

El Paso Independent School District

Putnam Elementary School

2023-2024 Improvement Plan



Board Approval Date: October 17, 2023

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

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
L1 Whole Child (Culture & Climate)	4
L2 Academic Excellence (Curriculum, Instruction, Assessment)	6
L2 Academic Excellence (Student Achievement)	7
L3 Destination District (Staff Recruitment, Retention & Prof. Dev)	8
L3 Destination District (Perceptions, Facilities, Programs, Technology)	9
L4 Culture of Accountability (Parent & Community Engagement)	10
L5 Equity by Design (Demographics)	11
Prioritized Needs	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.	15
Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.	21
Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.	27
Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.	30
Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.	33
Targeted Support Strategies	34
2023-2024 Campus Improvement Team	35
Campus Funding Summary	36

Comprehensive Needs Assessment

Revised/Approved: August 30, 2023

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

The demographics at Putnam Elementary are as follows: 84.59% of the student population is identified as Hispanic/Latino, 38.72% are identified as Emergent Bilingual, 57.89% is identified as Bilingual, 3.01% identified as English as a Second Language, 13.91% identified as Special Education, and 80.83% is identified as Economic Disadvantaged. Our Elementary is one of the original 9 Dual language campuses and the Dual Language Program has been in practice for the last 17 years in the district. Putnam has 24 teachers, out of those teachers 8 are Dual Language Certified, 3 are ESL certificated.

L1 Whole Child (Culture & Climate) Strengths

- Grade level students have performance at PTA nights hosted every month
- PTA meets frequently to discuss how to support the campus.
- PTA holds Friday fundraisers all year long
- 2 Book fairs per year
- Putnam held a Science Fair and Science Night in Fall and Spring

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): The At-Risk population of students has increased significantly from last year, between 23% and 25%, to this year which is at 62.41% **Root Cause:** Educational gaps, attendance and behavioral issues increasing in the spring semester.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

In 2023-2024, EPISD adopted two new curriculum resources for Math and Reading (grades K-5). Weekly 90 minute PLC schedules (Plan B) have been implemented to allow teachers the appropriate time for planning lesson calendars, and lesson internalization. Each week teachers are provided 45 minutes in Math and 45 minutes in RLA for planning. The Campus curriculum coaches along with campus instructional leadership team, plan weekly agendas to target areas of need identified by data from campus walkthroughs, teacher feedback and data results from MAP/NWEA, STAAR scores, I-Ready and teacher formative assessments.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

- Teachers utilize data to drive and modify instruction. MAP (NWEA), Unit assessments, STAAR assessments, STEM-Scopes, Teacher observations and I-Ready are used to determine areas of strength and areas of need.
- Teachers will maintain student data portfolios, and SLO growth Trackers to track student progress as a grade level and school.
- Teacher planning and collaboration-building capacity among all grade levels. 90 minute PLC's have been established weekly.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): In Science 47% of our students were at the approaching level, 28% meet, and only 9% showed mastery falling short of the 90%, 60%, 30% expectation. **Root Cause:** Lack of learning opportunities, authentic experiences, and access to the Science Lab. Furthermore, implementation of all subject TEKS and academic language was inconsistent, lack of alignment in teacher resources

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

In 2022-23 Putnam Elementary was rated at an A for student achievement. This year our overall student achievement dropped to a C. Historically the trend has been one in which Math seems to be the subject that is decreasing each year in Meets and Masters. The subject of Reading seemed slightly higher. Science was the lowest percentage. Overall, each domain subsided than in years past.

L2 Academic Excellence (Student Achievement) Strengths

Strengths were in Reading, with 75% approaches, 21% Masters, 42% Meets, and 25% Did not meet. Math, was 52% approaches, 17% Meets, 10% Masters, and 48% Did not meet.

Last year teachers were using an aligned RLA curriculum (HMH). This curriculum also allowed for a strong Tier 1 teach.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): Daily Tier 1 instruction, with non-negotiable minutes allotted for protection of all instructional minutes. Focus on special education and emergent bilingual students. Student in third grade will increase "Meets" **Root Cause:** Lack of sustained instructional minutes focusing on Tier 1 instruction, campus master schedule needs to prioritize Special populations when creating instructional minutes.

L3 Destination District (Staff Recruitment, Retention &Prof. Dev)

L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Summary

The academic needs of all students are met through TEKS aligned curriculum and instruction. The instructional team consistently supports teachers and student growth through PLCs that are data driven and reflective of their planning and teaching in order to address gaps and misconceptions. Faculty and Staff are supported by the Campus Teaching Coaches who share responsibility to co-plan, co-teach, train and model best practices in the classroom. Putnam continues to build capacity through the utilization of grade level chairs, CIT, LPAC, PBIS/SEL, RtI, and GT committees to drive decision making. Teachers work to integrate technology in their classroom using various educational apps or programs, such as Schoology, Classlink, NWEA, iReady, ST-Math and Stemscopes to enhance learning opportunities for all students.

L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Strengths

- 2-way Dual Language classroom
- Full time DRD specialist
- Resource and Inclusion Services
- Speech Services
- Two Full day Pre-K 4
- Two Half Day Pre-K 3 sessions

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Needs

Prioritized Need 1: During Putnam PLCs, we need to schedule and provide staff development on technology to increase the appropriate use of technology during the fall semester of 2023. **Root Cause:** Putnam has Promethean Boards that are not being utilized to their full potential.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Technology is used to support both teaching and learning by making devices tools for instruction in the classroom. Our Putnam students can expand and enhance their experiences and learning materials with these digital tools. Technology is available to support learning at any time our students need that support. Student engagement and motivation can be increased when technology is used in a planned way. In a Blended Learning setting, a teacher can provide differentiation with the use of technology. Many students can accelerate their learning because technology helps to make instruction more personalized. While students that need extra support can also receive the repetition and slower pace instruction they need. Currently the teachers require more training in utilizing the new curriculum resources to expand their knowledge. For example expanding on the use of Promethean boards by using (Active-Nspire, Canva, Class kick, Google slide and Kami).

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

Increase student learning through technology-enhanced teaching and learning
Increase and improve our instruction through using technology as a tool to teach curriculum.
Provide differentiation within Schoology courses using the blended learning framework.
Ensure that all learners are effective users of technology.
Increase parental engagement in the use of technology as tools for communication and assignments
Some of our resources include BrainPop, Schoology, ST Math, Stemscopes..

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1: Teachers are lacking the updated technology, tools and training to make the current school district adopted curriculum more accessible and more interactive with students. **Root Cause:** Lack of resources, (financial), lack of Promethean boards, the Mac book computers, while high tech, need to have each application installed, lack of access to STAAR 2.0 practice using a keyboad for grade 3. Lack of proper updated training campus wide.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

The does focus on an authentic home/school connection to educate and engage parents in understanding how to support their children. Mrs. Acosta, our counselor, invites parents to different meetings during the year to help to identify problems with their children and how to address those problems. This year she had a meeting with parents to educate them about stress and different feelings during testing time. The Putnam School Counseling Program helps foster a home/school connection by sharing the Core Value for each month with parents through the Parent Core Essentials Newsletter (English/Spanish) that is posted monthly on the Class Dojo School Story. Parent Sessions Include: Informative Session on Small Group Counseling, Test Anxiety Coping Strategies and Test Taking Tips, Family Workshop SEL Make and Take, Positive Parenting and Communication

L4 Culture of Accountability (Parent & Community Engagement) Strengths

Parents and the community are involved with the school during the whole school year. The campus has PTA meetings, PTA Board Meetings and CIT meetings every month. Parents are also involved in different activities during the school year. Some activities are the Fall festival, Christmas fair, and Book Fair twice per year, one in the fall and one in the spring. Parents are involved in meaningful ways that support students learning. Our campus gives different opportunities to our parents to support their children learning like the Film Festival, Robotics Club, Science Fair and Imagination Destination. This year our school counselor did an amazing job with Career Day. Students have an opportunity to speak with members of our community and have a better perception of different careers. Also, we have a partnership with GECU to teach our students ways to manage money during The Financial Literacy presentation. Our campus schedules parent conferences for all students to review report cards and interventions during the fall and spring. If parents want to discuss anything related to their children's development, they are more than welcome to set an appointment with their children's teachers, or with the counselor or principal depending on the needs of the parent.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1: A significant challenge faced by our school community is the insufficient level of parent engagement in the educational process. This lack of involvement negatively impacts student academic achievement, overall school performance, and the sense of community within the school. **Root Cause:** Putnam has not had a Parent Engagement Liaison since last year so many parents might not know how to get involved with the school.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

The demographics at Putnam Elementary are as follows: 84.59% of the student population is identified as Hispanic/Latino, 38.72% are identified as Emergent Bilingual, 57.89% is identified as Bilingual, 3.01% identified as English as a Second Language, 13.91% identified as Special Education, and 80.83% is identified as Economic Disadvantaged. Our Elementary is one of the original 9 Dual language campuses and the Dual Language Program has been in practice for the last 17 years in the district. Putnam has 24 teachers, out of those teachers 8 are Dual Language Certified, 3 are ESL certified.

L5 Equity by Design (Demographics) Strengths

ELL students are supported with a variety of linguistic Instructional Accommodations defined by the teacher and campus personnel. ELLs are also taught by highly qualified professionals. They have been provided with extra support in state testing which can include extra time, oral administration, etc.

Currently teachers that have an Emergent Bilingual student in their class must be certified in ESL and Region 19 will be offering trainings to prepare the teachers.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): The At-Risk population of students has increased significantly from last year, between 23% and 25%, to this year which is at 62.41% Increase the number of students exiting Bilingual program. **Root Cause:** Dual Language program not focusing on the Emergent Bilingual student, more on the English Only student. A need for alignment with the Dual Language curriculum.

Prioritized Needs

Prioritized Need 1: Daily Tier 1 instruction, with non-negotiable minutes allotted for protection of all instructional minutes. Focus on special education and emergent bilingual students. Student in third grade will increase "Meets"

Root Cause 1: Lack of sustained instructional minutes focusing on Tier 1 instruction, campus master schedule needs to prioritize Special populations when creating instructional minutes.

Prioritized Need 1 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 2: In Science 47% of our students were at the approaching level, 28% meet, and only 9% showed mastery falling short of the 90%, 60%, 30% expectation.

Root Cause 2: Lack of learning opportunities, authentic experiences, and access to the Science Lab. Furthermore, implementation of all subject TEKS and academic language was inconsistent, lack of alignment in teacher resources

Prioritized Need 2 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 3: The At-Risk population of students has increased significantly from last year, between 23% and 25%, to this year which is at 62.41%

Root Cause 3: Educational gaps, attendance and behavioral issues increasing in the spring semester.

Prioritized Need 3 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 4: The At-Risk population of students has increased significantly from last year, between 23% and 25%, to this year which is at 62.41% Increase the number of students exiting Bilingual program.

Root Cause 4: Dual Language program not focusing on the Emergent Bilingual student, more on the English Only student. A need for alignment with the Dual Language curriculum.

Prioritized Need 4 Areas: L5 Equity by Design (Demographics)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- † District goals
- † Campus goals
- † HB3 Reading and math goals for PreK-3
- † 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 Emergent Bilingual (EB) progress measure data
- † Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- † Student failure and/or retention rates
- † Local diagnostic reading assessment data
- † Local benchmark or common assessments data
- † Observation Survey results

Student Data: Student Groups

- † Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- † Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- † Economically disadvantaged / Non-economically disadvantaged performance and participation data
- † Special education/non-special education population including discipline, progress and participation data
- † At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- † Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- † Section 504 data
- † Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- † Attendance data

- † Mobility rate, including longitudinal data
 - † Discipline records
 - † Student surveys and/or other feedback
 - † School safety data
 - † Enrollment trends
- Employee Data**
- † Professional learning communities (PLC) data
 - † Staff surveys and/or other feedback
 - † Campus leadership data
 - † Campus department and/or faculty meeting discussions and data
 - † Professional development needs assessment data
 - † Evaluation(s) of professional development implementation and impact
 - † T-TESS data
 - † T-P ESS data

Parent/Community Data

- † Parent surveys and/or other feedback
- † Community surveys and/or other feedback

Support Systems and Other Data

- † Processes and procedures for teaching and learning, including program implementation
- † Communications data
- † Capacity and resources data

Goals

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Putnam Elementary will create a culture where each student is supported by caring adults. as measured by an employee, student, and parent culture climate survey.

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details		Reviews			
Strategy 1: Campus will create school-wide survey to be responsible for campus culture where each student is supported by caring adults. Strategy's Expected Result/Impact: Increase parent participation by 5% when surveys are returned. Staff Responsible for Monitoring: PEL Title I: 2.6		Formative		Summative	
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Forge strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community. Strategy's Expected Result/Impact: Students and parents will feel welcome, heard, and supported when they are in school. Staff Responsible for Monitoring: Administration, counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative		Summative	
		Oct	Jan	Mar	June
					

Strategy 3 Details		Reviews			
Strategy 3: Ensure Putnam Elementary has well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. Strategy's Expected Result/Impact: Positive school climate will impact attendance rates, test scores, promotion rates and increase likelihood students return to Putnam year after year. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture		Formative		Summative	
		Oct	Jan	Mar	June
		 25%			
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Putnam Elementary will increase PK-5th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from 40 participants to 42.

High Priority

Evaluation Data Sources: Survey results

Strategy 1 Details		Reviews			
Strategy 1: By the beginning of preparing for UIL, Putnam will be prepared to have a Team Leader and Coaches to prepare students for competition. Strategy's Expected Result/Impact: Teachers interested in supporting UIL. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.5		Oct	Jan	Mar	Summative June
					
Strategy 2 Details		Reviews			
Strategy 2: Ensure that students and parents are aware of the various activities available to them. Conduct orientation sessions, distribute informational posts on Class Dojo, and use school websites to showcase the benefits and opportunities of participating in different activities. Strategy's Expected Result/Impact: With increased awareness and early exposure, more students are likely to participate in various activities, leading to higher overall participation rates. Staff Responsible for Monitoring: Club Sponsors Principal Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture		Oct	Jan	Mar	Summative June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Putnam will continue an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 5 extended learning opportunities by 1 After school Learning site. (STEAMtastics)

High Priority

Evaluation Data Sources: Campus tracking tool

Strategy 1 Details		Reviews		
Strategy 1: Recruit qualified teachers, instructors, and volunteers to lead extended learning activities. Ensure that they have proper training and resources to engage students effectively. Strategy's Expected Result/Impact: Students may discover previously unknown interests and talents through exposure to a wide range of activities. This exploration can lead to the pursuit of passions and potential future career paths. Staff Responsible for Monitoring: Club Sponsors Principal Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
		0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Putnam Elementary will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness in 70% of all campuses.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details		Reviews			
Strategy 1: Regularly collect data through fidelity walkthroughs conducted by the academic support team. This data should assess adherence to behavior expectations, classroom procedures, SEL implementation, and overall student and staff awareness. Strategy's Expected Result/Impact: A positive and inclusive school culture will emerge, where students, staff, and parents feel valued and respected. This will create a conducive learning environment and foster a sense of belonging. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture		Formative		Summative	
		Oct	Jan	Mar	June
					
		→ Continue/Modify		✗ Discontinue	

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Putnam Elementary will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 22% to 15% and reduce the overall number of disciplinary removals from 5 to 3.

Evaluation Data Sources: OnPoint Discipline Action Summary Report

Strategy 1 Details		Reviews			
Strategy 1: Involve students in the development of behavior expectations and discipline policies through student councils or leadership groups. Strategy's Expected Result/Impact: Build strong and positive relationships between teachers and students to create a sense of belonging and trust.		Formative			Summative
		Oct	Jan	Mar	June
					
		0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Putnam Elementary will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of all campuses.

High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough data, Tier teachers weekly using Coaching tool

Strategy 1 Details	Reviews			
	Formative		Summative	
	Oct	Jan	Mar	June
Strategy 1: To provide necessary supplies, reading books (author visits), online resources, licenses, instructional materials and supplies, chargers for Macbook and Ipads, and covers for Ipads, to teach standard based curriculum and prepare SPED, EB, Migrant, Economically Disadvantaged, and At-Risk demographic groups for assessments in all Core Subjects. Staff Responsible for Monitoring: Principal, teachers, CTC's TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Instructional Materials & Supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399.135.24.801.135 - \$8,500, Materials & Supplies - 199 General Fund - 199.11.6399.135.11.100.135 - \$2,300, Materials and supplies - 185 SCE (Campus) - 185.11.6399.135.30.100.135 - \$4,180, Reading material - 211 ESEA Title I Part A (Campus) - 211.11.6329.135.24.801.135 - \$0				

Strategy 2 Details		Reviews			
Strategy 2: To update computers/laptops, printers, macbooks. purchase prometheans/interactive flat panel with stands to optimize instructional lessons, resources, and student participation in innovations for future progress with digital environment. Staff Responsible for Monitoring: Admin, CTC's TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Technology updates - 211 ESEA Title I Part A (Campus) - 211.11.6395.135.24.801.135 - \$7,091, Technology equipment - 185 SCE (Campus) - 185.11.6395.135.30.100.135 - \$4,000		Formative			Summative
		Oct	Jan	Mar	June
					
		0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Putnam Elementary will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 47% to 49.35.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details		Reviews		
Strategy 1: Implement targeted interventions for students who are at risk based on NWEA assessments, such as small-group instruction, tutoring, or additional resources. Strategy's Expected Result/Impact: Provide differentiated instruction to meet the diverse needs of students to increase Domain 1. Staff Responsible for Monitoring: admin, CTC's, Reading Interventionist Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Tutoring-certified - 211 ESEA Title I Part A (Campus) - 211.11.6117.135.24.801.135 - \$0, Reading material - 211 ESEA Title I Part A (Campus) - 211.11.6329.11.135.24.801.135 - \$0, Tutoring-non certified - 185 SCE (Campus) - 185.11.6126.135.30.100.135 - \$0		Formative		Summative
		Oct	Jan	Mar
		35%		
		0% No Progress 100% Accomplished ➔ Continue/Modify ✕ Discontinue		

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: The At-Risk population of students has increased significantly from last year, between 23% and 25%, to this year which is at 62.41% Root Cause: Educational gaps, attendance and behavioral issues increasing in the spring semester.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Putnam Elementary will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 52% to 58% with all student groups meeting board approved metrics.

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Provide teachers with professional development focused on effective teaching strategies, data analysis, and differentiation. Ensure that quality subs are set up and provide subs with instructional daily lesson plans for effective implementation. Strategy's Expected Result/Impact: Equip teachers to use assessment data to adjust their instruction in real-time Staff Responsible for Monitoring: Grade level chairs and instructional chairs. Title I: 2.4 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 Funding Sources: Substitutes for curriculum planning and assesment - 211 ESEA Title I Part A (Campus) - 211.11.6112.135.24.362.135 - \$1,685, Substitutes for professional development - 185 SCE (Campus) - 185.11.6112.135.30.100.135 - \$1,500		Formative		Summative	
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: In Science 47% of our students were at the approaching level, 28% meet, and only 9% showed mastery falling short of the 90%, 60%, 30% expectation. Root Cause: Lack of learning opportunities, authentic experiences, and access to the Science Lab. Furthermore, implementation of all subject TEKS and academic language was inconsistent, lack of alignment in teacher resources

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Putnam Elementary will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 42% to 54% with all student groups meeting board approved metrics.

High Priority
HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Implement research-based instructional strategies that engage students and promote deeper understanding. Strategy's Expected Result/Impact: Foster critical thinking, problem-solving, and analytical skills through real-world applications. Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	Formative		Summative	
		Oct	Jan	Mar	June
		30%			

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Daily Tier 1 instruction, with non-negotiable minutes allotted for protection of all instructional minutes. Focus on special education and emergent bilingual students. Student in third grade will increase "Meets" Root Cause: Lack of sustained instructional minutes focusing on Tier 1 instruction, campus master schedule needs to prioritize Special populations when creating instructional minutes.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, Putnam Elementary will stabilize enrollment by increasing the number of new students enrolling or transferring back to Putnam from 268 to at least 275.

Strategy 1 Details		Reviews			
Strategy 1: Gather feedback from parents, students, and staff to identify specific concerns or issues that need to be addressed using surveys. Strategy's Expected Result/Impact: Conduct an in-depth analysis of the reasons behind the decline in enrollment and the factors that led to students transferring out to decrease number of students from transferring to other schools. Staff Responsible for Monitoring: Attendance clerk Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative		Summative	
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Develop a targeted marketing campaign that highlights the school's strengths, unique programs, achievements, and a positive learning environment using social media platforms. All faculty and staff will be responsible for reaching out to at least 3 families. Strategy's Expected Result/Impact: Leverage digital platforms, social media, and local community events to increase the school's visibility. Staff Responsible for Monitoring: Mrs. Medina Mrs. Varela		Formative		Summative	
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, Putnam Elementary will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%.

Strategy 1 Details		Reviews			
Strategy 1: Implement a mentorship program pairing new employees with experienced colleagues to ease their transition and encourage growth. Strategy's Expected Result/Impact: Foster a positive workplace culture that promotes collaboration, respect, and open communication among staff members. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative		Summative	
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 3: By June 2024, Putnam Elementary will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Strategy 1 Details		Reviews		
		Formative		Summative
		Oct	Jan	Mar
Strategy 1: Conduct a thorough assessment of the current state of instructional technology integration in the school. Strategy's Expected Result/Impact: Identify gaps, challenges, and opportunities for enhancing the use of technology in teaching and learning. Staff Responsible for Monitoring: Principal Title I: 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Technology equipment and assessories - 185 SCE (Campus) - 185.11.6395.135.30.100.135 - \$4,000				
		0% No Progress 200% Accomplished Continue/Modify Discontinue		

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Putnam Elementary will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 92% to 94%.

High Priority

Strategy 1 Details		Reviews			
Strategy 1: Create a variety of clubs, activities, and extracurricular programs to engage students' interests and talents Strategy's Expected Result/Impact: Involve students in decision-making processes through student councils or committees to enhance their sense of ownership, and increase student engagement and involvement. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Putnam Elementary will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events.

Strategy 1 Details		Reviews			
Strategy 1: Appoint Parent Community Liaisons or parent ambassadors who act as a bridge between the school and families. Strategy's Expected Result/Impact: PEL liaisons can facilitate communication, gather feedback, and help coordinate community events. Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture		Formative		Summative	
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, Putnam Elementary will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

Strategy 1 Details		Reviews			
Strategy 1: Provide opportunities for families and community members to offer input, suggestions, and feedback Strategy's Expected Result/Impact: Create avenues for open discussions. Title I: 4.1 Funding Sources: Materials and supplies - 211 ESEA Title I Part A (Campus) - 211.61.6399.135.24.801.135 - \$200, reading material - 211 ESEA Title I Part A (Campus) - 211.61.6329.135.24.801.135 - \$150, Miscellaneous expenses - 211 ESEA Title I Part A (Campus) - 211.61.6499.135.24.801.135 - \$100		Formative		Summative	
		Oct	Jan	Mar	June
					
		➔ Continue/Modify			
		✗ Discontinue			

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Putnam Elementary will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 25% to 14% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 17% to 10%.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details		Reviews			
Strategy 1: Promote integration of language development with content instruction across all subjects. Strategy's Expected Result/Impact: Provide scaffolding, visual aids, and hands-on activities to enhance comprehension. Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
					
		</			

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Daily Tier 1 instruction, with non-negotiable minutes allotted for protection of all instructional minutes. Focus on special education and emergent bilingual students. Student in third grade will increase "Meets" Root Cause: Lack of sustained instructional minutes focusing on Tier 1 instruction, campus master schedule needs to prioritize Special populations when creating instructional minutes.
L5 Equity by Design (Demographics)
Prioritized Need 1: The At-Risk population of students has increased significantly from last year, between 23% and 25%, to this year which is at 62.41% Increase the number of students exiting Bilingual program. Root Cause: Dual Language program not focusing on the Emergent Bilingual student, more on the English Only student. A need for alignment with the Dual Language curriculum.

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	To provide necessary supplies, reading books (author visits), online resources, licenses, instructional materials and supplies, chargers for Macbook and Ipads, and covers for Ipads, to teach standard based curriculum and prepare SPED, EB, Migrant, Economically Disadvantaged, and At-Risk demographic groups for assessments in all Core Subjects.

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Resource	Andrea Kelley	Resource Teacher
Certified Faculty	Emma Serrano	Math CTC
Administrator	Alicia Jurado	Assistant Principal
Facilitator	Kathleen Heredia	Literacy CTC
Classroom Teacher	Krista Rivera	First Grade Teacher
Classroom Teacher/Recorder	Laura Webb	Fourth Grade Teacher
CIT Administrator	Melissa Ortiz	Principal
Non-certified Faculty	Rose Mary Varela	Secretary
Classroom Teacher	Monica Chavez	PRE-K4
Classroom Teacher	Guadalupe Ornelas	Second Grade Teacher
Classroom Teacher	Karla Urquidi	Third Grade Teacher
Classroom Teacher	Samantha Salazar	Fifth Grade Teacher
Certified Faculty	Alexandra Quiroz	School Counselor