

# Raymondville Independent School District



## Pittman Elementary

Accountability Rating: A

Distinction Designation:  
Academic Achievement in English Language Arts/Reading,  
Academic Achievement in Mathematics, Academic  
Achievement in Science, Top 25 Percent: Comparative  
Academic Growth, Top 25 Percent: Comparative Closing  
the Gaps, Postsecondary Readiness

## 2025-2026 Campus Improvement Plan

# 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

## Summary

### Needs Assessment Overview Needs Assessment Overview Summary

On May 20, 2025, May 27, 2025 and June 3, 2025, Pittman Elementary met and completed a Comprehensive Needs Assessment with a group of required stakeholders to provide input into the needs and priorities for the 2025-2026 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**

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

## Demographics

Demographics	Previous School Year 2023-2024	Most Recent School Year 2024-2025	Needs
#Student Enrollment	589	561	
#PK-5	589	561	
%Hispanic	96%	98%	
%African American	.3%	.4%	
%White	2%	1%	
%Asian	.2%	.2%	
%Other	.3%	0	
Remote Learners	0	0	
Face to Face Learners	100%	100%	
%Economically Disadvantaged	75%	75%	

<b>%English Learners</b>	<b>4.0%</b>	<b>4%</b>	
<b>%At Risk</b>	<b>49%</b>	<b>52%</b>	
<b>%Migrant</b>	<b>5.9%</b>	<b>5.5%</b>	
<b>%Military Connected</b>	<b>.7%</b>	<b>.7%</b>	
<b>%Students with Disabilities</b>	<b>18.3%</b>	<b>21%</b>	
<b>%Students Mobility</b>	<b>12.1%</b>	<b>10.5%</b>	
<b>#Student Disciplinary Placements</b>	<b>0</b>	<b>0</b>	

• **Student Achievement**

Data was reviewed and analyzed that revealed the need to focus efforts on the following areas to improve or sustain student achievement: MATH, READING, WRITING, 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 Grad. Life Skills, Basic Skills and Behavior Unit will need additional support. Strategies and activities in the CIP will provide the following support: Power Hour Tutoring, Extended Day, Summer School, Accelerated Learning, Differentiated Learning, MTSS Support, Data Driven Instruction, Web-Based Instructional Support, Extracurricular Activities Connected To Academics, Academic Field Trips

**Assessment Performance**

<b>Meets Grade Level</b>	<b>Previous School Year 2023-2024</b>	<b>Most Recent School Year 2024-2025</b>	<b>Needs</b>
<b>%Reading-All Grade Levels</b>	<b>65%</b>	<b>75%</b>	
<b>%Math-All Grade Levels</b>	<b>60%</b>	<b>64%</b>	
<b>%Writing-All Grade Levels</b>			
<b>%Science-All Grade Levels</b>	<b>25%</b>	<b>43%</b>	

**Kindergarten Readiness**

	Previous School Year 2023-2024	Most Recent School Year 2024-2025	Need
Assessed Students in Kinder-% Ready	33%		
%School Readiness			

• **School Culture and Climate:**

There is a need to improve school culture and climate in the areas of: ATTENDANCE, DISCIPLINE. RESPECT FOR STUDENTS, RESPECT FOR TEACHERS, RESPECT FOR PARENTS 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 ACTION, SCHOOL WIDE IMPLEMENTATION OF POSITIVE BEHAVIOR INTERVENTION SUPPORTS, AND ATTENDANCE MONITORING/ RECOGNITION: SEND ATTENDANCE LETTERS EVERY 3RD AND 6WKS, ATTENDANCE HOME VISITS, RECOGNITION OF STUDENTS WITH PERFECT ATTENDANCE AND PERFECT IS PERFECT EVERY SIX WEEKS AND END OF YEAR

**Attendance/Drop-out/College & Career Readiness**

	Previous School Year 2022-2023	Most Recent School Year 2023-2024	Needs
%Attendance	92.3%		
%Chronic Absenteeism	29.6%		
%Dropout Rate 9-12			
%Graduation Rate			
%College, Career, Military Ready Graduates (Student Achievement)			
%Dual Credit Graduates			

• **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 INTERNALIZATION, TEACHER EFFECTIVENESS, DECREASE TEACHER TURNOVER RATE, INCREASE TEACHER RETENTION RATE

**Staff Profile**

	<b>Previous School Year 2023-2024</b>	<b>Most Recent School Year 2024-2025</b>	<b>Needs</b>
<b>#Total Staff</b>	<b>66.5</b>		
<b>#Teachers</b>	<b>39.9</b>	<b>38</b>	
<b>#Paraprofessionals</b>	<b>25</b>	<b>18</b>	
<b>#Campus Administration</b>	<b>2</b>	<b>2</b>	
<b>#Central Office</b>			
<b>%Hispanic</b>	<b>92.5%</b>		
<b>%African American</b>	<b>0</b>		
<b>%White</b>	<b>7.5%</b>		
<b>%Asian</b>	<b>0</b>		
<b>%Other</b>	<b>0</b>		
<b>%Teachers Bachelor's Degree</b>	<b>77.2%</b>		
<b>%Teachers Master's Degree</b>	<b>7.6%</b>		
<b>%Doctorate</b>	<b>0</b>		

**Staff Profile**

	Previous School Year 2023-2024	Most Recent School Year 2024-2025	Needs
%Beginning Teachers	18.9%		
%1-5 Years	20.3%		
%6-10 Years	12.7%		
%11-20 Years	27.9%		
%Over 20 Years	20.3%		
Avg. Teacher Salary	\$57.097		
%Teacher Turnover Rate			

- **Curriculum & Instruction/Assessment**

Areas identified for continued support include the following content areas: READING, WRITING MATH, SCIENCE, SOCIAL STUDIES, FINE ARTS, PHYSICAL EDUCATION, CHARACTER EDUCATION. Strategies and activities in the CIP will address these areas with additional support to include: PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT, CURRICULUM/INSTRUCTIONAL 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, WEEKLY PLC'S

- **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, HEALTH AND NUTRITION CLASSES, TRAINING ON POSITIVE PARENT ENGAGEMENT, PROVIDE TRAINING ON SOCIAL EMOTIONAL NEEDS OF CHILDREN

• **School Context & Organization:**

The needs assessment revealed the addition or modifications to be included in the CIP for this area: FLEXIBLE SCHEDULES, REVISIONS TO THE MASTER SCHEDULE, EXTENDED LEARNING CLASSES, ACCELERATED LEARNING WITH TARGETED INSTRUCTION, MTSS, CLASS-SIZE REDUCTION, STUDENT GROUPING, TEACHER PLANNING TIME, CO-TEACHING OPPORTUNITIES, TEACHER PLANNING TIME-WEEKLY, WEEKLY PLC'S, LEADERSHIP PLANNING, STRATEGIC PLANNING

• **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 COORDINATOR, HELP DESK SUPPORT, INSTRUCTIONAL TECHNOLOGY SPECIALIST, TECHNOLOGY CONSULTANTS TRAINING ON HOW TO UTILIZE WEB-BASED PROGRAMS,

**COMPREHENSIVE NEEDS ASSESSMENT PROCESS**

**District/Campus Name: Raymondville ISD-PITTMAN ELEMENTARY Year:2025-2026**

**Below is the outline to describe the district/campus Comprehensive Needs Assessment process:**

**-Establish CNA working groups**

**-Identify stakeholders and send invitation or meeting notice to all stakeholders**

<b>School-Wide Planning Team</b>			
<b>Raymondville ISD/ Pittman Elementary</b>		<b>School Year: 2024-2025</b>	
<b>Member Name</b>	<b>Committee Role/Position</b>	<b>Email</b>	<b>Signature</b>
Sulema Davila	Administrator/Principal	davillas@raymondvilleisd.org	
Diana Gomez	Counselor	orozcod@raymondvilleisd.org	
Raul Gonzalez	Administrator/Assistant Principal	rgonzalez@raymondvilleisd.org	
Melinda Hernandez	Classroom Teacher/Classroom Teacher	mhernandez@raymondvilleisd.org	
Christine Ximenes	Non-Classroom Professional/Media Specialist	cximenes@raymondvilleisd.org	
Dina Reyna	Classroom Teacher	reynadb@raymondvilleisd.org	

Alicia Salinas	Classroom Teacher	salinasam@raymondvilleisd.org	
Edna Loredó	Classroom Teacher	loredoe@raymondvilleisd.org	
Lydia Chavarria	Classroom Teacher	chavarria@raymondvilleisd.org	
Sarahi Tristan	Classroom Teacher	andrades@raymondvilleisd.org	
Alainie Garza	Paraprofessional	agarza@raymondvilleisd.org	
Jennifer Martínez	Parent	pooh_jm_28@yahoo.com	
Veronica Flores	Parent	vtjs1994@gmail.com	
Hector Hernández	Community	skylineprinting@live.com	
Henry Gomez	Community	gmzhenry@yahoo.com	

**Data sources that were referenced, reviewed and analyzed in the campus or district profile:**

1. Weekly Assessments
2. District Checkpoints
3. District Benchmarks
4. CIRCLE- PK3 and PK4
5. mClass- Kindergarten-5th
6. STAAR
7. TELPAS
8. MTSS
9. Summit K12
10. Sirius Reports
11. Boost Reports
12. ZEARN Reports
13. Epic
14. Book Nacho and Book Taco- Kindergarten - 5th
15. Progress Learning Reports
16. Math Grades
17. Reading Grades
18. Science Grades
19. Social Studies Grades
20. Teacher Feedback

**Early Childhood Literacy Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on the 2026 STAAR Reading will increase from 75% to 80% by June 2026.**

Meets Grade Level	Previous School Year	Most Recent School Year 2024-2025	Need
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	2023-2024		
%Reading-3rd Grade	62%	75%	

**Raymondville ISD Early Childhood Literacy Progress Measures:**

The percent of Pre K-4 students that score “on track” for Phonological Awareness on the CIRCLE PM Literacy Diagnostic will increase from % to % by June 2026.

The percent of Kindergarten students that score “on track” for Letter Sounds, Blending, and Decoding on MClass will increase from % to % by June 2026.

The percentage of 1st grade students that score “developed” for Fluency and Reading Comprehension on MClass will increase from % to % by June 2026.

The percent of 2nd grade students that score “developed” for Fluency and Reading Comprehension on MClass Reading will increase from % to % by June 2026.

**Early Childhood Math Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% to 75% by June 2026.**

Meets Grade Level	Previous School Year 2023-2024	Most Recent School Year 2024-2025	Need:
%Math-3rd Grade	47%	69%	

**4th Grade Reading Outcome Goal: The percent of 4th grade students that score meets grade level or above on the 2026 STAAR Reading will increase from 73% to 80% by June 2026.**

Meets Grade Level	Previous School Year 2023-2024	Most Recent School Year 2024-2025	Need:
%Reading-3rd Grade	63%	73%	

**4th Grade Math Outcome Goal: The percent of 4th grade students that score meets grade level or above on the 2026 STAAR Math will increase from 56% to 60% by June 2026.**

Meets Grade	Previous	Most Recent School Year	Need:
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Level	School Year 2023-2024	2024-2025	
%Math-4th Grade	56%	56%	

**5th Grade Reading Outcome Goal: The percent of 5th grade students that score meets grade level or above on the 2026 STAAR Reading will increase from 73% to 80% by June 2026.**

Meets Grade Level	Previous School Year 2023-2024	Most Recent School Year 2024-2025	Need:
%Reading-5th Grade	63%	73%	

**5th Grade Math Outcome Goal: The percent of 4th grade students that score meets grade level or above on the 2026 STAAR Math will increase from 56% to 60% by June 2026.**

Meets Grade Level	Previous School Year 2023-2024	Most Recent School Year 2024-2025	Need:
%Math-5th Grade	56%	56%	

**5th Grade Science Outcome Goal: The percent of 5th grade students that score meets grade level or above on the 2026 STAAR Math will increase from 43% to 50% by June 2026.**

Meets Grade Level	Previous School Year 2023-2024	Most Recent School Year 2024-2025	Need:
%Math-5th Grade	25%	43%	

- Identify problem statements and conduct a root cause analysis
- Utilize CNA questions to guide the needs assessment process and record responses
- Document CNA discussion using the Meeting Minutes: strengths, challenges, opportunities for

improvement, and perceptions

-Draft a CNA summary to include in the Schoolwide Plan

-Create an outline to document the CNA process that was conducted

# 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%	
%Students Mobility	9.4%	12.1%	
Student Disciplinary Placements	0	0	

# 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

## 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
%Reading-All Grade Levels	60%	65%	
Math-All Grade Levels	60%	60%	
%Writing-All Grade Levels			
%Science-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





# Data Documentation for CNA

# Data Documentation for CNA

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
- 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 High Priority

ANNUAL PERFORMANCE OBJECTIVE: 1.1 By the spring of 2026, 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.

**Evaluation Data Source:** STAAR Results for district and state

### 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 Reviews

January

April

July

June

### 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 Reviews

January

April

July

June

### 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 Reviews

January

April

July

June

### 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 Reviews

January

April

July

June

### 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 Reviews**

**January**

**April**

**July**

**June**

## 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 Reviews**

**January**

**April**

**July**

**June**

## 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 Reviews**

**January**

**April**

**July**

**June**

## 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 Reviews

January

April

July

June

## 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 Reviews

January

April

July

June

## Strategy 10 Additional Targeted Support Strategy

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)

## Formative Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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## Performance Objective 2 High Priority

ANNUAL PERFORMANCE OBJECTIVE: By the spring of 2026, 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.

**Evaluation Data Source:** STAAR Assessment Scores

### 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 Reviews**

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## 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,

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## 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 Reviews**

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### 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 Reviews

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### 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 Reviews

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### Performance Objective 3

By the Spring of 2026, Pittman Elementary will narrow the performance gap by 10% among identified groups as measured by Domain III on the state accountability results.

### 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)

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## 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 Reviews

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## 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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## 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 Reviews

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## 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 Reviews

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### 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 Reviews

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### Performance Objective 4 High Priority

ANNUAL PERFORMANCE OBJECTIVE: By the spring of 2026, 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%.

**Evaluation Data Source:** STAAR assessment results

### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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)

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**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)

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**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 Reviews

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### 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 Reviews

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### 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 Reviews

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## 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

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

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**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 Reviews**

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**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 Reviews**

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## 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)

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## 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 Reviews

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## 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 Reviews**

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**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 Reviews**

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**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)

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**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

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**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

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**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 Reviews**

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**Strategy 12**

Allow fundraising throughout the school year for Special Olympics, and awards, field trips.

**Staff Responsible for Monitoring:** Special Education Teachers

### Formative Reviews

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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

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,

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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## 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 Reviews

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## 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 Reviews

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## Performance Objective 7

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

### 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 Reviews

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### 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 Reviews

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### 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 Reviews**

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# 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

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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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## 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 Reviews

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## 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 Reviews

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## 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 Reviews

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## 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 Reviews

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## 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 Reviews

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## 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 Reviews

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## 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

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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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

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 Reviews

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### 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 Reviews**

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**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 Reviews**

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**Performance Objective 4**

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

**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 Reviews**

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**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 Reviews**

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**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 Reviews**

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**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 Reviews**

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**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 Reviews

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## 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 Reviews

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## 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 Reviews

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## 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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## 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

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 Reviews

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### 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 Reviews

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## 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;

- . 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)

**Strategy's Expected Result/Impact:** Notices to parents  
Classroom sign-in sheet

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teacher(s)

### Formative Reviews

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## 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)

**Strategy's Expected Result/Impact:** Minimum of one parent per grade level to assist  
Office sign-in

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teacher(s)

## Formative Reviews

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### Strategy 5

School administration will utilize the "Servant Leadership" to gain perspectives from parents and establish valued contributions. (Title I SW: 6)

**Strategy's Expected Result/Impact:** Meeting Agenda  
Sign-in sheet

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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## 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 Reviews

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## 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 Reviews

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## Performance Objective 6

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

## 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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### 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 Reviews

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# 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 2026 school year, all counseling services will reflect guidance curriculum, responsive services, individual planning, and system support following the Texas Public School Model.

## Performance Objective 2

ANNUAL PERFORMANCE OBJECTIVE: In the 2026 school year, the District will provide a safe learning environment for all students.

## Performance Objective 3

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

## Performance Objective 4

ANNUAL PERFORMANCE OBJECTIVE: By the spring of 2026, 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 2026 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 2025-2026 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

## Performance Objective 2

ANNUAL PERFORMANCE OBJECTIVE: 3.2 For the 2025-2026 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 2026, the district will increase leadership and collaboration opportunities among administrators, teachers and staff.

## Performance Objective 2

ANNUAL PERFORMANCE OBJECTIVE: During the 2026 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.



# Committees

# Committees

## 2023-2024 Campus Site-Based Committee

### Members

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

## Site-Based Advisory Committee

### Members

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