

Pearland Independent School District

Sam Jamison Middle School

2023-2024



Mission Statement

Pearland ISD **will empower, inspire, and develop courageous, confident individuals who excel in a global society.**

We believe students come first.

We believe all learners are unique, valuable, and teachable.

Vision

The vision of Sam Jamison Middle School is for **authenticity** to light the Jaguar path for all Sam Jamison family members: **authentic** relationships, **authentic classrooms**, **authentic** excellence.

Value Statement

Learners Today...Legends Tomorrow

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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: Continue to adhere to the district's physical safety plan to harden the campus and ensure a safe and secure environment for all students, staff, and visitors so that the campus is prepared to effectively respond to all emergencies that might affect safety or security of students and staff.

High Priority

Evaluation Data Sources: Safety Binder Log, Campus Safety Audits, Exterior Door Checks,

Strategy 1 Details
<p>Strategy 1: Crisis Management Team to monitor campus safety and environment and reinforce The Standard Response Protocol. This includes beginning of the year training for the staff as well as frequent updates to safety measures.</p> <p>Strategy's Expected Result/Impact: Ensure campus safety at all times.</p> <p>Staff Responsible for Monitoring: All Faculty and Staff Crisis Management Team Campus Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Strategy 2 Details
<p>Strategy 2: Utilize the Threat Assessment Team to monitor campus safety and environment as well as manage difficult behaviors. This includes student behavior talks focusing on decision making, character, and threats.</p> <p>Strategy's Expected Result/Impact: Effectively analyze serious threats to maintain campus safety</p> <p>Staff Responsible for Monitoring: Campus leadership, Special Education Department Leader, Student Resource Officer, Nurse, Counselors, Behavior Teacher, Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

Strategy 3 Details

Strategy 3: Increase safety and security of the campus by conducting regular and frequent inspection sweeps of the external doors of the campus

Strategy's Expected Result/Impact: Reduce opportunities for intruders to the campus

Staff Responsible for Monitoring: Campus Leadership, Counselors, Staff, Student Resource Officers

ESF Levers:

Lever 1: Strong School Leadership and Planning

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

Performance Objective 1: Reading Language Arts: The campus will achieve the required passing standard of approaches grade level or better for all student groups. Students will achieve performance goal on the English Language Arts assessment: as a campus and within each student group that meets or exceeds the district average. (Campus, African American, Hispanic, White, Asian, Two or More, Special Ed, Eco Disadvantage and Emergent Bilingual).

Evaluation Data Sources: Benchmark Assessment System-BAS, STAAR Reports, Campus Accountability Reports, Common Assessments, STAAR Release Assessments, District Benchmarks and Simulations

Strategy 1 Details

Strategy 1: Using STAAR scores from the previous year, target specific students who need interventions and extensions by disaggregating data by ethnicity, socio-economic status, and sub-populations (Focus on Hispanic, African-American, SPED and Economically Disadvantaged Students)

Strategy's Expected Result/Impact: Growth of all students in Reading Language Arts

Staff Responsible for Monitoring: Campus department leaders, Reading and Math Interventionists, teachers, district specialists

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Results Driven Accountability**

Strategy 2 Details

Strategy 2: Provide reading intervention support for targeted students who are at risk of not being successful on STAAR reading tests via Title 1 Reading Interventionist, targeted tutorials, Advisory, Enrichment, and technology programs such as Progress Learning. (HB1416 students)

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Campus administrators, Reading Interventionist, Department Leaders, teachers

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1

Funding Sources: Intervention Teacher - 211 - Title I, Part A, Tutors, supplies - 211 - Title I, Part A, Tutors, supplies - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 3 Details

Strategy 3: Teachers will know their individual and team student data and monitor growth through "content data meetings" throughout the school year where strengths and weaknesses of students are identified and have data meetings with campus administration showcasing student data tracker sheets color coded.

Strategy's Expected Result/Impact: Growth of each student and the ability of each student to meet their expected level of achievement and reflection of teacher pedagogy

Staff Responsible for Monitoring: Campus administrators, Reading Interventionists, teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Provide training to all English Language Arts teachers on small group instruction and balanced literacy through the different components

Strategy's Expected Result/Impact: Percent of students meeting expectation in 2022-2023 will meet the target of the performance objectives

Staff Responsible for Monitoring: Administrators, teachers, district specialists

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Assess the reading level of all students in 5th and 6th grade to ensure proper differentiation as well as appropriate interventions based on results of BAS

Strategy's Expected Result/Impact: Increased reading fluency levels for students

Staff Responsible for Monitoring: Administrators, teachers, district specialists

Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Strategy 6 Details

Strategy 6: Benchmark test all students to provide staff and students with data for analysis

Strategy's Expected Result/Impact: STAAR Tests- Percent meeting minimum expectation in 2022-2023 will be 100%

Staff Responsible for Monitoring: Administrators, teachers, district specialists,

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Strategy 7 Details

Strategy 7: Teachers will attend weekly department meetings focusing on upcoming curriculum and best practices (posted content objectives, small group, purposeful talk, checks for understanding) to ensure effective instruction takes place daily (all learning approach)

Strategy's Expected Result/Impact: Teachers pedagogical skills increase thus resulting in improved student achievement

Staff Responsible for Monitoring: Campus administrators, District Specialists

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Strategy 8 Details

Strategy 8: Utilize district content specialists to have purposeful planning with content teachers

Strategy's Expected Result/Impact: Lessons that reach the depth, rigor, and complexity for students to achieve Meets and Mastery

Staff Responsible for Monitoring: Campus administration, department leaders, teachers, district specialists

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Strategy 9 Details

Strategy 9: The master schedule will incorporate an Advisory period for tutoring of House Bill 1416 students for strategic grouping in order to target learning deficits and increase student achievement

Strategy's Expected Result/Impact: Increased student achievement and closing historical achievement gaps

Staff Responsible for Monitoring: Campus administrators, department leaders, teachers,

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 10 Details

Strategy 10: Utilize the Reading Interventionists to do small-group pullouts during Enrichment time

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Campus leadership, department leaders, teachers,

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Funding Sources: DUPLICATE Intervention Teacher - 211 - Title I, Part A

Strategy 11 Details

Strategy 11: Master schedule that allows for 90 minutes and more in the English Language Arts classrooms and utilize the 2-man team to have Advanced students to increase Meets/Mastery achievement.

Strategy's Expected Result/Impact: Students have the opportunity to read and write daily in English Language Arts and stay on pace with the district scope and sequence

Staff Responsible for Monitoring: Campus Administration, Department Leaders, teachers, District Specialists

Title I:

2.5

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 12 Details

Strategy 12: Add an additional pull-out tutor for Reading to target students purposefully and intentionally

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Campus administrators, Reading Title 1 Interventionist, teachers, Department leaders

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Strategy 13 Details

Strategy 13: Host targeted tutorials in the Spring to grow targeted student populations

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus administration, Reading Title 1 Interventionist, teachers,

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Strategy 14 Details

Strategy 14: Dyslexia Pull-out to support reading strategies and goals for identified dyslexic students

Strategy's Expected Result/Impact: Increase students reading levels and meet needed students' goals by one year

Staff Responsible for Monitoring: Dyslexia Teacher and District 504/Dyslexia Specialist

Title I:

2.4

- 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

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

Performance Objective 2: Mathematics: The campus will achieve the required passing standard of approaches grade level or better for all student groups. Students will achieve performance goal on the Math STAAR Assessment as a campus and within each student group that meets or exceeds the district average. (Campus, African American, Hispanic, White, Asian, Two or More, Special Ed, Eco Disadvantage and Emergent Bilingual).

Evaluation Data Sources: STAAR Reports, Campus Accountability Reports, Common Assessments, STAAR Release Assessments

Strategy 1 Details

Strategy 1: Using STAAR scores from the previous year, target specific students who need interventions and extensions by disaggregating data by ethnicity, socio-economic status, and sub-populations (Focus on Hispanic, African-American and Economically Disadvantaged Students)

Strategy's Expected Result/Impact: Growth of all students in Mathematics

Staff Responsible for Monitoring: Campus department leaders, Math Interventionist, teachers, district specialists

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Provide math intervention support for targeted students who are at risk of not being successful on STAAR reading tests via Math Interventionist, targeted tutorials, Advisory, Enrichment, and technology programs.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus administrators, Math Interventionist, Department Leaders, teachers

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 2

Funding Sources: Intervention Teacher - 211 - Title I, Part A, Tutors, supplies - 211 - Title I, Part A, Tutors, supplies - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 3 Details

Strategy 3: Purposeful planning through weekly department meetings focusing on upcoming curriculum lessons and incorporating effective best practices

Strategy's Expected Result/Impact: Increased teacher pedagogy and increased student achievement

Staff Responsible for Monitoring: Campus administrators, Math Interventionists, department leaders, district specialist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Strategy 4 Details

Strategy 4: Utilize district content specialists to have purposeful planning with content teachers

Strategy's Expected Result/Impact: Lessons that reach the depth, rigor, and complexity for students to achieve Meets and Mastery

Staff Responsible for Monitoring: Campus administration, department leaders, teachers, district specialists

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Strategy 5 Details

Strategy 5: Teachers will know their individual and team student data and monitor growth through "content data talks" throughout the school year where strengths and weaknesses of students are identified and have data meetings with campus administration

Strategy's Expected Result/Impact: Growth of each student and the ability of each student to meet their expected level of achievement and reflection of teacher pedagogy

Staff Responsible for Monitoring: Campus administrators, Math Interventionists, teachers

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: The master schedule will incorporate an Advisory period for tutoring of House Bill 1416 students for strategic grouping in order to target learning deficits and increase student achievement

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Campus Administrators, Math Interventionist, teachers, department leaders

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 7 Details

Strategy 7: Master schedule that allows for 90 minutes and more in the Mathematics classrooms and utilize 2-man team for Advanced homerooms to increase Meets/Masters achievement.

Strategy's Expected Result/Impact: Students have the opportunity to achieve the entire lesson cycle daily and stay on pace with the district scope and sequence

Staff Responsible for Monitoring: Campus Administration, Department Leaders, teachers, District Specialists

Title I:

2.5

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 8 Details

Strategy 8: Add additional pull-out tutor for math students to target students purposefully: (Emphasize the needed achievement and growth of SPED and White students in Mathematics)

Strategy's Expected Result/Impact: Increased achievement and growth

Staff Responsible for Monitoring: Campus administrators, Math Interventionist, department leaders, Lesson plans, classroom observations

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

- Results Driven Accountability

Strategy 9 Details

Strategy 9: Utilize weekly "Jaguar Tree Climber" tutorials targeting different student groups: SPED/Growth to Approaches/Growth to Meets/Growth to Masters

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Campus administrators, Math Interventionist, teachers,

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Strategy 10 Details

Strategy 10: Utilize the Math Interventionist to do small-group pullouts during Advisory time

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Campus leadership, department leaders, teachers,

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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

Performance Objective 3: Science: Students are not meeting the district and/or state average on their Science STAAR.

Evaluation Data Sources: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments

Strategy 1 Details
<p>Strategy 1: Students will participate in activities such as experiments and inquiry-based lessons</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus administrators, department leaders, teachers, district specialists</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: All campus, district, and state assessments will be disaggregated by levels of mastery and results presented to department with emphasis on mastery of all reporting categories (Emphasis on SPED students and achievement)</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Science STAAR Grade 5</p> <p>Staff Responsible for Monitoring: Campus administrators, department leaders, teachers, district specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Results Driven Accountability</p>
Strategy 3 Details
<p>Strategy 3: Implementation of Progress Learning to support Science curriculum</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Science STAAR Grade 5</p> <p>Staff Responsible for Monitoring: Campus administrators, department leaders, teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>

Strategy 4 Details

Strategy 4: Weekly department meetings with teachers focusing on upcoming curriculum lesson and best instructional strategies

Strategy's Expected Result/Impact: Increased teacher pedagogy and increased student achievement

Staff Responsible for Monitoring: Campus administrators, department leaders, teachers, district specialists

ESF Levers:

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

Strategy 5 Details

Strategy 5: Purposeful and intentional planning sessions with district specialists to create lessons to appropriate depth, rigor, and complexity

Strategy's Expected Result/Impact: Increased student achievement on Grade 5 Science STAAR

Staff Responsible for Monitoring: Campus Administration, department leaders, teachers, district specialists

ESF Levers:

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

Strategy 6 Details

Strategy 6: Utilize a pull-out tutor to target specific students in the area of Science

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus administration, department leader, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning

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

Performance Objective 4: Emergent Bilinguals: The campus will achieve recommended progress (at least 1 year) on TELPAS and STAAR test in all subjects for Emergent Bilingual students

Evaluation Data Sources: STAAR reports, Accountability Rating reports, TELPAS Score Reports, Benchmarks and Common Assessments

Strategy 1 Details
<p>Strategy 1: Provide training to dual language teachers on sheltered instruction strategies and/or best practices for Emergent Bilingual students</p> <p>Strategy's Expected Result/Impact: Increased student achievement and language proficiency</p> <p>Staff Responsible for Monitoring: District specialists, campus administration, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Provide in-class support for Dual Language/ESL students within the general education class through the use of a bilingual aide</p> <p>Strategy's Expected Result/Impact: Increased language and academic growth for students</p> <p>Staff Responsible for Monitoring: Campus administration, dual language teachers,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Weekly planning and monthly collaboration meetings with 5th and 6th grade departments/teams</p> <p>Strategy's Expected Result/Impact: Ensure fidelity in purposeful lesson planning and expectations for progress and success of all students</p> <p>Staff Responsible for Monitoring: Teachers, District specialists, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Strategy 4 Details

Strategy 4: Incorporate structured TELPAS Talks with students in the Fall and Spring for students to analyze historical TELPAS data and goal set before the 2023-2024 administration

Strategy's Expected Result/Impact: Student awareness of TELAPS and needed growth

Staff Responsible for Monitoring: Campus administration, dual language teachers,

Title I:

2.4, 2.6

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Strategy 5 Details

Strategy 5: Utilize Cambium testing platform to have students practice the TELPAS test online in an organized manner and incorporate listening, speaking, writing, reading practice routinely in the classroom

Strategy's Expected Result/Impact: Increase student TELPAS achievement and language proficiency growth

Staff Responsible for Monitoring: Campus administration, dual language teachers

Title I:

2.4, 2.6

- **ESF Levers:**

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

Strategy 6 Details

Strategy 6: Dual Language teachers will host Dual Language nights to display student work and provide information to parents

Strategy's Expected Result/Impact: Increase parent involvement and promote student confidence

Staff Responsible for Monitoring: Campus administration, teachers,

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 5: Special Education: The campus will move special education students to Performance Level 1 in RDA for Reading, Math and Science.

Evaluation Data Sources: STAAR data, classroom assessments, district assessments,

Strategy 1 Details

Strategy 1: Teachers will utilize BRAG binders to keep work documentation of their Special Education students

Strategy's Expected Result/Impact: Each special education student will have visual representation of their progress towards goals mastery and academic achievement for teachers to plan with

Staff Responsible for Monitoring: Campus administration, department leader, teachers, case managers

Title I:

2.4

- **ESF Levers:**

Lever 5: Effective Instruction

- **Results Driven Accountability**

Strategy 2 Details

Strategy 2: Utilize the master schedule to create aligned in-class support throughout the school day

Strategy's Expected Result/Impact: Positive relationships established between the special education staff and students

Staff Responsible for Monitoring: Campus administration, SPED department leader,

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

- **Results Driven Accountability**

Strategy 3 Details

Strategy 3: Weekly SPED department meetings are held to ensure aligned practices throughout the campus and SPED staff will attend content planning weekly to ensure aligned instruction.

Strategy's Expected Result/Impact: Increased student achievement and campus alignment in Special Education best practices

Staff Responsible for Monitoring: Campus administration, department leader, teachers

Title I:

2.4

- ESF Levers:

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

- Results Driven Accountability

Strategy 4 Details

Strategy 4: Utilize all staff members: teachers, case managers, SPED department leader, counselor, administrator, and district support to collaborate on best practices for Special Education students (for example: staffings for behavior support, modify/suggest accommodations,)

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus administration, department leader, district personnel, counselors,

Title I:

2.4

- ESF Levers:

Lever 1: Strong School Leadership and Planning

- Results Driven Accountability

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

Performance Objective 6: Develop and maintain authentic staff/student relationships to create respectful, caring, and culturally responsive learning environments.

High Priority

Evaluation Data Sources: Office referrals, CIS referrals, Campus surveys,

Strategy 1 Details

Strategy 1: Maintain and enforce standard set of expectations posted in the classroom and throughout the campus utilizing S.P.O.T.S. and conduct card which identifies the consequences of misbehavior.

Strategy's Expected Result/Impact: Increase of desired behavior and reduce office referrals

Staff Responsible for Monitoring: Administrators, teachers, counselors

ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: Utilize Community in Schools and Youth Works to provide lunch groups, parent connection, anti-bullying awareness as well as other issues difficult for middle school students through a referral process by teachers.

Strategy's Expected Result/Impact: Increase support of all students and increased desired behaviors

Staff Responsible for Monitoring: CIS Staff member, Youth Works staff members, Administrators, counselors, teachers

ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: School wide Discipline Plan for consistency incorporating a positive approach to discipline with S.P.O.T.S.recognition as positive incentive (Character Strong cards and District Behavior Initiative)

Strategy's Expected Result/Impact: Increase of desired behaviors

Staff Responsible for Monitoring: Administrators, teachers, counselors

ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Utilize a School-wide social-emotional learning curriculum entitled "Character Strong" to build community and positive staff and student relationships and provide staff with full day training in August.

Strategy's Expected Result/Impact: Positive campus culture

Staff Responsible for Monitoring: Administrators, teachers, counselors

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 7: Attendance: Campus will contain 97% or above attendance rating for all student groups.

Evaluation Data Sources: PEIMS Attendance Report, 9 weeks Attendance Reports, weekly attendance reports,

Strategy 1 Details
<p>Strategy 1: Recognize good student attendance with individual awards for 9 weeks perfect attendance and communicate with students and their families about the correlation of good attendance with student success.</p> <p>Strategy's Expected Result/Impact: To support and acknowledge good attendance and timely daily school participation for all student groups</p> <p>Staff Responsible for Monitoring: Campus Attendance Clerk, Administrators, and Counselors</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: Written notification of 3, 5, 7 or more absences to parents within each nine weeks grading period to maintain effective communication and encourage high attendance rates</p> <p>Strategy's Expected Result/Impact: To support and acknowledge good attendance and timely daily school participation for all student groups</p> <p>Staff Responsible for Monitoring: Campus attendance clerk, administrators, and counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Strategy 3 Details
<p>Strategy 3: Administer first aid kits to all staff members to maintain good health and high attendance</p> <p>Strategy's Expected Result/Impact: To encourage better attendance for all students through promoting good health practices and techniques</p> <p>Staff Responsible for Monitoring: Campus Nurse, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Strategy 4 Details

Strategy 4: Utilize technology platform with digital classroom software to keep students engaged and learning during stages of illness.

Strategy's Expected Result/Impact: Allow for students to stay on-course if they cannot be in the classroom due to health reasons

Staff Responsible for Monitoring: Teachers, attendance clerk,

Title I:

2.4

- **ESF Levers:**

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

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

Performance Objective 8: Technology: Increase the utilization of technology to improve quality of instruction and student engagement

Evaluation Data Sources: Lesson plans, T-TESS Walk-throughs, T-TESS Observations, Technology Needs Assessment Survey

Strategy 1 Details
<p>Strategy 1: Provide all teachers technology training provided by district and campus to assist in utilization of 1:1 student devices</p> <p>Strategy's Expected Result/Impact: Increased student performance and teacher pedagogy</p> <p>Staff Responsible for Monitoring: Administrators, ETS,</p> <p>ESF Levers: Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Incorporate educational technology into lesson plans routinely to increase student achievement and engagement</p> <p>Strategy's Expected Result/Impact: Increased student achievement and engagement</p> <p>Staff Responsible for Monitoring: Administrators, ETS</p> <p>ESF Levers: Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Communicate to parents via the campus webpage, student information management, digital classroom software, parent communication software, and Social Media Outlets</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and knowledge of school events and information</p> <p>Staff Responsible for Monitoring: Classroom teachers, ETS, and Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: communication software - 211 - Title I, Part A</p>

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

Performance Objective 9: The campus will address identified needs in the Gifted/Talented (G/T) program.

Evaluation Data Sources: Number of Identified G/T Students, G/T referrals, lesson plans

Strategy 1 Details
<p>Strategy 1: Disseminate G/T information to students, parents, and community through newsletter format and/or campus website Strategy's Expected Result/Impact: To enable equitable identification for all students to access the advanced curriculum Staff Responsible for Monitoring: Teachers, counselors, administrators,</p>
Strategy 2 Details
<p>Strategy 2: Require 30 hours of GT Training for all teachers in the district; 6-hour yearly update after initial 30-hour GT training Strategy's Expected Result/Impact: To ensure all teachers are able to provide depth and complexity in the delivery of instruction to advanced learners Staff Responsible for Monitoring: Advanced Academics Specialists and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Train teachers of GT students to differentiate the curriculum and promote higher level thinking in order to provide greater depth and complexity of content Strategy's Expected Result/Impact: To ensure high level thinking and process to provide depth and complexity within the curriculum strands Staff Responsible for Monitoring: Teachers, Administrators, and Advanced Academics Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction</p>
Strategy 4 Details
<p>Strategy 4: Students will be provided opportunities to participate in academic contests, activities, and clubs. Strategy's Expected Result/Impact: To provide extra-curricula activities for advanced learners that allow depth and complexity in learning experiences and opportunities Staff Responsible for Monitoring: Teacher Club Sponsors, Advanced Academic Specialists, and Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

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

Performance Objective 10: The campus will support and attract highly effective teachers.

Evaluation Data Sources: Staff retention data, community, student, and staff surveys,

Strategy 1 Details
<p>Strategy 1: The campus will provide high-quality professional development for staff such as All Learner Approach training, Character Strong, and Small Moves, Big Gains.</p> <p>Strategy's Expected Result/Impact: Increase teacher pedagogical skills</p> <p>Staff Responsible for Monitoring: Campus administration and district leadership (content specialists)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: The campus will utilize social media platforms to showcase the positive campus culture and staff supports.</p> <p>Strategy's Expected Result/Impact: Retain highly effective teachers</p> <p>Staff Responsible for Monitoring: Campus administration, campus staff,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>

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

Performance Objective 1: Student Welfare, Wellness, and Health Services: Provide an environment that creates safe, enjoyable and developmentally appropriate fitness activities for all students' welfare, wellness, and health services.

Evaluation Data Sources: Fitness Gram, Lesson Plans, PE Coaches, Counselors

Strategy 1 Details
<p>Strategy 1: Implement a master schedule that provides moderate or vigorous physical activity for: 6th grade at least 225 minutes during each 2 week period 5th grade provides 135 minutes per week</p> <p>Strategy's Expected Result/Impact: Students will have regular physical activity to promote healthy lifestyles</p> <p>Staff Responsible for Monitoring: Campus administrators, Counselors</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

Performance Objective 2: Student Mental Health: Ensure students receive support for their mental well-being as well as their academic support

Evaluation Data Sources: Student referrals, risk assessments,

Strategy 1 Details
<p>Strategy 1: Implement a social-emotional learning curriculum, Character Strong, to foster positive relationships on campus</p> <p>Strategy's Expected Result/Impact: Increased character building of students</p> <p>Staff Responsible for Monitoring: Administrators, counselors, teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Provide opportunities for parents to be trained on ways to support their students mental well-being</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Administrators, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

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

Performance Objective 1: Promote and improve Parent Involvement on campus through organized parent engagement events

Evaluation Data Sources: Minutes from PTA Meetings, Monthly communication outreach videos, social media traffic, parent attendance at events

Strategy 1 Details
<p>Strategy 1: Establish, publicize, and hold PTA meetings every month. Strategy's Expected Result/Impact: Improve parent involvement. Staff Responsible for Monitoring: Campus administrators, campus staff,</p> <p>Title I: 4.1, 4.2</p>
Strategy 2 Details
<p>Strategy 2: Solicit parent input from committees such as CEIC, parent surveys, and Title parent events Strategy's Expected Result/Impact: Improve parent involvement. Staff Responsible for Monitoring: Campus administrators, campus Title staff member, counselors, PTA</p> <p>Title I: 4.1, 4.2</p>
Strategy 3 Details
<p>Strategy 3: Hold Parent Involvement Nights--Title, Dual Language, STAAR Information Parent Nights. Strategy's Expected Result/Impact: Improve parent capacity for involvement. Staff Responsible for Monitoring: Campus administrators, campus staff, counselors</p> <p>Title I: 4.2</p>
Strategy 4 Details
<p>Strategy 4: Explain class placement process, host incoming parent nights, and 5th-grade Jaguar Camp Strategy's Expected Result/Impact: Improve parent capacity and understanding for course registration and expose students to campus Staff Responsible for Monitoring: Campus administrators, counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Strategy 5 Details

Strategy 5: Teachers will send out Friday Folders to communicate student progress and behavior

Strategy's Expected Result/Impact: Increased parent awareness of student performance.

Staff Responsible for Monitoring: Campus administrators, teachers

ESF Levers:

Lever 3: Positive School Culture