruction. (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Purchase Order requisitions Staff Responsible for Monitoring: Principal, Assistant Principal, Office Personnel Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 12 Details	Formative Reviews		
Strategy 12: Implement and support extracurricular academic programs (UIL, End of Year Awards, Field Day, Musicals, etc.). (Target Group: All) Strategy's Expected Result/Impact: Increased student participation Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teacher(s) Funding Sources: - 199 - GENERAL FUND - \$2,000	Formative		
	Jan	Apr	July
Strategy 13 Details	Formative Reviews		
Strategy 13: Order materials and supplies needed in the classroom to enhance student learning. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Purchase Order requisitions Staff Responsible for Monitoring: Principal, Counselor, Media Specialist, Teacher(s) Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,000	Formative		
	Jan	Apr	July

Strategy 14 Details	Formative Reviews		
Strategy 14: Master Schedule will be implemented to include 60 minute conference period. Alternating Friday Schedule for students will be implemented to provide Career Awareness/Guidance. Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Principal, Counselor, Media Specialist, Assistant Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 15 Details	Formative Reviews		
Strategy 15: Implement Full Day Day PK-3 Program to assist students in the transition from home to elementary school programs. Strategy's Expected Result/Impact: Student Roster Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s)	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: ACADEMIC PROGRAM -Pittman Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: By the spring of 2025, Pittman Elementary will ensure the progress of all students toward achieving progress by meeting or exceeding the state standards as measured on Domain II Part A or Part B on the state accountability system.

High Priority

Evaluation Data Sources: STAAR Assessment Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: 5th Grade Science teacher will attend science workshops (PHD) to expand science curriculum and knowledge. (Title I SW: 3,4) (Target Group: All) (NCLB: 3) Strategy's Expected Result/Impact: Registration forms Staff Responsible for Monitoring: Assistant Principal(s), Principal, 5th Grade Teacher Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Science checkpoint exams will be administered to K-5 grade students every 3 weeks to assess the Science curriculum. (Title I SW: 1) (Target Group: All) (NCLB: 3) Strategy's Expected Result/Impact: Mastery Reports 3 Week Checkpoints Diagnostic scores and STAAR scores Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop/Review existing Science Diagnostic Assessments for 3rd-5th Grades. (DMAC, StemScopes, PhD Science, Sirius Workbooks, Edusmart, Nearpod, TEKS Resource System Strategy's Expected Result/Impact: TEKS Resource System Alignment Increases student performance Staff Responsible for Monitoring: Assistant Principal(s), Curriculum Director, Principal, Teacher(s) Funding Sources: - 199 - GENERAL FUND - \$5,000	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Order and provide materials and supplies needed to enhance student instruction and record keeping in the science classroom (manipulatives, office supplies, center supplies, STEMScopes, TEKS Resource System, Science materials, etc.). (Title I SW: 2,3) (Target Group: All) Strategy's Expected Result/Impact: Increased Science scores Purchase Order requisitions Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s) Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$5,000	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to provide tutoring after school and/or Saturdays using diagnostic and prescriptive interventions (3rd, 4th, and 5th grade) (Migrant and Reg. Ed Tutorials). Strategy's Expected Result/Impact: Tutoring schedules, List of students attending Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$5,000	Formative		
	Jan	Apr	July
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: ACADEMIC PROGRAM -Pittman Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 3: By the Spring of 2025, Pittman Elementary will narrow the performance gap by 10% among identified groups as measured by Domain III on the state accountability results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Pre-K and K teachers will spend a minimum of 20 minutes daily in oral group story time and writing, and grammar rules (including, but not limited to: finger plays, music dictation, independent creative writing, etc.). (Title I SW: 2,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Lesson Plans Walk-through documentation, PDAS Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: First and second grade teachers will model appropriate writing. Group writing will be implemented a minimum of 30 minutes daily, including grammar rules. (Title I SW: 2,3) (Target Group: All) (NCLB: 3) Strategy's Expected Result/Impact: Lesson Plans Walk-through documentation, PDAS Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
Strategy 3: Third grade students will use pre-writing skills, with appropriate teacher modeling to create compositions. Students will also be exposed to S.T.A.A.R. objective requirements. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Lesson Plans, diagnostic scores Walk-through documentation, PDAS Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Fourth grade teachers will follow writing time lines in order to instruct students in writing skills. (Title I SW: 2,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Lesson Plans, diagnostic exams Walk-through documentation, PDAS Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: Fifth grade teachers will follow writing time lines to allow students the opportunity to produce creative writing compositions. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Lesson Plans Walk-through documentation, PDAS Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will receive staff development and training on S.T.A.A.R. writing (i.e. Carlin Liborio 3-5. (Title I SW: 2,3,4) (Target Group: All) Strategy's Expected Result/Impact: Monthly calendar, attendance sign-in S.T.A.A.R. scores Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s) Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - \$10,000	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
Strategy 7: Order and provide Amplify (HQIM) materials and supplies, such as student workbooks,, to enhance student instruction in Writing and facilitate the mastery of the TEKS and the S.T.A.A.R. objectives (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Increased Writing scores Purchase Order requisitions Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s) Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
Strategy 8: Incorporate technology in math through the use of computer programs, websites. (eureka Math Curriculum (ZEARN), Progress Learn, Sirius, Reflex) Strategy's Expected Result/Impact: Computer Programs Teacher use of internet websites Disaggregated Data Lesson Plans Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Funding Sources: - 410 - INSTRUCTIONAL MATERIALS ALLOTMENT - \$15,000	Formative		
	Jan	Apr	July

Strategy 9 Details	Formative Reviews		
Strategy 9: Utilize Assessment data to track student progress in Kinder through 5th grade. (DMAC, Diagnostic Assessments, STAAR Checkpoints, MyAccess!, Summit K-12) Strategy's Expected Result/Impact: Increase in Diagnostic Scores Higher passing rates on STAAR Six Weeks test grades Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers Funding Sources: - 199 - GENERAL FUND - \$5,000	Formative		
	Jan	Apr	July

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

Goal 1: ACADEMIC PROGRAM -Pittman Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.





Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: By the spring of 2025, Pittman Elementary will effectively administer procedures in place to identify, serve and evaluate students who may be in need of special program support services including special education, Section 504, English Language Learners, Gifted and Talented, and Migrant in order to increase progress and close the achievement gap by 10%.

High Priority

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details	Formative Reviews		
Strategy 1: ESL teachers will receive training in second language acquisition, time and treatment, and teaching strategies ELPS. (Title I SW: 2,3,4) (Target Group: LEP) (NCLB: 2) Strategy's Expected Result/Impact: Registration fees Presentation to Bilingual Education colleagues Staff Responsible for Monitoring: Assistant Principal(s), Curriculum Director, Principal Funding Sources: - 263 - TITLE III, PART A-LEP	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: LEP students will be assessed with the LAS/Pre LAS Links and TELPAS to determine proficiency in English and Spanish. (Title I SW:) (Target Group: LEP) (NCLB: 1,2) Strategy's Expected Result/Impact: Assessment calendar Percentage of students exited from the bilingual program at the end of 2nd grade Staff Responsible for Monitoring: Counselor(s), Teacher(s)	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
Strategy 3: Materials will be purchased for use in bilingual classrooms Target Group: LEP) Strategy's Expected Result/Impact: Requisition forms Purchase Orders Staff Responsible for Monitoring: Curriculum Director, Principal Funding Sources: - 263 - TITLE III, PART A-LEP - \$1,000	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: ELL students that are struggling with reading and oral language development will be reviewed by the LPAC Review committee and receive additional assistance through the in-class enrichment program. (Title I SW: 2,3) (Target Group: LEP) (NCLB: 2) Strategy's Expected Result/Impact: Tutorial list Increased academic performance of Bilingual Education students Staff Responsible for Monitoring: Assistant Principal(s), Principal, LPAC Committee, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: Bilingual/Denial/M1 and M2 students will be reviewed every two weeks to discuss PBM intervention activities, student progress, attendance, grades, and implementation of the ELPS. (Title I SW: 1,3) (Target Group: LEP) Strategy's Expected Result/Impact: Sign-in logs, notes, agendas Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide parent sessions for at-risk students on topics such as: attendance, study habits, social skills, self esteem, bullying. The campus will inform parents of LEP/Immigrant students of how they may assist their children attain English proficiency, high level of academic success, and how to meet the state standards (Title III). (Title I SW: 6) Strategy's Expected Result/Impact: Monthly calendar Sign-in sheets Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
Strategy 7: Integrate the Math Vocabulary Sound Walls, Word Walls across the curriculum (Academic Vocabulary websites)-Anchor Charts Strategy's Expected Result/Impact: Word Walls in Classrooms Walk throughs Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
Strategy 8: Implement vertical grade level planning, PLCs, and the sharing of information regarding effective instructional techniques and strategies for writing skills throughout all content areas. Strategy's Expected Result/Impact: Summative-Sign in Sheets Documentation of planning Continued increase in passing rates on STAAR Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: ACADEMIC PROGRAM -Pittman Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE: Special education students will receive services necessary and meet or exceed the federal and state accountability standards. The campus will implement strategies to promote a more effective and efficient process for identification and reevaluation of students who may be in need of special education.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training/ staff development on ARD procedures, dyslexia, Section 504, Least Restrictive Environment, Inclusion, S.T.A.A.R., grading procedures, modifications, and Behavior Intervention Plans. (Title I SW: 6,10 Strategy's Expected Result/Impact: Monthly calendar Sign-In sheets Staff Responsible for Monitoring: Assistant Principal(s), Principal, Wil-Cam Staff	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor struggling students and retainees regularly and refer to SAP committee for appropriate intervention. (Title I SW: 2) (Target Group: All) (NCLB: 1) Strategy's Expected Result/Impact: Retention list, failure reports SAP documentation Staff Responsible for Monitoring: Counselor(s), SAP Committee, Teacher(s)	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a coordination calendar between special education teachers and general education teachers to review and discuss implementation of student's IEP. (Target Group: SPED) Strategy's Expected Result/Impact: Coordination logs Increased student academic performance Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Enlist the Special Education supervisor to work with the special education campus staff to ensure compliance with special education requirements. (Target Group: SPED) Strategy's Expected Result/Impact: Sign-in sheets, supervisor logs Compliance with local, state, and federal requirements Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: Incorporate modifications and/or accommodations for special education students as specified in their IEP's. (Target Group: SPED) Strategy's Expected Result/Impact: Coordination reports Increased academic performance Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement tracking logs to ensure the following: * Initial evaluations for students referred for special education services are completed within state and federal guidelines * Re-evaluations for students receiving special education services are completed within state and federal guidelines * IEP meetings will be conducted on or before anniversary dates (Target Group: SPED) Strategy's Expected Result/Impact: Tracking logs Compliance with state and federal mandates Staff Responsible for Monitoring: Assistant Principal(s), Teacher(s), Wil-Cam Staff	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
Strategy 7: Review S.T.A.A.R. objectives and instructional strategies per six weeks during grade level meetings. (Target Group: SPED) Strategy's Expected Result/Impact: Sign-in sheets Increased results for our special needs students Staff Responsible for Monitoring: Assistant Principal(s), Teacher(s)	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
Strategy 8: Implement time lines to assess students on state assessments S.T.A.A.R. throughout the school year. (Title I SW: 1) (Target Group: SPED) Strategy's Expected Result/Impact: diagnostic tests increased S.T.A.A.R. A/M results Staff Responsible for Monitoring: Assistant Principal(s), Teacher(s)	Formative		
	Jan	Apr	July





Strategy 9 Details	Formative Reviews		
Strategy 9: Ensure modifications and accommodations are in place at the beginning of the school year. (Title I SW: 3) (Target Group: SPED) (NCLB:1) Strategy's Expected Result/Impact: Lesson Plans, modifications/accommodation sheets sign-outs in special education folders Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s), Wil-Cam Staff, SPED Teachers	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
Strategy 10: The Student Assistance Program (SAP) Committee will meet every three weeks to discuss student referrals and to make recommendations. (Title I SW: 2,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Agendas Sign-in sheets Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative		
	Jan	Apr	July
Strategy 11 Details	Formative Reviews		
Strategy 11: Special education and regular education teachers will meet formally every three weeks to ensure success. (Title I SW: 2) (Target Group: SPED) (NCLB: 1,2,3) Strategy's Expected Result/Impact: Meeting agendas and sign-in sheets. Staff Responsible for Monitoring: Assistant Principal(s), Teacher(s), SPED Teachers	Formative		
	Jan	Apr	July
Strategy 12 Details	Formative Reviews		
Strategy 12: Allow fundraising throughout the school year for Special Olympics, and awards, field trips. Staff Responsible for Monitoring: Special Education Teachers	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE: The campus Gifted & Talented Program will be implemented to improve and enhance services for advanced academic students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide and attend initial 30 hour and 6 hour update staff development for GT and new teachers. (Title I SW: 3,4) Strategy's Expected Result/Impact: Summative - List of teachers needing G/T hours Certificate of attendance Staff Responsible for Monitoring: Assistant Principal(s), Curriculum Director, Principal Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: All G/T students will be provided instruction to ensure they meet academic recognition on all S.T.A.A.R. assessments. (Title I SW: 1,2,3) (Target Group: GT) (NCLB: 1,2) Strategy's Expected Result/Impact: Lesson plans, Walk-through documentation 100% of all G/T students will achieve commended performance on the S.T.A.A.R. Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July





Strategy 3 Details	Formative Reviews		
Strategy 3: G/T students will construct a variety of products/projects (Ex. Texas Performance Project). (Title I SW: 3,6) (Target Group: GT) (NCLB: 1,2) Strategy's Expected Result/Impact: Lesson Plans Finished products Staff Responsible for Monitoring: Teacher(s)	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Kinder students will be assessed for entry into the G/T program by March 1st. (Title I SW: 2,3) (Target Group: All) Strategy's Expected Result/Impact: Assessment calendar G/T/ testing results, Identification of G/T students Staff Responsible for Monitoring: Counselor(s)	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: Inform parents of the gifted and talented students of the learning opportunities through: * Student Handbook * Campus Parent Meetings (Title I SW: 2,3,6,9) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Student handbook, Agendas Increased parental involvement in G/T Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Formative		
	Jan	Apr	July

Strategy 6 Details	Formative Reviews		
Strategy 6: Nominate and identify 1st-5th grade students for the G/T program and ensure that all students have access to the identification process. (Title I SW: 2,3,10) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Nominations 5% of students identified in each grade level Staff Responsible for Monitoring: Counselor(s), Teacher(s)	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
Strategy 7: Order materials and scoring needed for identification of GT students in K-5. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Purchase Order requisitions Staff Responsible for Monitoring: Counselor(s), Principal Funding Sources: - 161 - PI 21- GIFTED & TALENTED	Formative		
	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: ACADEMIC PROGRAM -Pittman Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 7: ANNUAL PERFORMANCE OBJECTIVE: The campus will provide an environment that encourages curriculum enhancement and technological innovation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Technology training for teachers will be provided on programs such as Footsteps to Brilliance. (Title I SW: 3,4,9) Strategy's Expected Result/Impact: Integration of technology in lessons Lesson Plan documentation, PDAS Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s), Technology Facilitator Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Each classroom teacher will be scheduled to utilize the STAR Lab once weekly as assigned for math drills and direct reading lessons.(Title I SW: 1,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Students will learn math facts and review skills, lab schedules Weekly reports to administrators Staff Responsible for Monitoring: Assistant Principal(s), Lab Manager, Principal, Teacher(s)	Formative		
	Jan	Apr	July





Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain and update technology/hardware to support the campus instructional programs/social networks: * computers/laptops * update hubs * smart boards * iPods * iPads * Chromebooks * Student Response Systems * COW (Computers On Wheels) * Facebook Page (Title I SW: 2,3) (Target Group: All) (NCLB: 1,2) Strategy's Expected Result/Impact: Working technology Purchase Order requisitions Work Orders Staff Responsible for Monitoring: Librarian, Principal, Teacher(s), Technology Specialists Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP	Formative		
	Jan	Apr	July
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Pittman Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: The campus will implement strategies to promote effective and efficient student support services that will help increase student attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: 1. Pittman Elementary administration and teachers will recognize classes with the highest average attendance at the Awards Assembly every six weeks. Strategy's Expected Result/Impact: Log Sheets Staff Responsible for Monitoring: Principal, Assistant Principal Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will call their students' parents each day that he/she is absent to request information about reasons for the absence. Strategy's Expected Result/Impact: Absence Logs Staff Responsible for Monitoring: Teacher(s)	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Attendance will be monitored and parents of students with excessive absences will be notified. Documentation will be kept of notification by mail, phone, or home visits. (Target Group: All) Strategy's Expected Result/Impact: Phone logs, notes, truancy officer notes about visits Staff Responsible for Monitoring: Teachers, Principal, Asst. Principal	Formative		
	Jan	Apr	July





Strategy 4 Details	Formative Reviews		
Strategy 4: Pittman Elementary will recognize perfect is perfect attendance at the end of each six weeks with an incentive. (Target Group: All) Strategy's Expected Result/Impact: List of Perfect is Perfect honorees Staff Responsible for Monitoring: Principal, Asst. Principal, (Teacher (s)) Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: Attendance committees will meet to determine consequences and/or action for excessive absences. (Target Group: All) Strategy's Expected Result/Impact: Agenda Minutes Staff Responsible for Monitoring: Principal, Asst. Principal, Attendance Review Committee	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
Strategy 6: Administrators will monitor student attendance each week and will document parent notification by mail, phone, or home visit. (Target Group: All) Strategy's Expected Result/Impact: Truancy officer notes, parent letters, phone logs Staff Responsible for Monitoring: Principal, Asst. Principal, PEIMS Clerk, Teacher(s), Attendance Review Committee	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize the Raymondville ISD truancy officer in monitoring student attendance and making home visits and file truancy as needed. (Target Group: All, At Risk) Strategy's Expected Result/Impact: Phone Log Home Visit Log Staff Responsible for Monitoring: Truancy Officer, Nurse, Principal, Asst. Principal, PEIMS Clerk, Counselor	Formative		
	Jan	Apr	July

Strategy 8 Details	Formative Reviews		
Strategy 8: Inform parents, students, and staff of the district's school policies and procedures for attendance. (Title I SW: 2,6) (Target Group: All) Strategy's Expected Result/Impact: Meeting Sign In Sheet Staff Responsible for Monitoring: Principal, Asst. Principal, (Teacher(s))	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide an incentive for students with Perfect Attendance every six weeks (ex. certificates). (Target Group: All) Strategy's Expected Result/Impact: List of students with Perfect Attendance by Six Weeks Staff Responsible for Monitoring: Principal, Asst. Principal Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
Strategy 10: Students and staff will use multiple sources of data to identify the priority needs and direction of the campus. The needs assessment will focus on areas such as: Demographics, student achievement, school culture and climate, staff quality, curriculum, family involvement, school organization, and technology. (Title I SW: 1,2) (Target Group: All) Strategy's Expected Result/Impact: Agendas Sign in sheets Staff Responsible for Monitoring: Principal, Asst. Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 11 Details	Formative Reviews		
Strategy 11: Assess students physical fitness in grades 3-5 on a yearly basis. Strategy's Expected Result/Impact: Fitness Gram Data Staff Responsible for Monitoring: Coaches	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Pittman Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.





Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: The campus will implement strategies to provide a comprehensive guidance and counseling program addressing safe and drug free issues and other high-risk behaviors to support student success

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase Safe and Drug Free incentives for students (i.e. rulers, binders, water bottles, balloons, wrist bands, drug free pencils). (Title I SW: 2) (Target Group: All) Strategy's Expected Result/Impact: Student participation in community events, parade, and other community participation. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Funding Sources: Safe/Drug Free Incentives (rulers, water bottles, balloons, wrist bands, pencils, t-shirts - 199 - GENERAL FUND)	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Fire safety presentations will be provided for Pittman students. (Target Group: All) Strategy's Expected Result/Impact: Media Release Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Grade level staff will be trained in Crisis Prevention Intervention strategies. Strategy's Expected Result/Impact: Certificate of Completion Staff Responsible for Monitoring: Wil Cam SPED Behavior Strategists	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will participate in drug prevention programs and activities throughout the year such as: Red Ribbon Week, Career Day, Bullying Presentations, Motivational Speakers, Public School Week, Campus Pride Activities, Relay for Life, Pittman Collegiate Day, and Pittman All STAR Days. (Title I SW: 2) (Target Group: All) Strategy's Expected Result/Impact: Media Release Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian, Counselor, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide campus discipline procedures (PBIS): Campus and Classroom expectations, rules, administration and teacher expectations. (Title I SW: 1) Strategy's Expected Result/Impact: Agenda Meeting Minutes Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teacher(s), PBIS Committee	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide Campus Wide Incentive for students adhering to classroom expectations as specified by guidelines set up by PBIS Committee. Strategy's Expected Result/Impact: List of students attending activity. Staff Responsible for Monitoring: Principal, Asst. Principal, Teacher (s), PBIS Committee Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Pittman Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE: The campus will implement strategies to provide a comprehensive plan to ensure the implementation of Character Education.





Strategy 1 Details	Formative Reviews		
Strategy 1: The school counselor will incorporate counseling skills through Character Education. (Target Group: All) Strategy's Expected Result/Impact: Counselor's Schedule Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Group counseling sessions will be provided a minimum of one time per six weeks per grade level. (Target Group: All) Strategy's Expected Result/Impact: Counselor Schedule Staff Responsible for Monitoring: Principal, Counselor	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: The school counselor will attend workshops/conferences to increase awareness in areas such as: autism, bullying, and behavior issues. Strategy's Expected Result/Impact: Certificates of Completion Staff Responsible for Monitoring: Principal, Counselor Funding Sources: - 166 - PI 23 SPECIAL EDUCATION	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Pittman Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: The campus will provide a safe environment for students and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: All classrooms will display classroom rules and safety procedures. Strategy's Expected Result/Impact: Classroom Walkthroughs Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Raymondville ISD police officers will conduct safety presentations to Pittman students. * Conflict resolution * Code of Conduct * Anti-Bullying * Fire Prevention * Threats * Safe Orderly Drug-free Environment (Target Group: All) Strategy's Expected Result/Impact: Media Release Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Police	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Students with chronic discipline problems will be counseled on the behavior needing to be corrected. (Target Group: All) Strategy's Expected Result/Impact: Counselor Schedule Staff Responsible for Monitoring: Principal, Counselor, Assistant Principal	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Inform students/staff that surveillance cameras are installed and are continually being monitored by a police officer, administration, and office staff. (Target Group: All) Strategy's Expected Result/Impact: Video Camera Footage Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Police	Formative		
	Jan	Apr	July

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide training for handling crisis situations for staff (i.e. fire drills, lock down/shelter in place, bomb threats). (Target Group: All) Strategy's Expected Result/Impact: Agendas Sign-in Sheet Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Police,	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
Strategy 6: Once a month, the campus buildings and grounds will be inspected to identify problem areas and corrective actions will be taken. Strategy's Expected Result/Impact: Inspection Report Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
Strategy 7: Walkie-talkies will be utilized by administrators, PE coach, music teacher, custodians, etc. to provide a safe environment for students and staff. Strategy's Expected Result/Impact: Walkie-Talkie sign out sheet Staff Responsible for Monitoring: Principal, Coaches, Teacher(s), Campus Police	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
Strategy 8: Backpacks filled with safety materials (as designated by school nurse and campus police) will be purchased for each grade level to be utilized in crisis situations. Strategy's Expected Result/Impact: signature sheet of item received Staff Responsible for Monitoring: Principal, School Nurse, Campus Police	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
Strategy 9: Ensure that fire drills and crisis drills are conducted as required. (Target Group: All) Strategy's Expected Result/Impact: Schedule Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
Strategy 10: Attend professional development that will keep the school nurse informed and updated on student health issues and concerns in order to teach students on practicing good health habits. The Campus will implement and follow the School Health Advisory Council guidelines. Strategy's Expected Result/Impact: Certificate of Completion Staff Responsible for Monitoring: Principal, School Nurse	Formative		
	Jan	Apr	July

Strategy 11 Details	Formative Reviews		
Strategy 11: Order supplies to implement safety and good hygiene measures that will decrease the transfer of germs. Example of supplies include: band aids, gauze, gloves, alcohol preps, benadryl, hand sanitizer, sterile eye wash, personal wash wipes, and other supplies necessary to keep students healthy and in school. Strategy's Expected Result/Impact: Items ordered sheet Staff Responsible for Monitoring: Principal, School Nurse Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 12 Details	Formative Reviews		
Strategy 12: Students will have their hearing assessed in order to detect any early hearing problems. An audiometer will be used for this assessment. Strategy's Expected Result/Impact: Student hearing log Staff Responsible for Monitoring: Principal, School Nurse	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Pittman Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 5: The campus will implement programs and strategies to increase parent and family involvement to improve intellectual growth and academic achievement of their children.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent Teacher Organization (PTO) will hold monthly meetings throughout the year in order to inform parents and community of campus events and invite guest speakers to inform parents on a variety of topics. (Title I SW: 6) Strategy's Expected Result/Impact: PTO Notices PTO Agendas, Parent sign-in Staff Responsible for Monitoring: Principal, Assistant Principal, Club Sponsors	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Activities will be held to allow the parent to participate during Texas Public School Week, including Open House and Festivals. (Target Group: All) Strategy's Expected Result/Impact: Parent invitations Classroom sign-in sheets Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s) Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
Strategy 3: "Meet the Teacher" night will be held to introduce parents to their child's new teacher. The following topics will be covered with the parents: <ul style="list-style-type: none"> Notification of the schools participation in the Title 1 Program, School-Parent compacts and how to develop a partnership, Parent's rights to request information Information on "Highly Qualified Teachers" *Students Attendance *Behavior Programs (Title I SW: 6) (Target Group: All) <p>Strategy's Expected Result/Impact: Notices to parents Classroom sign-in sheet</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s)</p>	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Parents will be encouraged to assist with extracurricular and student incentive activities. The campus and parents will build and develop a partnership to help students achieve the State's high accountability standards (Mandatory Grade Level Parent Mtgs.). (Title I SW: 6) <p>Strategy's Expected Result/Impact: Minimum of one parent per grade level to assist Office sign-in</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s)</p>	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
Strategy 5: School administration will utilize the "Servant Leadership" to gain perspectives from parents and establish valued contributions. (Title I SW: 6) <p>Strategy's Expected Result/Impact: Meeting Agenda Sign-in sheet</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Jan	Apr	July





Strategy 6 Details	Formative Reviews		
Strategy 6: Send out "Parent Round-Up" forms and create a data base of volunteers at the campus. (Title I SW: 6) Strategy's Expected Result/Impact: Parent Round-up form Data base Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers will be required to attend a minimal of one PTO meeting during the school year. Strategy's Expected Result/Impact: Teacher assignment list Sign-in sheets Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
Strategy 8: Informational newsletters providing parents with ideas on how to help their children at home will be sent in both English and Spanish. (Title I SW: 2,6) Strategy's Expected Result/Impact: Class Rosters Student enrollment check off list Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
Strategy 9: PTO Executive Committees will recognize an Outstanding Parent of the Month and Students of the Month. (Title I SW: 6) Strategy's Expected Result/Impact: PTO Executive Committee agenda PTO Agenda Staff Responsible for Monitoring: Club Sponsors	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
Strategy 10: Parental Involvement Conference will be held to educate parents on a variety of topics. (Title I SW: 6) Strategy's Expected Result/Impact: Notices to parents Sign-in sheets Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s)	Formative		
	Jan	Apr	July

Strategy 11 Details	Formative Reviews		
Strategy 11: The campus will maintain and upgrade its' campus website. Strategy's Expected Result/Impact: Web-site Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teacher(s), Technology Specialists	Formative		
	Jan	Apr	July
Strategy 12 Details	Formative Reviews		
Strategy 12: Provide all communication in English and Spanish. (Title I SW: 6) Strategy's Expected Result/Impact: Communication File Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 13 Details	Formative Reviews		
Strategy 13: Utilize the campus marquee to advertise all school and parental activities. Strategy's Expected Result/Impact: Increase in parent participation. Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	July
Strategy 14 Details	Formative Reviews		
Strategy 14: Increase the awareness of Veteran's Day with student participation in annual essay contest and other Veteran's Day activities. Strategy's Expected Result/Impact: Essays and attendance Staff Responsible for Monitoring: Counselor, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 15 Details	Formative Reviews		
Strategy 15: Activities will be held to promote parental involvement. Such activities will involve grandparents and other guardians who assist with the development of the child. Father figures will be encouraged to participate in the Strong Fathers/Strong Families Initiative. (Title I SW: 6) Strategy's Expected Result/Impact: Sign In Sheets, Survey Results Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, School Nurse, Teacher(s)	Formative		
	Jan	Apr	July
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Pittman Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE: The campus will implement a systemic plan for recruitment, selection, retention, and evaluation of staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Involve a minimum of three campus level representatives in the interview process in order to employ and retain highly qualified staff with skills, experience and commitment to the campus and to our students to ensure that No Child Is Left Behind. (Title I SW: 6) Strategy's Expected Result/Impact: Recommend "Highly Qualified" persons to fill positions RISD Board approval and employment of "Highly Qualified" personnel. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Department Heads, Site Based Committee, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Each new "Highly Qualified" teacher will be provided a mentor for guidance throughout the year. (Title I SW: 2,3,4) Strategy's Expected Result/Impact: Improved academic achievement for all students TAIS Report Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a comprehensive system of supervision and evaluation, which is conducive to optimal performance and professional growth of all staff (Peer Observations). Strategy's Expected Result/Impact: Walk-through documentation, observation summary Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Appraise teachers annually using T-TESS Strategy's Expected Result/Impact: Walk-through PDAS instrument Summative evaluation, student performance Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Jan	Apr	July

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide paraprofessional staff development according to assignment. (Title I SW: 2,4) Strategy's Expected Result/Impact: Sign-in sheets, certificates Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Department Heads, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide high quality professional development opportunities for teachers, administrators, and support staff in order to maximize student achievement to include, but not limited to: TEPSA, TASA, RTI, and Region 1. (Title I SW: 2,3,4) Strategy's Expected Result/Impact: Certificates of attendance Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Department Heads, Librarian, Teacher(s) Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide incentives that recognize teachers, such as Teacher Appreciation Week. Strategy's Expected Result/Impact: Purchase order requisitions Staff Responsible for Monitoring: Principal, Assistant Principal Funding Sources: - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: GRADUATION RATE - Pittman Elementary will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: By the end of the 2025 school year, all counseling services will reflect guidance curriculum, responsive services, individual planning, and system support following the Texas Public School Model.

Goal 3: GRADUATION RATE - Pittman Elementary will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: In the 2025 school year, the District will provide a safe learning environment for all students.

Goal 3: GRADUATION RATE - Pittman Elementary will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE: Attract an adequate number of highly qualified applicants for each available position.

Goal 3: GRADUATION RATE - Pittman Elementary will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: By the spring of 2025, the district will implement strategies to promote wellness of the students, staff and community members by promoting healthy lifestyles awareness

Goal 4: COMMUNITY INVOLVEMENT -Pittman Elementary will foster a culture of trust by providing timely, interactive communication to all stakeholders and by encouraging parental and community involvement.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: By the end of the 2024 school year, the district will provide enrichment opportunities for parents and community members at least two times per year.

Goal 5: FISCAL MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES-Pittman Elementary will provide an administrative and finance system that supports and facilitates the delivery of instruction for all students.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 3.1 For the 2024-2025 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

Goal 5: FISCAL MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES-Pittman Elementary will provide an administrative and finance system that supports and facilitates the delivery of instruction for all students.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 3.2 For the 2024-2025 school year Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.

Goal 6: LEADERSHIP AND GOVERNANCE-Pittman Elementary will provide leadership and appropriate governance policies to support student and staff performance.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: By the spring of 2025, the district will increase leadership and collaboration opportunities among administrators, teachers and staff.

Goal 6: LEADERSHIP AND GOVERNANCE-Pittman Elementary will provide leadership and appropriate governance policies to support student and staff performance.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: During the 2025 school year the DEIC and each campus SBDM committee will be actively involved in monitoring the implementation of the District and Campus Improvement Plans.

Goal 7: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Goal 8: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Goal 9: GRADUATION RATE - Raymondville I.S.D. will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

Goal 10: COMMUNITY INVOLVEMENT -Raymondville I.S.D. will foster a culture of trust by providing timely, interactive communication to all stakeholders and by encouraging parental and community involvement.

Goal 11: FISCAL MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES-Raymondville I.S.D. will provide an administrative and finance system that supports and facilitates the delivery of instruction for all students.

Goal 12: LEADERSHIP AND GOVERNANCE-Raymondville I.S.D. will provide leadership and appropriate governance policies to support student and staff performance.

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Jennifer Sanchez	Parent
Paraprofessional	Alainie Garza	Paraprofessional
Classroom Teacher	Sarahi Tristan	Classroom teacher
Classroom Teacher	Lydia Chavarria	Classroom teacher
Classroom Teacher	Edna Loreda	Classroom Teacher
Classroom Teacher	Alicia Salinas	Classroom Teacher
Classroom Teacher	Dina Reyna	Classroom Teacher
Non-Teaching Professional	Christine Ximenes	Media Specialist
Classroom Teacher	Melinda Hernandez	Classroom Teacher
Administrator	Raul Gonzalez	Assistant Principal
Non-Teaching Professional	Diana Gomez	Counselor
Administrator	Sulema Davila	Principal

Site-Based Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Melinda Hernandez	Classroom Teacher
Non-Teaching Professional	Christine Ximenes	Media Specialist
Classroom Teacher	Lydia Chavarria	Classroom Teacher

Campus Funding Summary

161 - PI 21- GIFTED & TALENTED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	7			\$0.00
Sub-Total					\$0.00
166 - PI 23 SPECIAL EDUCATION					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	3	3			\$0.00
Sub-Total					\$0.00
199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$200.00
1	1	2	UIL		\$1,200.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	11			\$0.00
1	1	12			\$2,000.00
1	2	3			\$5,000.00
1	3	9			\$5,000.00
2	1	1			\$0.00
2	1	4			\$0.00
2	1	9			\$0.00
2	2	1	Safe/Drug Free Incentives (rulers, water bottles, balloons, wrist bands, pencils, t-shirts		\$0.00
2	2	6			\$0.00
2	4	11			\$0.00
2	5	2			\$0.00
2	6	7			\$0.00
Sub-Total					\$13,400.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$20,000.00
1	1	13			\$10,000.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$5,000.00
1	2	5			\$5,000.00
1	3	7			\$0.00
1	4	6			\$0.00
1	7	3			\$0.00
Sub-Total					\$40,000.00
255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$5,000.00
1	3	6			\$10,000.00
1	6	1			\$0.00
1	7	1			\$0.00
2	6	6			\$0.00
Sub-Total					\$15,000.00
263 - TITLE III, PART A-LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	3			\$1,000.00
1	7	3			\$0.00
Sub-Total					\$1,000.00
410 - INSTRUCTIONAL MATERIALS ALLOTMENT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8			\$15,000.00
Sub-Total					\$15,000.00