# Pearland Independent School District

# Pearland Jr. High South

# 2024-2025

**Board Approval Date:** February 11, 2025
**Public Presentation Date:** February 11, 2025

# Mission Statement

The mission of Pearland Junior High South is to love, inspire, and teach each student to achieve their personal best.

*Love, Inspire, Teach*

# Vision

In a collegial environment where all stakeholders work together toward common goals, Pearland JH South will achieve extraordinary outcomes through an uncommon commitment to our students.

# Value Statement

Pearland JH South holds the following core values:

- 
  - We are responsible for creating a safe and positive school culture where effective teaching and learning can occur.
  - Authentic student/staff relationships are essential to student success.
  - Learning should be active, engaging, and student-centered.
  - Every stakeholder in our school should be treated with dignity and respect.

# Table of Contents

# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

Pearland Junior High South Comprehensive Needs Assessment Summary

The Campus Education Improvement Committee (CEIC) for Pearland Junior High South held it's first meeting for its Comprehensive Needs Assessment (CNA) on May 10, 2023, at 4:00 pm in the PJH South library. Mr. Frerking, Principal, chaired the meeting. He provided an overview of the CNA process and the role and responsibilities of the CEIC members as the campus School Support Team (SST), as required for the Title I program.

Mr. Frerking then shared that the CEIC members would prioritize what types of data they would like to review for their next meeting. He provided categories of types of data they might want to review, such as reading performance data, Math performance data, discipline data, attendance data, parent participation, student/teacher demographics. CEIC members identified priority data sources: benchmark assessment data, discipline data, and new student enrollment data. The meeting adjourned at 5:00 pm.

The second CNA meeting of the Pearland Junior High South CEIC meeting was held May 17, 2023, at 4:00 pm in the campus library. Mr. Frerking, Principal, chaired the meeting. Mr. Frerking reviewed the agenda and purpose of the meeting: to analyze the three data sources that the committee had previously chosen (student discipline data, benchmark assessment data, enrollments within last 2 years) and identify three prioritized problem areas. CEIC committee assembled three breakout groups to review the three requested data sources and identify strengths and weaknesses.

Each breakout group shared their findings, and the committee identified the following three prioritized problem areas: Low student performance in writing, as measured by student performance on Extended Constructed Responses, Excessive office discipline referrals for disruptive behavior, and Low Masters Grade level performance in Reading and Math due to lack of consistent student growth. The meeting adjourned at 5:30 pm.

# Demographics

**Demographics Summary**

Pearland JH South is a grade 7-8 junior high school campus serving a diverse population of approximately 765 students. PJH South students are approximately 46% Hispanic/Latino, 27% White, 18% Black/African-American, 4% Asian, 5% Two or More Races, <1% American Indian or Alaskan Native, and <1% Native Hawaiian/Pacific Islander.  47% of PJH South students are economically disadvantaged.  47% of PJH South students are at-risk for not graduating, 13% receive special education services, 11% qualify for services under Section 504, 4% are identified Gifted/Talented, 7% are Dyslexic, and 20% are Emergent Bilingual.

Click here to view prior and current year demographic data.

Click here to view prior and current year special programs data.

Click here to view prior and current year discipline data.

Click here to view prior and current year economically disadvantaged data.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

**Demographics Strengths**

According to the 2023 Niche rankings, Pearland JH South is the 9th most diverse public middle school in Brazoria County (out of 28), 52th most diverse in the Houston area (out of 396), 165th most diverse in Texas (out of 2,347).  Pearland JH South will communicate that each student is valued for the individual strengths that they bring to the campus.  We will seek opportunities, such as Hispanic Heritage Month and Black History Month, to celebrate our diversity as a campus strength.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Economically disadvantaged, emergent bilingual, and special education student are underperforming academically compared to their peers.

**Root Cause:** The percentages of emergent bilingual and special education students are increasing at the campus (economically disadvantaged percentage remains stable) and instructional activities have not adequately addressed the unique learning needs of these students. These students need quality initial instruction and targeted academic interventions.

# Student Learning

**Student Learning Summary**

Click on the links below for PJH South's 2022-23 Accountability Reports:

[Accountability Overall Summary.pdf](#)

[Domain I - STAAR Performance.pdf](#)

[Domain II-A - Academic Growth.pdf](#)

[Domain II-B - Relative Performance.pdf](#)

[Domain III - Closing the Gaps (Accountability Groups and Targets).pdf](#)

[Domain III - Closing the Gaps (Additional Groups and Targets).pdf](#)

[Domain III - Closing the Gaps (Student Groups Only).pdf](#)

[Domain III - Closing the Gaps (Student Groups Only).pdf](#)

[Identification of Schools for Improvement.pdf](#)

[TAPR.pdf](#)

**Student Learning Strengths**

- Academic growth in Math 7 (47), Math 8 (81), and Algebra (93) was consistent with District averages.
-
- 8th in Campus Comparison Group in Grade 7 Reading Masters Grade Level performance.
- 8th in Campus Comparison Group in Grade 8 Science Masters Grade Level performance.
- 12th in Campus Comparison Group in Algebra 1 EOC Masters Grade Level performance.
- 14th in Campus Comparison Group in Grade 8 Math Masters Grade Level performance.
- 15th in Campus Comparison Group in Grade 8 Reading Masters Grade Level performance.
- "4" progress score in achieving English Language Proficiency (current EB students).
- At or above state averages for Special Education students at all performance levels (Approaches, Meets, Masters) across all STAAR-tested subject areas except 7th grade Math (Meets & Masters) and 8th Grade Math (Meets & Masters).

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Excessive office referrals for disruptive behavior during the 2023-24 school year.
**Root Cause:** Lack of consistent structure (routines and procedures) and active monitoring of student behavior across all settings.

**Problem Statement 2 (Prioritized):** The percentage of students meeting expected or accelerated growth in Language Arts decreased in 2023-24.
**Root Cause:** Initial instruction and campus academic interventions are not resulting in high enough percentage of TEKS mastery. More care needs to be taken at the teacher level to track student growth, have students track their own growth, and intervene at the TEKS level to improve student growth.

**Problem Statement 3 (Prioritized):** The percentage of students meeting expected or accelerated growth in Math decreased in 2023-24.
**Root Cause:** Initial instruction and campus academic interventions are not resulting in high enough percentage of TEKS mastery. More care needs to be taken at the teacher level to track student growth, have students track their own growth, and intervene at the TEKS level to improve student growth.

**Problem Statement 4:** Three Domain III (Closing the Gaps) targets were not met in Math (year 1) for the Asian subpopulation.
**Root Cause:** 40% of Asian student population is also emergent bilingual. Not enough Asian students mastered enough of the Math curriculum to score at the Meets Grade Level standard.

**Problem Statement 5:** Spring 2024 Grade 8 Social Studies ranked outside the top 10 in campus comparison group at Approaches, Meets, and Masters.
**Root Cause:** Initial instruction and campus academic interventions are not resulting in high enough percentage of Grade 9 Social StudiesTEKS mastery.

**Problem Statement 6 (Prioritized):** Grade 7 and 8 extended constructed response scores are below the district average.
**Root Cause:** Initial instruction and campus academic interventions are not resulting in high enough percentage of Grade 7 and 8 Language Arts TEKS mastery.

**Problem Statement 7:** Projected 2025 TELPAS Progress Rate (using new reclassification criteria) would not meet the expected Domain 3 TELPAS target (44%).
**Root Cause:** Emergent bilingual students need more opportunities across all content areas to develop language skills by reading, writing, listening, and speaking using the language of the TEKS.

# School Processes & Programs

**School Processes & Programs Strengths**

- **Intentional focus on school culture and climate**
  - Campus administration is more intentional than ever about creating an environment where students can thrive because teachers and staff are thriving.
  - Weekly "Wellness Wednesday" staff mental health check-ins.
  - "Temperature Check" online form where staff can reach out for additional support.
  - Intentionally incorporating fun into the school day, such as staff team challenges and the "woot wagon."
  - Celebrating campus successes on social media
  - Incorporating a "belonging" moment at every faculty meeting
  - Staff recognition – teacher, paraprofessional, and new teacher of the month
  - Sunshine Committee monthly food trucks and events
  - Campus administration modeling the culture that we are trying to create for students and staff.

- **Intentional emphasis on relationships as a prerequisite to learning**
  - "Mindset Mondays" in Advisory are dedicated to Character Strong and social/emotional learning

- **Commitment to purposeful instructional planning**
  - Common assessments and purposeful, data-driven instructional planning are well established, with participation by C&I specialists and campus administration expected.

- **Commitment to instructional leadership**
  - Even with increased student discipline responsibilities, campus administration is committed to get into classrooms to observe instruction and provide meaningful instructional feedback to teachers. Most recently, APs have been taking turns handling student discipline so that they can get into classrooms more often.
  - Campus administration is committed to incorporating instruction into each faculty meeting agenda (even if it is simply sharing one new instructional strategy).

- **Creative scheduling to accommodate campus HB 4545 intervention needs.**
  - HB 4545 interventions currently met through Math 180, Power Reading, and Advisory classes.
  - Power Reading class changed from year long to semester to accommodate more students, with highest needs students scheduled first semester.
  - When all seats in Math 180 and Power Reading were full, principal/counselors created an additional 4th period Power Math course and four HB

4545 Advisories to meet students' needs.
- Many of the students in HB 4545 interventions are also in RtI, so our intervention teachers are working closely with the Advisory teachers to deliver Tier 2 and 3 RtI interventions.
- Special education case managers provide HB 4545 interventions through Advisory to the students on their case load. Students rotate between teachers to provide interventions in their content area of expertise.

- **Communities in Schools**
  - CIS positively impacts student achievement on our campus. CIS provides essential needs, such as food and clothing that allow students to attend and function while at school. CIS coordinator and student support counselor meet weekly with lunch groups to focus on social/emotional learning. Students benefit from study hall and one-on-one academic tutoring with our CIS coordinator, who is a retired teacher.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There was a disproportionate number of office referrals for disruptive behavior during the 2023-24 school year.
**Root Cause:** Lack of consistent structure (routines and procedures) and active monitoring of student behavior across all settings.

**Problem Statement 2:** PJH South met the English Language Proficiency Status Indicator; however, our emergent bilingual subpopulation is growing, and these students typically count in multiple subpopulations.
**Root Cause:** Emergent bilingual students need more opportunities across all content areas to read, write, listen, and speak using the language of the TEKS. This needs to be implemented consistently across all content areas.

**Problem Statement 3:** Achievement gaps exist between special education students and all students.
**Root Cause:** Our servicing of special education students needs to move beyond compliance to a "mastery for all students" approach.

**Problem Statement 4:** Classroom management strategies and PBIS are inconsistently applied across the campus.
**Root Cause:** Staff turnover and lack of staff development time has impacted classroom management. Implementation of PBIS has lacked consistency over time.

# Priority Problem Statements

**Problem Statement 1**: Excessive office referrals for disruptive behavior during the 2023-24 school year.

**Root Cause 1**: Lack of consistent structure (routines and procedures) and active monitoring of student behavior across all settings.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: The percentage of students meeting expected or accelerated growth in Language Arts decreased in 2023-24.

**Root Cause 2**: Initial instruction and campus academic interventions are not resulting in high enough percentage of TEKS mastery. More care needs to be taken at the teacher level to track student growth, have students track their own growth, and intervene at the TEKS level to improve student growth.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: The percentage of students meeting expected or accelerated growth in Math decreased in 2023-24.

**Root Cause 3**: Initial instruction and campus academic interventions are not resulting in high enough percentage of TEKS mastery. More care needs to be taken at the teacher level to track student growth, have students track their own growth, and intervene at the TEKS level to improve student growth.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: Grade 7 and 8 extended constructed response scores are below the district average.

**Root Cause 4**: Initial instruction and campus academic interventions are not resulting in high enough percentage of Grade 7 and 8 Language Arts TEKS mastery.

**Problem Statement 4 Areas**: Student Learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- 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
- RDA data

**Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

**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
- Homeless data
- Gifted and talented data
- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Discipline records

**Employee Data**

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Revised/Approved: February 11, 2025**

**Goal 1:** Pearland JH South 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:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

> **Evaluation Data Sources:** Dropout Rate
> ODRs
> Failure Report
> STAAR Student Performance

| Strategy 1 Details |
|---|
| **Strategy 1:** Campus administration will use our leadership voice to prioritize relationship building as a prerequisite to students learning at their full potential and as a tool to improve student behavior. |
|     **Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning. |
|     **Staff Responsible for Monitoring:** Campus Administration<br>All Staff |

| Strategy 2 Details |
|---|
| **Strategy 2:** All staff will be trained and implement the district behavior non-negotiables (Success Is No Accident; Set the Tone; Relationships Matter; Fresh Start, Every Day; Be There, Be Aware). |
|     **Strategy's Expected Result/Impact:** Student achievement will increase as student behavior improves. |
|     **Staff Responsible for Monitoring:** Principal, Assistant Principals |

| Strategy 3 Details |
|---|
| **Strategy 3:** Continue school-wide Positive Behavior Intervention and Supports systems, such a school-wide expectations, teaching of appropriate behaviors, and rewarding students for positive behaviors through Incentive Tickets & Diamondback Cards. |
|     **Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning. |
|     **Staff Responsible for Monitoring:** All Staff<br>Campus Administration |

## Strategy 4 Details

**Strategy 4:** Implementation of Character Strong curriculum on "Mindset Mondays" during Daily D'Back (Advisory) period to teach students social and emotional skills and foster positive relationships with students and staff.

**Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

**Staff Responsible for Monitoring:** All Staff
Student Support Counselor
Campus Administration

## Strategy 5 Details

**Strategy 5:** Conduct D-Back Camp for Incoming 7th grade students to help with transition to junior high.

**Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

**Staff Responsible for Monitoring:** Campus Administration
Teacher volunteers

## Strategy 6 Details

**Strategy 6:** At-risk students will be referred to CIS Site Coordinator for resources and support.

**Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

**Staff Responsible for Monitoring:** Campus Administration
All Staff
Rise Mentor Campus Coordinator

## Strategy 7 Details

**Strategy 7:** Use of hallway duty stations to improve traffic flow, student safety in the hallways, and encourage punctuality to class.

**Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

**Staff Responsible for Monitoring:** Campus Administration
All Staff

## Strategy 8 Details

**Strategy 8:** Students and staff are required to wear IDs to be easily and immediately identifiable, promoting a safe school environment.

**Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

**Staff Responsible for Monitoring:** Campus Administration
All Staff

| **Strategy 9 Details** |
|---|

**Strategy 9:** Daily door checks and weekly door audits will be conducted to ensure that all perimeter doors are closed and latched properly.

    **Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

    **Staff Responsible for Monitoring:** SRO

Campus Administration

| **Strategy 10 Details** |
|---|

**Strategy 10:** Campus will conduct "safety drill days" in fall and spring to practice the standard response protocol, including Secure, Lockdown, Evacuate (Weather & Hazmat), Shelter, and Hold.

    **Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

    **Staff Responsible for Monitoring:** SRO

Campus Administration

| **Strategy 11 Details** |
|---|

**Strategy 11:** Staff will be trained on the use of the Raptor Alert app to communicate during emergency situations.

    **Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

    **Staff Responsible for Monitoring:** District Safe & Secure Schools Department

Campus Administration

| **Strategy 12 Details** |
|---|

**Strategy 12:** All staff will implement the tiered Campus Discipline Management Plan.

    **Strategy's Expected Result/Impact:** Student behavior will improve due as a result of consistency from teacher to teacher and staff member to staff member.

    **Staff Responsible for Monitoring:** Campus Administration, All staff

| **Strategy 13 Details** |
|---|

**Strategy 13:** Campus will implement a process for students who require an alternative disciplinary placement, such as DAEP.

    **Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

    **Staff Responsible for Monitoring:** Principal, Assistant Principals

| **Strategy 14 Details** |
|---|

**Strategy 14:** School behavioral threat assessment team will participate in training and conduct threat assessments as needed.

    **Strategy's Expected Result/Impact:** Student achievement will increase because learning environments that are safe and drug-free are more conducive to student learning.

    **Staff Responsible for Monitoring:** Principal, Assistant Principals

| Strategy 15 Details |
|---|
| **Strategy 15:** Educate students about the dangers of bullying, cyberbullying, and David's Law. |
|     **Strategy's Expected Result/Impact:** Reduce the frequency of investigated reports where bullying was determined to have occurred<br>    **Staff Responsible for Monitoring:** Counselors<br>Administration |

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

**Performance Objective 1:** Pearland JH South students will meet expected or accelerated progress in Math by 3% each, as defined by 2025 TEA Accountability.

    **Evaluation Data Sources:** TEA Accountability Report Card

| Strategy 1 Details |
|---|
| **Strategy 1:** Teachers will participate in weekly common planning meetings to align assessments, review student data, and purposely plan instruction that is aligned with the depth and complexity of the TEKS. C&I Specialists and campus administrators will participate monthly and look for district planning documents in use during common planning meetings. |
|     **Strategy's Expected Result/Impact:** High fidelity instructional planning will result in consistent, quality instruction that is aligned with the depth and complexity of the TEKS. As a result, the percentage of students achieving at least one year's growth in Math will increase. |
|     **Staff Responsible for Monitoring:** Campus Principal, Curriculum Team Leads |

| Strategy 2 Details |
|---|
| **Strategy 2:** Under the guidance of the curriculum specialist and curriculum team lead, teachers will analyze data from common assessments to inform instruction. |
|     **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Math. |
|     **Staff Responsible for Monitoring:** Principal, Curriculum Specialists, Curriculum Team Leads |

| Strategy 3 Details |
|---|
| **Strategy 3:** During faculty meetings and campus staff development days, teachers will participate in ongoing professional development to increase the quality and effectiveness of initial instruction, with an emphasis on best practices for emergent bilingual and special education subpopulations, such as language demands, structured conversations, and instructional habits. |
|     **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Math. |
|     **Staff Responsible for Monitoring:** Principal, Assistant Principals |

| Strategy 4 Details |
|---|
| **Strategy 4:** During each classroom walkthrough visit and formal observation, campus administrators will focus on the regular, deliberate communication of content/language objectives in student friendly language (I Will 2.0).  When content/language objective are missing, unclear, or incomplete, campus administration will provide an exemplar (based on the day's lesson) as part of the instructional feedback. |
|     **Strategy's Expected Result/Impact:** Communicating to students what they are expected to know and be able to do will increase the effectiveness of instruction by providing students with a clear focus for learning. |
|     **Staff Responsible for Monitoring:** Campus administration |

| Strategy 5 Details |
|---|

**Strategy 5:** Following each district benchmark, campus administration will meet with individual Math teachers to track individual student STAAR Progress and identify students for tutoring groups.

    **Strategy's Expected Result/Impact:** Teachers must be aware of the students not on track to make progress in order to provide instructional interventions. As a result, the percentage of students achieving at least one year's growth in Math will increase.

    **Staff Responsible for Monitoring:** Principal, Assistant Principals

| Strategy 6 Details |
|---|

**Strategy 6:** Students will use tracking sheets to visually graph academic growth in Math.

    **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Math

    **Staff Responsible for Monitoring:** Math teachers

| Strategy 7 Details |
|---|

**Strategy 7:** All prior year STAAR Math failures will receive HB1416 accelerated instruction through Math intervention program or Daily D'Back intervention classes.

    **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Math.

    **Staff Responsible for Monitoring:** Principal, Counselors, District Reading & Math Curriculum Specialists

    **Funding Sources:** Intervention Teacher (Math) - 211 - Title I, Part A, Tutors, intervention supplies (Including software) - 211 - Title I, Part A

| Strategy 8 Details |
|---|

**Strategy 8:** After each benchmark, students who are not on track to meet expected progress will be identified for elective pull-out tutoring with a Math-certified teacher.

    **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Math.

    **Staff Responsible for Monitoring:** Principal,
Assistant Principals
Outside Tutors
PJH South Teachers

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

| Strategy 9 Details |
|---|

**Strategy 9:** Campus administration will complete required T-TESS walkthroughs early to allow administration to focus on Math teachers requiring additional support.

    **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Math.

| **Strategy 10 Details** |
| --- |
| **Strategy 10:** Implement Building Thinking Classrooms strategies and Catnip Word Wall Vocabulary in all Math classes.<br><br>**Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Math.<br><br>**Staff Responsible for Monitoring:** Math Teachers<br>C&I Specialist<br>Campus Administration |

| **Strategy 11 Details** |
| --- |
| **Strategy 11:** Daily spiral review of adding, subtracting, multiplying, and dividing rational numbers in Grade 7Math classes.<br><br>**Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Math.<br><br>**Staff Responsible for Monitoring:** Math Teachers<br>C&I Specialist<br>Campus Administration |

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

**Performance Objective 2:** Pearland JH South students will increase the Grade 7 ECR average to 5.4 and the Grade 8 ECR average to 5.77, as defined by 2025 TEA Accountability.

    **Evaluation Data Sources:** TEA Accountability Report Card

| Strategy 1 Details |
|---|
| **Strategy 1:** Teachers will participate in weekly common planning meetings to align assessments, review student data, and purposely plan instruction that is aligned with the depth and complexity of the TEKS and meets the needs of all learners. C&I Specialists and campus administrators will participate monthly and look for district planning documents in use during common planning meetings. |
|     **Strategy's Expected Result/Impact:** High fidelity instructional planning will result in consistent, quality instruction that is aligned with the depth and complexity of the TEKS. As a result, the percentage of students achieving at least one year's growth in Reading will increase. |
|     **Staff Responsible for Monitoring:** Campus Principal, Curriculum Team Leads |

| Strategy 2 Details |
|---|
| **Strategy 2:** Under the guidance of the curriculum specialist and curriculum team lead, teachers will analyze data from common assessments to inform instruction. |
|     **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Reading. |
|     **Staff Responsible for Monitoring:** Principal, Curriculum Specialists, Curriculum Team Leads |

| Strategy 3 Details |
|---|
| **Strategy 3:** During faculty meetings and campus staff development days, teachers will participate in ongoing professional development to increase the quality and effectiveness of initial instruction, with an emphasis on best practices for emergent bilingual and special education subpopulations, such as language demands, structured conversations, and instructional habits. |
|     **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Reading. |
|     **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Leaders, Bilingual/ESL teachers |

| Strategy 4 Details |
|---|
| **Strategy 4:** During each classroom walkthrough visit and formal observation, campus administrators will focus on the regular, deliberate communication of content/language objectives in student friendly language.  When content/language objective are missing, unclear, or incomplete, campus administration will provide a recommendation (based on the day's lesson) as part of the instructional feedback. |
|     **Strategy's Expected Result/Impact:** Communicating to students what they are expected to know and be able to do will increase the effectiveness of instruction by providing students with a clear focus for learning. |
|     **Staff Responsible for Monitoring:** Campus administration |

| Strategy 5 Details |
| --- |

**Strategy 5:** Teachers will model the QA1 strategy using the document camera while students use the QA1 strategy to answer open-ended questions across Reading/Language Arts and Social Studies.

> **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Reading.
>
> **Staff Responsible for Monitoring:** Principal
> Assistant Principals
> Teachers

| Strategy 6 Details |
| --- |

**Strategy 6:** Following each district benchmark, campus administration will meet with individual RLA teachers to track individual student STAAR Progress and identify students for tutoring groups.

> **Strategy's Expected Result/Impact:** Teachers must be aware of the students not on track to make progress in order to provide instructional interventions. As a result, the percentage of students achieving at least one year's growth in Reading/Language Arts will increase.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principals

| Strategy 7 Details |
| --- |

**Strategy 7:** Students will use tracking sheets to visually graph academic growth in Reading/Language Arts.

> **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Reading
>
> **Staff Responsible for Monitoring:** Reading teachers

| Strategy 8 Details |
| --- |

**Strategy 8:** All prior year STAAR Reading failures will receive HB1416 accelerated instruction through Power Reading or Daily D'Back intervention classes.

> **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Reading/Language Arts.
>
> **Staff Responsible for Monitoring:** Principal, Counselors, District Reading & Math Curriculum Specialists
>
> **Funding Sources:** Tutors, Supplies - 211 - Title I, Part A

| Strategy 9 Details |
| --- |

**Strategy 9:** After each benchmark, identified students who scored a 4 on the ECR will be tutored by an ELA-certified teacher, focusing on the structure of writing an SCR (QA1 strategy) and ECR (QA12345 strategy).

> **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Reading/Language Arts
>
> **Staff Responsible for Monitoring:** Principal,
> Assistant Principals
> Outside Tutors
> PJH South Teachers
>
> **Funding Sources:** Tutor Pay - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

| Strategy 10 Details |
|---|
| **Strategy 10:** Campus administration will complete required T-TESS walkthroughs early to allow administration to focus on Reading/Language Arts teachers requiring additional support.<br>    **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Reading/Language Arts<br>    **Staff Responsible for Monitoring:** Campus administration |

| Strategy 11 Details |
|---|
| **Strategy 11:** RLA teachers will participate in collaborative learning meetings with the RLA specialist to review student data, unpack upcoming TEKS, and frontload instruction.<br>    **Strategy's Expected Result/Impact:** Increased percentage of students achieving at least one year's growth in Reading/Language Arts<br>    **Staff Responsible for Monitoring:** RLA Teachers<br>RLA Specialist<br>Principal |

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

**Performance Objective 3:** Pearland JH South will increase STAAR Grade 8 Social Studies performance to 67% Approaches, 37% Meets, and 19% Masters Grade Level.

    **Evaluation Data Sources:** TEA STAAR Student Achievement Data Table; TEA Academic Achievement Distinction Designation Summary

| Strategy 1 Details |
|---|
| **Strategy 1:** Teachers will participate in weekly common planning meetings to align assessments, review student data, and purposely plan instruction that is aligned with the depth and complexity of the TEKS. C&I Specialists and campus administrators will participate monthly and look for district planning documents in use during common planning meetings. |
|     **Strategy's Expected Result/Impact:** High fidelity instructional planning will result in consistent, quality instruction that is aligned with the depth and complexity of the TEKS.  As a result, the percentage of students at Masters Grade Level passing standard will increase. |
|     **Staff Responsible for Monitoring:** Campus Principal, Curriculum Team Leads |

| Strategy 2 Details |
|---|
| **Strategy 2:** Under the guidance of the curriculum specialist and curriculum team lead, teachers will analyze data from common assessments to inform instruction. |
|     **Strategy's Expected Result/Impact:** Data analysis from common assessments provide opportunities for reteaching.  As a result, the percentage of students at Masters Grade Level passing standard will increase. |
|     **Staff Responsible for Monitoring:** Principal, Curriculum Specialists, Curriculum Team Leads |

| Strategy 3 Details |
|---|
| **Strategy 3:** During each classroom walkthrough visit and formal observation, campus administrators will focus on the regular, deliberate communication of content/language objectives in student friendly language (I Will 2.0).  When content/language objective are missing, unclear, or incomplete, campus administration will provide a recommendation (based on the day's lesson) as part of the instructional feedback. |
|     **Strategy's Expected Result/Impact:** Communicating to students what they are expected to know and be able to do will increase the effectiveness of instruction by providing students with a clear focus for learning. |
|     **Staff Responsible for Monitoring:** Campus administration |

| Strategy 4 Details |
|---|
| **Strategy 4:** Students will use the QA1 strategy to answer open-ended questions across RLA and Social Studies. |
|     **Strategy's Expected Result/Impact:** Consistent student practice with short constructed responses will increase the percentage of students achieving Masters Grade Level across all STAAR tests. |
|     **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Teachers |

| **Strategy 5 Details** |
|---|
| **Strategy 5:** During faculty meetings and campus staff development days, teachers will participate in ongoing professional development to increase the quality and effectiveness of initial instruction, with an emphasis on best practices for emergent bilingual and special education subpopulations, such as language demands, structured conversations, and instructional habits.<br>  **Strategy's Expected Result/Impact:** Increase the percentage of students at Approaches, Meets, and Masters Grade Level on the Spring 2024 Grade 8 Social Studies STAAR assessment.<br>  **Staff Responsible for Monitoring:** Principal, Assistant Principals |

| **Strategy 6 Details** |
|---|
| **Strategy 6:** Campus administration will complete required T-TESS walkthroughs early to allow administration to focus on Social Studies teachers requiring additional support.<br>  **Strategy's Expected Result/Impact:** Increase the percentage of students at Approaches, Meets, and Masters Grade Level on the Spring 2024 Grade 8 Social Studies STAAR assessment.<br>  **Staff Responsible for Monitoring:** Principal, Assistant Principals |

| **Strategy 7 Details** |
|---|
| **Strategy 7:** Implement Lowman resources aligned with the rigor of STAAR.<br>  **Strategy's Expected Result/Impact:** Increase the percentage of students at Approaches, Meets, and Masters Grade Level on the Spring 2024 Grade 8 Social Studies STAAR assessment.<br>  **Staff Responsible for Monitoring:** Principals, Assistant Principals |

| **Strategy 8 Details** |
|---|
| **Strategy 8:** Following each unit test, teachers will spiral most-missed items through daily warm-ups and exit tickets for repeated review.<br>  **Strategy's Expected Result/Impact:** Increase the percentage of students at Approaches, Meets, and Masters Grade Level on the Spring 2024 Grade 8 Social Studies STAAR assessment.<br>  **Staff Responsible for Monitoring:** Social Studies Teachers, Principal, Assistant Principal |

| **Strategy 9 Details** |
|---|
| **Strategy 9:** Teachers will review test taking strategies for each item type during spiral reviews.<br>  **Strategy's Expected Result/Impact:** Increase the percentage of students at Approaches, Meets, and Masters Grade Level on the Spring 2024 Grade 8 Social Studies STAAR assessment.<br>  **Staff Responsible for Monitoring:** Social Studies Teachers, District Curriculum Specialist, Principal, Assistant Principal |

| **Strategy 10 Details** |
|---|
| **Strategy 10:** Grade 8 U.S. History teachers will conduct a Saturday STAAR Blitz tutorial prior to the week of STAAR Grade 8 Social Studies test.<br>  **Strategy's Expected Result/Impact:** Increase the percentage of students at Meets and Masters Grade Level on the Spring 2024 Grade 8 Social Studies STAAR assessment.<br>  **Staff Responsible for Monitoring:** Social Studies Teachers, Principal, Assistant Principals |

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

**Performance Objective 4:** 44% or more of TELPAS takers will achieve Advanced High composite.

  **Evaluation Data Sources:** Spring 2025 TELPAS

| Strategy 1 Details |
|---|
| **Strategy 1:** The counselors will strictly adhere to the Multilingual Department's recommendations for student scheduling. |
| **Strategy's Expected Result/Impact:** Increased percentage of TELPAS takers will achieve Advanced High composite. |
| **Staff Responsible for Monitoring:** Counselors<br>Campus Administration |

| Strategy 2 Details |
|---|
| **Strategy 2:** All Reading/Language Arts teachers are ESL certified. |
| **Strategy's Expected Result/Impact:** Increased percentage of TELPAS takers will achieve Advanced High composite. |
| **Staff Responsible for Monitoring:** Teachers<br>Campus Administration |

| Strategy 3 Details |
|---|
| **Strategy 3:** Teachers of emergent bilingual students will use the EB Resource Bundle during instructional planning. |
| **Strategy's Expected Result/Impact:** Increased percentage of TELPAS takers will achieve Advanced High composite. |
| **Staff Responsible for Monitoring:** Teachers<br>Team Leads<br>Campus Administration |

| Strategy 4 Details |
|---|
| **Strategy 4:** Implementation of language demands across all content areas, including beginning of the year training, modeling during faculty meetings, and monitoring during walkthrough visits and formal observations. |
| **Strategy's Expected Result/Impact:** Increased percentage of TELPAS takers will achieve Advanced High composite. |
| **Staff Responsible for Monitoring:** Teachers<br>Campus Administration |

| **Strategy 5 Details** |
|---|

**Strategy 5:** Introduction (new staff) or review (existing staff) of Small Moves, Big Gains strategies during faculty meetings to develop teacher instructional habits that increase students' academic language skills.

> **Strategy's Expected Result/Impact:** Increased percentage of TELPAS takers will achieve Advanced High composite.
> **Staff Responsible for Monitoring:** Teachers
> Campus Administration

| **Strategy 6 Details** |
|---|

**Strategy 6:** Emergent bilingual students assigned to ESL Lab classes will receive individualized ELPS practice in Summit K12 a minimum of three times per week.

> **Strategy's Expected Result/Impact:** Increased percentage of TELPAS takers will achieve Advanced High composite.
> **Staff Responsible for Monitoring:** ESL Teachers
> Campus Administration

| **Strategy 7 Details** |
|---|

**Strategy 7:** General education teachers will receive their students' current and prior year TELPAS and STAAR scores for differentiation purposes (language demands that are appropriately challenging).

> **Strategy's Expected Result/Impact:** Increased percentage of TELPAS takers will achieve Advanced High composite.
> **Staff Responsible for Monitoring:** Campus Administration
> Teachers

| **Strategy 8 Details** |
|---|

**Strategy 8:** ESL teachers and LPAC Facilitator will conduct individual TELPAS goal setting conferences with all TELPAS testers.

> **Strategy's Expected Result/Impact:** Increased percentage of TELPAS takers will achieve Advanced High composite.
> **Staff Responsible for Monitoring:** ESL Teachers
> LPAC Facilitator

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

**Performance Objective 5:** PJH South will meet all Domain III: Closing the Gaps targets for Asian subpopulation in Math.

    **Evaluation Data Sources:** Domain III: Closing the Gaps Data Table

| Strategy 1 Details |
|---|
| **Strategy 1:** Math teachers will track Asian students' progress toward achieving the Meets Grade Level standard in Math. |
|     **Strategy's Expected Result/Impact:** Increased percentage of Asian students attaining the Meets Grade Level standard in Math. |
|     **Staff Responsible for Monitoring:** Math Teachers |
| Campus Administration |

| Strategy 2 Details |
|---|
| **Strategy 2:** Asian students who are not on track to achieve Meets Grade Level will be included in campus Math tutoring programs. |
|     **Strategy's Expected Result/Impact:** Increased percentage of Asian students attaining the Meets Grade Level standard in Math. |
|     **Staff Responsible for Monitoring:** Math Teachers |
| Campus Administration |

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

**Performance Objective 6:** PJH South will improve campus attendance rate to 97%.

**Evaluation Data Sources:** PEIMS Data

| Strategy 1 Details |
|---|
| **Strategy 1:** Campus will recognize September as Attendance Awareness Month and emphasize the importance of regular attendance to students and parents through varied communications outlets. |
| **Strategy's Expected Result/Impact:** Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.<br>**Staff Responsible for Monitoring:** Campus administration<br>Attendance clerk |

| Strategy 2 Details |
|---|
| **Strategy 2:** PJH South faculty and staff will be encouraged to model consistent attendance for students, and staff with perfect attendance each grading period will be rewarded with a perfect attendance luncheon. |
| **Strategy's Expected Result/Impact:** Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.<br>**Staff Responsible for Monitoring:** Teachers<br>Staff |

| Strategy 3 Details |
|---|
| **Strategy 3:** Students will receive recognition for attendance through the Student Incentive Program (D'Back Cards). |
| **Strategy's Expected Result/Impact:** Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.<br>**Staff Responsible for Monitoring:** Campus Administration |

| Strategy 4 Details |
|---|
| **Strategy 4:** Assistant Principals and Counselors will initiate attendance interventions through AttendTrack. |
| **Strategy's Expected Result/Impact:** Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.<br>**Staff Responsible for Monitoring:** Assistant Principals<br>Counselors<br>Attendance Clerk |

| **Strategy 5 Details** |
|:---:|

**Strategy 5:** Students who continue to have excessive absences after attendance interventions will be referred to the Attendance and Outreach office.

**Strategy's Expected Result/Impact:** Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.

**Staff Responsible for Monitoring:** Assistant Principals
Counselors
Attendance Clerk

| **Strategy 6 Details** |
|:---:|

**Strategy 6:** Campus staff will conduct home visits for students with serious attendance or academic concerns.

**Strategy's Expected Result/Impact:** Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.

**Staff Responsible for Monitoring:** Assistant Principals
Counselors
Attendance Clerk

| **Strategy 7 Details** |
|:---:|

**Strategy 7:** The campus will encourage students to engage in a healthy lifestyle by requiring each student to complete one year of physical education or Athletics in junior high

**Strategy's Expected Result/Impact:** Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.

**Staff Responsible for Monitoring:** Counselors

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

**Performance Objective 7:** 90% of GT students will score Masters Grade Level on STAAR.

    **Evaluation Data Sources:** TEA STAAR Student Achievement Data Table; TEA Academic Achievement Distinction Designation Summary

| Strategy 1 Details |
| --- |
| **Strategy 1:** GT students are clustered by subject and period.<br>    **Strategy's Expected Result/Impact:** Allows Advanced Academics Specialists to coach individual teachers to become experts in G/T instruction and differentiation.<br>    **Staff Responsible for Monitoring:** Principal, Counselors<br><br>    **TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br> **- ESF Levers:**<br>Lever 5: Effective Instruction |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Provide enrichment GT professional learning conferences to 2-3 teachers per year.<br>    **Strategy's Expected Result/Impact:** Teachers of gifted students learn current, research-based best practices for teaching G/T learners.<br>    **Staff Responsible for Monitoring:** Principal, Advanced Academics Director<br><br>    **TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br> **- ESF Levers:**<br>Lever 5: Effective Instruction |

| Strategy 3 Details |
| --- |
| **Strategy 3:** Two PAP teachers will participate in coaching with Advanced Academics specialists.<br>    **Strategy's Expected Result/Impact:** Teachers of gifted students learn current, research-based best practices for teaching G/T learners.<br>    **Staff Responsible for Monitoring:** Principal, Advanced Academics Specialists |

| Strategy 4 Details |
| --- |
| **Strategy 4:** At each faculty meeting, introduce one Depth and Complexity icon.<br>    **Strategy's Expected Result/Impact:** Teachers of gifted students learn current, research-based best practices for teaching G/T learners.<br>    **Staff Responsible for Monitoring:** Trainer of Trainers teachers<br>Principal |

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

**Performance Objective 8:** Recruit and retain highly effective teachers and staff.

    **Evaluation Data Sources:** Staff Roster, SBEC Certifications, TEA STAAR Student Achievement Data Table

| Strategy 1 Details |
|---|
| **Strategy 1:** With each resignation, campus administration will post vacancies, screen applicants, interview, and check references in a timely manner to hire the best available candidates. <br>     **Strategy's Expected Result/Impact:** Student achievement increases with highly effective staff in every position. <br>     **Staff Responsible for Monitoring:** Principal, Assistant Principal |

| Strategy 2 Details |
|---|
| **Strategy 2:** Campus administration will intentionally monitor, protect, and work to continuously improve staff morale. <br>     **Strategy's Expected Result/Impact:** Increased staff retention. <br>     **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Leaders |

| Strategy 3 Details |
|---|
| **Strategy 3:** Staff will participate in highly quality professional development founded on research-based best practices. <br>     **Strategy's Expected Result/Impact:** Staff professional growth results in increased staff retention. <br>     **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Leaders |

| Strategy 4 Details |
|---|
| **Strategy 4:** Each teacher and staff member will participate in an annual evaluation. <br>     **Strategy's Expected Result/Impact:** Staff professional growth results in increased staff retention. <br>     **Staff Responsible for Monitoring:** Principal, Assistant Principals |

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

**Performance Objective 1:** Meet the physical, social, and emotional needs of students.

    **Evaluation Data Sources:** Skyward Guidance Module Reports, Attendance, Discipline, Threat Assessment Data, RISE Mentor Logs

| Strategy 1 Details |
|---|
| **Strategy 1:** During faculty meetings and teacher trainings, campus administration will emphasize authentic student-staff relationship building as a strategy to promote student wellbeing. <br>     **Strategy's Expected Result/Impact:** Research shows that having an authentic relationship with at least one adult in the building improves student learning outcomes. <br>     **Staff Responsible for Monitoring:** Teachers and staff |

| Strategy 2 Details |
|---|
| **Strategy 2:** Students and staff will engage in regular character development lessons during Daily D'Back time on Mindset Mondays. <br>     **Strategy's Expected Result/Impact:** Improved student mental health, social skills, decrease retention/dropouts, increase promotion to next grade level. <br>     **Staff Responsible for Monitoring:** Student Support Counselor, Campus Principal, Assistant Principals, Teachers & Staff |

| Strategy 3 Details |
|---|
| **Strategy 3:** Maintain or increase availability of staff for developmental counseling and mental health support to students. <br>     **Strategy's Expected Result/Impact:** Counseling staff will be intentional about providing developmental counseling and mental health support. <br>     **Staff Responsible for Monitoring:** Grade level counselors, Student Support Counselor |

| Strategy 4 Details |
|---|
| **Strategy 4:** Encourage parent & student participation in district monthly "Coffee with the Counselors" parent workshops to promote awareness of relevant topics of interest, such as Cyber-safety, Bullying Prevention, Vaping, and Dating Violence. <br>     **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement. <br>     **Staff Responsible for Monitoring:** Principal; Counselors |

| Strategy 5 Details |
|---|
| **Strategy 5:** The campus will partner with YAM to deliver suicide awareness and prevention lessons and activities to students. <br>     **Strategy's Expected Result/Impact:** Prevention of youth suicides district-wide <br>     **Staff Responsible for Monitoring:** Counselors |

| Strategy 6 Details |
|---|
| **Strategy 6:** All students will participate in David's Law training about the dangers of bullying and cyberbullying.<br>    **Strategy's Expected Result/Impact:** Decrease in the reported incidents of bullying and cyberbullying.<br>    **Staff Responsible for Monitoring:** Counselors |

| Strategy 7 Details |
|---|
| **Strategy 7:** Maintain the district RISE Mentoring program.<br>    **Strategy's Expected Result/Impact:** Pair identified students with an adult mentor.<br>    **Staff Responsible for Monitoring:** Campus and District RISE Mentor Coordinators, Campus Principal |

| Strategy 8 Details |
|---|
| **Strategy 8:** Continue current community counseling partnerships with local mental health agencies.<br>    **Strategy's Expected Result/Impact:** Maintain current partnerships with Youth and Family Counseling Services and BACODA to provide support to students, especially those from low income families who might not be able to otherwise provide mental health services.<br>    **Staff Responsible for Monitoring:** Counselors |

| Strategy 9 Details |
|---|
| **Strategy 9:** Provide students safe, enjoyable, and developmentally appropriate fitness activities that improve their fitness levels.<br>    **Strategy's Expected Result/Impact:** Improve students' physical fitness and wellbeing.<br>    **Staff Responsible for Monitoring:** Athletic Coordinators., Coaches, P.E. teachers |

| Strategy 10 Details |
|---|
| **Strategy 10:** The campus will encourage students to engage in a healthy lifestyle by requiring each student to complete one year of physical education or Athletics in junior high<br>    **Strategy's Expected Result/Impact:** Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.<br>    **Staff Responsible for Monitoring:** Counselors |

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

**Performance Objective 2:** Meet the social and emotional needs of teachers and staff.

    **Evaluation Data Sources:** Campus surveys

| Strategy 1 Details |
| --- |
| **Strategy 1:** Student Support Counselor will offer weekly "Wellness Wednesday" mental and emotional health check-ins to teachers and staff. |
|     **Strategy's Expected Result/Impact:** Teachers who need additional support may choose to attend during after school resulting in better mental health and improved teacher/ staff morale. <br>     **Staff Responsible for Monitoring:** Student Support Counselor |

**Goal 4:** Pearland JH South will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

**Performance Objective 1:** Increase parent and community engagement as defined by campus surveys and attendance rosters for parent/community outreach events.

    **Evaluation Data Sources:** Campus Surveys, Attendance Rosters

| **Strategy 1 Details** |
| --- |
| **Strategy 1:** Conduct Meet the Teacher event to promote effective communication between the home and school.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Teachers, staff, administration |

| **Strategy 2 Details** |
| --- |
| **Strategy 2:** Conduct Fall and Spring Title 1 parent meetings.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals |

| **Strategy 3 Details** |
| --- |
| **Strategy 3:** Campus will encourage staff to join and engage with the PTA.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Campus Administration |

| **Strategy 4 Details** |
| --- |
| **Strategy 4:** Parent representatives will serve on CEIC/SST, DEIC, DACC, and SHAC committees as required by district guidelines.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Campus Administration |

| **Strategy 5 Details** |
| --- |
| **Strategy 5:** Invite parents to volunteer at campus events, including but not limited to the Color Run, Trunk or Treat, and campus field trips.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Teachers, staff, administration |

| **Strategy 6 Details** |
| --- |
| **Strategy 6:** Conduct Parent Advisory Commitee (PAC) meeting to include parents in the process of developing and approving the Parent and Family Engagement (PFE) Policy, School-Parent Compact, and PFE events.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Principal |

| **Strategy 7 Details** |
| --- |
| **Strategy 7:** Teachers will utilize various communication methods, such as district software, E-mail, and Phone to communicate with parents and document communication at the end of each grading period.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Teachers, Campus Administration |

| **Strategy 8 Details** |
| --- |
| **Strategy 8:** Campus administration will utilize various methods to communicate with parents, including communication software, Campus webpage, and Social Media, with a specific focus on improving access to information on the campus webpage.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Campus Administration<br><br>    **Funding Sources:** communication software with translation - 211 - Title I, Part A |

| **Strategy 9 Details** |
| --- |
| **Strategy 9:** Campus administration will increase presence on social media to publicize campus events and celebrate student and campus successes.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Campus Administration |

| **Strategy 10 Details** |
| --- |
| **Strategy 10:** Encourage participation in monthly district "Coffee with Counselors" parent workshops to promote parental awareness of relevant topics such as Cyber-safety, Bullying Prevention, Suicide prevention, and Vaping.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Counselors |

| **Strategy 11 Details** |
| --- |
| **Strategy 11:** Encourage parent engage with student academic progress through district LMS student pairing and including "Parents' Guide to Skyward" on campus webpage.<br>    **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement.<br>    **Staff Responsible for Monitoring:** Campus Administration |

| **Strategy 12 Details** |
| :--- |
| **Strategy 12:** Encourage student participation in Communities in Schools and support CIS parent engagement events. |
|     **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement. |
|     **Staff Responsible for Monitoring:** CIS Campus Coordinator, Campus Administration |

| **Strategy 13 Details** |
| :--- |
| **Strategy 13:** Encourage student participation in Boys and Girls Club after school program and support Boys and Girls Club family engagement events. |
|     **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement. |
|     **Staff Responsible for Monitoring:** Boys & Girls Club Campus Coordinator, Campus Administration |

| **Strategy 14 Details** |
| :--- |
| **Strategy 14:** Conduct Science Night parent and family engagement event. |
|     **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement. |
|     **Staff Responsible for Monitoring:** Science Department, Campus Administration |

| **Strategy 15 Details** |
| :--- |
| **Strategy 15:** Conduct STAAR Parent & Family Engagement Night event to promote effective communication between the home and school. |
|     **Strategy's Expected Result/Impact:** Increased student achievement due to increased parent/community engagement. |
|     **Staff Responsible for Monitoring:** Teachers, staff, administration |

# Title I

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Lianna Porter | Teacher, Math Title | Title I, Part A | 1.0 |