

Pearland Independent School District

Silverlake Elementary

2023-2024



Mission Statement

Silverlake Elementary provides a rigorous learning environment, where students learn to meet challenges in order to develop intellectually, emotionally, and socially.

Vision

Silverlake Elementary will empower our students to become world class citizens who embrace challenges and will prepare them to be innovative forward thinkers in an ever-changing diverse society.

Goal, Motto, & Parental Involvement Mission

★ Goal ★	★ Motto ★
<p>Silverlake Elementary will strive for continued academic success where students are inspired to take action based on their newly-acquired knowledge</p>	<p>What Starts Here, Changes the World!</p>

Parental Involvement Mission

- *To create an environment at Silverlake Elementary School where students, parents, staff, teachers and administrators work in unison to promote the social, emotional, and academic growth of our children.*
- *To provide lines of open communication between teachers and parents so they may together create high, yet reasonable, expectations for our children's achievements.*
- *To encourage parent involvement by providing a welcoming school atmosphere that will maximize parent participation in the educational process.*

This interaction between our parents and our school is essential to the growth and development of our children, school, and community as a whole.

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Goals

Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 1: 100% of staff members and students will receive required safety and security training and instruction throughout the 2023-2024 school year focused on prevention, mitigation, preparation, response, and recovery

Evaluation Data Sources: Agendas, Sign-In Sheets, Evaluations, Safety Audits, Door Check Logs, Threat Assessment Documentation, etc...

Strategy 1 Details

Strategy 1: Continue Campus Threat Assessment Team

Strategy's Expected Result/Impact: Positive School Climate, Maximized Student Achievement, Minimization of Student and Staff Safety

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Nurse, Leadership Team Members, Secretary, Registrar

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Provide training for all staff on Standard Response Protocol and Trauma Informed Educator Training

Strategy's Expected Result/Impact: 1. Maintain a comprehensive safety plan.

2. Maintain campus security at all times.

Staff Responsible for Monitoring: Principal, Assistant Principal, Crisis Team

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Teachers and staff will complete the required yearly safety training on the topics such as: Bloodborne Pathogen Exposure Prevention; Child Abuse: Mandatory Reporting; CIPA: Compliance with the Children's Internet Protection Act; Cybersecurity; Diversity, Equity, and Inclusion Practices; Health Emergencies; Human Trafficking Awareness; Seizure Training; Standard Response Protocol; Student Mental Health; Students Experiencing; Homelessness; Title IX Compliance; Youth Suicide Prevention and Postvention

Strategy's Expected Result/Impact: Provide required health, safety, and awareness training to all staff

Staff Responsible for Monitoring: Principal, Assistant Principal, Crisis Team

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Training for staff, instruction for students, and a focus on bully prevention and awareness (such as Red Ribbon Week, Guidance Counseling Lessons, school-wide programs, etc.).

Strategy's Expected Result/Impact: Bully prevention and responsive staff

Staff Responsible for Monitoring: Counselor, Teachers, Principal, Assistant Principal

ESF Levers:

Lever 3: Positive School Culture

Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 2: Campus-wide practices will be implemented to maintain a safe learning environment

Evaluation Data Sources: Agendas, Sign-In Sheets, Evaluations, Safety Audits, Door Check Logs, Observations, Feedback from Staff/Students/Parents

Strategy 1 Details

Strategy 1: Participate in Regularly Scheduled Safety Drills and Meet as a Campus Crisis Team to Debrief and Make Improvements to Safety Procedures as Needed

- Strategy's Expected Result/Impact:**
1. Maintain campus security at all times.
 2. Provide required safety training to all staff and students.
 3. Documentation of two (2) Lockdown drills per year, four (4) Fire Drills per year, one (1) Secure Drill per year, one (1) Shelter in Place for Hazmat drill per year, one (1) Shelter in Place of Severe Weather drill per year and one (1) Evacuate drill per year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Nurse, Leadership Team Members, Secretary, Registrar

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Monitor and document that all campus exterior doors are closed, locked and latched during the instructional day

- Strategy's Expected Result/Impact:**
1. Maintain campus security at all times.
 2. Weekly documentation that all campus doors have been checked.
 3. Ensure that campuses are not easily accessible.

Staff Responsible for Monitoring: Principal, Assistant Principal, Front Office Staff

ESF Levers:

Lever 3: Positive School Culture

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 1: Students will make 3% growth in the areas of math and reading language arts, earning an overall score of 95% Approaches Grade Level standard on STAAR.

Evaluation Data Sources: Accountability Data for the Current School Year, STAAR Data Reports

Strategy 1 Details

Strategy 1: Increase rigor of instruction and best teaching practices through weekly purposeful planning, with a focus on an integrated reading and writing instructional approach, New STAAR question types & SCR/ECR, fact fluency (1-4), and direct phonics instruction (K-3)

Strategy's Expected Result/Impact: An increased number of students will Meet Standard, with an increase in Masters Standard performance; Increased number of students in grade 4 will meet or exceed expected yearly growth

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Lead Teachers, Math Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Strategy 2 Details

Strategy 2: Instructional emphasis on academic vocabulary

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance, increased number of economically disadvantaged students will Approach, Meet, and Master Standard

Staff Responsible for Monitoring: Campus Administrators, Counselor/At-Risk Coordinator, All Teachers, Attendance Clerk

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Strategy 3 Details

Strategy 3: Students will be given frequent opportunities to talk and write about what they are learning

Strategy's Expected Result/Impact: Increased number of students will make progress in the speaking and writing domains on TELPAS

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Lead Teachers, ESL Teachers, Reading Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Strategy 4 Details

Strategy 4: Implementation of district instructional strategies such as Talk, Read, Talk, Write strategy & Small Moves Big Gains strategies based on knowledge gained in professional development sessions

Strategy's Expected Result/Impact: Increased number of students will make progress in the speaking and writing domains on TELPAS; Increased student Mastery of grade-level TEKS

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Strategy 5 Details

Strategy 5: Problem solving will be embedded into daily instruction using the QDPAC problem solving strategy to process student thinking as they solve word problems

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Lead Teachers, Math Teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Strategy 6 Details

Strategy 6: Teachers will utilize technology to enhance instruction

Strategy's Expected Result/Impact: Increased understanding of online testing, an increased number of students will Meet Standard in this subject, with an increase in Masters level performance

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Teacher Leads, Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: Increase inclusive practice by implementing research-based collaborative teaching model for Special Education students

Strategy's Expected Result/Impact: Increased opportunities for Special Education students to learn and participate in the general education setting; increased exposure to grade level TEKS instruction with needed accommodations and modifications in place

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Programs staff, Special Education Teachers, Inclusion paraprofessionals, Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Strategy 8 Details

Strategy 8: Formative and summative assessment data will be used to plan for whole group instruction, intervention, and enrichment

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject area, with an increase in Masters level performance.

Staff Responsible for Monitoring: Campus Administrators, C&I Staff, Curriculum Team Leads, Math Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Strategy 9 Details

Strategy 9: Maintain data walls and attend scheduled data analysis sessions to determine students' instructional needs and plan for whole group and small group instruction, intervention, and enrichment

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Team Leads, Math Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Strategy 10 Details

Strategy 10: Maintain vertical alignment across all grade levels through professional development, Vertical Math Meetings and CEIC Meetings

Strategy's Expected Result/Impact: Students will be exposed to skills associated with their grade level before progressing to the next one, resulting in maximized academic achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Team Leads, Math Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Strategy 11 Details

Strategy 11: Designated intervention and enrichment time for all grade levels, including HB1416 Accelerated Learning time for 4th grade students

Strategy's Expected Result/Impact: Required Accelerated Learning Committee meetings held for all required students with required documentation

30 hours of Accelerated Learning Intervention time a minimum of 2 times per week for a total of 30 hours

Increased percentage of students who meet or exceed yearly growth on STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I, Math Curriculum Team Lead, Math Teachers, ESL Teachers, Special Education Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Strategy 12 Details

Strategy 12: Minimum of 8 weeks of push-in tutoring provided for students in 3rd and 4th grade who are under-performing on formative and summative assessments

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance, increased number of economically disadvantaged students will Approach, Meet, and Master Standard

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Lead Teachers, Math Teachers, Tutors

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Substitute Pay for STAAR Tutors - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed - \$12,175

Strategy 13 Details

Strategy 13: Go, Glow, Grow Learning Walks

Strategy's Expected Result/Impact: Teachers will visit another classroom a minimum of 1 times per grading period (2nd-4th Grading Periods) to learn from their peers

Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Strategy 14 Details

Strategy 14: Implementation of all Balanced Literacy Components in all literacy classrooms with an integrated approach to teaching reading and writing

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Teacher Leads, Reading Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Strategy 15 Details

Strategy 15: Leveled Literacy Intervention (LLI) program implemented for students reading significantly below grade level

Strategy's Expected Result/Impact: Students make gains towards closing the gap and reading on grade level

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Instructional Para, LLI Substitute

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Substitute pay for LLI Support Staff - 461 - Campus Activity Fund - \$5,000

Strategy 16 Details

Strategy 16: Monitor student attendance monthly, make parent contact, focus on instructional time lost

Strategy's Expected Result/Impact: Increased student attendance and student scores

Staff Responsible for Monitoring: Assistant Principal, Principal, Teachers, Counselor

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 2: Students in the Hispanic sub-group will make 11% growth in Meets Standard, earning an overall score of 70% Meets Grade Level standard on reading and math state-mandated testing.

Evaluation Data Sources: Accountability Data for the Current School Year, STAAR Data Reports

Strategy 1 Details

Strategy 1: Increase rigor of instruction and best teaching practices through weekly purposeful planning, with a focus on an integrated reading and writing instructional approach, New STAAR question types & SCR/ECR, fact fluency (1-4), and direct phonics instruction (K-3)

Strategy's Expected Result/Impact: An increased number of students will Meet Standard, with an increase in Masters Standard; Increased number of students in grade 4 will meet or exceed expected yearly growth

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Lead Teachers, Reading Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Strategy 2 Details

Strategy 2: Instructional emphasis on academic vocabulary

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance, increased number of economically disadvantaged students will Approach, Meet, and Master Standard

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Team Leads

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Students will be given frequent opportunities to talk and write about what they are learning

Strategy's Expected Result/Impact: Increased number of students will make progress in the speaking and writing domains on TELPAS

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Lead Teachers, ESL Teachers, Reading Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Strategy 4 Details

Strategy 4: Implementation of district instructional strategies such as Talk, Read, Talk, Write strategy & Small Moves Big Gains strategies based on knowledge gained in professional development sessions

Strategy's Expected Result/Impact: Increased number of students will make progress in the speaking and writing domains on TELPAS; Increased student Mastery of grade-level TEKS

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Team Leads

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Strategy 5 Details

Strategy 5: Formative and summative assessment data will be used to plan for whole group and small group instruction, intervention, and enrichment

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject area, with an increase in Masters level performance.

Staff Responsible for Monitoring: Campus Administrators, C&I Staff, Curriculum Team Leads, Reading Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Strategy 6 Details

Strategy 6: Maintain data walls and attend scheduled data analysis sessions to determine students' instructional needs and plan for whole group and small group instruction, intervention, and enrichment

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Team Leads, Reading Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Strategy 7 Details

Strategy 7: Designated intervention and enrichment time, including HB1416 Accelerated Learning time

Strategy's Expected Result/Impact: Required Accelerated Learning Committee meetings held for all required students with required documentation

30 hours of Accelerated Learning Intervention time a minimum of 2 times per week for a total of 30 hours

Increased percentage of students who meet or exceed yearly growth on STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I, Math Curriculum Team Lead, Reading Teachers, ESL Teachers, Special Education Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Strategy 8 Details

Strategy 8: Minimum of 8 weeks of push-in tutoring provided for students in 3rd and 4th grade who are under-performing on formative and summative assessments

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance, increased number of economically disadvantaged students will Approach, Meet, and Master Standard

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Lead Teachers, Reading Teachers, Tutors

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Funding Sources: Substitute Pay for STAAR Tutors - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 3: 70% of Emergent Bilingual students will make progress on TELPAS by moving up at least one proficiency rating or reclassifying.

Evaluation Data Sources: Accountability Data for the Current School Year, STAAR Data Reports

Strategy 1 Details

Strategy 1: Implementation of district instructional strategies such as Talk, Read, Talk, Write strategy & Small Moves Big Gains strategies based on knowledge gained in professional development sessions

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance, increased number of economically disadvantaged students will Approach, Meet, and Master Standard

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Lead Teachers, Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Strategy 2 Details

Strategy 2: Instructional emphasis on academic vocabulary

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance, increased number of economically disadvantaged students will Approach, Meet, and Master Standard

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Lead Teachers, Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Strategy 3 Details

Strategy 3: Formative and summative assessment data will be used to plan for whole group and small group instruction, intervention, and enrichment

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject area, with an increase in Masters level performance.

Staff Responsible for Monitoring: Campus Administrators, C&I Staff, Curriculum Team Leads, Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levels:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Strategy 4 Details

Strategy 4: Maintain data walls and attend scheduled data analysis sessions to determine students' instructional needs and plan for whole group and small group instruction, intervention, and enrichment

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Team Leads, Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levels:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Strategy 5 Details

Strategy 5: Designated intervention and enrichment time, including HB1416 Accelerated Learning time

Strategy's Expected Result/Impact: Required Accelerated Learning Committee meetings held for all required students with required documentation

30 hours of Accelerated Learning Intervention time a minimum of 2 times per week for a total of 30 hours

Increased percentage of students who meet or exceed yearly growth on STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I, Math Curriculum Team Lead, Math Teachers, ESL Teachers, Special Education Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levels:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Strategy 6 Details

Strategy 6: Minimum of 8 weeks of push-in tutoring provided for students in 3rd and 4th grade who are under-performing on formative and summative assessments

Strategy's Expected Result/Impact: An increased number of students will Meet Standard in this subject, with an increase in Masters level performance, increased number of economically disadvantaged students will Approach, Meet, and Master Standard

Staff Responsible for Monitoring: Principal, Assistant Principal, C&I Staff, Curriculum Lead Teachers, Reading Teachers, Tutors

Problem Statements: Student Learning 3

Funding Sources: - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 7 Details

Strategy 7: Implementation of TELPAS Boostcamp

Strategy's Expected Result/Impact: Increased student progress on TELPAS

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1: Campus-wide practices will be implemented to maintain a positive school climate.

Evaluation Data Sources: Agendas, Observations, Feedback from Staff/Students/Parents

Strategy 1 Details

Strategy 1: Promote and Maintain a Culturally Responsive Environment in which Students and Staff Thrive
Strategy's Expected Result/Impact: Positive School Climate, High Staff Retention, Maximized Student Achievement
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Implement Positive Behavior Interventions and Supports (PBIS) Strategies
Strategy's Expected Result/Impact: Positive School Climate, Decreased Number of Discipline Referrals, Maximized Student Achievement
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, All Campus Faculty and Staff Members

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Campus-Wide Implementation of Character-Building Curriculum
Strategy's Expected Result/Impact: Increased Level of Social Emotional Support, Positive School Climate, Maximized Student Achievement
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

ESF Levers:
Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Continued Implementation of No Place for Hate Program; including campus-wide activities for Start with Hello Week, Unity Day, and Red Ribbon Week

Strategy's Expected Result/Impact: Fostering of Culturally Responsive Atmosphere, Positive School Climate, Maximized Student Achievement, Increased Attendance Rates, Earning of Annual Star from Anti-Defamation League

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Students, Parents

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Implement District Behavior Success Initiative (BSI) Program

Strategy's Expected Result/Impact: Training and Support of/for BSI Staff, Decreased Number of Student Behavior Incidents, Improvement of Social Skills, Exit from Program as End Goal

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, BSI Teacher, BSI Aides, All Teachers and Staff

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 6 Details

Strategy 6: District Behavior Initiative

Strategy's Expected Result/Impact: Increased student success, decreased office referrals and off task behaviors

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal, Counselor

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 2: Campus-wide practices will be implemented to meet the physical, social, and emotional needs of students.

Evaluation Data Sources: Campus Calendar of Events, Fitness Gram, RISE Mentor Sign-In Sheets, Agendas, Observations, Feedback from Staff/Students/Parents

Strategy 1 Details
<p>Strategy 1: Provide Students and Staff Members Access to a Trained, Full-time Counselor and Nurse</p> <p>Strategy's Expected Result/Impact: Positive School Climate, Social and Emotional Support for Students, Maximized Student Achievement</p> <p>Staff Responsible for Monitoring: Counselor, District Guidance Staff, Campus Nurse, District Lead Nurse, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Provide Opportunities for Physical Education</p> <p>Strategy's Expected Result/Impact: Physical Health Maintained/Improved, Social Skills Reinforced, Eligibility for District Track Meet</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher, PE Aide</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Provide Monthly Guidance Lessons with the Counselor for all students</p> <p>Strategy's Expected Result/Impact: Implement Stand Strong Stay Safe curriculum through regularly scheduled classroom guidance lessons.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Strategy 4 Details

Strategy 4: Implementation of Classroom Zin Bins, Providing Students with a Calming Location in the Classroom to Utilize As Needed

Strategy's Expected Result/Impact: Decreased Stress and Anxiety for Students, Increased Instructional Time

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Classroom Teachers

ESF Levers:

Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Provide Access to 30 Minutes of Recess Daily

Strategy's Expected Result/Impact: Physical Health Maintained/Improved, Social Skills Reinforced

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 6 Details

Strategy 6: Provide Small Group Counseling Lessons for Students experiencing Anxiety, Grief, etc...

Strategy's Expected Result/Impact: Increased Self-Esteem for Students, Maximized Student Achievement

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Teachers

ESF Levers:

Lever 3: Positive School Culture

Strategy 7 Details

Strategy 7: Promote use of RISE Mentoring program

Strategy's Expected Result/Impact: Positive School Climate, Maximized Student Achievement, Increased Attendance Rates

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, All Faculty and Staff

ESF Levers:

Lever 3: Positive School Culture

Goal 4: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: Campus-wide practices will continue to be implemented to maintain parent communication.

Evaluation Data Sources: Feedback, Attendance at Events and PTO Meetings

Strategy 1 Details
<p>Strategy 1: Weekly Skyward Message (Star Statement) from Campus Principal Strategy's Expected Result/Impact: Awareness of Events on Campus, Knowledge of District and Campus Expectations Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Active Campus Social Media Presence (such as Facebook & Twitter) Strategy's Expected Result/Impact: Parent and Community Engagement, Awareness of Events and Good Things Happening on Campus Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: Campus Marquee Communication Strategy's Expected Result/Impact: Awareness of Events on Campus, Knowledge of District and Campus Expectations Staff Responsible for Monitoring: Principal, Secretary, Assistant Principal, Counselor, Secretary</p>
Strategy 4 Details
<p>Strategy 4: Teacher Communication via Teacher Webpages, Weekly Peek of the Week and Skyward Email, Weekly Thursday Folders Strategy's Expected Result/Impact: Awareness of Events on Campus, Knowledge of District and Campus Expectations, Knowledge of Upcoming TEKS Focus and Student Academic and Behavior Progress Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Strategy 5 Details

Strategy 5: Campus Website Updated Throughout the Year

Strategy's Expected Result/Impact: Awareness of Events on Campus, Knowledge of District and Campus Expectations, Engagement & Feedback through Parent Surveys

Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 6 Details

Strategy 6: Executive PTO Meetings Held Monthly, General PTO Meetings Held Minimum of 4 Times Per Year

Strategy's Expected Result/Impact: Awareness of Events on Campus, Knowledge of District and Campus Expectations, Collaboration between Parents and Campus

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Executive PTO Board Members, Parents

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 4: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 2: Campus-wide practices will be implemented to ensure effective, on-going communication with staff.

Evaluation Data Sources: Staff Feedback and Retention Rate

Strategy 1 Details
<p>Strategy 1: Weekly Staff Update Sent each Friday via Email and Available at all Times in District Communication Platform (such as TEAMS)</p> <p>Strategy's Expected Result/Impact: Awareness of Campus Events, Instructional Expectations, Safety Expectations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Campus Digital Calendar, such as Microsoft Outlook</p> <p>Strategy's Expected Result/Impact: Awareness of Campus Events, Campus & District Deadlines, Testing Windows</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: Faculty Meetings with Professional Learning Focus</p> <p>Strategy's Expected Result/Impact: Understanding of Campus and District Expectations, Opportunities for Collaboration</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

Strategy 4 Details

Strategy 4: Team Leader Meetings

Strategy's Expected Result/Impact: Awareness of Campus Events, Understanding of Campus and District Expectations, Opportunities for Teacher Leader Input and Growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Team Leaders

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Vertical Math and Literacy Team Meetings

Strategy's Expected Result/Impact: Understanding of the Vertical Alignment of TEKS, Collaboration

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Vertical Team Co-Chairs, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Staff Digital Communication Messaging Group, such as Remind101

Strategy's Expected Result/Impact: Effective, Immediate Communication Avenue for Important Announcements and Reminders

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning