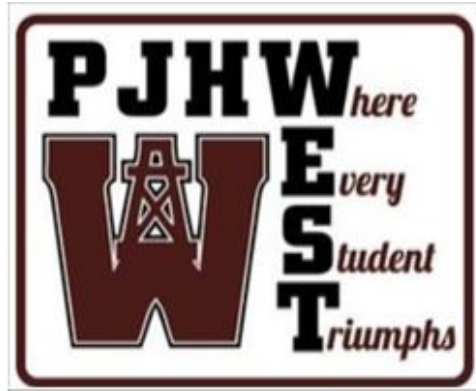


# Pearland Independent School District

## Pearland Jr. High West

2024-2025



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

# Mission Statement

Pearland Junior High West is a community of learners, dedicated to academic excellence and to the development of the total student.

JH West is a place of nurturing, compassion, respect, and creativity. We will provide a personalized learning environment with a team of caring and supportive teachers, counselors, and administrators.

# Vision

The students of Pearland Junior High West will receive an education in which learning extends beyond the classroom, creating an atmosphere of grit, integrity, perseverance, and pride where excellence becomes a habit, not an act. We will set high expectations for success, inspiring all stakeholders to become partners in the quest for knowledge.

# Value Statement

Pearland Junior High West is a school of inclusion where all students count and every child has the opportunity to grow.

High expectations guide instruction and  
quality instruction is differentiated to meet specific needs of each child.

Failure is not an option for our students.

PJH West provides a free and appropriate service to all who enter our doors as demonstrated through determination, diligence, discipline, and a growth mindset.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Pearland Junior High West is a school-wide Title I campus. In the Spring, our CEIC met on February 21, 2024, at 4:00 virtually. Our agenda consisted of discussing the campus mission, vision, and goals. We looked at focus areas for 23-24 as evidenced from data analysis. The committee discussed data request for our next meeting to help analyze trends in order to determine our problem and priority statements for the 24-25 school year. Committee requested the following documents for the next CNA meeting: common assessment data, benchmark data, released test data, discipline data, and STAAR data. CEIC met again on March 20th at 4:00 in the campus library to conduct a data review, analyze campus strengths and weaknesses, determine problem areas, and look at root causes. From here we were able to narrow down the priorities for the upcoming year. The following are our findings as a result of our data analysis:

1. The number of students in 7<sup>th</sup> grade math scoring at “approaches, meets, and masters” level is lower than the district average.
2. The number of Special Education and EB students scoring at the “approaches, meets, and masters” level is significantly lower than all other populations in math.
3. The overall reading component score for students in RLA 7 dropped 3.2% from 79.3 to 76.1.
4. The number of special education students scoring lower than the state average has increased.
5. Domain III scores (Closing the Gaps)- decreased from 93 to 86. (7<sup>th</sup> math all populations and ELAR 7 is a huge contribution).

### Root Cause:

It is difficult to close gaps with the increase in numbers for our EB students and dyslexia students. Teachers do not feel adequately prepared to meet the changing needs of these students.

With re-classification process changes, we are not expecting as many of our students to transition.

Pearland Junior High West has every possible program to serve our student population except for BSI.

As a result, students requiring behavior support often face difficult challenges that affect academic performance.

# Demographics

## Demographics Summary

Comprehensive Needs Assessment- Demographics

### Race Ethnicity

	AA	Hispanic	White	AI/AN	Asian	2+ Races	TOTAL	Eco. Dis.
Grade 7	44	222	104	0	99	21	490	165
Grade 8	41	201	92	1	96	22	453	159
Total	85	423	196	1	195	43	943	324

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### Special Populations- 2023-2024

	SPED	504	Dyslexia	STAAR Alt.	GT	EB	Homeless
Grade 7	39	32	30	2	189	68	2
Grade 8	38	43	20	5	167	45	5
Total	77	75	50	7	356	113	7

### **Demographics Strengths**

- Pearland Junior High West is an inclusive school where our Hispanic population continues to grow. Our EB student group also continues to increase. Our special education and 504 student groups have remained steady and consistent over the last two years. Our dyslexia population is on the rise. The diverse student body is comprised of students from the East and West sides of Pearland. Thus, the Pearland community of stakeholders are vested in the greatness of the campus and continues to support all endeavors including West athletics, band, choir, theatre, art department, honor societies, and the GTA. Our GTA is also diverse in our student population which includes all races and many who are twice exceptional. Pearland Junior High West is a campus that meets students where they are and works carefully and collaboratively to maximize learning opportunities for each student in their short 2-year residence.
- School-wide Title I campus with a diverse student and staff population. Our largest demographic population is Hispanic followed by White. Asian, African American, and the remaining demographic groups are lower respectively. Students connect with their peers through athletics, the arts, and clubs. West has many clubs to offer a place for students to find a support circle. Clubs such as WAMS (West Ambassadors, robotics, chess, reading club, dungeons and dragons, and writer's club are all places that students find a place to fit in with their peers. This is evident in clubs as well as movement and transition throughout the campus. In addition, the campus teaching staff is diverse. Thus, providing the opportunity for students to see professionals in leadership roles daily who represent their culture. Knowing the student population is growing in diversity, we are making intentional efforts to celebrate diversity and provide an environment that teaches students how to form and nurture positive, healthy relationships with peers.
- West continues to offer LOTE/Spanish II and Spanish III and other programs to assist all students.
- West is a fully functional Gifted and Talented Academy that operates as a school within a school. The alignment of the academy has proven beneficial as we have seen improved scores as a result.
- The campus provides Special Education Support inclusive of life-skills, resource, inclusion, speech, and related services counseling.
- West, provides support to 504 students and services a large number of dyslexia students.
- Our MTSS/RTI support team provides support and assistance to students in need.
- West has an active Restorative Practices Team that facilitates alternative means to traditional discipline consequences.
- The campus leadership team collaborates weekly in areas such as student engagement, discipline tracking, threat assessment, accelerated learning, technology integration, and mental health.
- West has a counseling team that is driven to provide curricular, guidance, and mental health counseling to both students and staff.

- Student enrollment continues to increase over the course of the past 9 years.
- West offers robotics and geometry to our students.
- Safety and security are a major priority as efforts to keep students and staff safe are in place such as locking exterior doors, door checks, and consistent administrator visibility.
- TELPAS and STAAR 2.0 are our focus.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Increased enrollment and the increase of Emergent Bilingual Students have created obstacles for campus by not being able to effectively meet the needs of some of the hardest to reach students (special education, 504 students, dual language students, EB students, and behavior students).

**Root Cause:** Pearland Junior High West provides every possible program to the Junior High level excluding BSI. However, students requiring behavior support often face difficult challenges with academics and behavioral expectations.

**Problem Statement 2:** Campus demographics have shifted tremendously over the past 5 years. This shift not only involves regular education students, but also includes special education and EB students who require unique strategies and specialized support to close gaps and to make progress.

**Root Cause:** Students have difficulty maintaining focus in the traditional setting and it hinders comprehensive learning.

**Problem Statement 3:** CANVAS remains to be one of the primary means of pushing out instruction, some students continue to have difficulty being successful with the LMS.

**Root Cause:** Technology is a major resource for learning. Our staff has made the technological shift, however, some of our students are still somewhere in the middle trying to find a balance.

**Problem Statement 4:** Inconsistencies in instructional delivery within departments, teacher discretion, and student needs, continue to increase student learning gaps in ELAR and math.

**Root Cause:** Staff and students continue to exhibit mental health issues with survival and coping strategies that haven't proven successful.

# Student Learning

## Student Learning Summary

[Click here for Student Learning/STAAR Data](#)

### Student Learning Strengths

STAAR DATA shows Domain I Student Achievement remaining the same (Score 92). Domain IIB- Relative Performance increased from 90 to 91. GT Students have met targets in AA performance (100% Approaches, 100% Meets, and 90% Masters) in RLA 7, RLA 8, Math 7, Math 8, and Algebra EOC.

GT Students scored above district percentages at all performance levels.

RLA 8 teaching teams are solid and have embraced the STAAR 2.0 shift. Scores are above district percentages at masters. Made incremental increase at approaches, meets, and masters.

RLA 8 ECR scores increased from 71.9 to 76.5.

Algebra EOC scores are above district percentages at all performance levels. (approaches- 100%, meets- 99.2%, and masters- 95.5). (17.9% increase at masters).

Math 8 scores are aligned with district percentages for approaches and meets. Scores exceeded the district scores in masters.

Science 8 scores above state, district, and region. Increase in percentages at approaches, meets, and masters.

Social Studies 8 scores increased at approaches, meets, and masters (11.8% in masters)

EB students continue to make improvements on TELPAS and reclassification.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 1. The number of students in 7th grade math scoring at "approaches, meets, and masters" level is lower than the district average.

**Root Cause:** Our students in 7th grade math have demonstrated tremendous gaps in learning that have prevented them from making adequate progress

**Problem Statement 2:** 2. The number of Special Education and EB students scoring at the "approaches, meets, and masters" level is significantly lower than all other populations in math.

**Root Cause:** Over the years of data reviewed, EB students continue to struggle in math performance due to language barriers and lack of confidence in teaching ability to meet the needs of all EB learners.

**Problem Statement 3:** 3. The overall reading component score for students in RLA 7 dropped 3.2% from 79.3 to 76.1.



**Root Cause:** While these scores are above district averages, our advanced population tends to over analyze prompts and do not adhere to some of the district strategies to maximize student scores.

**Problem Statement 4:** 4.5. Domain III scores (Closing the Gaps)- decreased from 93 to 86. (7th math all populations and ELAR 7 is a huge contribution).

**Root Cause:** It is difficult to close gaps with the increase in numbers for our EB students and dyslexia students. Teachers do not feel adequately prepared to meet the changing needs of these students.

# School Processes & Programs

## School Processes & Programs Summary

### Needs Assessment – School Process and Programs

#### **At Pearland Junior High West, West us "Going Places" in 2024-2025" as we build Pearland Proud!**

Accountability continues to be a focus for all stakeholders at West. The campus leadership team and staff have embraced the district non-negotiables and are committed to active supervision to keep our students engaged in relevant instruction and safe. Not only is our administrative team (Principal, Assistant Principals, Counselors, Mental Health Specialist, and GT Specialist) committed to our students and teachers at a new level, but we are also committed to holding ourselves and each other accountable as well. We are a TEAM! We are aggressively inspecting purposeful planning sessions, department meetings, and observing in classrooms. We are ensuring teachers are actively engaging students into integrated and hands on learning while also recognizing the need for pen to paper learning to help students make progress. We are committed to ensuring successful implementation and use of CANVAS to support instruction but not to be the sole source of instruction. We have committed to ongoing training for our teachers in assessing for mastery. The West team is committed to inspecting what we respect in all areas to grow a foundation of excellence for our Wildcatters.

HB 1416 is a requirement. Advisory classrooms transition to allow for accelerated instruction in RLA and math throughout the school year. Our GTA academy students are in "mini courses" that are designed to allow students to explore topics beyond the traditional classroom. These students are provided an opportunity to select an extra-curricular seminar of study. Teacher led seminars may include topics such as art design, photography, origami, AVID, STEM activities, programming drones, and others. In addition, our students benefit from Character strong once a week and soft skills to assist in the learning process.

Teachers have experienced staff development effective use of the I Will 2.0 statement and creating classrooms that effectively accommodate all learners, especially our EB students. They have also received information regarding our district non negotiables to improve and maintain great classroom management practices that maximize instructional time for teachers and students. Both horizontal and vertical learning walks continue this year to prepare administrators for the TIA cycle. This effort will prove beneficial for all learners.

This year a focus on Math 7 is in full motion. We have committed to purposeful planning and careful attention to spiraling in weak skills to close gaps for our students. We have hired two new teachers to our math department who have embraced the Building Thinking Classrooms model. They are incorporating "turn and talk" regularly as well as honoring language/content objectives and demands into daily instruction.

Our EB students continue to be a major priority for the campus. All efforts put in place last school year proved successful as we saw major improvements in our EB scores collectively in every area for all students. TELPAS 2.0 and STAAR 2.0 are our new focus. Campus- wide, purposeful, targeted practice with the new response methods are built into daily schedules to ensure our Wildcatters are prepared for state assessment. State Comp Ed funds will be used for purposeful, intentional tutoring to work intensively with our struggling students.

## School Processes & Programs Strengths

**Leadership-** Principal, Assistant Principals, Counselors, and GT Specialist are mobile and visible throughout the day. We are on duty morning, lunch, and after school to ensure the functional processes of the school are carried out. Professional development is conducted in purposeful sessions and led by all members of the team. Assistant principals spear head safety and security, testing, EB training, RtI, and sound teaching practices. The counseling team pushes out curricular information to staff and guidance information that is relevant to instructional needs of students. The mental health specialist consistently provides mindset motivational activities for staff, students, and parents. The GTA specialist offers extensive support in advanced academics and helps support all initiatives at the campus.

**Restorative Practices-** The campus is committed to re-designing disciplinary consequences that no longer work. Although we have utilized the traditional modalities when necessary, we are following up with value circles, mediation circles, and re-entry circles to help shift responsibility and accountability. The campus administrative team reviews student discipline weekly during cabinet meetings to strategize appropriate action steps for discipline with our unique populations.

**Safety and Security-** Safety is a major concern. We continue to model and demonstrate consistent monitoring and proactive measures to ensure students are protected. Thus far, our actions have proven to be positive aspects of our school systems functionality. We have implemented the PBIS model for 2 years at the Junior High Level- Be safe, Be respectful, and Be responsible are components that transcend the classroom walls to every facet of the campus. Our online anonymous reporting system is also a valuable resource to the campus administration and adds an addition level of safety for our parents and students. Door checks, tardy sweeps, ID checks, and consistent visibility assist in keeping our school safe.

**Growth Mindset and High Expectations-** Are integral components of the campus. You will find growth mindset word walls and statements in every classroom and throughout the building. It is this attribute that leads to high expectations for student learning. As the campus principal, I am responsible for setting the tone. What is valued is inspected and respected and will manifest. This guiding force is present in every facet of the campus from fine arts to life-skills. It is imperative that staff demonstrate this practice the power of never giving up and working hard, resilience, and perseverance when facilitating learning for students.

**Campus Goals and Accountability-** The administrative team, department leaders, and faculty are all part of the accountability process. Teachers participate in ongoing staff development and purposeful planning to ensure we are aligning STAAR progress and standards with what is actually taught in the classrooms. District specialists meet with departments weekly to ensure scope and sequence and any new initiatives are clear. Staff participates in many pull out trainings to include: Curriculum development, Bilingual/EB, SIOP training, LPAC training, GT Training, APSI, SEL Training, and many offered training offered through Pearland ISD and Region IV.

**Innovative Learning and Technology-**West continues to look for ways to meet the needs of our advanced learners. The campus administrative team seeks ways to offer new courses that contribute to endorsement pathways as students transition to high school. Robotics and IPC are two valuable offerings. We are working on CTE courses that will support programming and drones in the future. CANVAS continues to permeate the classrooms. It is one of many learning

management tools and resources that teachers utilize to keep students engaged. Additional technology supports such as Gimkit, Kahoot, Canva, STEM scopes, TEAMS, Quizzes all help students learn in innovative ways at WEST.

**Programs and Services-**Not only is Pearland Junior High West the GT Academy, but we also serve Dual Language, Pre AP coursework in every subject, Highly Gifted Math Students, EB instruction, Advisory, RTI, Dyslexia support, Special Education and 504 services, Guidance, Counseling, and Mental Health support, and creative scheduling to allow for accelerated learning as required by HB 4545.

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

**Problem Statement 1 (Prioritized):** The number of EB students demonstrating growth is lower than that of English-speaking students.

**Root Cause:** It is a fact that it will take time to re-coup skills to make progress. EB students will need time and effective teaching strategies to close gaps and make progress.

**Problem Statement 2:** We are running out to space to effectively serve the number of students and programming offered at the campus. GTA has realigned and taken over the 400 wing. EB students continue to increase. In addition, resource numbers are increasing which requires personnel and space.

**Root Cause:** Programming demands are necessary but impede the functionality of the building as it was intended.

**Problem Statement 3:** Increased enrollment has increased class size in our Advanced classes and GT classes.

**Root Cause:** Increased enrollment at the campus without additional staff

**Problem Statement 4:** Substitute unavailability has created barriers to learning in teacher absences. Learning for all is disconnected.

**Root Cause:** There is a shortage of qualified teachers and substitutes.

# Priority Problem Statements

**Problem Statement 1:** The number of EB students demonstrating growth is lower than that of English-speaking students.

**Root Cause 1:** It is a fact that it will take time to re-coup skills to make progress. EB students will need time and effective teaching strategies to close gaps and make progress.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Increased enrollment and the increase of Emergent Bilingual Students have created obstacles for campus by not being able to effectively meet the needs of some of the hardest to reach students (special education, 504 students, dual language students, EB students, and behavior students).

**Root Cause 2:** Pearland Junior High West provides every possible program to the Junior High level excluding BSI. However, students requiring behavior support often face difficult challenges with academics and behavioral expectations.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 1. The number of students in 7th grade math scoring at "approaches, meets, and masters" level is lower than the district average.

**Root Cause 3:** Our students in 7th grade math have demonstrated tremendous gaps in learning that have prevented them from making adequate progress

**Problem Statement 3 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- 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**

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Discipline records
- Class size averages by grade and subject

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications 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:** Pearland Junior High West continues to keep safety and security a priority.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District safety audits.

TEA door check audit.

Campus administration safety walks and security checks.

Strategy 1 Details
<p><b>Strategy 1:</b> West administrative team will conduct daily hallway monitoring before, during and after transition.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased visibility and administrator presence. Increased safety for our students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Student Support Counselor SRO Officer</p>
Strategy 2 Details
<p><b>Strategy 2:</b> West administrator presence at all athletics, fine arts, parent meetings, and PTA/GTA meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Transparency and visibility of administrative team. Improved safety and security for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal SRO Officer</p>



### Strategy 3 Details

**Strategy 3:** Create and maintain a Threat Assessment Team to strategically plan and assess all student reports and incidents involving threats to safety and security.

**Strategy's Expected Result/Impact:** Reduce Serious Incidents

Create a safe and secure environment

Help students gain mental support

**Staff Responsible for Monitoring:** District Safety and Security Direct

Campus Administration

Campus SRO

**TEA Priorities:**

Improve low-performing schools

### Strategy 4 Details

**Strategy 4:** Implement daily door checks, hallway monitoring, ID checks, and dress code sweeps.

**Strategy's Expected Result/Impact:** Improved campus safety and security

Improved campus culture

**Staff Responsible for Monitoring:** Campus administration

Campus SRO

**ESF Levers:**

Lever 3: Positive School Culture

### Strategy 5 Details

**Strategy 5:** Train faculty and staff on CRASE

**Strategy's Expected Result/Impact:** Improve overall preparedness for emergency situations

**Staff Responsible for Monitoring:** District Safety and Security Director

Campus Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

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

**Performance Objective 2:** Pearland Junior High West trains staff and students on SRP protocols at the beginning, middle, and throughout the school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Training documents  
District safety drill documentation

Strategy 1 Details
<p><b>Strategy 1:</b> Staff will review SRP protocol in large group. Staff will review ICONS and ensure staff and students are familiar with expectations before the school year, at the semester break and periodically throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and security for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Students will be trained on SRP at the beginning of the school year. Campus will review protocols throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and security for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrative Team</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Students will practice all protocols in accordance with SRP for Pearland ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved safety and security for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrative Team District Safety Director</p>

**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 3:** Pearland Junior High West addresses violence prevention and intervention through training, transparency, and advocacy.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Anonymous reporting.  
Threat Assessment Team meetings and discussions.  
SMORE monthly newsletters  
Blackboard Connect Call outs  
WAMS- West Ambassadors

Strategy 1 Details
<p><b>Strategy 1:</b> Pearland Junior High West has a comprehensive process to handle threats that involves the Threat Assessment Team. This process will be implemented with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved safety and security for students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Threat Assessment Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Campus coordinates daily door checks</p> <p><b>Strategy's Expected Result/Impact:</b> Improved safety and security for staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration SRO officer</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

### Strategy 3 Details

**Strategy 3:** Campus provides transparency to parents regarding safety and security measures/expectations and emergency situations.

**Strategy's Expected Result/Impact:** Improved trust in school credibility and improved safety and security for staff and students

**Staff Responsible for Monitoring:** Campus Admin

District Communications

**ESF Levers:**

Lever 3: Positive School Culture

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

**Performance Objective 4:** Pearland Junior High West participates in CRASE training with Pearland PD and Fire Department.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Training Documents  
Training Agenda  
Teacher Sign In

Strategy 1 Details
<p><b>Strategy 1:</b> Semi-Annual updates by SRO in collaboration with Pearland PD and Pearland FD</p> <p><b>Strategy's Expected Result/Impact:</b> Improved safety and security of campus students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Adminsitration</p> <p><b>ESF Levers:</b> 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:** Campus will meet the required passing standards (approaches grade level or better) for all student groups in Math. One year performance scores African American- 86%, Hispanic- 80%, White- 90%, Asian, >95%, Two or More Races- 93%, Special Ed- 55%, Eco Disad- 80%, EB- 80%.

**High Priority**

**Evaluation Data Sources:** Common Assessments, Progress Reports, Report Cards, Benchmark scores, Released Test Scores, STAAR scores, and Campus Accountability Reports.

Strategy 1 Details
<p><b>Strategy 1:</b> Weekly department meetings with purposeful planning</p> <p><b>Strategy's Expected Result/Impact:</b> Improved math scores</p> <p>Meet campus performance objectives in math for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>
Strategy 2 Details
<p><b>Strategy 2:</b> C and I training sessions with math teachers (pull-out)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved math scores</p> <p>Meet campus performance objective in math for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> C and I specialist Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> 3. The administrative team will provide opportunities for teachers to attend workshops and conferences that extend knowledge and understanding of middle-level education.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Math Scores Improved Math performance for all student groups</p> <p><b>Staff Responsible for Monitoring:</b> Principal C &amp; I Specialist Department Leaders</p>

#### Strategy 4 Details

**Strategy 4:** Teachers who are new to the campus will be assigned a mentor to coach and provide support as well as receive staff development specific to new teachers.

**Strategy's Expected Result/Impact:** Improved teaching strategies  
Improved student progress

**Staff Responsible for Monitoring:** Principal and Assistant Principals  
Mentor Teachers

#### Strategy 5 Details

**Strategy 5:** Teachers will observe department leaders and other colleagues in efforts to increase knowledge and repertoire of resources to assist in instructional delivery to improve teaching and learning.

**Strategy's Expected Result/Impact:** Improved teaching strategies  
Improved student progress in math

**Staff Responsible for Monitoring:** Campus  
Administration  
Department  
Leaders  
Teachers

#### Strategy 6 Details

**Strategy 6:** Before, during, and afterschool tutoring and intervention.

**Strategy's Expected Result/Impact:** Improved Math Scores  
Reduced Failures in Math  
Improved report card scores

**Staff Responsible for Monitoring:** Administrators  
Teachers  
HRT Facilitator

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

### Strategy 7 Details

**Strategy 7:** Academic Coaching sessions during advisory. This is one of our efforts to address HB 1416 and allows for accelerated learning for students in math.

**Strategy's Expected Result/Impact:** Improved math STAAR scores

Reduced Failures in math

Improved Report cards

**Staff Responsible for Monitoring:** Teachers

Administrative Team

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 8 Details

**Strategy 8:** Continue the use of online math programs to support individual needs for all students.

**Strategy's Expected Result/Impact:** Support student progress in math.

Improved math reasoning and abilities for students

**Staff Responsible for Monitoring:** Teachers

GT Specialist

Math Department Leader

**TEA Priorities:**

Build a foundation of reading and math

### Strategy 9 Details

**Strategy 9:** Math Intervention software and program services HB1416 students and struggling math students.

**Strategy's Expected Result/Impact:** Improved confidence of students.

Improved math grades.

Closing gaps for STAAR

Improved student achievement in Math on STAAR

**Staff Responsible for Monitoring:** Principal

Math Interventionist

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



#### Strategy 10 Details

**Strategy 10:** Bridging to STAAR 2.0 teachers will collaboratively implement multiple response methods into daily practice to assist in math score improvement.

**Strategy's Expected Result/Impact:** Improved math scores

Closing gaps for students in math

Improved student achievement in Math

**Staff Responsible for Monitoring:** ELAR teachers

Administrative Team

#### Strategy 11 Details

**Strategy 11:** Teachers will assist in the T-TESS calibration process by participating in horizontal and vertical learning walks.

**Strategy's Expected Result/Impact:** Better understanding of T-TESS domains, dimensions, and proficiency

Improved instructional delivery

Improved student achievement

**Staff Responsible for Monitoring:** ELAR Teachers

Administrative Team

#### Strategy 12 Details

**Strategy 12:** Specialist and principals attend weekly planning meetings

**Strategy's Expected Result/Impact:** Improved scores and performance in math for all students

**Staff Responsible for Monitoring:** Campus administration

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 13 Details

**Strategy 13:** Calculator tests are administered and determine qualifications for routine and effective use for students

**Strategy's Expected Result/Impact:** Improved student performance on tests and STAAR

**Staff Responsible for Monitoring:** Teachers

Department Leaders

Campus Administration

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 14 Details

**Strategy 14:** Utilize and implement spiraled ARCs into daily and weekly instruction in all math classes

**Strategy's Expected Result/Impact:** Improved student success for all populations in Math 7

**Staff Responsible for Monitoring:** Teachers

Principals

Curriculum and Instruction Specialist

CLT

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 15 Details

**Strategy 15:** Utilize supplemental resources to assist with Countdown to STAAR

**Strategy's Expected Result/Impact:** Improved student success for all populations of Math 7

**Staff Responsible for Monitoring:** Teachers

Principals

C and I Specialists

CLT

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 16 Details

**Strategy 16:** Cohort meetings to align TEKS and to develop detailed lesson plans

**Strategy's Expected Result/Impact:** Improved student success for all populations in Math 7

**Staff Responsible for Monitoring:** Teachers

Principals

C and I Specialist

CLT

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 17 Details

**Strategy 17:** Math intervention teacher utilized to reduce class size in regular math classes.

**Strategy's Expected Result/Impact:** Improved student success for Math 7 students

**Staff Responsible for Monitoring:** Counselors

Teachers

Principals

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 18 Details

**Strategy 18:** Intentional walk-throughs to support instruction

**Strategy's Expected Result/Impact:** Improved student success for all Math 7 populations

**Staff Responsible for Monitoring:** Principals

C and I specialist

CLT

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

**Performance Objective 2:** Campus will meet the required passing standards (approaches grade level or better) for all student groups in Reading/Language Arts. One year performance scores African American- 95%, Hispanic- 90%, White- >95%, Asian, >95%, Two or More Races- .95%, Special Ed- 63%, Eco Disad- 90%, EB-90%.

**High Priority**

**Evaluation Data Sources:** Common Assessments, Progress Reports, Report Cards, Benchmark Scores, Released Test Scores, STAAR scores

Strategy 1 Details
<p><b>Strategy 1:</b> After-School Tutoring</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Report Card Grades Improved Benchmark Scores Improved STAAR Performance in Reading Meet campus performance objectives in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Coordinator Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Tutors and supplies - 199 - PIC 24, 26, 28, &amp;/or 30, State Comp Ed, Tutors and supplies - 211 - Title I, Part A</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Identify and track progress of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading scores Improved performance in reading Closing gaps for SPED and EL learners</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers</p>

Strategy 3 Details
<p><b>Strategy 3:</b> Conduct in-school tutorials to improve skills as identified by CBAs assessment and disaggregated data for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved CBA scores Improved performance on Released STAAR tests</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors C and I Specialists</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Reading Literacy Nights</p> <p><b>Strategy's Expected Result/Impact:</b> Involve parents in the reading process Inform parents of the value and importance of reading Provide resources to parents regarding adult literacy Provide action steps for parents to help their children be better readers</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration R 180 Teacher</p>
Strategy 5 Details
<p><b>Strategy 5:</b> West Tech Wednesdays created and implemented</p> <p><b>Strategy's Expected Result/Impact:</b> Interactive lessons for students Increased technology in the learning environment Improved teaching and learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal West Instructional Technology Support Educational Technology Support Specialist</p>
Strategy 6 Details
<p><b>Strategy 6:</b> Provide Professional Development on Campus Staff Development Days regarding English Language Learners</p> <p><b>Strategy's Expected Result/Impact:</b> Improved EL performance Improved Reading and Writing STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual Department Principal</p>

Strategy 7 Details
<p><b>Strategy 7:</b> Dyslexia pull-out services to support dyslexic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Close reading gaps for students Increase reading levels. Improved STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Teacher Administrative team</p>
Strategy 8 Details
<p><b>Strategy 8:</b> Academic Coaching during advisory to support accelerated learning and meet the requirements of HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Close gaps for students. Improve ELAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Teachers Lead Teacher- Weaver</p>
Strategy 9 Details
<p><b>Strategy 9:</b> Implement district C and I expectations in all 4 components of ELAR to include, independent reading, book talks, and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make progress on STAAR. Improved report cards.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers</p> <p>Campus Administration</p>
Strategy 10 Details
<p><b>Strategy 10:</b> Utilize "I will 2.0" statements to guide instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Help students understand what they will learn and how they will demonstrate mastery. Facilitates the use of all areas of TELPAS- listening, reading, writing, and speaking.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers EB staff Administrative Team</p>

### Strategy 11 Details

**Strategy 11:** Provide additional writing resources and supports for Emergent Bilingual students.

**Strategy's Expected Result/Impact:** Students will score Adv High on TELPAS writing

Reclassification for students

Make progress on STAAR

**Staff Responsible for Monitoring:** ELAR Teachers

EB Teachers

Administrative Team

**TEA Priorities:**

Build a foundation of reading and math

### Strategy 12 Details

**Strategy 12:** Bridge to STAAR 2.0 utilizing QA12345 and extensive practice with Extended Constructed Responses for all students

**Strategy's Expected Result/Impact:** Improved confidence in student abilities

Improved CA scores

Closing instructional gaps for students

Improved student achievement on STAAR

**Staff Responsible for Monitoring:** ELAR Teachers

Campus Administration



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

**Performance Objective 3:** Campus will meet the required passing standards (approaches grade level or better) for all student groups in Science. One year performance scores African American- 95%, Hispanic- 80%, White- 95%, Asian, >95%, Two or More Races- 95%, Special Ed- 50%, Eco Disad- 80%, EB-70%.

**High Priority**

**Evaluation Data Sources:** Common Assessments, Progress Reports, Report Cards, Benchmark Scores, Released Test Scores, STAAR scores

Strategy 1 Details
<p><b>Strategy 1:</b> Before, during and afterschool tutoring for all students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Report Card Grades Improved Benchmark Scores Improved STAAR Performance in Reading Meet campus performance objectives in science.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Coordinator Principal Teachers</p> <p><b>Funding Sources:</b> Tutors, supplies - 199 - PIC 24, 26, 28, &amp;/or 30, State Comp Ed, Tutors, supplies - 211 - Title I, Part A</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Identify and track progress of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved science scores Improved performance in reading Closing gaps for SPED and EL learners</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Science Teachers Counselors</p>

### Strategy 3 Details

**Strategy 3:** Conduct in-school tutorials to improve skills as identified by CBAs assessment and disaggregated data for students.

**Strategy's Expected Result/Impact:** Improved CBA scores

Improved performance on Released STAAR tests

**Staff Responsible for Monitoring:** Administrators

Counselors

C and I Specialists

### Strategy 4 Details

**Strategy 4:** Create and implement hands on learning and instruction in the science setting

**Strategy's Expected Result/Impact:** Improved CBA scores

Improved performance on released and STAAR tests

**Staff Responsible for Monitoring:** Principal

Science Teachers

### Strategy 5 Details

**Strategy 5:** Promote cross-curricular activities in Science to help improve science vocabulary and science themes.

**Strategy's Expected Result/Impact:** Improved scores in science

Improved STAAR scores

Help students write across content to help with TELPAS

**Staff Responsible for Monitoring:** Science Teachers

Administrative Team

### Strategy 6 Details

**Strategy 6:** Bridge to STAAR 2.0 for all students utilizing collaborative efforts and direction from district C and I specialist.

**Strategy's Expected Result/Impact:** Improved confidence of students

Improved benchmark and CA scores

Improved student achievement on STAAR

**Staff Responsible for Monitoring:** Science Teachers

Campus Administration

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

**Performance Objective 4:** Campus will meet the required passing standards (approaches grade level or better) for all student groups in Social Studies. One year performance scores African American- 81%, Hispanic- 65%, White- 84%, Asian, 95%, Two or More Races- 84%, Special Ed- 50%, Eco Disad- 63%, EB-66%.

**High Priority**

**Evaluation Data Sources:** Common Assessments, Progress Reports, Report Cards, Benchmark Scores, Released Test Scores, STAAR scores

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize C and I specialists to coach and mentor teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Teaching strategies</p> <p><b>Staff Responsible for Monitoring:</b> C and I Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Implement Common Assessments to all students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Test Scores Improved Report Card Grades</p> <p><b>Staff Responsible for Monitoring:</b> Principal Department Leader</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Teachers will observe department leaders and other colleagues to assist in increasing knowledge and repertoire of resources to enhance Social Studies setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching strategies Reduced classroom management Improved STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> District C and I Specialist Department Leaders Principal</p>

#### Strategy 4 Details

**Strategy 4:** Conduct during school tutorials to improve skills as identified by CBA assessments and common assessment

**Strategy's Expected Result/Impact:** Improved STAAR sores  
Improved report card scores

**Staff Responsible for Monitoring:** Campus Administration  
Department Leader  
Teachers

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

#### Strategy 5 Details

**Strategy 5:** Teachers will disaggregate and track data by ethnicity and sub populations to ensure students make progress.

**Strategy's Expected Result/Impact:** Improved reading scores  
Closing gaps in reading for all sub populations

**Staff Responsible for Monitoring:** Teachers  
Administrative team

#### Strategy 6 Details

**Strategy 6:** Teachers will utilize "I will 2.0" statements to help meet the needs of our EB students.

**Strategy's Expected Result/Impact:** Assist in instructional delivery for EB students and all learners by clarifying what will be learned and how they will demonstrate mastery.

Promotes academic language for students  
Improve all areas of TELPAS (both receptive -listening and reading and expressive- speaking and writing).

**Staff Responsible for Monitoring:** Teachers  
ESL Team  
Dual Language Teacher  
Administrative team

**TEA Priorities:**  
Build a foundation of reading and math

#### Strategy 7 Details

**Strategy 7:** Department meetings for purposeful planning.

**Strategy's Expected Result/Impact:** Teachers are able to discuss curriculum lessons and instructional strategies.  
Teachers are able to discuss TEKS in depth.

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

#### Strategy 8 Details

**Strategy 8:** Weekly planning sessions with District C and I specialist to improve implementation and use of Lowman Resource lessons for students.

**Strategy's Expected Result/Impact:** Improved instructional delivery

Improved TEKS coverage

Improved CA scores

Improved student achievement on STAAR

**Staff Responsible for Monitoring:** Social Studies Teachers

C and I specialist

Campus Administration

#### Strategy 9 Details

**Strategy 9:** Implementation of writing prompts for warm-ups, exit tickets, and assignments to familiarize and prepare students for responses on STAAR social studies assessment.

**Strategy's Expected Result/Impact:** Improved teaching and learning

Improved TEKS coverage

Bridge to STAAR 2.0

Improved student achievement scores

**Staff Responsible for Monitoring:** Social Studies Teacher

C and I specialist

Campus Administration

#### Strategy 10 Details

**Strategy 10:** Creating tests in online testing software that model the multi-type questions on STAAR 2.0

**Strategy's Expected Result/Impact:** Improved confidence of students to take new test

Improved CA and benchmark scores

Improved instructional delivery

Improved student achievement on STAAR

**Staff Responsible for Monitoring:** Social Studies Teachers

Campus Administration

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

**Performance Objective 5:** Coordinate campus-wide intervention to support Math and ELAR accelerated learning as outlined in HB 1416.

**High Priority**

**Evaluation Data Sources:** Level Up class results, Interventionist grades for students by 9 weeks, Zinger grades, CANVAS grades, Math ARC grades, Benchmark scores, STAAR scores

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize Advisory as academic coaching periods to improve math and ELAR scores for STAAR failures 22-23.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading and math scores for all students</p> <p><b>Staff Responsible for Monitoring:</b> Entire staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>
Strategy 2 Details
<p><b>Strategy 2:</b> Implement math days in EB classes to assist in utilizing math language to help our EB struggling math students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved grades, improved weekly test grades, improved report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and volunteer teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>

### Strategy 3 Details

**Strategy 3:** Provide intervention support through tutorials (before, during, and after-school).

**Strategy's Expected Result/Impact:** Students are able to close learning gaps in ELAR and math.  
Students will "meet" the standard on STAAR.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Teachers  
Tutors

**TEA Priorities:**  
Build a foundation of reading and math

### Strategy 4 Details

**Strategy 4:** Math intervention software is now offered to assist struggling students in math due to STAAR failure

**Strategy's Expected Result/Impact:** Improved math scores and improved STAAR performance

**Staff Responsible for Monitoring:** Math 180 teacher  
Math Department leader  
Campus administration

**Title I:**  
2.4, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 5: Effective Instruction

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

**Performance Objective 6:** To increase grade 7 math scores for approaches to 70%, meets to 45%, and masters to 15%. Student performance at the approaches level will increase by 2% for all populations.

**High Priority**

**Evaluation Data Sources:** Common assessments, benchmark assessments, released STAAR tests scores, report cards, and STAAR 23-24 scores

Strategy 1 Details
<p><b>Strategy 1:</b> Math intervention software is now in implementation to support math STAAR failures (I READY)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student success for all populations in Math 7</p> <p><b>Staff Responsible for Monitoring:</b> Math 180 teacher Principals</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Software and supplies - 211 - Title I, Part A</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Intentional walk-throughs to support instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Principals C and I Specialists CLT</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>



### Strategy 3 Details

**Strategy 3:** STAAR talks for all students

**Strategy's Expected Result/Impact:** Improved performance for all populations in Math 7

**Staff Responsible for Monitoring:** Teachers

Principals

C and I Specialists

CLT

**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:** Targeted intervention tutoring in advisory and afterschool

**Strategy's Expected Result/Impact:** Improved student performance for all populations in Math 7

**Staff Responsible for Monitoring:** Teachers

Tutors

Principals

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 5 Details

**Strategy 5:** District initiative- BTC- Building Thinking Classrooms implemented in all math classes at least 2 times per nine weeks.

**Strategy's Expected Result/Impact:** Improved math scores on common assessments, benchmarks, and STAAR

**Staff Responsible for Monitoring:** Campus Administration

District Administration

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

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

**Performance Objective 7:** To return overall ECR scores in RLA 7 fo 7.61 and maintain or improve RLA 8 ECR scores for all student groups.

**High Priority**

**Evaluation Data Sources:** Common assessments, benchmark assessments, released STAAR scores, report cards, ECR practice scores, and STAAR 23-24 scores

Strategy 1 Details
<p><b>Strategy 1:</b> Analyze 2023 ECR writing images to determine area of weakness</p> <p><b>Strategy's Expected Result/Impact:</b> Improved ECR scores in RLA 7 and 8</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Curriculum and Instruction Specialists CLT</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Student progress monitoring and STAAR talks</p> <p><b>Strategy's Expected Result/Impact:</b> Improved ECR scores for RLA 7 and 8 students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals C and I Specialists CLT</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>

### Strategy 3 Details

**Strategy 3:** Cohort meetings to align TEKs and detailed lesson plan checks

**Strategy's Expected Result/Impact:** Improved performance on ECRs for RLA 7 and 8 students

**Staff Responsible for Monitoring:** Teachers

Principals

C and I specialists

CLT

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

**Performance Objective 8:** Increase Grade 8 US History scores in approaches to 80%, meets at 50%, and masters at 35%

**High Priority**

**Evaluation Data Sources:** Common assessments, benchmark scores, Released STAAR scores, report cards, and STAAR 23-24 scores

Strategy 1 Details
<p><b>Strategy 1:</b> Support implementation of supplemental Social Studies Resources</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance at the approaches, meets, and masters levels for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Principals</p> <p>C and I specialist</p> <p>CLT</p> <p><b>Title I:</b></p> <p>2.4</p> <p>- <b>ESF Levers:</b></p> <p>Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Implement writing strategies in all social studies classes</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on USH STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Principals</p> <p>C and I specialists</p> <p>CLT</p> <p><b>Title I:</b></p> <p>2.4</p> <p>- <b>ESF Levers:</b></p> <p>Lever 5: Effective Instruction</p>

### Strategy 3 Details

**Strategy 3:** Connecting 7th grade SS curriculum to US History standards

**Strategy's Expected Result/Impact:** Improved US History scores

**Staff Responsible for Monitoring:** Teachers

Principals

C and I specialists

CLT

**Title I:**

2.4

**- ESF Levers:**

Lever 5: Effective Instruction

### Strategy 4 Details

**Strategy 4:** Implementation of the Social Studies Action Plan

**Strategy's Expected Result/Impact:** Improve US History Scores for all students

**Staff Responsible for Monitoring:** Teachers

Principals

C and I specialist

**Title I:**

2.4

**- ESF Levers:**

Lever 5: Effective Instruction

### Strategy 5 Details

**Strategy 5:** Detailed lesson plan checks and intentional walk-throughs to support instruction

**Strategy's Expected Result/Impact:** Improved US History scores

**Staff Responsible for Monitoring:** Teachers

Principals

C and I specialists

CLT

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

**Performance Objective 9:** Improve performance for EB students at approaches, meets, and masters in RLA and math.

**High Priority**

**Evaluation Data Sources:** Common assessment, benchmark scores, released STAAR scores, report cards, TELPAS, and STAAR 23-24 scores

Strategy 1 Details
<p><b>Strategy 1:</b> Campus training on effective use of the I Will 2.0 statement</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance for EB students at the approaches, meets, and masters in all RLA and math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Principals</p> <p>EB and Bilingual department</p> <p>CLT</p> <p><b>Title I:</b></p> <p>2.4</p> <p>- <b>TEA Priorities:</b></p> <p>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b></p> <p>Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Campus training for the immersion of new EB students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved EB performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Principals</p> <p>EB and Bilingual Department</p> <p>CLT</p> <p><b>Title I:</b></p> <p>2.4</p> <p>- <b>TEA Priorities:</b></p> <p>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b></p> <p>Lever 5: Effective Instruction</p>

### Strategy 3 Details

**Strategy 3:** Carefully prepare for and structure TELPAS conferences and practice sessions

**Strategy's Expected Result/Impact:** Improved performance of EB students

**Staff Responsible for Monitoring:** Teachers

Principals

EB and Bilingual Department

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

### Strategy 4 Details

**Strategy 4:** Strategically group EB students in EB classes, labs, and advisory to maximize instructional time

**Strategy's Expected Result/Impact:** Improved performance of EB students

**Staff Responsible for Monitoring:** Teachers

Counselors

Principals

**Title I:**

2.4

- **ESF Levers:**

Lever 5: Effective Instruction

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

**Performance Objective 10:** Improve academic achievement for students in the school by closing the gaps for our students requiring accelerated instruction due to STAAR failure

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common assessments, benchmark scores, released STAAR scores, report cards, STAAR 23-24 scores

Strategy 1 Details
<p><b>Strategy 1:</b> Implement advisory tutoring for RLA and math failures</p> <p><b>Strategy's Expected Result/Impact:</b> Close gaps and provide accelerated instruction for students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Provide targeted pull out tutoring for at risk and struggling students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance in reading and math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Tutors Principals</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>



### Strategy 3 Details

**Strategy 3:** Implement Homework Roundtable as a resource for targeted tutoring for accelerated instruction for HB 1416 and STAAR tutoring to close gaps

**Strategy's Expected Result/Impact:** Improved performance in RLA and Math

**Staff Responsible for Monitoring:** Teachers

Tutors

Principals

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

**Performance Objective 11:** Improve attendance for all students

**High Priority**

**Evaluation Data Sources:** Nine weeks reports, PEIMS reports, annual attendance percentages

Strategy 1 Details
<p><b>Strategy 1:</b> Wildcatter cards recognize students who are present in school regularly and have made the honor roll for each nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance for students</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Teachers Adminstrative Team</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Attendance conferences with students who cross the 3-day and 7-day letter thresholds</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance for students</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p>
Strategy 3 Details
<p><b>Strategy 3:</b> WAMS- West Ambassadors create and carry out hospitality and kindness activities to encourage a positive school climate for all students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance for students</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Team Administration</p>

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

**Performance Objective 12:** Ensure that teachers are receiving high -quality professional development before and throughout the school year

**High Priority**  
**Evaluation Data Sources:** Staff development calendars, training agendas, professional development in T-TESS

Strategy 1 Details
<b>Strategy 1:</b> Coordinate with district C and I specialists to tailor training to specific needs of student instruction and professional delivery. <b>Strategy's Expected Result/Impact:</b> Improved quality of professional development for teaching staff. <b>Staff Responsible for Monitoring:</b> C and I specialists Admin Team
Strategy 2 Details
<b>Strategy 2:</b> Coordinate with EB/Bilingual department to ensure effective use of the I Will 2.0 statement in classrooms <b>Strategy's Expected Result/Impact:</b> Improved targeted PD to meet the needs of our diverse student populations <b>Staff Responsible for Monitoring:</b> EB Specialists Admin Team
Strategy 3 Details
<b>Strategy 3:</b> Inform and assist teachers in T-TESS process to make sure they are proficient or better in Domain IV by seeking relevant and effective professional development. <b>Strategy's Expected Result/Impact:</b> High quality, intentional professional development for all teachers <b>Staff Responsible for Monitoring:</b> Principal

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

**Performance Objective 13:** Attract and retain highly effective teachers

**High Priority**

**Evaluation Data Sources:** Frontline documentation, careful review of candidates, documentation through memorandums of expectation, HR collaboration

Strategy 1 Details
<b>Strategy 1:</b> Careful review of all interviewees in frontline <b>Strategy's Expected Result/Impact:</b> Selecting the best fit for the campus <b>Staff Responsible for Monitoring:</b> Admin Team
Strategy 2 Details
<b>Strategy 2:</b> Ensure interview committees are representative of pertinent stakeholders <b>Strategy's Expected Result/Impact:</b> Hiring the best people for the job they are interviewing for <b>Staff Responsible for Monitoring:</b> Admin Team
Strategy 3 Details
<b>Strategy 3:</b> Create a positive culture and climate at the campus where teachers feel they have a voice and are supported <b>Strategy's Expected Result/Impact:</b> Attracting and retaining great employees <b>Staff Responsible for Monitoring:</b> Admin Team
Strategy 4 Details
<b>Strategy 4:</b> Recognize and praise great conduct of professionals at the campus <b>Strategy's Expected Result/Impact:</b> Hiring and retaining quality employees <b>Staff Responsible for Monitoring:</b> Admin Team

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

**Performance Objective 14:** Decrease dropouts and increase promotion and graduation opportunities

**High Priority**

**Evaluation Data Sources:** Attendance records, report cards, promotion documentation

Strategy 1 Details
<p><b>Strategy 1:</b> Students participate in a variety of clubs and programs of interest to get connected at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease drop-out rates and increase promotion opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Club Sponsors Teachers Admin team</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Students participate in counselor chats to discuss the value and importance of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decease drop-out rates and increase promotion opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Provided opportunities for students to have a voice in school climate and culture- WAMS and CEIC</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease drop out rates and increase promotion opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Teachers Admin Team</p>

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

**Performance Objective 15:** Effectively and successfully prepare PEARS students and teachers for the STAAR Alternate assessment

**Evaluation Data Sources:** Benchmarks  
Report Cards  
IEP progress measures

Strategy 1 Details
<p><b>Strategy 1:</b> PEARS teachers trained on participation requirements, test format, image cards, allowable accommodations, and test administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful performance on STAAR ALT for PEARS students</p> <p><b>Staff Responsible for Monitoring:</b> PEARS teacher Campus Administration District Special Education Staff</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>

**Goal 3:** Pearland ISD will provide for the physical and mental well-being of all students and staff.

**Performance Objective 1:** Pearland Junior High West will maintain a safe, disciplined environment conducive to learning.

**Evaluation Data Sources:** Sign In Out logs, Crisis management plans, Threat Assessment Documentation, Online Reporting logs

Strategy 1 Details
<p><b>Strategy 1:</b> Provide online anonymous bully reporting</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a platform for reporting Provide additional expertise in addressing unique reports Stay in front of emergency situations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Coffee With Counselors</p> <p><b>Strategy's Expected Result/Impact:</b> Inform parents regarding hot topics Provide question and answers to tough student questions Provide resources to parents regarding substance abuse, internet safety, suicide, and mental health</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Team Student Support Counselor</p>
Strategy 3 Details
<p><b>Strategy 3:</b> GTA students participate in "MINI Courses" during advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance Improved mental health of struggling students Increased opportunities to connect with students Improved campus culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counseling Team GTA Specialist Teachers</p>

Strategy 4 Details
<p><b>Strategy 4:</b> Support Pearland ISD's Rise Mentoring Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance Improved attendance for mentees Improved campus climate and culture</p> <p><b>Staff Responsible for Monitoring:</b> Campus Coordinator District Coordinator</p>
Strategy 5 Details
<p><b>Strategy 5:</b> Master schedule is designed to accommodate physical education to all 7th graders</p> <p><b>Strategy's Expected Result/Impact:</b> Improved physical fitness Improved mental health</p> <p><b>Staff Responsible for Monitoring:</b> Athletic Directors Counseling Team Administration</p>
Strategy 6 Details
<p><b>Strategy 6:</b> Athletics Program for 7th and 8th grade students in basketball, volleyball, football, track, tennis and cross country.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved physical fitness Improved mental health</p> <p><b>Staff Responsible for Monitoring:</b> Athletic Directors Coaches Principal</p>
Strategy 7 Details
<p><b>Strategy 7:</b> Counseling team and administrative team implements restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved cultural awareness Improved climate and culture of campus Improved mental health of students Improved Discipline</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counseling Team Cabinet</p> <p><b>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>



Strategy 8 Details
<p><b>Strategy 8:</b> Integrate PBIS model and restorative practices at the campus</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced disciplinary infractions Improved student behavior Community Building</p> <p><b>Staff Responsible for Monitoring:</b> Principal Mental Health Specialist Counseling Team</p>
Strategy 9 Details
<p><b>Strategy 9:</b> WEST 200 Club continues to improve attendance and behavior for students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance for students Improved report card grades Improved STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Team Campus Administrators</p>
Strategy 10 Details
<p><b>Strategy 10:</b> Implement community building circles in administrative cabinet meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>
Strategy 11 Details
<p><b>Strategy 11:</b> Implement character-building lessons with fidelity in all advisories weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture and climate</p>
Strategy 12 Details
<p><b>Strategy 12:</b> West provides opportunities for students to connect and engage with peers in a variety of clubs and councils (such as NJHS, StuCo, Chess Club, Robotics, Reading Club, Art Club, Young Authors Club, Dungeons and Dragons Club, Gaming club, and many others).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved belonging and acceptance of all students. Improved well-being of students Improved campus culture and climate</p>

### Strategy 13 Details

**Strategy 13:** Train staff on medical emergency response (Stop the Bleed, MERP team responsibilities, and Epilepsy protocol).

**Strategy's Expected Result/Impact:** Improved safety awareness for staff and students.

**Staff Responsible for Monitoring:** Campus Nurse

Campus Administration

**Title I:**

2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

**Goal 3:** Pearland ISD will provide for the physical and mental well-being of all students and staff.

**Performance Objective 2:** Counseling Team supports mental health for students throughout the school year.

**Evaluation Data Sources:** Documentation logs.

Student rosters.

Meeting agendas.

Character Strong Documentation logs.

Strategy 1 Details
<p><b>Strategy 1:</b> West Ambassadors(WAMS) help improve campus culture and climate through themed days and random acts of kindness.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture and climate improved acceptance of all students</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Team</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Counseling Team prepares and provides lessons for students on career education and future learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Support for students Assistance to teachers in preparing for future learning</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Team SS Counselor Campus Administration</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Implementation of Character-Building program for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Engages Staff and Students Builds rapport between staff and students Improves Campus climate and culture Assists in building a sense of belonging and acceptance at the campus</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Counseling Team Administrative Team</p>

#### Strategy 4 Details

**Strategy 4:** SS Counselor provides assistance to staff for mental health and wellness throughout the year to include elf-help trainings, BACODA visits and trainings for staff, Crisis intervention pro-active measures, and restorative opportunities for staff-staff interactions, staff-student interactions, student-student interactions.

**Strategy's Expected Result/Impact:** Improved mental wellness for staff and students

Improved campus culture and climate

Improved moral for staff

**Staff Responsible for Monitoring:** SS Counselor

Administrative Team

**Goal 3:** Pearland ISD will provide for the physical and mental well-being of all students and staff.

**Performance Objective 3:** Ensure students participate in moderate to vigorous physical activity

**High Priority**

**Evaluation Data Sources:** PE and athletics rosters, PE lesson plans, athletics practice schedules and game day logs

Strategy 1 Details
<p><b>Strategy 1:</b> Master schedule provides opportunities for all 7th graders to participate in physical education all year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved fitness and well being for students.</p> <p><b>Staff Responsible for Monitoring:</b> PE teacher Counselors Principal</p> <p><b>Title I:</b> 2.4</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Pearland Junior High West supports opportunities for athletic performance for students in football, volleyball, basketball, tennis, cross country, track and tennis for boys and girls</p> <p><b>Strategy's Expected Result/Impact:</b> Improved fitness and well being of students</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Teachers Principals</p> <p><b>Title I:</b> 2.4</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>

### Strategy 3 Details

**Strategy 3:** West PTA and GTAB host our annual Color Run

**Strategy's Expected Result/Impact:** Improved fitness level and well being of students

**Staff Responsible for Monitoring:** PTA and GTAB representatives  
Principals

**ESF Levers:**

Lever 3: Positive School Culture

### Strategy 4 Details

**Strategy 4:** Annual dances such as Campus Winter Social, PTA Winter Social, and End of Year Student Council 8th Grade Formal

**Strategy's Expected Result/Impact:** Improved fitness and well being of students

**Staff Responsible for Monitoring:** Teachers  
Principals  
SRO

**ESF Levers:**

Lever 3: Positive School Culture

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

**Performance Objective 1:** Pearland Junior High West provides an effective, appropriate, informative communication system to parents.

**Evaluation Data Sources:** SKYWARD message system, Pearland Junior High West Website, Twitter, West Facebook groups, and SMORE newsletters

Strategy 1 Details
<p><b>Strategy 1:</b> Use district student management and district call out system to inform parents of important dates at the campus such as tutoring, field trips, and STAAR testing dates.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Create and maintain an interactive, informative website for the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Knowledgeable and informed parents and students</p> <p>Students are on track with due dates and important reminders</p> <p>Parents are abreast of critical information for their students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Partner with campus PTA to host meetings and provide fundraising opportunities for the campus</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative connection with parents and community</p> <p>Increased parental involvement</p> <p>Increased funds allocated to student activities</p> <p>Improved campus culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>GTA Specialist</p> <p>PTA President</p> <p><b>ESF Levers:</b></p> <p>Lever 3: Positive School Culture</p>

#### Strategy 4 Details

**Strategy 4:** Partner with GTAB (Gifted and Talented Booster) to connect gifted students with learning and Texas State Plan requirements.

**Strategy's Expected Result/Impact:** Collaborative connection with parents and community

Increased parental involvement

Increased funds allocated to student activities

Improved campus culture and climate

Inclusive campus for gifted students

Successful TPSP showcase

**Staff Responsible for Monitoring:** Principal

GTAB Specialist

GTAB President

#### Strategy 5 Details

**Strategy 5:** West Parent and Family Engagement Nights for Literacy , Robotics, STEM, TPSP, and Social Interaction to build parent capacity to support their student's education.

**Strategy's Expected Result/Impact:** Improved campus culture

Improved family engagement

Improved transparency for parents

**Staff Responsible for Monitoring:** West Administration

**Funding Sources:** Parent and Family Engagement Resources - 211 - Title I, Part A

#### Strategy 6 Details

**Strategy 6:** Utilize social media to showcase and spotlight events and special interests at West.

**Strategy's Expected Result/Impact:** Increased parental support.

Provides and maintains transparency to parents and community

**Staff Responsible for Monitoring:** Principal

Scarborough

#### Strategy 7 Details

**Strategy 7:** Utilize communication software that provides translation to provide transparency to parents by implementing a monthly newsletter. Pearland Junior High West provides monthly newsletters to keep parents informed of upcoming events and important information throughout the school year.

**Strategy's Expected Result/Impact:** Increased parental support

Informational source for parents

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** communication software and translation - 211 - Title I, Part A



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

**Performance Objective 2:** Pearland collaborates with technology department to ensure resources are available to assist staff and students.

**Evaluation Data Sources:** Technology logs

Tracking on student devices

Effective implementation of LMS

Strategy 1 Details
<p><b>Strategy 1:</b> Teacher are trained on educational software and other online programs to aid in instructional delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> Integrated approach to learning in all departments Improved technological skills of staff and students Improved teaching and learning</p> <p><b>Staff Responsible for Monitoring:</b> ETS Technology Department Administrative Team</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Remove all barriers for students with learner variabilities by providing individualized support for learning management systems, online resources, and supplemental reading and math tools to help students interact successfully with technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of online platforms successfully Integrated instruction Assists with bridging to TELPAS and STAAR 2.0</p> <p><b>Staff Responsible for Monitoring:</b> ETS Technology Department Campus Administration</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Principal meets with WAMS, NJHS, and student council to dialogue school issues and empower students to be pro-active.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school pride Improved campus culture and climate Transparency with staff, students and parents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

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

**Performance Objective 3:** Pearland Junior West encourages opportunities to improve parental engagement and involvement

**High Priority**

**Evaluation Data Sources:** Logs for parental engagement activities, agendas from meetings, PTA membership, copy cat logs for attendance, concession stand logs for attendance, attendance documentation from all meetings CEIC, PTA, HS 101 both face to face and virtual

Strategy 1 Details
<p><b>Strategy 1:</b> Pearland Junior High West partners with our counseling team to host HS 101 informative nights for parents</p> <p><b>Strategy's Expected Result/Impact:</b> Provides knowledge and information to parents to help with high school transition</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Team</p> <p>Principal</p> <p>PTA</p> <p><b>Title I:</b></p> <p>4.2</p> <p>- <b>ESF Levers:</b></p> <p>Lever 3: Positive School Culture</p>
Strategy 2 Details
<p><b>Strategy 2:</b> CEIC meetings are held monthly to allow collaborative forum for parents to engage with school functions and give valuable input</p> <p><b>Strategy's Expected Result/Impact:</b> Provides awareness and information to parents. Provides transparency</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b></p> <p>4.2</p> <p>- <b>ESF Levers:</b></p> <p>Lever 3: Positive School Culture</p>

### Strategy 3 Details

**Strategy 3:** Fall and Spring Title I meetings to prepare for successful data evaluation for campus improvement planning for the upcoming year

**Strategy's Expected Result/Impact:** Improved teaching, learning, and parental engagement in the academic and instructional setting

**Staff Responsible for Monitoring:** Principal

Title I coordinator

**Title I:**

4.2

- **ESF Levers:**

Lever 3: Positive School Culture

### Strategy 4 Details

**Strategy 4:** Provide a math night to educate parents on STAAR 2.0 expectations and strategies for success

**Strategy's Expected Result/Impact:** Improved parent family engagement and improved math performance for students

**Staff Responsible for Monitoring:** Math Intervention Teacher

Principal

**Title I:**

2.4, 2.6, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Aston	Teacher, Math Title	Title I, Part A	1.0