Midland Independent School District

Pease Communication & Technology Academy

2024-2025 Campus Improvement Plan

Mission Statement

We INSPIRE and nurture our children through a balanced instructional program to create the FUTURE LEADERS OF THE WORLD.

Vision

To transform our educational beliefs by creating INCLUSIVE learning opportunities where learners are ACTIVELY ENGAGED in a SELF-REGULATED and SAFE environment.

Value Statement

Our foundation is built upon our core values. We are Accountability Focused, Collaborative, Proactive, and Passionate about student success. We hold ourselves to the highest standards of Excellence in all aspects of our lives.

Embedded within our culture are the following tenets that guide our actions and decisions:

- Citizenship - Ciudadanía
- Compassion - Compasión
- Diligence - Diligencia
- Fairness - Justicia
- Honesty/Integrity - Honestidad/Integridad
- Respect - Respeto
- Responsibility - Responsabilidad
- Safety - Seguridad

These values and tenets drive our commitment to INSPIRE and nurture our children through a balanced instructional program, preparing them to become the FUTURE LEADERS OF THE WORLD. We create an INCLUSIVE learning environment where learners are ACTIVELY ENGAGED, fostering SELF-REGULATION, and ensuring a SAFE space for exploration and discovery. Our collective dedication empowers students with the skills, knowledge, and character to excel and lead with compassion, innovation, and integrity.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 24, 2024

Demographics

Demographics Summary

Story

At the end of the 1990s and the beginning of the 2000s Pease Elementary evolved from a neighborhood school to a dedicated magnet school. Since then, Pease's focus has been on Communications and Technology. We serve students in Pre-Kindergarten through 6th grade that live all over Midland, TX. Our families apply through Apply Midland in order to be considered for the lottery process and attend our school with the exception of the Newcomer academy that has its own process.

Enrollment

594 students

Demographics

- African American: 7.58%
- Hispanic: 83.16%
- White: 6.57%
- Two or more races: 1.52%
- American Indian: 0.34%
- Asian: 0.84%

Special Populations

- EcoDis: 78.11%.
- ELL: 38.89%
- SpEd: 13.80%

Attendance Rates

Our attendance rates had been decreasing in the past 4 years (18-19 to 21-22). This year we had minimal growth.

18-19	19-20	20-21	21-22	22-23	23-24
95.87%	95.76%	95.14%	93.31%	93.33%	93.17%

Discipline

We managed to go back down on our discipline incidents after having a substantial increase on 22-23. In addition to a big increase in our enrollment numbers this last year, which translates as a decrease per capita.

18-19	19-20	20-21	21-22	22-23	23-24
99	28	48	181	270	182

Demographics Strengths

- All sub-populations met their targets in Reading for the categories of academic achievement and growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance rates have been stagnant for the past 3 years.
Root Cause: Parents are unaware of the attendance laws.

Student Learning

Student Learning Summary

Ratings

Due to COVID-19 the last 2 Academic years before 21-22 (19-20, 20-21) the Texas Education Agency has not assigned a rating to schools. On 18-19 Pease received an accountability rate of F (59), while on 21-22 the accountability score was B (85). We are still waiting for the 22-23 accountability reports.

Rating 21-22

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	**B**
Student Achievement		77	**C**
STAAR Performance	49	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	**B**
Academic Growth	79	86	**B**
Relative Performance (Eco Dis: 58.2%)	49	79	**C**
Closing the Gaps	89	84	**B**

Analysis

In the student achievement domain (I), we scored a C (49% average of approaches, meets and masters). In order to attain a B, we need at least an average of 53% or higher, and to attain an A, we need at least a 60% average.

In Academic Growth (II), we scored a 79 (86% scaled score) which is equivalent to a B. In order to attain an A, we need to score an 82.
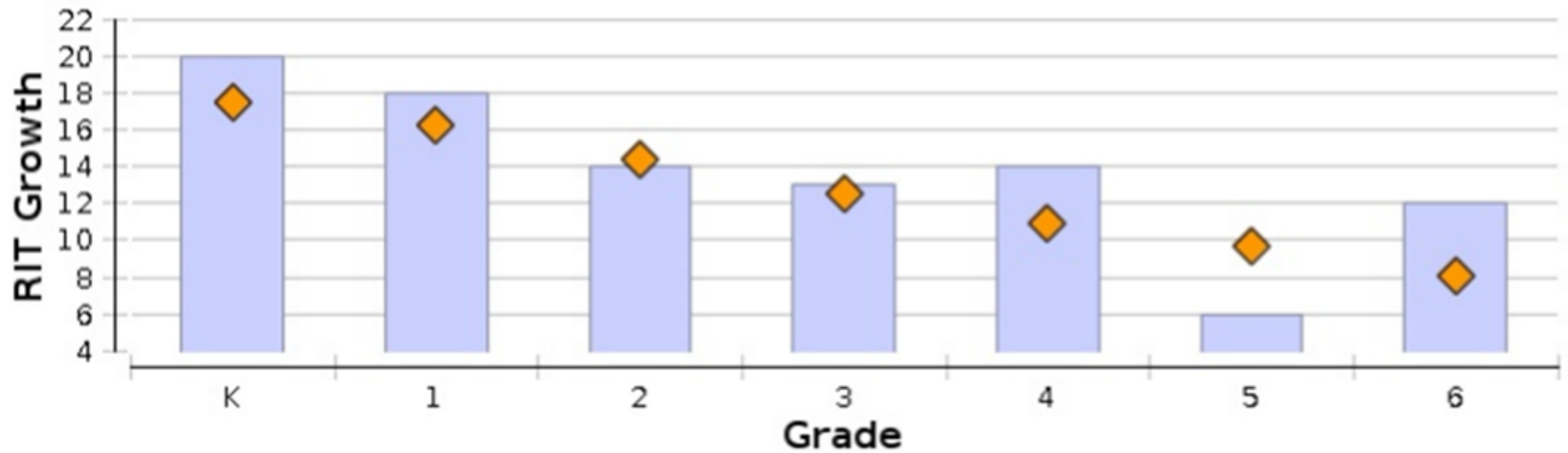
In the Closing the Gaps domain (III) our score is 89 (84% scaled score). In order to attain an A we could meet 100% of our growth targets.

Our lowest-scoring subject was math. (6% difference with Reading and 4% with Science when considering the average of Approaches, Meets, and Masters).
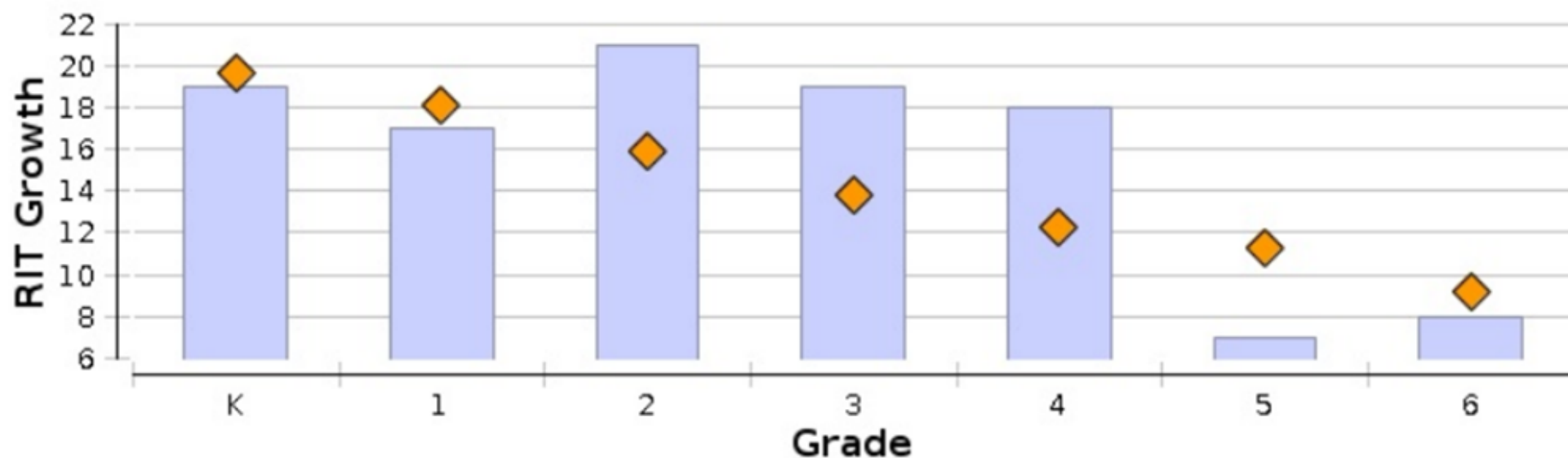
MAP Math Data analysis

22-23

Math: Math K-12

21-22

Math: Math K-12

Our observed growth vs the projected growth was adequate in 5 out of 7 grade-levels, vs 4 out of 7 in the previous year. 2nd and 5th were below the projected standards, being 5th grade notably behind.

Median Student Growth Percentile by Ethnicity and Ending School

Select a cell within the table to view grade and student level information within that grouping

Selected Growth Metric
36.00 ──────── 78.00

	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	Not Specified or Other	White	Row Summary
PEASE COMMUNICATION ..	56	36	53	62	78	61	53

Our African American population is falling behind as it relates to the MAP assessment.

MAP Reading Data analysis

22-23

Language Arts: Reading

21-22

Language Arts: Reading

Our observed growth vs the projected growth improved in K and 1st. 4th, 5th and 6th were below the projected standards.

Median Student Growth Percentile by Ethnicity and Ending School

Select a cell within the table to view grade and student level information within that grouping
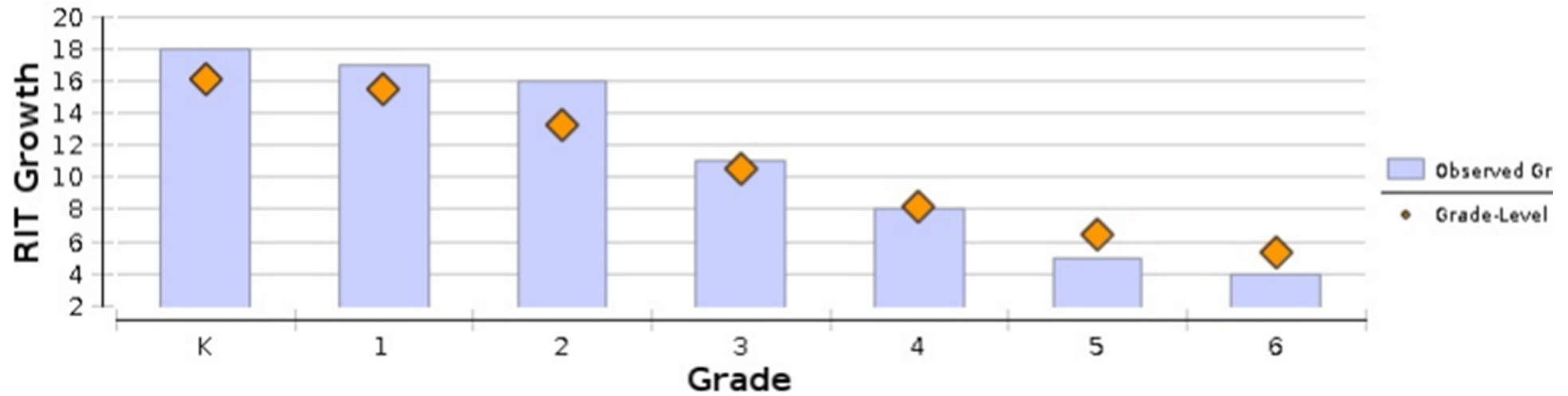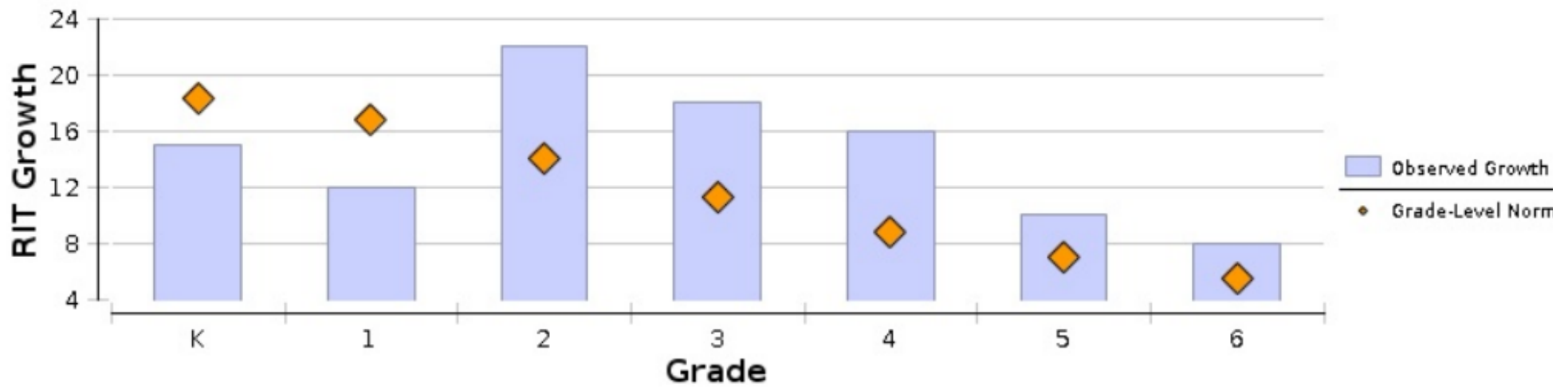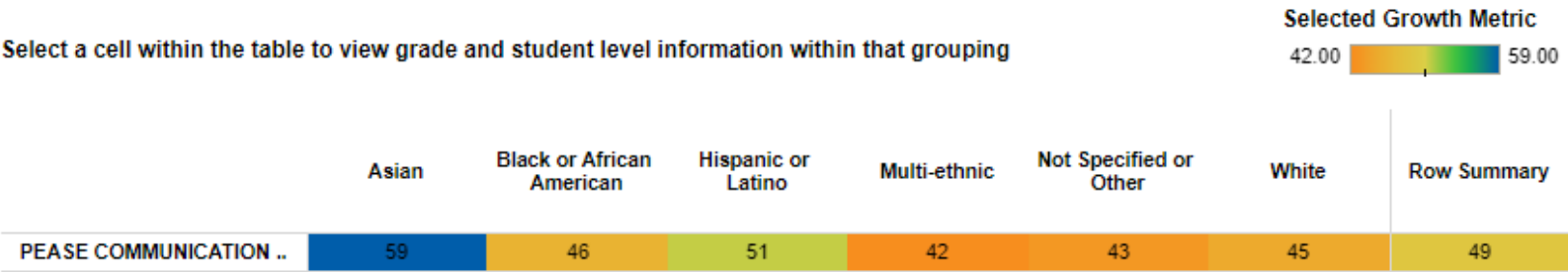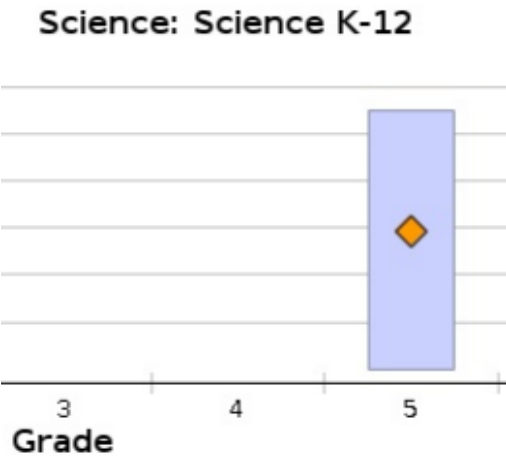
Selected Growth Metric

42.00 ▮▮▮▮▮ 59.00

	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	Not Specified or Other	White	Row Summary
PEASE COMMUNICATION ..	59	46	51	42	43	45	49

Although there is not a significant difference between our populations, we need to pay close attention to all of the populations falling below 50%: African American, Multi-ethnic, Not specified and White.
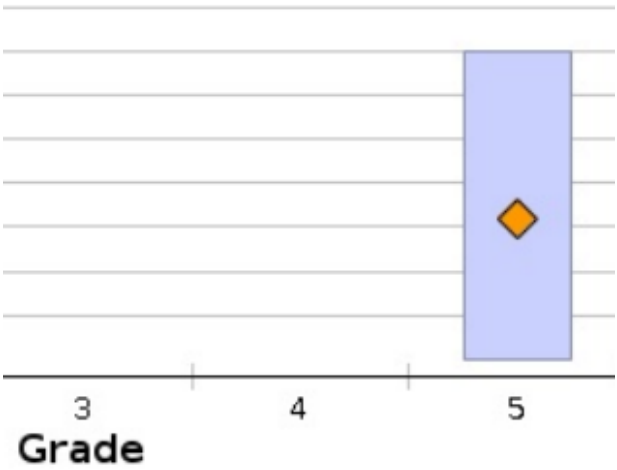
MAP Science Data Analysis

22-23

Science: Science K-12

Grade

21-22

Science: Science K-12

Grade

Our observed growth vs the projected growth was above the expected growth.

Median Student Growth Percentile by Ethnicity and Ending School

Select a cell within the table to view grade and student level information within that grouping

Selected Growth Metric

31.00 ▮▮▮▮ 85.00

	Asian	Black or African American	Hispanic or Latino	White	Row Summary
PEASE COMMUNICATION ..	31	42	85	74	83

We should pay special attention to our African Asian and African American population in Science.

Instructional Empowerment (IE) SCNA Data analysis.

On the four rigor diagnostics conducted by Instructional Empowerment, we notice growth in all of the five pillars. The pillar that scored the lowest was Verify Learning which is the area in which we need to focus on.

21-22 Base data

Conditions for Learning	Standards-Based Student	Activating Student Teams	Verifying Learning	Tracking Student Progress
5.8	4	2.8	2.7	5.5

22-23 Data

Rigor Diagnostic Walk Average				Conditions For Learning				Standards-Based Student Evidence				Activating Student Teams				Verify Learning				Tracking Student Progress			
RD1	RD2	RD3	RD4	RD1	RD2	RD3	RD4	RD1	RD2	RD3	RD4	RD1	RD2	RD3	RD4	RD1	RD2	RD3	RD4	RD1	RD2	RD3	RD4
3	4.2	5.3	7.2	5	6	7.3	8.3	3	4	5	7	2.3	3.8	4.8	6.5	2.7	3	3.7	6	2	4	5.8	8

Student Learning Strengths

- Based on the Rigor Diagnostics, our school has good conditions for learning.
- Math MAP growth shows 71% of the grade levels performing at or above the expected growth.
- Reading MAP growth shows 57% of the grade levels performing at or above the expected growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our African-American population is under performing in both math and reading.
Root Cause: We lacked a systemic strategy to target our sub-populations.

School Processes & Programs

School Processes & Programs Summary

- School Process & Programs Summary

  - Emergent Bilingual students are served on campus via Dual Language (1 way) and ESL services. We also have one Pre-K bilingual classroom

  - iLead is a new district-wide social-emotional learning program designed to meet the needs of classrooms and students. Teachers will use daily lessons and videos to support the needs of students in the classrooms.

  - Communications and Technology is the magnet program on campus and consists of additional specialized classes that students attend twice a week each for digital communication, computer technology. Students learn basic computer functions and terminology, keyboarding, coding, how to rebuild desktop computers, 3D design and printing, professional DSLR cameras, basic video production, and Spanish communication skills.

  - GT

  - Instructional Empowerment (Learning Sciences International)/Academic Teaming

  - PTA

  - Restorative Practices

  - Right At School is a district partner for after-school care for students. All programs are held at campuses from 3-6 pm and provide homework support as well as various engagement and SEL activities to keep students safe and supported on campus after school. Parents and staff may sign up and pay through the program's website.

  - Project STEM for 5th and 6th grade sponsored by Amazon as well as STEM program sponsored by Cal Ripken.

  - Opportunity Culture.

  - Maker Space.
  - Ben Carson Reading Room.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLC's 3-6th grade.
Root Cause: Pease has to continued to grow Opportunity Culture which has led to some scheduling adjustments.

Perceptions

Perceptions Summary

Mission

Our Mission is: We inspire and nurture our children through a balanced instructional program to create the future leaders of the world.

Vision

Our vision is to transform our educational beliefs by creating inclusive learning opportunities where students are actively engaged in a self-regulated and safe environment.

Core Values

We are:

- Accountability Focused: Taking or being assigned responsibility for a task and the results of that task AND experiencing consequences for the performance or actions of an individual or team. At Pease we focus on results and hold ourselves accountable for student growth.

- Collaborative: Producing or conducting work, data analysis, projects, etc., by two or more parties working together. Collaborative learning develops higher-level thinking skills in students and staff and boosts confidence and self-esteem.

- Proactive: Creating or controlling a situation by causing something to happen rather than responding to it after it has happened. Proactivity provides students and staff a way to anticipate problems, establishing a learning environment that captivates student interest and attention.

- Passionate about student success: Having, developing, or maintaining an intense desire or enthusiasm for something. Passion is the basis for effective teaching. Students learn not only through the content taught, but HOW it is taught. Educators strive to learn more about their craft and vividly communicate discoveries to students in such a way that they see joy and love of learning and internalize those qualities within themselves.

- We strive for Excellence in all aspects of our lives. The quality of being outstanding or extremely good. To strive for excellence is to set achievable, high standards for staff, students and parents, and to regularly communicate shared progress to all those involved.

Cultural Tenets

We have 9 cultural tenets that we use to recognize students and staff members as they display them.

- Citizenship.

- Compassion.

- Diligence.

- Fairness.

- Honesty.

- Integrity.

- Respect.

- Responsibility.

- Safety.

Opportunity Culture

Our campus is part of Opportunity Culture. Currently, we have four Multi-Classroom Leaders whose duties (asides of teaching their own classrooms) include coaching a set of teachers. All grade levels have an MCL, with the exception of 4-6 Science. In addition, we have 5 Team Reach Teachers that serve a higher number of students, as well as a Master Team Reach Teacher that also coaches one teacher.

Perceptions Strengths

- Being part of Opportunity Culture helps build capacity with our staff, and provide appropriate and timely coaching to our teachers.
- Our Core Values and Cultural Tenets help build and support our internal culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our campus does not reflect the diversity of the city or the district.
Root Cause: The school has not been promoted enough through events and media to attract a more diverse population.

Priority Problem Statements

Problem Statement 1: Our African-American population is under performing in both math and reading.

Root Cause 1: We lacked a systemic strategy to target our sub-populations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our attendance rates have been stagnant for the past 3 years.

Root Cause 2: Parents are unaware of the attendance laws.

Problem Statement 2 Areas: Demographics

Goals

Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 34% to 44% by 2025.

Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 86% to 89% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.	Formative			Summative
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress. **Staff Responsible for Monitoring:** Leadership team. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Nov	Feb	Apr	June
	Considerable	Considerable	Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 34% to 44% by 2025.

Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 49% to 55% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress. **Staff Responsible for Monitoring:** Leadership team. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Nov	Feb	Apr	June
	Considerable	Considerable	Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Nov	Feb	Apr	June
	Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

	No Progress		Accomplished		Continue/Modify		Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 34% to 44% by 2025.

Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 56% to 70% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist	Considerable	Considerable	Accomplished	
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000				

Strategy 2 Details				Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.				Formative			Summative
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.				Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership team. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				Considerable	Considerable	Accomplished	

Strategy 3 Details				Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.				Formative			Summative
				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 34% to 44% by 2025.

Performance Objective 4: GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading
assessment, will increase from 35% to 50% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.	Formative			Summative
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Considerable	Considerable	Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 2: Board Goal: 2

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 29% to 40% by 2025.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2025.

    Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress. **Staff Responsible for Monitoring:** Leadership team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**Apr**	**June**
	Considerable	Considerable	Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading. **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 2: Board Goal: 2

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 29% to 40% by 2025.

Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 51% to 56% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.	Formative			Summative
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress. **Staff Responsible for Monitoring:** Leadership team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Nov	Feb	Apr	June
	Considerable	Considerable	Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

◯ No Progress	◯ Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 2: Board Goal: 2

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 29% to 40% by 2025.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 34% to 50% by 2025.

> **Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership team. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Considerable	Considerable	Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 3: Board Goal :3

The percentage of 4th -6th grade students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 49% to 85% by 2028.

Campus: The percentage of 4th -6th grade students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 74% to 79% by 2025.

Performance Objective 1: GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 51% to 56% by 2025.
GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 48% to 53% by 2025.
GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 53% to 58% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist	Considerable	Considerable	Accomplished	
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000				

Strategy 2 Details		Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1		Considerable	Considerable	Accomplished	

Strategy 3 Details		Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1		Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 4: Board Goal : 4

The percentage of 4th-6th grade students who MEET or EXCEED their Math STAAR Annual Growth will increase from 56% to 85% by 2028.

Campus: The percentage of 4th-6th grade students who MEET or EXCEED their Math STAAR Annual Growth will increase from 68% to 73% by 2025.

Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 55% to 60% by 2025.
GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 36% to 50% by 2025.
GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 58% to 63% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details		Reviews			

Strategy 2 Details	Reviews
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.	Formative / Summative

	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.

Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.

Staff Responsible for Monitoring: Leadership team.

Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Nov	Feb	Apr	June
Considerable	Considerable	Accomplished	

Strategy 3 Details	Reviews

Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.

Strategy's Expected Result/Impact: Deep lesson internalization
High-quality planning
Data analysis and targeted instruction

Staff Responsible for Monitoring: Leadership team

Title I:
2.4, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

	Formative			Summative
	Nov	Feb	Apr	June
	Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	◯ Accomplished	◯ Accomplished	◯ Accomplished	

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 4: Board Goal : 4

The percentage of 4th-6th grade students who MEET or EXCEED their Math STAAR Annual Growth will increase from 56% to 85% by 2028.

Campus: The percentage of 4th-6th grade students who MEET or EXCEED their Math STAAR Annual Growth will increase from 68% to 73% by 2025.

Performance Objective 2: GPM 4.4: The percentage of 4th-6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 56% to 65% by 2025.

    Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.	Formative			Summative
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership team. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Considerable	Considerable	Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Across all classrooms, there will be consistent utilization of high-quality instructional materials to include: Amplify, STEM Scopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	

◯ No Progress	◯ Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: Administrators, MCL's (Instructional Coaches) and math strategist will follow the coaching cycle in order to monitor and provide feedback on standards, objectives, and activity alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identification of trends. Improvement in instruction. Build capacity with our staff members. **Staff Responsible for Monitoring:** Administrators MCL's Math Strategist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** 3 Reach associates to support MCLs - 211 Title 1 - $90,000	Considerable	Considerable	Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: All teachers will implement uniform individual data-tracking tools for all of their students.		Formative			Summative
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1		Considerable	Considerable	Accomplished	

Strategy 3 Details		Reviews			
Strategy 3: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1		Accomplished	Accomplished	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Science will be taught with a hands-on and fun approach to engage students and help them internalize content.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher scores in 5th grade Science. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Edu Smart - 211 Title 1 - 211 E11 6297 - $1,600	**Nov**	**Feb**	**Apr**	**June**
	No Progress	Considerable	Accomplished	

◯ No Progress	◯ Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement uniform individual data-tracking tools for all of their students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership team. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Considerable	Considerable	Accomplished	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: All team members will participate in professional learning communities: Core subject areas will meet twice a week for 1 hour and 15 minutes each session while special areas meet once a week for 1 hour and 15 minutes. During PLC's teams will follow the Pease PLC cycle expectations and focus on planning, lesson internalization, and data-driven instruction.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Deep lesson internalization High-quality planning Data analysis and targeted instruction **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Accomplished	Accomplished	Accomplished	
	No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading. **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
Strategy 1: Pease will conduct weekly safety campus door swipes; we will adhere to the safety drill requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe campus **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5, 4.1 - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**
	Accomplished	Accomplished	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: The schedule will be thoroughly planned to avoid downtime.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Efficient schedule. **Staff Responsible for Monitoring:** Administrators. **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**Apr**	**June**
	Accomplished	Accomplished	Accomplished	

No Progress   Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
Strategy 1: Pease will conduct weekly safety campus door swipes; we will adhere to the safety drill requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe campus	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.5, 4.1 - **ESF Levers:** Lever 3: Positive School Culture	Accomplished	Accomplished	Accomplished	

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

    Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
Strategy 1: We will develop and strategically deploy marketing materials that present the school as an attractive place to work and to send your children to learn.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Fewer vacancies; higher retention rates; and increased enrollment. **Staff Responsible for Monitoring:** Jaclyn Cavazos and Courtney Ratliff. **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Some Progress	Considerable	Considerable	

Strategy 2 Details	Reviews			
Strategy 2: Students, staff, and parents will be presented with a weekly report that includes relevant data in regard to attendance, celebrations, announcements, etc.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Will remind all stakeholders of our mission, and goals and will present the progress on each of the goals. **Staff Responsible for Monitoring:** Administrators. **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Accomplished	Accomplished	Considerable	

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

    Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details				Reviews			
Strategy 1: We will develop and strategically deploy marketing materials that present the school as an attractive place to work and to send your children to learn.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Fewer vacancies; higher retention rates; and increased enrollment. **Staff Responsible for Monitoring:** Jaclyn Cavazos and Courtney Ratliff. **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				Some Progress	Considerable	Considerable	

Strategy 2 Details				Reviews			
Strategy 2: Students, staff, and parents will be presented with a weekly report that includes relevant data in regard to attendance, celebrations, announcements, etc.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Will remind all stakeholders of our mission, and goals and will present the progress on each of the goals. **Staff Responsible for Monitoring:** Administrators. **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				Accomplished	Accomplished	Accomplished	

    No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement uniform individual data-tracking tools for all of their students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be self-accountable of their own progress.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Considerable	Considerable	Accomplished	

No Progress ⬤   Accomplished ⬤   Continue/Modify ➡   Discontinue ✖

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our African-American population is under performing in both math and reading.   **Root Cause**: We lacked a systemic strategy to target our sub-populations.

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

    Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
Strategy 1: In order to create a sense of pride and belonging, our school will have a diversity of displays that will include: * student products * recognitions * mission and vision * art * data	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Create a safe and welcoming environment. **Staff Responsible for Monitoring:** Leadership team. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Considerable	Considerable	Accomplished	
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Campus Funding Summary

211 Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	3 Reach associates to support MCLs		$90,000.00
1	2	1	3 Reach associates to support MCLs		$90,000.00
1	3	1	3 Reach associates to support MCLs		$90,000.00
1	4	1	3 Reach associates to support MCLs		$90,000.00
2	1	1	3 Reach associates to support MCLs		$90,000.00
2	2	1	3 Reach associates to support MCLs		$90,000.00
2	3	1	3 Reach associates to support MCLs		$90,000.00
3	1	1	3 Reach associates to support MCLs		$90,000.00
4	1	1	3 Reach associates to support MCLs		$90,000.00
4	2	1	3 Reach associates to support MCLs		$90,000.00
5	1	1	3 Reach associates to support MCLs		$90,000.00
5	1	4	Edu Smart	211 E11 6297	$1,600.00
				Sub-Total	$991,600.00
				Budgeted Fund Source Amount	$90,000.00
				+/- Difference	-$901,600.00
				Grand Total Budgeted	$90,000.00
				Grand Total Spent	$991,600.00
				+/- Difference	-$901,600.00