

El Paso Independent School District

Putnam Elementary School

2019-2020



Mission Statement

MISSION STATEMENT

The Mission of Putnam School, in cooperation with our community, is to provide a positive environment and excellent instruction that encourages our children to work at their highest potential.

Vision

VISION STATEMENT

We believe that all children are capable of learning and becoming responsible citizens who are lifelong learners. We believe that in order to promote lifelong learning, we must provide an appropriate curriculum that encourages problem solving, critical thinking and creativity. We believe that partnerships between the parents, the schools and the community support character development and academic success.

Value Statement

Core Beliefs

We believe that all children are capable of learning and becoming responsible citizens who are lifelong learners. We believe that in order to promote lifelong learning, we must provide an appropriate curriculum that encourages problem solving, critical thinking and creativity. We believe that partnerships between the parents, the schools and the community support character development and academic success.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: Active Learning El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success. Directly Supports: Board Goals 1-3	15
Goal 2: Great Community Schools El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.	24
Goal 3: Lead with Character and Ethics El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.	28
Goal 4: Community Partnerships El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.	29
Comprehensive Support Strategies	31
Title I Schoolwide Elements	32
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	32
1.1: Comprehensive Needs Assessment	32
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	33
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	33
2.6: Address needs of all students, particularly at-risk	33
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	34
3.1: Develop and distribute Parent and Family Engagement Policy	34
3.2: Offer flexible number of parent involvement meetings	34
2019-2020 Needs Assessment Team	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Putnam enrollment for the 2018-2019 school year is 418-427 which of predominately Hispanic/Latino ethnicity with all other ethnicities less than 5% representation. This campus serves 180 English Learners, 43 SPED students (speech and other related services), 19 504 students and 56 Gifted and Talented. Our demographics data currently shows no migrant students registered but at the beginning of school year Putnam submitted 2 students under this coding. After further verification these students did not meet eligibility. Students move in and out of Putnam during the months of September, December, and January due the local apartment move in specials. This decrease impacts the mobility rate as Putnam generally begin the school year with less students and the retention rate of teachers are equally affected. The 2019 school will also be affected by a secondary factor of an IDEA campus opening about 1 to 2 miles from our campus. The IDEA school will begin enrolling Kinder and 1st grader this up coming school year. The district projected numbers predict our campus loosing about 25 students upon enrollment. In recent years to mitigate the decrease in enrollment Putnam has accepted 65-75 students are transfer. PEIMS data collections also identifies 79% of our students economically disadvantaged due to a variety of reasons.

Demographics Strengths

Putnam's enrollment has stayed the same from last year, but has declined in the past 5 years by 1.2 %. The constant enrollment is due to 2 factors: implementation of Pre-k 3 second year and retaining of transfer students.

Attendance promotions vary from grade to grade but these are some of the incentives grade levels have chosen to use: candy at the end of the week for classes with perfect attendance, drawings for bikes at the end of the year for perfect or good attendance, various classroom incentives, and a 45 day plan for students with poor attendance. Our attendance rates have decreased 1% to 2% due to lack of consequence. We average 10 tardies a day. Pre-K 3 and 4 year old's have in part contributed to the attendance decrease. The parents have a mentality of these students are still babies and keep them home often.

Discipline rates have decreased due to implementation of PBIS and SEL. Minimal discipline referrals for girls. Most referrals are boys and most are Hispanic/Latino due to our population ethnicity rates. 2018-2019 there have been 31 referrals to date.

Putnam is on its 13 year as a Dual Language campus and currently adjusting our practices to meet the new DL competencies. We currently have 2 teacher mentors assisting the campus with these practices. The ELL students are supported with a variety of linguistic Instructional Accommodations deemed by the teachers as they connect too both the DL competencies and LPAC procedures. The DL teachers use data and best practices to ensure the El population is supported and making appropriate gains. Moreove, the EL students are supported through highly qualified ESL and Bilingual teachers. They have

designated supports for testing such as extra time, oral administration, and content and language support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gaps in student instruction and late identification of SPED, LEP, 504, Dyslexia and GT services requiring more tutoring type interventions. **Root Cause:** RTI Structures and process do not allow for the early identification of students and their monitoring

Problem Statement 2: Attendance rates have been below 96% in the last 3 years and transfer rates have increased absenteeism by 1.2% **Root Cause:** Attendance and Transfer procedures need to be updated with district policies in order to restructure monitoring process

Student Academic Achievement

Student Academic Achievement Summary

Year	Index 1 (Student Achievement) Target 60	Index 2 (Student Progress) Target 32	Index 3 (Closing the Gaps) Target 28	Index 4 (Postsecondary Readiness) Target 12
2016	79	45	44	42
2017	75	43	43	45
2018*	76	83	76	n/a

Year	3 rd Grade Read	3 rd Grade Math	4 th Grade Read	4 th Grade Math	4 th Grade Writing	5 th Grade Read	5 th Grade Math	5 th Grade Science
2016	84%	85%	78%	70%	70%	86%	90%	73%
2017	75%	81%	68%	77%	67%	82%	84%	64%
2018	78%	80%	77%	92%	69%	86%	90%	74%

Student Academic Data for the last 3 years are recorded and reviewed by both CIT and Instructional teams in order to adjust schedules and best practices to address the needs of the students.

Student Academic Achievement Strengths

Putnam transitioned from vacancies in the ALL and CTC position this year. The new ALL filled the vacancy in November of 2018 and practices have been altered. In the last 3 years the campus has MET the accountability standard. The table below displays the performance for every component. The collaboration of grade level teachers and their ability to understand the data and students' needs are Putnam's greatest assets. The collaboration through campus PLCs allow grade levels to identify trends. The teachers share best practices and align Student Expectations that need strengthening. The campus rolled out Active Learning and Social Emotional Learning, which has support students instruction.

Students' individual needs are identified by teachers from the beginning of the year using Cum folders, pink/blue cards, state and/or diagnostic data. The identification process includes Tier grouping based on RTI, the student-specific services and interventions are determined by LPAC, SPED, GT, 504, DRD committees thus input by the teacher using state and diagnostic data. During 45 min enrichment grade level block, teachers collaborate to group all students accordingly. Also scheduling of computer for Reading/Math/I-Station interventions are designed to ensure all required minutes are being met. Teachers also have Tier 2 certified-tutors who they collaborate to meet individual students need and close gaps. These interventions are monitored consistently by

teachers, tutors, Instructional Coach and adjusted every 6-9 weeks based on assessment performance and/or other informal criteria. Both tutors and teachers adhere to curriculum (TEKS RS) and pacing to ensure both are supporting one and Unit standards.

5th Grade April administration yield STAAR Reading scores of Approaches 84.93%, 60.72%Meets, & 30.14% Masters with only 4 students not meeting passing standard of Meets. The scores indicate 1 LEP students was recorded for not meeting standard for both subjects but was a few questions away from meeting the Meets Level. 10 other students missed the Reading standard of Meets and all will participate in the 2nd administration of Reading STAAR.

STAAR Math 94.52% Approaches, 65.75 % Meets and 38.36% Masters after the April administration with 4 students not achieving the Meets with 1 SPED identified student, 2 LEP students and 1 monolingual student.

Putnam currently has been able to meet the standard required of the state of 90, 60, 30 percentage of the 5th grade students obtaining the Approaches, Meets and Masters level at the end of the year for Math. Putnam scores identify few weaknesses that must be address in order to close the gap in Reading.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Fourth grade STAAR data from 2016-2018 indicates there is a decline from 3rd grade STAAR to 4th grade, then an increase by 5th grade. **Root Cause:** Changes in teaching assignments will affect instruction and scheduling for the 2019-2020 school year.

Problem Statement 2: High mobility rate in 2017-18 school year had a significant impact on academic performance. (2014-2015 24.1%;, 2015-2016 22.3%; 2016-2017 22.8%) **Root Cause:** About an average of 23% mobility rate in the community (unstable conditions in and around Putnam Community) Low Socioeconomic status influences movement.

School Processes & Programs

School Processes & Programs Summary

Putnam is always focused, not only on the improvement of the students' academic achievement, but the success of each student as a whole. A strong commitment is shared by all teachers, administrators, and staff. To ensure that daily demands of the campus do not overshadow on improvement through the structured use and schedules of PLCs as well as grade level planning time for teachers. Through this process teachers are provided time to analyze data and create specific focus lessons to meet the needs of every student as determined by our seasonal data. Moreover, PLC time is provided for each grade level with set expectations and structures, which are determined by the needs and goals of each grade level. This includes instructional time that is protected from unnecessary interruptions in order to maximize instructional time.

Through district professional development, campus PLC's, and support from campus leaders our campus is aligned to the district improvement plan. We provide scaffolds and differentiation for our students. Students IEP's are followed. We implement strategies for our ELL's.

School Processes & Programs Strengths

Putnam elementary implements active learning and the use of technology to provide a well- rounded, active learning environment to address all the needs of our students. Our campus is in the 2nd year of Active Learning Framework (ALF) model as the teachers continue working on at least 4 projects per year and adding to the components of this framework. During the MOY training the campus continued with the implementation and allowed lesson planning time for the Spring semester of ALF projects. The campus also continues to follow the district's initiative of the Jan Richardson's book in Guided Reading. The grade levels have been trained and utilizes the Guided Reading framework to address literacy skills from Kinder-5th grade. K-2nd grade teachers have been asked to use the lesson planner as they plan their guided reading groups to address the different needs of their students in reading. Our students have demonstrated success with the implementation of active learning and increased literacy skills with the use of the guided reading framework.

Putnam is also a member of SEL Cohort two, which means that we are in our second year of school-wide SEL implementation. In that brief time, we have introduced and established norms, activities, rituals and lessons to include morning meetings and community circles for the campus. Through this process the students are beginning to articulate their emotional and what strategies to implement in order to ensure they are able to address these feelings appropriately. This initiative has promoted an increase in students' reports that they feel safe at school and bullying has decreased.

Putnam is currently on its 13 year as a Dual Language (DL) campus which is following the new DL competencies implementations from the district through the assistance of our 2 mentor teachers. These mentor teachers are the TOT, who are assisting our campus move forward with the DL initiatives. Putnam being one of the original Dual Language campuses is currently adjusting their practices in order to meet the DL competency requirements identified by the district. Our campus LPAC plays a major role in monitoring the progress of the EL students and make decisions regarding EL's language of instruction and assessment as it schedules monthly meetings. Our Dual Language (DL) teachers have been trained in the DL Competencies by our mentors in order to streamline this program and follow new district protocols.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Technology is not updated on our campus to meet the instructional needs of students and teachers. **Root Cause:** Putnam needs to develop a technology plan to continue to meet the needs of our community

Problem Statement 2: 2018-19 school year Putnam struggled with implementing an effective RTI schedule to address the many needs of the students. **Root Cause:** The Enrichment time was divided which did not address the needs DRD, Gifted & Talented, Speech and allotted time for service pull out tutoring for identified students..

Perceptions

Perceptions Summary

Based on Parents Responses from the Parent Climate Survey, most of them were positive and there was an increase from last year's responses and participation. There was a 100% student response for the Putnam Student Climate Survey. The Student Climate Survey responses indicated that students feel safe at school and feelings of being bullied have decreased. 84.1% of the student population state that they like their school. 93.9% state that they learn to respect others at school. 87.8% state they feel safe at school. 92.7% state they feel teachers believe in them. 35.4% state that they have been bullied at school. During the year multiple events have been held with students to address Bullying. The counselor spent the fall semester training students and holding Circle Times to address kindness and how we treat others matter. During Career Fair guest speakers addressed students on how Bullying is perceived and how it affects a student's life. Common Sense Media guidance lessons on cyberbullying and guidance lessons on bullying are conducted with all grade levels. Individual student, parent and small groups concerns about bullying are responded by counseling and administration using conflict resolution and district protocols.

Three out of the five categories under student climate showed a decrease from the previous school year. The 2017-2018 Student Climate Survey showed that 36.4% of students responded that they felt they had been bullied and 83.3% responded that they felt safe at school. The 2018-2019 Student Climate Survey showed 35.4% of students responded that they felt bullied and 87.8% responded that they felt safe at school.

The disciplinary practices on campus are proactive. The campus teachers and staff utilize positive behavior supports and interventions (PBIS), as well as Social-Emotional learning to address the functions of specific behavior and to discuss/provide appropriate interventions to address the behavior. The campus utilizes Reflection Sheets to open the dialogue between student and staff and parents about the behavior and SEL-a-Brations to recognize the students that have demonstrated appropriate behavior during each 9 week period.

There was a 77.7% participation from parents in the Climate Survey and these are some of the notation made. The only decrease was that less parents see that teachers get along at their child's school. Another decrease was that are less parents that think it is important for their child to attend school every day.

Staff quality, recruitment's and retention at Putnam has been steady as most of our teachers are veteran staff members, who have taught at Putnam for most of their career. In the recent years the campus has had several retirements which has allowed for replacement with new up and coming teachers from our local university. Two to three teachers leave per year. When teachers leave, it usually is due to retirement or relocation out of the city. New teachers are assigned a mentor to guide them. They are also encouraged to observe seasoned teachers, work with the ALL or CTC in order to solidify their craft and participate in PLC's and Staff Development. These trainings are designed to help instructional ideas and the implementation of district initiatives.

Perceptions Strengths

Campus activities are planned the spring prior to the opening of the school which allows for teacher, staff and PTA input. PTA has a strong representation

and ensures parents having a variety of events throughout the school year. These events include fundraisers, PTA general meetings with grade levels presenting, with campus educational events. Through this partnership the Putnam community has both academic and social events to promote the many facets that are encompassed within the school. Putnam is in their second year of SEL and has implemented a 9 week Sel-a-Brations, motivational assemblies, and Fun Fridays within the classroom as a reward for students meeting the PBIS campus expectations. In that brief time, we have introduced and established norms, activities, rituals and lessons to include morning meetings and community circles for the campus. This initiative has promoted an increase in students' reports that they feel safe at school and less students reporting that they have felt bullied. The PBIS/SEL committee will review survey data in order to adjust the practices and continue adding characteristics of this program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the responses from the Student Climate Survey, in 2017-2018 93.9% of students responded that they liked their school and in 2018-2019 84.1% responded that they like their school. **Root Cause:** Putnam will continue to develop an information plan with 5th graders in order to understand the survey.

Problem Statement 2: Based on the Parent Climate Survey there's a decrease from last year on how they see teachers get along at their child's school. **Root Cause:** Putnam will continue to work on an informational plan to outline the importance and content of the Climate Survey process our families.

Problem Statement 3: Based on the Parent Climate Survey 97.9% don't think it is important for their child to attend school every day. **Root Cause:** Lack of information to parents that demonstrates the correlation between attendance and academic achievement.

Priority Problem Statements

Problem Statement 1: Gaps in student instruction and late identification of SPED, LEP, 504, Dyslexia and GT services requiring more tutoring type interventions.

Root Cause 1: RTI Structures and process do not allow for the early identification of students and their monitoring

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance rates have been below 96% in the last 3 years and transfer rates have increased absenteeism by 1.2%

Root Cause 2: Attendance and Transfer procedures need to be updated with district policies in order to restructure monitoring process

Problem Statement 2 Areas: Demographics

Problem Statement 3: Fourth grade STAAR data from 2016-2018 indicates there is a decline from 3rd grade STAAR to 4th grade, then an increase by 5th grade.

Root Cause 3: Changes in teaching assignments will affect instruction and scheduling for the 2019-2020 school year.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Technology is not updated on our campus to meet the instructional needs of students and teachers.

Root Cause 4: Putnam needs to develop a technology plan to continue to meet the needs of our community

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 2018-19 school year Putnam struggled with implementing an effective RTI schedule to address the many needs of the students.

Root Cause 5: The Enrichment time was divided which did not address the needs DRD, Gifted & Talented, Speech and allotted time for service pull out tutoring for identified students..

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Based on the Parent Climate Survey 97.9% don't think it is important for their child to attend school every day.

Root Cause 6: Lack of information to parents that demonstrates the correlation between attendance and academic achievement.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: December 06, 2015

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.




Directly Supports: Board Goals 1-3

Performance Objective 1: By the end of 2019-2020, Putnam will continue with the implementation of Guided Reading in grades K-2nd to increase the percentage of students reading at grade level in DRA and EDL by 5%.

Evaluation Data Source(s) 1: IStation, DRA/EDL (BOY, MOY, EOY) monitoring reading levels, Progress Monitoring, Guided Reading Data, Guided Reading Lessons

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To continue with the Active Learning Framework across the campus to support teachers with students achievement & instruction.	2.4, 2.5, 2.6, 2.6	Principal, Assistant Principal, ALL, CTC	To be able to mentor and engage teacher in the Active Learning Framework to enhance all students learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) To provide necessary supplies, reading books, online resources, licenses, consultants and instructional materials to teach standard based curriculum and prepare students for assessments in, Math, Science, English, Language Arts to students in the SPED, ELL, Migrant, Economically Disadvantaged and At-Risk demographic groups.		Principal and Assistant Principal, Secretary to the Principal	Requisitions/ Purchase Orders/ Warehouse, reqs/P.O.				
Funding Sources: 211 ESEA Title I (Campus) - 14794.00, 199 General Fund - 4540.00, 185 SCE (Campus) - 8719.00							
3) Library resources and collections will be upgraded district wide in order to meet state standards and to promote literacy.	2.4, 2.5, 2.6	Principal, Assistant Principal, Librarian, Secretary to the Principal	To provide students with appropriate reading materials to enhance all students' instructional needs.				
Funding Sources: 199 General Fund - 4700.00							
4) To provide funding for planning time for teachers as they disseminate data and create specific focus lesson in PLCs to meet the needs of At-Risk, LEP, Low SE and SPED students.	2.4, 2.6	Principal, Assistant Principal, ALL, CTC	To ensure all student groups are identified and specific plans are created to address their needs.				
Funding Sources: 199 General Fund - 0.00, 211 ESEA Title I (Campus) - 0.00							
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 5) Continue to provide ongoing support and training for K-2 teachers on the implementation of Guided Reading while supporting effective RtI.	2.6	Principal, Assistant Principal, Secretary to the Principal, CTC, ALL	Increase student reading levels with the use of DRA/EDL K-Increase student reading K-2 at BOY, MOY and EOY. 9 week Guided Reading Binder checks and learning walks with positive feedback at least four times a year.				
TEA Priorities Build a foundation of reading and math 6) Increase student fluency (accuracy, pace and expression) in grade 2 with fluency checks every 9 weeks.	2.4, 2.5, 2.6	Principal, Assistant Principal, CTC, ALL	Second grade student fluency will increase with the use of fluency practice books daily and fluency assessment books once a month. Student progress will be monitored by class, grade level and school-wide				
7) Provide 15 minutes of school-wide daily DEAR Time (Independent Reading) to increase reading levels while providing opportunities for students to use effective reading strategies to increase comprehension and fluency.	3.2	Principal, Assistant Principal, CTC, ALL	Increase of comprehension and fluency skills with the use of daily reading logs and progress monitoring every 9 weeks with teacher/student conferences and feedback.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) To update computer desktops, laptops, to purchase ladybugs, in-focus projectors, printers, mini i pads, smart boards to optimize instructional lessons, materials, and student participation in innovations for future progress with digital environment.		Princ. A.P.	Continue to learn and educate on new digital technology				
	Problem Statements: School Processes & Programs 1 Funding Sources: 211 ESEA Title I (Campus) - 1400.00, 185 SCE (Campus) - 15226.00						
9) To purchase necessary software to manage 46 IPADS using JAMF pro iOS/tvOS (EDU) subscription license for one year.							
	Funding Sources: 185 SCE (Campus) - 300.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Technology is not updated on our campus to meet the instructional needs of students and teachers. Root Cause 1: Putnam needs to develop a technology plan to continue to meet the needs of our community

Goal 1: Active Learning








El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: El Paso ISD will ensure that campuses develop strategies and a communication model to improve student attendance so average daily attendance improves by .3% by June 2020

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To monitor students attendance and implement attendance goals by grade levels.	2.5, 3.1	Assistant Principal and Grade Level Chairs	To increase student's attendance and ensure they continue to progress academically.				
Funding Sources: 199 General Fund - 300.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Education will provide support to campuses to facilitate more inclusive best practices for Special Education Students to improve academic performance.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) To identify SPED students who failed STAAR and implement activities to support their instruction with an Intensive Program of Instruction	2.4, 2.6	Principal, Assistant Principal and SPED Coach	These activities will ensure SPED students have the opportunity to meet state standards.				
2) To monitor the progress of special education students.	2.4, 2.6	Principal and Assistant Principal	To ensure early identification of students requiring assistance and provide Tier Instruction				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 4: Provide opportunities to achieve literacy and proficiency in English and Spanish.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) To identify ELL students who failed STAAR and implement activities to support their instruction		Principal, Assistant Principal and LPAC	These activities will ensure ELL students have the opportunity to meet state standards.				
2) To revisit and align according to the districts Principles of Dual Language	2.4, 2.5	Dual Language Teachers and Administration	To promote bi-literacy and multiculturalism				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 5: Collaborate with district and region service center outreach programs for the identified Migrant students

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To collaborate with district and region service center outreach programs for the identified Migrant students.	2.4, 2.6	Counselor and PEIMS Clerk	To identify the students on campus and provide needed resources				
Funding Sources: 185 SCE (Campus) - 500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 6: Recruit teachers to refine GT and AP curricula, particularly for K-3 and School-wide Enrichment 4-5 to include fine arts opportunities

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To ensure GT testing is timely and accurate, and that identified students are being served. To include GT extended educational activities which includes field trip opportunities.	2.4, 2.5	Principal, Assistant Principal, Counselor, Teachers	To ensure GT identified students receive State Curriculum to meet their needs.				
	Funding Sources: 199 General Fund - 0.00						
2) To identify students under the Gifted and Talented characteristics.	2.4, 2.5	Gifted and Talented Chair; and Gifted and Talented Team	To serve the identified students in order to address their academic needs.				
3) To showcase student generated projects to community.	2.4	Gifted and Talented Chair; and Gifted and Talented Team	To promote and publish students' work for the Putnam Community				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 7: Ensure aligned content, processes, and instruction for optimal learning

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To provide practice test materials to help students meet state and federal academic standards.	2.4, 2.6	Principal, Assistant Principal, ALL, CTC	To be able to disseminate data and identify weaknesses and strengths in all academic areas in order to provide interventions.				
Funding Sources: 199 General Fund - 1000.00, 211 ESEA Title I (Campus) - 10354.00							
2) To schedule DRD classes for students identified as having characteristics of dyslexia.	2.4, 2.5, 2.6	Principal, Assistant Principal, DRD Teacher	To use the Wilson Program to develop phonics awareness, become a fluent reader and successfully complete 3 book levels per year.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
3) To increase academic achievement through tutoring in reading, writing, mathematics and science, addressing the needs of At-Risk, LEP, Low SE and SPED Students.	2.4, 2.5, 2.6	Principal, Assistant Principal, ALL, CTC	Through tutoring all students will improve their student expectations in all core subjects.				
Funding Sources: 211 ESEA Title I (Campus) - 19321.00, 185 SCE (Campus) - 21874.00							
4) To provide direct Social Skills after school interventions for identified At-Risk students with transportation provided as needed.	2.4, 2.6	Counselor and Resource Teacher	To improve Coping Skills, Peer Relations and Academic Progress				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Great Community Schools





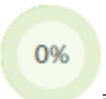

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Employee Retention and Recruitment

Teachers will participate in professional development training and administration will attend the UTEP & district job fair.

Evaluation Data Source(s) 1: Staff Development Credits, Resumes, Sign-In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Administrators will attend 2 job fairs for the school year (UTEP, District)	2.4	Campus Administration	To improve instruction with in the classroom and implementation of new initiatives.				
TEA Priorities Recruit, support, retain teachers and principals 2) provide paraprofessionals in PreK 4 classroom to assist in students to whom assigned in any physical tasks directed by teacher, give reinforcement to students in the areas of social studies, math, support the teacher on methods, materials and strategies for reinforcements on children.		Campus Administration	To improve instruction within the classroom and assist with implementation of new initiatives				
Funding Sources: 185 SCE (Campus) - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development

Strategies must reflect campus professional development plan.

Evaluation Data Source(s) 2: PLCs, Sign-In Sheets, Campus Survey, Student Data, RTI schedules for Pull-In/Pull-Out and after School Tutoring

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To provide funding for substitutes, for campus PLCs, in and out of town staff development training, registration fees, reading material for administration and teachers to increase their knowledge base to benefit student learning across all student sub populations in order to be able to meet the needs of SPED, ELL, Migrant, Economically Disadvantaged and At-Risk demographic groups.	2.5, 2.6	Campus Administration and Instructional Coaches	This goal will increase teacher knowledge in order meet the needs of these students.				
	Funding Sources: 211 ESEA Title I (Campus) - 9500.00, 199 General Fund - 6000.00						
2) To schedule 3 hours of Instructional Grade Level Planing Time to develop 9 week lesson plans	2.4, 2.5, 2.6	Grade Level Chairs	To improve 1st teach practices, incorporate active learning framework and maximize time on task with students				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) To provide funding for staff development training for all teachers and administration to support Science, Math, Reading, Writing instruction and supply instructional materials for all grade levels.	3.2	Campus Administration and Instructional Coaches	This goal will increase teacher knowledge in order meet the needs of these students.				
	Funding Sources: 211 ESEA Title I (Campus) - 3650.00, 199 General Fund - 600.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.






Performance Objective 3: Discipline/PBIS/SEL/School Culture

Continue to implement strategies to promote a safe, secure, and drug-free environment to eliminate bullying that will create vibrant learning environment.

Evaluation Data Source(s) 3: Committee Agendas and Minutes, Activity Calendar, Disciplinary Summary Reports, Monthly, Quarterly Discipline Report and Campus Survey

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To implement Social Emotional Learning activities in conjunction with CASEL Framework	2.4, 2.6	Counselor, PBIS/SEL Team	To support teacher's facilitation of the 5 SEL competencies.				
2) To schedule College Readiness and Career Week to create a pathway to college.	2.5	Counselor and CTC	To encourage and promote students to be life-long learners, seek a post-secondary education and be able to achieve skills for a productive career.				
Funding Sources: 199 General Fund - 500.00							
3) To implement Social Emotional Learning (SEL) campus wide by identifying an SEL core team to establish practices.	2.6, 3.1	SEL Facilitator and Counselor	To create a learning environment where students feel safe and secure.				
Funding Sources: 199 General Fund - 0.00							
4) To benefit children by increasing their parents emotional and academic support	2.5, 3.1, 3.2	Campus Teacher Coach & Librarian, PE Coach	To welcome dads and primary caregivers to our school and build positive relationships to promote academic progress				
Funding Sources: 199 General Fund - 0.00							
5) To provide funding for Student Council workshop: To obtain invaluable resources to develop leadership skills. Develop techniques to generate peer participation. *Explore tools to create meaningful and challenging projects *Network with other student leaders							
Funding Sources: 199 General Fund - 520.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
ESF Levers Lever 3: Positive School Culture 6) To provide educational field trips for all grade level students as an incentive but primarily as learning opportunities and broadening students horizons.							
Funding Sources: 199 General Fund - 600.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Strategies should describe the campus budget management framework/process for ensuring that resources are distributed in a timely and equitable manner.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>1) To schedule monthly meeting with CIT to review campus budget and allocations in order to meet the needs of all students to include At-Risk and Economically Disadvantage.</p>	2.4, 2.5, 2.6, 3.1	Principal Assistant Principal CIT Facilitator	To improve academic progress and success				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) To schedule and collaborate with Grade Level Chair to determiner the need of their grade level and identify resources needed.</p>	2.5	Principal Assistant Principal CIT Facilitator	To improve instructional outcome and students success				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Parents will be engaged in academic support activities and workshops at the campus, district, or via regional service center events at least once every month during the school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To provide funds for materials, supplies to help parents work with their children to improve academic achievement.	2.4, 3.2	Principal, Assistant Principal, Parental Involvement Laison	To collaborate regularly with parents and community in order to address the needs of all students.				
Funding Sources: 211 ESEA Title I (Campus) - 500.00							
2) To schedule monthly "Coffee with the Principal" meetings in order to address the following" -Campus Compact -Campus Improvement Plan -Campus and District Parental Plan -District Parental Engagement Policy -Dual Language Programs Provide opportunity to dialog and engage with parents via scheduled Parental Involvement meetings to assist in these areas; -Assist parents with parenting skills -Help educate families about their child's progress -School Services -Parental Opportunities and Programs	2.5, 3.1, 3.2	Principal, Assistant Principal, Parental Involvement Laison	To ensure parents and community are well-versed on campus and district events and activities.				
Funding Sources: 211 ESEA Title I (Campus) - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) To utilize district funds to hire a parent engagement leader to coordinate Title I parent involvement requirements.	3.1, 3.2	Principal, Assistant Principal	Parental Engagement leader will coordinate meetings and ensure effective communication.				
Funding Sources: 211 ESEA Title I (Campus) - 8500.00							
4) To provide funds for reading materials for Positive parental attitudes toward literacy. Provide magazines/ books so reading can be shared between a parent and child	2.4, 3.1	Principal, Assistant Principal, Parental Involvement Liaison	To ensure parents and community are well-versed on campus activities that will benefit their children.				
Funding Sources: 211 ESEA Title I (Campus) - 300.00							
5) To provide miscellaneous services and programs to address parental concerns on children being disruptive, disobeying rules, bullying, fighting, and being defiant.	2.4, 3.1, 3.2	Principal, Assistant Principal, Parental Involvement Liaison.	To ensure parents and community are well-versed on campus and district activities.				
Funding Sources: 211 ESEA Title I (Campus) - 300.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Continue to provide ongoing support and training for K-2 teachers on the implementation of Guided Reading while supporting effective RtI.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Putnam Elementary met in March CIT meeting to discuss data gathering for the completion of CNA for school year 2018-19. CIP Campus Improvement Plan is based on a comprehensive needs assessment of data collected that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA). This CIP meeting was conducted May 21, 2018 during a full day planning meeting. These items are located in monthly minutes and CNA.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and teacher/staff representatives of the Putnam community who will carry out such plan, to include teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. These items are located in monthly minutes and CNA.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students* are provided opportunities to meet the challenging State academic

standards as seen in the CNA and minutes.

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners

* as well as “at-risk” students The agency shall evaluate the effectiveness of accelerated instruction and support programs provided for students at risk of dropping out of school.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

2.4: Opportunities for all children to meet State standards

During periodical monthly CIP meetings schoolwide reform strategies used by the school will be implementing to address school needs, including a description of how such strategies:

The campus will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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

The campus will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

3.1 Parent and Family Engagement: Sec. 1116(e) Building Capacity for Involvement - To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency **shall**

Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement

Provide materials and training to help parents work with their child, such as literacy and technology training

Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners

In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand

Provide reasonable support for family engagement activities

ACTION REQUIRED: The campus must indicate how it addressed the six bullets listed above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ACTION REQUIRED: In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.1 in Plan4Learning by checking the appropriate element box in Plan4Learning.

3.2: Offer flexible number of parent involvement meetings

Offer flexible number of parent involvement meetings

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A,

transportation, child care, or home visits, as such services relate to parental involvement. (Note: Services must be in accordance with District policy.)

Per TEA: The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.

Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.

Examples: on campus, other district site, community center, or other locations (please specify "other").

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ACTION REQUIRED: In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.2 in Plan4Learning by checking the appropriate element box in Plan4Learning.

2019-2020 Needs Assessment Team

Committee Role	Name	Position
Classroom Teacher	Laura Webb	3rd Grade Teacher
Classroom Teacher	Maria Gonzalez	Kinder DL Teacher
Classroom Teacher	Gloria Mansouraty	2nd Grade Teacher
Other	Jessica Shafiee	LPAC Clerk
Administrator	Cynthia Sanchez	Principal
Administrator	Hillery Smith	Assistant Principal
Non-classroom Professional	Veronica Anchondo	Counselor
Resource	Tammy Rodriguez	Resource-SPED
ALL	Erika Green	ALL
Campus Leader Coach	Heather Pankow	CTC