

Pearland Independent School District

Sam Jamison Middle School

2024-2025



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

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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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Overview

Sam Jamison Middle School is a 5th/6th-grade middle school campus in Pearland ISD. The campus consists of approximately 780 students. The school opened in 1982 and is embarking on 40 years of operation. Our school is comprised of a very diverse student body: 21% African American, 50% Hispanic, and approximately 30% Caucasian. Jamison has a large economically disadvantaged population comprising over 50% of the student population. Jamison is a great neighborhood school that is comprised of students from 3 elementaries: Magnolia, Carlestone, and Massey Ranch. Two out of these three feeder campuses are Title 1 schools. Our campus is benefited from an experienced staff that averages over 10 years of experience in the classroom. In addition, our PTA supports the campus culture widely with monthly acknowledgments for both the students and staff.

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Sam Jamison Middle School needs assessment process is described below. The school support team evaluated the 2022-2023 data. We reviewed the following data:

EXAMPLE DATA, LIST YOUR DATA CEIC REVIEWED:

Attendance Rate

Homeless Students

Economically Disadvantaged

EBs

STAAR

Standardized Tests

Failure Lists

Report Cards

RTI

Discipline Reports

Parent Participation

Staff Development

Teacher Turnover Rates

Bell Schedule

Master Schedule

Student Interviews

Staff Surveys

Parent Surveys

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team/CEIC met on April 12th, 2023, and again on May 10th, 2023, to develop the CNA. The meetings were held in the campus library starting at 2:40pm. on both dates. We plan to meet again on October 4th, 2023, January 24th, 2024, and May 1st, 2024, to review and revise the CNA as needed.

At the first meeting on April 12th Principal Gordon began the meeting with introductions. An icebreaker was conducted where all members went around and stated “two words” of how they felt being a part of the committee. Then, Principal Gordon shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Gordon then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2022 -2023 school year. Principal Gordon lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 10 specific data points to identify strengths and problems from 2022-2023 school year. Principal Gordon thanked everyone for their participation and reminded everyone of the second CNA meeting on May 10th, 2023.

At the second meeting on May 10th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2022-2023, but focused most of the meeting on the problems that were identified from the data. Principal Gordon lead the team in prioritizing the problems. The team came to a consensus on three main problem's that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The School Support Team/CEIC reviewed the data listed below to identify areas of strengths and problems.

Strengths and Problem area by Data Area Follows:

Data	Strength	Problems/Weaknesses
Attendance Rate	Attendance rates are at the district average percent.	The attendance rate has been steadily declining post-COVID.
Special Student Populations	There is a diverse student population on campus.	The increase of special student populations has caused differentiation in the classroom to be a challenge.
At-Risk	The counselor support of at-risk students has increased over the years with more oversight.	The number of at-risk students on campus is higher than the district average.
Mobility Rate	The mobility rate percent demonstrates the school is campus of choice.	The enrollment/withdrawal of students does not lead to student achievement.
STAAR	Percent passing of Economically disadvantaged students in STAAR-tested area has increased over the years.	There has not been consistent growth in Math and ELA especially post-COVID.
Course Failure Reports	The number of students failing content areas has decreased over the years.	Typically, a student passing at Progress Report does not improve their grade by the end of the term.
Staff Development	Pearland ISD has designated staff development days on the school calendar.	Staff feels like the staff development is not always pertinent to their classrooms.
Discipline Data	There have been fewer physical acts such as fights.	The daily disruptive behaviors post-COVID have increased.
Student Survey	Students feel they work hard at school and are happy in their home lives.	Students do not always feel safe at campus.
Parent Survey	Parents know how to contact the school if needed.	Parents are not actively engaged in school events.

Summary of Identified Problems and Related Strategies

There is an identified problem in the area of student growth in the area of Math and Reading. Based upon the prioritized problem the School Support Team/CEIC identified several intervention strategies:

- Have 2 Title 1 Interventionist
- Develop a campus-wide daily instructional plan
- Implement a data tracking sheet visually demonstrated student growth

Another identified problem is in the area of parental engagement. We had low turnout from parents regarding academic related meetings. We also identified communication from the campus regarding academics. Based upon the prioritized problem the school support team identified several intervention strategies:

- Utilizing a communication app such as Remind to create more efficient communication and increase the diversity of parent engagement events.
- Worked to create a calendar of events in advance.
- Update the website continuously.

The third identified problem is that student discipline has increased in general especially in regard to classroom disruptions and student code of conduct violations. The school support team identified several intervention strategies:

- Teachers and staff will attend Character Strong training in the fall.
- Clearly defined classroom management strategies to be used in each class.
- Campus professional development throughout the school year will involve classroom management strategies.

The fourth identified problem is that the student attendance rate has decreased consistently over the past few years. The school support team identified several intervention strategies:

- Assign staff members to mentor students with high absent rates.
- Create campus incentives to promote daily school attendance.
- Consistently communicate the importance of school attendance and ways to support students at school.

Demographics

Demographics Summary

Needs Assessment – Demographics

Race Ethnicity – Prior Year and Current Year

2023-2024	2024-2025
Asian: 5th: 18 6th: 24	Asian: 5th: 19 6th: 16
Black: 5th: 76 6th: 66	Black: 5th: 55 6th: 75
Hispanic: 5th: 190 6th: 202	Hispanic: 5th: 180 6th: 196
American Indian: 5th: 0 6th: 1	American Indian: 5th: 0 6th: 1
Two or More Races: 5th: 20 6th: 7	Two or More Races: 5th: 11 6th: 16
White: 5th: 92 6th: 89	White: 5th: 72 6th: 86

Special Populations – Current Year

https://pisd.sharepoint.com/:x/s/CampusPEIMS2023-JAMReports/EUYZZT7viMtEqVUvSuuk-N0BDI4KQk5Uk7YktE_7qCXIsQ?e=QKPXbc

Discipline Data – Prior Year

Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent	Total Actions	Total Students	Total Percent
All	834	77	59	7.07%	30	23	2.76%	5	5	0.60%	0	0	0.00%	112	76	9.11%
Asian	43	1	1	2.33%	2	2	4.65%	1	1	2.33%	0	0	0.00%	4	2	4.65%
Black or African American	154	32	22	14.29%	8	6	3.90%	2	2	1.30%	0	0	0.00%	42	26	16.88%
Hispanic/Latino	419	28	23	5.49%	10	7	1.67%	1	1	0.24%	0	0	0.00%	39	28	6.68%
American Indian or Alaska Native	2	1	1	50.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	50.00%
Two or More Races	27	3	2	7.41%	3	1	3.70%	0	0	0.00%	0	0	0.00%	6	3	11.11%
White	189	12	10	5.29%	7	7	3.70%	1	1	0.53%	0	0	0.00%	20	16	8.47%
Female	380	19	15	3.95%	6	5	1.32%	2	2	0.53%	0	0	0.00%	27	19	5.00%
Male	454	58	44	9.69%	24	18	3.96%	3	3	0.66%	0	0	0.00%	85	57	12.56%
Special Education - Summer	154	28	17	11.04%	16	11	7.14%	2	2	1.30%	0	0	0.00%	46	23	14.94%
Economic Disadvantage - Fall	423	54	42	9.93%	18	13	3.07%	3	3	0.71%	0	0	0.00%	75	52	12.29%
Economic Disadvantage - Summer	487	59	46	9.45%	21	16	3.29%	3	3	0.62%	0	0	0.00%	83	58	11.91%
At Risk - Fall	357	33	23	6.44%	10	9	2.52%	3	3	0.84%	0	0	0.00%	46	30	8.40%
Bilingual - Fall	204	8	6	2.94%	2	2	0.98%	0	0	0.00%	0	0	0.00%	10	8	3.92%
ESL - Fall	43	4	3	6.98%	1	1	2.33%	1	1	2.33%	0	0	0.00%	6	4	9.30%
CTE Attendance - Summer	0	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
Section 504 - Summer	74	9	7	9.46%	1	1	1.35%	1	1	1.35%	0	0	0.00%	11	7	9.46%

Demographics Strengths

Demographic Strengths—list or summarize any demographic strengths here.

Sam Jamison's student population is growing in diversity. There are over ten different home languages represented on campus with the majority being English and Spanish. Although the overall enrollment has fluctuated and is currently approximately 70 students lower than last year, over the past several school years, the ethnic distribution has centered around 20% African-American, 46% Hispanic, and 27% White. Our diverse campus will help to produce global citizens that have different backgrounds, cultures, morals and values to have a seat at the table, have a voice, and be part of a collaborative community. Ultimately, this will produce more well-rounded students and teachers as data shows that by 2025 this county will show that 1 in 5 people will be "foreign born." Our students will be prepared for the inevitable future demographic shifts of their community.

To match the student diversity, the campus staff is growing more diverse as well. There is equal distribution of the number of staff members in the 1-5 year experience, 5-10 year experience, and 10- year experience ranges. In addition, the staff mirrors the student population with Caucasian, Hispanic, and African-American races and ethnicities represented.

Our campus currently services student populations who participate in the Dual Language program, Special Programs-504, Dyslexia, and PEARS. The number of our special education students is higher than that of the district and the state. The Dual Language population accounts for approximately 30% of the total student population which produces students with the opportunity to demonstrate higher cognitive functions, better grades, increased language proficiencies, and higher graduation rates and college enrollment. There are intentional efforts made to celebrate the diversity of our Dual Language program: semester Dual Language Parent Engagement events, exposure to bilingual authors, celebrations of Hispanic Heritage Month through bilingual student-led morning announcements, and other activities to bring cultural awareness to all students and staff.

Sam Jamison is a campus-wide Title 1 campus with approximately 54% of students considered Economically Disadvantaged for state reporting purposes. Our campus services At-Risk students through a Title 1 Reading Interventionist and utilizes a Title 1 Math Interventionist as well to service all students. Title 1 funds are utilized to provide frontloading planning to content areas, obtain tutors throughout the week, and purchase specialized resources to support student learning and growth.

Our campus has a strong Parent Teacher Association that is visible on campus and off campus soliciting the engagement from the community through a variety of methods such as restaurant spirit nights and campus apparel sales. In addition, the campus staff is supported through routine and consistent appreciation events during the school day throughout the calendar year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall enrollment of the campus is declining while the number of students who are Economically Disadvantaged is increasing

Root Cause: The overall district attendance is slowly decreasing which results in a campus enrollment decrease yet the student diversity is increasing as a result of the communities served.

Problem Statement 2: Ongoing changes in economically disadvantaged populations is increasing and requires adjusting instructional methods and social-emotional learning strategies.

Root Cause: There is a lack of understanding of how to meet the needs of diverse student populations.

Problem Statement 3: The number of African-American students assigned to ISS is disproportionate to the number of other sub-populations assigned.

Root Cause: The staff is lacking training in cultural responsive teaching and restorative discipline as well as inconsistent classroom management techniques.

Student Learning

Student Learning Summary

Student Learning Summary

<https://pisd.sharepoint.com/sites/CUR-CAPPlans-Jamison/Shared%20Documents/Forms/AllItems.aspx?ga=1&>

Student Learning Strengths

Student Learning Strengths - list or summarize student learning strengths here.

In the area of **5th and 6th grade English Language Arts**, the percentage of **all students** who reached approaches or above who are currently enrolled SPED, economically disadvantaged, at-risk, African American students, and/or Hispanic was higher than those same sub-populations' scoring since 2021. All students grew in the Meets performance category from the 2023 school year.

Students in **5th-grade English Language Arts** demonstrated a **small increase in the percentage of Meets, Masters**, and the overall component score compared to the previous assessment year. Although the overall ECR writing average decreased from 2023 to 2024, the **ECR average in 2024 was higher than both the region and the state.**

The percentage of all students who met **approaches or above in 6th-grade Mathematics grew from 2023** and was the highest percentage it has been since 2021.

62% of Emergent Bilingual students improved in at least 2 domains of TELPAS or scored Advanced High with 191 total TELPAS testers. **TELPA progress rate of 69% exceeded** the long-term target in 2038 of 50%

Special Education students in the areas of **5th-grade Mathematics and English Language Arts**, met or **exceeded state percentages in approaches, meets, and masters.** Students receiving **Special Education services in the areas of 6th-grade Mathematics and English Language Arts, met or exceeded** state percentages in the performance categories of **approaches and meets.**

In the area of **Closing the Gaps**, all students, **African American students, Hispanic students, and High Focus students exceeded the Interim Target in Academic Achievement** for English Language Arts and Mathematics and **English Language Arts in the Academic Growth Status.**

Students in both **5th-grade English Language Arts and 6th-grade Mathematics**' performance in the categories of approaches, meets, and masters scored in the top quintile of comparison group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students demonstrating expected and accelerated growth in English Language Arts and Mathematics was below the targeted percentage contributing to inconsistent student achievement in the performance categories of approaches, meets, and masters.

Root Cause: The rigor of the curriculum in the classrooms along with best instructional practices such as frequent checks for understanding throughout the lesson and purposeful talk responding to questions aligned to the TEKS is not occurring consistently.

Problem Statement 2 (Prioritized): The percentage of students who reached approaches, meets, and masters in 5th-grade Science was significantly below the district averages and did not exceed the state and region's performance.

Root Cause: Best instructional practices for science such as conducting key investigations and applying knowledge from hands-on experiments in the laboratory to rigorous questions does not happen consistently in the Science classroom.

Problem Statement 3 (Prioritized): Student daily attendance average has not returned to pre-pandemic measurements and is inconsistent across the duration of the school year.

Root Cause: Students and family challenges such as barriers, aversion, disengagement, and misconceptions result in overall apathy towards school and academics.

School Processes & Programs

School Processes & Programs Summary

Programs:

Sam Jamison has a number of programs on campus to support the academic and social-emotional needs of students:

- Dual Language program in 5th and 6th grade
- Special Education services: resource, inclusion, PEARS, speech, and dyslexia
- Multi-Tiered Student Supports (MTSS) to support students that need academic and/or behavioral interventions
- Communities in Schools to empower students to stay in school and achieve in life
- Character Strong to help improve school safety and culture and make implementing social-emotional learning and character education a manageable, effective practice

Processes:

- Multi-Tiered Student Supports (MTSS) supports the identification of students needing extra support
- Accelerated Learning Committees (ALC) and House Bill 1416 tutoring during Advisory to target students needing strategic intervention and ensure parents are aware of their students lack of grade-level progress
- Structures and resources to support learning and collaboration across the campus including department leaders, instructional leadership, district specialists, and intentional/extended periods of time for planning

School Processes & Programs Strengths

Leadership: The Principal, Assistant Principals, and Counselors are visible on campus throughout the day during morning, lunch, and afternoon duties. The Assistant Principals and Counselors are paired with a grade-level that they remain with until the students are promoted to junior high. This allows for strong relationships with both the students and parents. During in-service the campus leadership staff communicates the mission, vision, and expectations for the campus. Department leaders meet with the Principal and Assistant Principals bi-weekly to communicate campus events, campus challenges, and instructional expectations and reflections.

High Expectations: The student and teachers are aware of the expectations of the campus. The Principal meets with each department leader to review the expectations for leading a department with campus expectations but also content expectations. In addition, each teacher has a 1-on-1 meeting with the Principal to assist in building a collaborative relationship and setting classroom expectations. During the start of the school year, the Administrative team meets with each grade-level to communicate academic, behavior, and campus expectations. During weekly Advisory videos, the Principal acknowledges students exhibiting high expectations and challenges students to demonstrate high character. Signs are hung around the campus and in the classrooms reminding students of the expectations.

Campus Goals and Performance Objectives: Campus accountability, goals, and objectives are shared among all stakeholders of the campus. Each department leader is aware of the previous years campus and content data. Areas of strengths and areas of growth are identified. The Campus Educational Improvement Council gives feedback on the Campus Improvement Plan's goals and objectives. Teachers and administrators participate in ongoing staff development, purposeful planning, meet as a grade level team, plan with district specialists, participate in data and curriculum interventions. The campus administrative team performs routine effective instructional walk-throughs and formal observations to maintain and support accountability. Each quarter, grade-level teams conduct STAAR Talks with campus administration to identify student strengths and track student growth. The department appraiser, principal, and each content teacher has data chats after benchmarks and simulations.

Safe and Organized: School safety is a top priority. Campus staff and community are informed proactively through mass communication call-outs via telephone and email. Safety drills such as fire drills, lockdown drills, and shelter-in-place are routinely rehearsed. Students and staff know the expectations of the Standard Response Protocols. With the daily routines, there is an emphasis on positive behavioral intervention supports through utilizing a conduct card system that allows for weekly communication with parents over student behaviors.. There is an online Bullying Report system available on the campus website for students and parents to report bullying or unsafe behavior. Exterior doors are checked weekly by school administrators and input into a district link. Safety audits are completed by Region IV and the state.

Highly Qualified Staff: Certified staff members, teachers and paraprofessionals, are recruited and retained each school year. New teachers are assigned a campus mentor to help them transition to a new campus and provide support needed to be successful. Department leaders and administrators meet with content teams weekly to ensure TEKS and planning alignment.

Technology Integration: Students are given the opportunity to utilize a Dell Laptop through the district's 1:1 technology initiative. The incorporation of routine technology integration allows for differentiated instruction to target student needs and maintain a high level of student engagement. Students and teachers utilize Canvas the Learning Management System as well as Microsoft TEAMS. In addition, learning programs such as Progress Learning are utilized across contents to assist in targeting individual student needs. The campus Educational Technology Specialists hosted Wireless Wednesday that allows small-group instruction of targeted technology resources for staff.

Academic Support: The highly qualified teachers provide a rigorous and relevant lessons aligned to the state standards based off of the scope and sequence provided by the district specialists. Teachers are expected to add growth to each student in their classroom. Content teams meet weekly afterschool and campus administration is present during those meetings. Academic services such as Title 1 Reading Small-Group Pullouts, Math Interventionists, Read 180, MTSS, Dual-Language, and ESL are provided to students as campus instructional programs. The master schedule has a campus-wide Advisory period for House Bill 4545 tutoring and students attend Enrichment every other day for interventions and extensions of daily lessons.

Social Emotional Support: The campus utilizes Character Strong curriculum. Character lessons are placed in Canvas weekly for teachers to implement with their students during Jag Time. Character Trait cards are distributed to students throughout the day and month for those students exemplifying the desired trait. Monthly drawings are held and prizes are given to the students. Small-group lunch sessions are held based off of staff recommendation. There is constant communication between campus staff and Communities in Schools.

Community Involvement: The Parent Teacher Association (PTA) is highly visible on campus and partners with campus leadership to support both students and staff members in routine events such as Faculty Meetings and monthly celebrations. Communities in Schools (CIS) collaborates with campus administration and counselors to support students and staff through lunch meetings, academic achievement goal setting, backpack buddies, clothing supports, and countless other areas of support. The campus website is updated routinely to communicate with parents about upcoming events and monthly videos are

created and sent out by the Principal to communicate campus updates and highlights of the students and staffs.

Parent and Family Engagement: Different events are held on campus to engage the community in the partnership with the school. During the Fall and Spring semester, the Dual Language program showcases student culture through Living Museums and country presentations. In November, community veterans are invited to attend the campus for a Veteran's Day Art Contest. In December, the PE coaches organize a Family Jingle Run that promotes healthy lifestyles and the power of working out together as a family. Community food trucks are invited. In addition, the Choir and Band perform at the local Barnes and Noble and the Principal reads holiday books to the kids. The Spring showcases the different Electives on campus through Night in the Jaguar SPOTlight during the Spring Book Fair. The Title 1 Reading Interventionist hosts an Academic Night that promotes literacy through all the content areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Dual Language program consists of approximately 25% of the total student population but is under-performing compared to the overall student population.

Root Cause: There is a high turnover of teachers in the dual language program and the expectations of the instructional routines are not consistently implemented with fidelity.

Problem Statement 2 (Prioritized): Students need frequent and consistent social-emotional supports that need to be provided on campus routinely and consistently through a positive behavioral intervention support system and that implementation is inconsistent.

Root Cause: The pandemic created a lapse in routine education for many students and as a result academic gaps were not the only challenges created and teachers perceive the addition of Character Strong as an added task.

Problem Statement 3: Through parent surveys and teacher interviews, communication to students' home was not successful and thus the intended impact was not felt.

Root Cause: Parents do not see the value of partnering with the campus to ensure student success via collaboration on attendance, academics, and behavior.

Perceptions

Perceptions Summary

Sam Jamison strives to teach all students to develop their own unique talents in a positive, nurturing and diverse environment. We believe that we can best do this by addressing all aspects of the child - the brain, the body, and the heart. By providing a well-rounded curriculum that offers opportunities in the core academics, fine arts, and physical education, we can tap into students' strengths and promote their self-esteem. We value honesty and forthrightness, and know that we must cooperatively support one another in order to provide the optimal world class learning environment in conjunction with our community.

Perceptions Strengths

At different times historically, Jamison might have appeared to be a campus that did not collaborate positively with the community. That perception has changed as the campus has made an intentional and targeted effort to involve the community and showcase student and staff celebrations via: campus social media pages, monthly communication from campus leadership, parent and family engagement activities, strong teacher to parent communication regarding student success, and campus celebrations of student growth and achievement. Surveys are distributed to the community regarding their needs so that purposeful plans can be made to ensure strong perceptions. Student feedback is constantly being taken into account through surveys and informal talks. The campus emphasizes positive culture through authentic relationships with each other and the students. In addition, open and transparent communication with the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With a high number of economically disadvantaged and at-risk students, the staff and community have a fixed mindset that the campus is only capable of a certain level of achievement.

Root Cause: Historically, the campus has not performed as high as the other middle schools in the district and thus there is a learned helplessness from all multiple campus stakeholders.

Problem Statement 2: A percentage of students feel mentally and physically unsafe at campus.

Root Cause: The increased emphasis on safety drills, access to the media and social platforms, and bullying has resulted in more students having anxiety about real threats on campus.

Priority Problem Statements

Problem Statement 1: Students need frequent and consistent social-emotional supports that need to be provided on campus routinely and consistently through a positive behavioral intervention support system and that implementation is inconsistent.

Root Cause 1: The pandemic created a lapse in routine education for many students and as a result academic gaps were not the only challenges created and teachers perceive the addition of Character Strong as an added task.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The percentage of students who reached approaches, meets, and masters in 5th-grade Science was significantly below the district averages and did not exceed the state and region's performance.

Root Cause 2: Best instructional practices for science such as conducting key investigations and applying knowledge from hands-on experiments in the laboratory to rigorous questions does not happen consistently in the Science classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The overall enrollment of the campus is declining while the number of students who are Economically Disadvantaged is increasing

Root Cause 3: The overall district attendance is slowly decreasing which results in a campus enrollment decrease yet the student diversity is increasing as a result of the communities served.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The percentage of students demonstrating expected and accelerated growth in English Language Arts and Mathematics was below the targeted percentage contributing to inconsistent student achievement in the performance categories of approaches, meets, and masters.

Root Cause 4: The rigor of the curriculum in the classrooms along with best instructional practices such as frequent checks for understanding throughout the lesson and purposeful talk responding to questions aligned to the TEKS is not occurring consistently.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student daily attendance average has not returned to pre-pandemic measurements and is inconsistent across the duration of the school year.

Root Cause 5: Students and family challenges such as barriers, aversion, disengagement, and misconceptions result in overall apathy towards school and academics.

Problem Statement 5 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

Student Data: Assessments

- State and federally required assessment information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data

Goals

Revised/Approved: February 11, 2025

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

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 through faculty meetings and presentations to the students.

Strategy's Expected Result/Impact: Ensure campus safety at all times.

Staff Responsible for Monitoring: All Faculty and Staff

Crisis Management Team

Campus Leadership

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Effectively analyze serious threats to maintain campus safety

Staff Responsible for Monitoring: Campus leadership, Special Education Department Leader, Student Resource Officer, Nurse, Counselors, Behavior Teacher, Staff

ESF Levers:

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

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

Performance Objective 2: Address violence prevention and intervention to ensure a safe and secure environment for all students, staff, and visitors.

High Priority
Evaluation Data Sources: agendas, data of violent attacks during given school year,

Strategy 1 Details
<p>Strategy 1: Participate in all calendar campaigns such as Anti-Bullying month, Unity Day, World Kindness Day, and Red Ribbon Week to educate and inform students of the effects of violence and equip them with ways to prevent violence.</p> <p>Strategy's Expected Result/Impact: Increase safety on campus as well as awareness</p> <p>Staff Responsible for Monitoring: Campus staff (teachers, administrators, and counselors), students,</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

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
<p>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)</p> <p>Strategy's Expected Result/Impact: Growth of all students in Reading Language Arts</p> <p>Staff Responsible for Monitoring: Campus department leaders, Reading and Math Interventionists, teachers, district specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>
Strategy 2 Details
<p>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)</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Campus administrators, Reading Interventionist, Department Leaders, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>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</p>

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 tutors to do small-group pullouts during Enrichment time or 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

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: Conduct targeted tutorials 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 13 Details

Strategy 13: 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
<p>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)</p> <p>Strategy's Expected Result/Impact: Growth of all students in Mathematics</p> <p>Staff Responsible for Monitoring: Campus department leaders, Math Interventionist, teachers, district specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>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 I-ready.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus administrators, Math Interventionist, Department Leaders, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>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</p>

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 Asian 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 will increase in all performance levels: approaches, meets, and masters.

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 aligned to the new TEKS and textbook adoptions.

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

Strategy 7 Details

Strategy 7: Conduct key science investigations at minimum once a week with the goal of two times a week to give students connections and application to their learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus staff, admin, content specialists

Title I:

2.4, 2.6

- ESF Levers:

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

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
<p>Strategy 1: Teachers will utilize BRAG binders to keep work documentation of their Special Education students</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus administration, department leader, teachers, case managers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: Utilize the master schedule to create aligned in-class support throughout the school day</p> <p>Strategy's Expected Result/Impact: Positive relationships established between the special education staff and students</p> <p>Staff Responsible for Monitoring: Campus administration, SPED department leader,</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- Results Driven Accountability</p>

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
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase of desired behavior and reduce office referrals</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Strategy 2 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase support of all students and increased desired behaviors</p> <p>Staff Responsible for Monitoring: CIS Staff member, Youth Works staff members, Administrators, counselors, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>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)</p> <p>Strategy's Expected Result/Impact: Increase of desired behaviors</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

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 including Lightspeed program to help monitor student appropriate usage.</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>

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 if Identified G/T Students, G/T referrals, lesson plans

Strategy 1 Details
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,
Strategy 2 Details
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 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
Strategy 3 Details
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 ESF Levers: Lever 5: Effective Instruction
Strategy 4 Details
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 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 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 Formative Assessment.</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: Provide students a social-emotional learning curriculum, such as Character Strong, and other classroom supports to foster student mental well-being and 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> <p>Funding Sources: Fidget-reducing supplies and materials - 211 - Title I, Part A</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.</p> <p>Strategy's Expected Result/Impact: Improve parent involvement.</p> <p>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</p> <p>Strategy's Expected Result/Impact: Improve parent involvement.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Improve parent capacity for involvement.</p> <p>Staff Responsible for Monitoring: Campus administrators, campus staff, counselors</p> <p>Title I: 4.2</p> <p>Funding Sources: Supplies and Materials, Light Snacks - 211 - Title I, Part A</p>

Strategy 4 Details

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

ESF Levers:

Lever 1: Strong School Leadership and Planning

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

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaime Morlock	Teacher, T1 Intervention	Title I, Part A	1.0
Valeachia Weaver	Teacher, Reading Title	Title I, Part A	1.0