Pearland Independent School District

Massey Ranch Elementary

2024-2025

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

Mission Statement

Massey Ranch will provide a diverse learning community that promotes academic, social emotional and personal growth.

Vision

Massey Ranch Elementary is an inclusive environment where all students, families, and staff collaboratively develop respectful, productive, lifelong learners.

Every child. Every minute. Every day.

Other

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The School Support Team meets consistently throughout the school year to assess student progress and campus needs. Massey Ranch was approved to be considered a Title 1 campus during the summer of 2023. Throughout the campus needs assessment process the SST reviewed multiple sources of data including reading levels for all grade levels, discipline/PBIS data, special population demographic data, common assessment, benchmark, and STAAR Simulation data for both reading and math, and attendance data. The committee identified 4 priority problem statements listed in the next section.

Demographics

Demographics Strengths

Our diversity in our demographics is a strength and is fairly reflective of the district demographics. Knowing this, we are making intentional efforts to celebrate that diversity and provide an environment that teaches students how to form and nurture positive, healthy relationships with peers. Our students are able to learn from each other and develop a deep understanding and respect for our differences and each other.

While many of our 3rd and 4th grade teachers are new to teaching on our campus, our faculty & staff at the primary grades are composed of a majority of experienced teachers. Our staff diversity is steadily increasing and becoming more reflective of our student population. Our staffing is increasing in the special areas in order to be more responsive to the students' needs.

Our attendance is continuing to increase.

With an increase in low socioeconomic status to 43%, our campus was approved to be a Title 1 campus beginning with the 2023-2024 school year and we have received additional resources to address academic concerns.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student demographics continue to change, specifically with increases in special populations such as emergent bilinguals, economically disadvantaged, and special education.
Root Cause: These sub-pops require an adjustment and/or adaptations in curriculum design, instructional strategies, and social-emotional learning strategies to better meet the needs of these populations. Our teachers are developing all of the tools to best meet the needs of our changing demographics.

Problem Statement 2: Our At-Risk population has increased by more than 10% in the last five years. We are responsible for providing intervention for students identified as at-risk of dropping out.
Root Cause: At Risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Student Learning

Student Learning Summary

[Massey Ranch 2024 Accountability Reports](#)

Please click the link above to route to Massey Ranch's 2024 Accountability Reports.

Student Learning Strengths

- 71% of our EB students improved (or scored Advanced High) in at least 2 domains of TELPAS; Meeting the Target for TELPAS Progress Rate
- 4th grade %Meets and % Masters were above the State Average for our SPED students in both Math and Reading.
- Our African American subpop performed better on the Reading Language Arts tests as compared to 2023. (85% (81) Approaches, 62% (61) Meets, 35% (28) Masters) This resulted in earning 3 out of 4 points for Academic Achievement in both Math and Reading for Closing the Gaps.
- A higher percentage of our Economically Disadvantaged subpop scored at the Approaches level on 3rd grade Math and RLA and 4th grade RLA than the previous year
- 100% of our gifted students scored Meets on 3rd and 4th grade Math and Reading
- A higher percentage of our EB subpop scored at the Meets level on 3rd and 4th grades Math and RLA tests than the previous year.
- 70% of kindergarteners ended the 2023-2024 school year meeting grade level BAS expectations (D+) with an additional 23% approaching grade level BAS expectations (C)for a total of 93%. This is increased from the previous year of 69% at D+ and 18% at C for a total of 87%.
- We ensure that special education students who receive dyslexia or resource support are scheduled so that they are in class during the whole group Tier 1 instruction time and are pulled out during small group time. We have been even more intentional with our master schedule so that we can maximize our intervention supports.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 66% (RLA) and 71% (Math) of all 4th graders met expected or accelerated growth as shown on the 2024 STAAR test.
Root Cause: There was an increase in discipline and behavioral infractions in 4th grade due to a high number of BSI students and new students needing services put in place.

Problem Statement 2 (Prioritized): Our overall STAAR performance was lower in 2024 as compared to 2023 with the number of students scoring at "Approaches," "Meets," and "Masters" Grade Level performance in reading/language arts and math are below district averages (and state averages in 4th grade math) and need to increase so that all students make academic progress.
Root Cause: Five out of six of our 3rd grade teachers were new to Pearland or the subject area and the sixth teacher had only taught for one year. The 4th graders were in kindergarten when COVID hit and struggle with behavior and engagement in class. Teachers struggled with engaging students and going to the full depth of the TEKS.

Problem Statement 3 (Prioritized): 2024 STAAR data reveals that our special education, Hispanic, Two or More Races, and economically disadvantaged students generally scored lower than the other subpops on 3rd and 4th grade reading and math tests.
Root Cause: These sub-pops require an adjustment and/or adaptations in curriculum design, instructional strategies, and social-emotional learning strategies to better meet the needs of these populations. Our teachers are continuing to develop all of the tools to best meet the needs of our changing demographics and increase student engagement.

Problem Statement 4: A high percentage of students in 1st-4th grades are not reading on grade level as shown with the 2024 EOY BAS.
Root Cause: Many teachers have not been conducting guided reading/small group reading with fidelity.

School Processes & Programs

School Processes & Programs Summary

As we begin this school year, we are continuing to focus on strong Tier 1 instructional practices and reestablishing norms and expectations. Our focus is on increasing rigor and academic growth for all students. Teachers meet weekly to collaboratively plan utilizing the district resources and then submitting detailed lesson plans. We are working with C&I specialists and new district instructional coaches to support purposeful planning and to develop intentionality in every instructional strategy, activity and station incorporated in the classroom. Teachers utilize district planning materials to guide their instruction. We meet weekly with grade level teams to review data and discuss intervention practices. Additionally, each month, we meet for planning and decision making after school for Faculty Meetings, Vertical Team Meetings, Team Leader Meetings, Social Committee Meetings, and CEIC. The SST meets every six weeks and addresses academic and behavioral concerns during separate meetings.   Administrators attend planning and team meetings in an effort to maintain open lines of communication and guidance in best practices.

Campus administration is intentional about reviewing lesson plans, meeting with teachers, observing instruction, monitoring RtI interventions, and monitoring student progress. Teachers are given opportunities to observe other teachers utilizing effective instructional strategies and new teachers meet weekly with administrators and are paired with a mentor teacher in addition to attending district PD and receiving coaching to provide support. In each walkthrough, teachers receive positive feedback as well as suggestions for growth. Each weekly memo includes a professional article or video highlighting an instructional strategy or a thought provoking quote. We also have developed a staff Facebook group to promote collegiality and opportunities to share ideas.

Currently 94% of our general education and special education teachers hold their ESL certification. We strive for a 100% rate of ESL certification among staff, as our LEP population increases. We are continuing to focus this year on improving implementation of listening, speaking, reading, and writing strategies for all students through anchoring back to The Fundamental Five and incorporating strategies from the text Small Moves, Big Gains.

Our scheduling is very intentional in order to protect instructional time. Students begin arriving at 7:15 and are able to eat breakfast or sit quietly in the gym reading a book. Some teachers also begin tutoring struggling students at this time. At 7:30, students proceed to their grade level hallways until 7:45 when students enter the classroom to unpack and get settled for announcements so that at 7:55 instruction may begin. Specials, lunch and recess times have been scheduled so that there are large chunks of instructional time with natural breaks for these tasks. To promote a culture of literacy, students are encouraged to read during arrival and dismissal times and grade levels have bins of books available for students who do not have one. At the end of the day, the campus has incorporated Maverick Time in each grade level. During this time, students are grouped and shared across the grade level to provide TEKS based intervention or extension dependent upon student need.

We renormed on PBIS expectations and were even more intentional with teaching routines and procedures with welcoming new students this year. All students are acknowledged with Class Dojo points and classroom rewards and Tier II students are beginning to meet with their check in/check out mentor with their DBRC. This year, we are continuing the implementation of Character Strong, the district adopted SEL curriculum, and circles during brief morning meetings. The goal of this time is to develop a strong classroom culture and therefore protect instructional time by minimizing misbehavior.

School Processes & Programs Strengths

Our campus has worked hard to establish effective relationships and trust with teachers, students, and families.

BSI is in its 6th year of implementation and its established practices are very effective. The BSI teachers have become resources for the rest of the staff when addressing behavior in the classroom.

The administrative team is purposeful in praising staff effort through staff shout outs (from both administrators, colleagues, and parents) in the weekly staff memo and highlighting the positive things on the campus Facebook page.

PBIS and morning meetings are working well and the DBRC has been very effective. We are achieving more fidelity of implementation in Tier 1 and Tier 2 processes. We have seen a decrease in problem behaviors and an increase in positive classroom climate.

Grade level teachers have common planning times and meet weekly for purposeful planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are continuing to have to reteach social skills and behavior expectations more frequently to properly implement PBIS.
Root Cause: Students are still learning social skills and need additional supports with social/emotional learning.

Problem Statement 2: Teachers continue to feel overwhelmed with the shift in student academic readiness and wide range of gaps in social skills and are needing additional guidance for how to fill in gaps.
Root Cause: The pandemic and virtual learning resulted in learning loss for students from which we are still recovering.

Priority Problem Statements

Problem Statement 1: Our student demographics continue to change, specifically with increases in special populations such as emergent bilinguals, economically disadvantaged, and special education.

Root Cause 1: These sub-pops require an adjustment and/or adaptations in curriculum design, instructional strategies, and social-emotional learning strategies to better meet the needs of these populations. Our teachers are developing all of the tools to best meet the needs of our changing demographics.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our overall STAAR performance was lower in 2024 as compared to 2023 with the number of students scoring at "Approaches," "Meets," and "Masters" Grade Level performance in reading/language arts and math are below district averages (and state averages in 4th grade math) and need to increase so that all students make academic progress.

Root Cause 2: Five out of six of our 3rd grade teachers were new to Pearland or the subject area and the sixth teacher had only taught for one year. The 4th graders were in kindergarten when COVID hit and struggle with behavior and engagement in class. Teachers struggled with engaging students and going to the full depth of the TEKS.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2024 STAAR data reveals that our special education, Hispanic, Two or More Races, and economically disadvantaged students generally scored lower than the other subpops on 3rd and 4th grade reading and math tests.

Root Cause 3: These sub-pops require an adjustment and/or adaptations in curriculum design, instructional strategies, and social-emotional learning strategies to better meet the needs of these populations. Our teachers are continuing to develop all of the tools to best meet the needs of our changing demographics and increase student engagement.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 66% (RLA) and 71% (Math) of all 4th graders met expected or accelerated growth as shown on the 2024 STAAR test.

Root Cause 4: There was an increase in discipline and behavioral infractions in 4th grade due to a high number of BSI students and new students needing services put in place.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia 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: Provide for safe and secure school focused on physical well-being of students and staff.

    Evaluation Data Sources: Meeting agendas, school safety audits, drill reports, discipline data

Strategy 1 Details
Strategy 1: Conduct assigned safety drills practicing for severe weather, lockdowns, lockouts, fire emergencies, etc.
Strategy's Expected Result/Impact: Emergency preparedness
Staff Responsible for Monitoring: Campus administrators, teachers

Strategy 2 Details
Strategy 2: Organize and maintain a Campus Threat Assessment Team.
Strategy's Expected Result/Impact: Improve school safety and security.
Staff Responsible for Monitoring: Principal, Assistant Principals

Strategy 3 Details
Strategy 3: Conduct weekly exterior door checks as required.
Strategy's Expected Result/Impact: Improve school safety and security.
Staff Responsible for Monitoring: Principal, Assistant Principal

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

Performance Objective 1: Students will perform at least 5% greater on the STAAR in each performance category in 3rd-4th grade reading.

    Evaluation Data Sources: STAAR Reports, TEA Accountability Reports

Strategy 1 Details

Strategy 1: Implement HB 1416 accelerated instruction for 4th graders who failed STAAR and provide more depth of instruction & extension for high achieving students.
     Strategy's Expected Result/Impact: Students will refine skills and increase performance.
     Staff Responsible for Monitoring: Teachers, Campus Principal
 	
     TEA Priorities:
 Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Analyze multiple sources of student data through collaborative data meetings and utilize the data to develop small group instruction.
     Strategy's Expected Result/Impact: Improvement in student performance to meet the campus performance objective
     Staff Responsible for Monitoring: Campus Principal, C&I Specialists, Teachers
 	
     TEA Priorities:
 Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Implement thirty minutes of Maverick Time each day in all grade levels to focus on intervention for struggling students and extension for high achieving students. Two days a week will focus on reading.
     Strategy's Expected Result/Impact: Progress and growth for every student.
     Staff Responsible for Monitoring: Teachers, Campus Principal
 	
     TEA Priorities:
 Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Provide training and mentoring (through the Maverick Academy) for new reading teachers, curriculum leads, data analysis, and instructional resources.
    Strategy's Expected Result/Impact: Teachers will have the tools needed to positively impact instruction.
    Staff Responsible for Monitoring: Teachers, C&I Specialists, Campus Administration

    TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Provide, high quality professional development and coaching for teachers and opportunities to observe master teachers to help improve instructional strategies and student achievement.
    Strategy's Expected Result/Impact: Improved student performance
    Staff Responsible for Monitoring: Teachers, Campus Administration, C&I Specialists, Campus Instructional Coaches

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

Strategy 6 Details

Strategy 6: Student self goal setting and data tracking of common assessments, benchmark performance, beginning of the year assessments and end of the year assessments.
    Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: All grade level Teachers, students, Campus Administrators

    TEA Priorities:
Build a foundation of reading and math

Strategy 7 Details

Strategy 7: Provide additional tutoring and targeted intervention through instructional paraprofessional, contract tutors, and online instructional program for At-Risk students in all grade levels.
    Strategy's Expected Result/Impact: Increased growth in student academic achievement.
    Staff Responsible for Monitoring: Teachers, Campus Administrators

    TEA Priorities:
Build a foundation of reading and math
    Funding Sources: Tutors, Supplies - 211 - Title I, Part A, Intervention Teacher (reading and math) - 211 - Title I, Part A

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

Performance Objective 2: Students will perform at least 5% greater on the STAAR in each performance category in 3rd-4th grade math.

Evaluation Data Sources: STAAR Reports, TEA Accountability Reports

Strategy 1 Details
Strategy 1: Implement HB 1416 accelerated instruction for 4th graders who failed STAAR and provide more depth of instruction & extension for high achieving students.
Strategy's Expected Result/Impact: Students will refine skills and increase performance.
Staff Responsible for Monitoring: Teachers, Campus Principal
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: Provide additional tutoring and targeted intervention through instructional paraprofessional, contract tutors, and online instructional program for At-Risk students in all grade levels.
Strategy's Expected Result/Impact: Students will refine skills and increase performance.
Staff Responsible for Monitoring: Teachers, C&I Specialists, Campus Principal, Title 1 Teacher
TEA Priorities: Build a foundation of reading and math
Funding Sources: Tutors, supplies - 211 - Title I, Part A, DUPLICATE (Intervention Teacher) - 211 - Title I, Part A, Tutors, supplies - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 3 Details
Strategy 3: Track and analyze multiple sources of student data through collaborative data meetings and utilize the data to develop small group instruction.
Strategy's Expected Result/Impact: Increased student achievement
Staff Responsible for Monitoring: All grade level Teachers, Campus Administrators
TEA Priorities: Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Implement thirty minutes of Maverick Time each day in all grade levels to focus on intervention for struggling students and extension for high achieving students. Two days a week will focus on math.

    Strategy's Expected Result/Impact: Increased student achievement

    Staff Responsible for Monitoring: All Teachers, Campus Administration

    TEA Priorities:
Build a foundation of reading and math

Strategy 5 Details

Strategy 5: Provide, high quality professional development and coaching for teachers and opportunities to observe master teachers to help improve instructional strategies and student achievement.

    Strategy's Expected Result/Impact: Improved student performance

    Staff Responsible for Monitoring: Teachers, Campus Administration, C&I Specialists, Instructional Coaches

    TEA Priorities:
Build a foundation of reading and math

Strategy 6 Details

Strategy 6: Provide training and mentoring (through the Maverick Academy) for new math teachers, curriculum leads, data analysis, and instructional resources.

    Strategy's Expected Result/Impact: Teachers will have the tools needed to positively impact instruction.

    Staff Responsible for Monitoring: Teachers, C&I Specialists, Administrators

    TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 7 Details

Strategy 7: Student self goal setting and data tracking of common assessments, benchmark performance, beginning of the year assessments and end of the year assessments.

    Strategy's Expected Result/Impact: Improved student achievement.

    Staff Responsible for Monitoring: Teachers, Administrators

    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 3: Massey Ranch Elementary will increase performance of students so that all 4th grade students make at least adequate progress on the Reading and Math STAAR (Domain 2).

    Evaluation Data Sources: STAAR Reports, TEA Accountability Reports

Strategy 1 Details

Strategy 1: 4th grade students will track personal progress on math and reading assessments and create goals for increased performance.
    Strategy's Expected Result/Impact: Increased performance for 4th graders on STAAR
    Staff Responsible for Monitoring: Teachers, Campus Administration
 	
    TEA Priorities:
Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Track performance of each sub population to ensure all students are making adequate progress.
    Strategy's Expected Result/Impact: Improved student performance on STAAR
    Staff Responsible for Monitoring: Teachers, Campus Administration
 	
    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 4: Massey Ranch will support the academic and social-emotional growth of gifted learners.

Evaluation Data Sources: GT progress reports and reflection documents, GT student STAAR performance

Strategy 1 Details
Strategy 1: All G/T students will be clustered in one class unless there are more than 22 identified G/T students in a grade level **Strategy's Expected Result/Impact:** GT students will make growth and connect better with each other **Staff Responsible for Monitoring:** Campus Principal,

Strategy 2 Details
Strategy 2: All teachers will work toward completing the 30 hours of GT Foundational training and will receive a 6 hour update. **Strategy's Expected Result/Impact:** Teachers will be more knowledgeable about the needs of gifted students. **Staff Responsible for Monitoring:** Campus Principal, Advanced Academics staff **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 3 Details
Strategy 3: Provide curriculum differentiation by adding depth and complexity to daily instruction in the four core content areas **Strategy's Expected Result/Impact:** Gifted students will achieve higher academic success. **Staff Responsible for Monitoring:** GT Cluster Teachers, Campus Principal **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 5: Massey Ranch will continue to improve TELPAS performance for all emerging bilinguals in listening, speaking, reading, and writing.

    Evaluation Data Sources: TELPAS results and reclassification data

Strategy 1 Details
Strategy 1: Provide students opportunities to practice listening, speaking, reading, and writing by effectively implementing effective content and language objectives with emergent bilingual support in every classroom.
Strategy's Expected Result/Impact: Students will become more proficient in the English language.
Staff Responsible for Monitoring: Teachers, ESL teachers, Campus Administrators
TEA Priorities: Build a foundation of reading and math

Strategy 2 Details
Strategy 2: Provide opportunities for 2nd-4th graders to practice utilizing the online platform for testing.
Strategy's Expected Result/Impact: Students will be more comfortable when taking the TELPAS assessment and will ultimately preform better.
Staff Responsible for Monitoring: ESL Teachers, Campus Administrators
TEA Priorities: Build a foundation of reading and math

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

Performance Objective 1: Massey Ranch will support the mental health of both students and staff.

   Evaluation Data Sources: Attendance records, staff and student feedback, PEIMS data

Strategy 1 Details

Strategy 1: Utilize PBIS with fidelity to encourage and recognize appropriate behavior.
   Strategy's Expected Result/Impact: Decreased office referrals
   Staff Responsible for Monitoring: Classroom teachers, Campus administration, counselor

Strategy 2 Details

Strategy 2: Implement counseling sessions for small groups of students.
   Strategy's Expected Result/Impact: Increase in student emotional well-being
   Staff Responsible for Monitoring: Counselor, Teachers

Strategy 3 Details

Strategy 3: Provide staff training for how to work with students exhibiting intense behaviors.
   Strategy's Expected Result/Impact: Maintain positive relationships between students and staff
   Staff Responsible for Monitoring: Teachers, Campus Administrators, Special Programs
 	
   TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Utilize the DBRC and Social Skills Curriculum with students to teach and reinforce appropriate behavior, including lessons addressing violence prevention and intervention (ex: Anti-Bullying activities).
   Strategy's Expected Result/Impact: Increase in appropriate behavior
   Staff Responsible for Monitoring: Campus administrators, teacher mentors

Strategy 5 Details

Strategy 5: Recognize and encourage staff through activities such as shout-outs and team building activities.

    Strategy's Expected Result/Impact: Positive school climate

    Staff Responsible for Monitoring: Campus administrators, counselor, PTA

    TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 6 Details

Strategy 6: Incorporate district character education programs and classroom community circles during morning meetings to support students' social emotional needs.

    Strategy's Expected Result/Impact: Positive school climate

    Staff Responsible for Monitoring: Campus administrators, Counselor

    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: Massey Ranch will support the physical health of students and staff.

    Evaluation Data Sources: Attendance records, fire prevention documentation

Strategy 1 Details
Strategy 1: Monitor student attendance and recognize perfect attendance with incentives.

Strategy's Expected Result/Impact: Increased attendance rates
    Staff Responsible for Monitoring: Attendance Clerk, Campus Administrators
 	
    TEA Priorities:
Build a foundation of reading and math

Strategy 2 Details
Strategy 2: Recognize staff perfect attendance with incentives such as jeans passes.

Strategy's Expected Result/Impact: Increased attendance rate
    Staff Responsible for Monitoring: Campus administrators, secretary
 	
    TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 3 Details
Strategy 3: Encourage student physical activity by providing 30 minutes of recess every day, 45 minutes of PE every other day, and incorporating movement breaks throughout instructional time.
Strategy's Expected Result/Impact: Increased physical activity   **Staff Responsible for Monitoring:** PE teacher, all teachers, campus administrators

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

Performance Objective 1: Increase parental involvement to support student success.

Evaluation Data Sources: Attendance at school events
Feedback from parents

Strategy 1 Details
Strategy 1: Each teacher will send home a Peek of the Week and the campus will send a weekly reminder email message and a monthly newsletter sharing upcoming events, and other important information.
Strategy's Expected Result/Impact: Parents will feel more connected to the school and classroom teacher.
Staff Responsible for Monitoring: Teachers and Administrators

Strategy 2 Details
Strategy 2: We will partner with PTA to provide various volunteer and engagement opportunities such as Welcome Back Breakfast, Pizza with Pops, Watch DOGS, Copy Cats, Field Day, Abilities Awareness Week, Red Ribbon Week, etc.
Strategy's Expected Result/Impact: Parents will feel more welcome at school.
Staff Responsible for Monitoring: Principal

Strategy 3 Details
Strategy 3: We will host a variety of events inviting families such as Meet Your Teacher Night, Grandparents' lunches, Thanksgiving picnics, Veteran's Day celebration, holiday parties, field day, music performances, Fall and Spring Academic Nights, etc.
Strategy's Expected Result/Impact: Improved partnership between school and home
Staff Responsible for Monitoring: Administrators, Teachers
Funding Sources: Supplies & Materials, snacks - 211 - Title I, Part A

Strategy 4 Details
Strategy 4: Incorporate technology applications and social media to share information and highlight student and staff accomplishments.
Strategy's Expected Result/Impact: Increased knowledge about campus events
Staff Responsible for Monitoring: Teachers, ETS, Administrators
Funding Sources: Communication Software with Translation Capabilities - 211 - Title I, Part A

Strategy 5 Details

Strategy 5: Conference with each family at least once in the fall offering multiple options for meeting during the school day and a Saturday.
    Strategy's Expected Result/Impact: Improved partnership between teacher and parents
    Staff Responsible for Monitoring: Teachers

Title I

Title I Personnel

Name	Position	Program	FTE