

**Midland Independent School District**  
**Pease Communication & Technology Academy**  
**2025-2026 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

## Story

At the turn of the millennium, Pease Elementary underwent a significant transformation, transitioning from a traditional neighborhood school to a specialized magnet school. This evolution marked a pivotal shift in our educational approach, allowing us to focus on providing a unique and enriched learning environment that emphasizes Communications and Technology.

Our school proudly serves a diverse student body ranging from Pre-Kindergarten to 6th grade, drawing families from across the Midland, TX area. This wide-reaching community engagement is facilitated through the Apply Midland system, which manages the application and lottery process for prospective students. This ensures a fair and equitable opportunity for all families interested in joining our school, with the exception of those applying to the Newcomer academy, which follows a distinct admissions process tailored to its specific needs.

## Enrollment

546 students

## Demographics

- African American: 6%
- Hispanic: 84.4%
- White: 4.8%
- Two or more races: 4.4%
- American Indian: 0.1%
- Asian: 0.1%

## Special Populations

- EcoDis: 71.2%
- At Risk: 62.8%
- ELL: 35.1%
- SpEd: 15.8%
- 504: 2.9%

## Attendance Rates

Our school has experienced a notable improvement in student attendance, with a 1.5% increase this year. This positive change comes after three years during which our attendance rates remained unchanged. This achievement reflects the concerted efforts of our staff, students, and families in prioritizing consistent school attendance, which is crucial for academic success and overall student well-being. We will continue to implement and enhance strategies that support and encourage regular attendance, ensuring that our students have the best opportunities to thrive in their educational journey.

21-22	23-24	24-25		
93.3%	93.1%	94.6%		

## Discipline

Our efforts to address and reduce discipline incidents have yielded positive results. After experiencing a significant increase in the number of incidents during the 2022-2023 academic year, when we recorded 270 incidents, we have successfully managed to bring this number down. In the 2021-2022 school year, we had 181 incidents, and I am proud to announce that for the 2023-2024 school year, we have reduced this to 182 incidents. Looking ahead, our projections for the 2024-2025 school year are even more promising, with an anticipated reduction to 107 incidents. This progress is a testament to the dedication of our staff and the effectiveness of the strategies we have implemented to create a more positive and conducive learning environment for our students.

21-22	22-23	23-24	24-25
181	270	182	107

## Demographics Strengths

All sub-populations within our school have successfully met their targets in Reading for the categories of growth. This accomplishment reflects our commitment to providing tailored support and resources that cater to the diverse needs of our student body. Our educators have worked diligently to implement effective reading strategies and interventions, ensuring that every student, regardless of their background, has the opportunity to excel and demonstrate measurable progress in their reading skills.

Additionally, our Hispanic and High focus groups have achieved their targets in Academic Achievement. This success is a testament to the targeted efforts and inclusive practices we have put in place to support these groups. By fostering an environment that values cultural diversity and high expectations, we have been able to create pathways for academic success that empower our students to reach their full potential. Our dedicated staff continues to collaborate and innovate, ensuring that all students have access to the quality education they deserve.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our African-American sub-population has not met its target of Academic Achievement in STAAR Reading, although there was substantial growth (12% to 24%, with a target of 34%)

**Root Cause:** Our African-American sub-population has underperformed for years for which we have wider gap to address.

**Problem Statement 2 (Prioritized):** Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%.

**Root Cause:** Our historical reading scores have been low and are starting to get up.

**Problem Statement 3 (Prioritized):** Our overall performance of Academic Achievement in STAAR Math is below the target by 12%.

**Root Cause:** Students are lacking foundational math skills and reading skills in order to understand the word math problems.

**Problem Statement 4 (Prioritized):** Although our attendance rate has improved significantly it is still well below our goal of 97%.

**Root Cause:** Some parents are unaware of the attendance laws. We need to improve our communication with them when there are repetitive absences or tardiness.

# Student Learning

## Student Learning Summary

# STAAR

## Math performance

Grade	2023-2024			2024-2025			Conclusions
	Approaches	Meets	Masters	Approaches	Meets	Masters	
3rd	56%	28%	13%	65%	40%	14%	Improved by 7%
3rd Bil	67%	7%	0%	64%	18%	0%	Improved by 3%
4th	62%	39%	11%	64%	39%	23%	Improved by 5%
5th	74%	50%	21%	70%	33%	15%	Decreased by 9%
6th	66%	32%	12%	71%	35%	7%	Improved by 1%

## Math growth

Grade	Growth
4th	60%
5th	66%
6th	57%

## Reading performance

Grade	2023-2024			2024-2025			Conclusions
	Approaches	Meets	Masters	Approaches	Meets	Masters	
3rd	70%	40%	15%	82%	35%	14.0%	Improved by 2%
3rd Bil	70%	10%	10%	42%	17%	8%	Decreased by 8%
4th	78%	43%	7%	83%	58%	20%	Improved by 11%
5th	72%	47%	19%	71%	47%	17%	Decreased by 1%
6th	62%	37%	9%	59%	40%	20%	Improved by 4%

## Reading growth

Grade	Growth
4th	86%
5th	60%
6th	60%

## Science

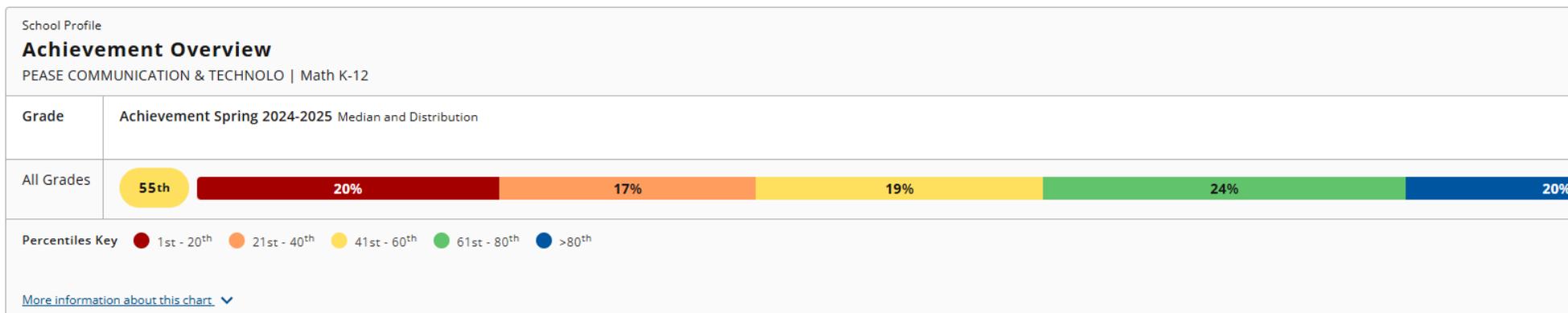
Grade	2023-2024			2024-2025			Conclusions
	Approaches	Meets	Masters	Approaches	Meets	Masters	
5th	65%	38%	19%	67%	25%	8%	Decrease by 7%

## NWEA MAP

### Math

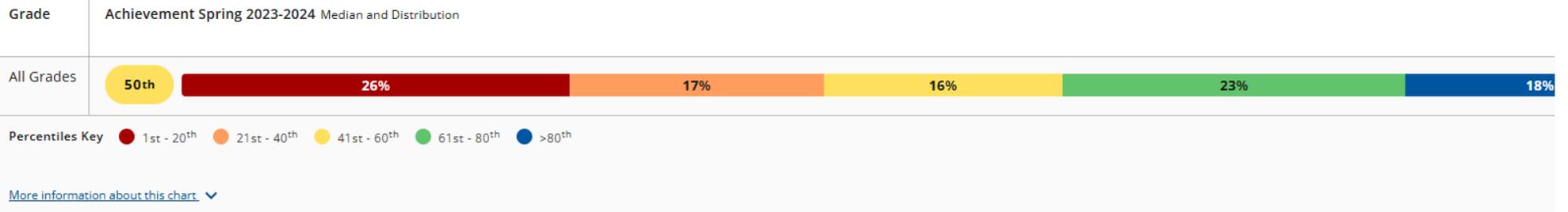
- According to our NWEA MAP Math results, our achievement improved as compared to last year (23-24 vs 24-25) by 5 percentile points (from 50th to 55th).

## PEASE COMMUNICATION & TECHNOLO



## Achievement Overview

PEASE COMMUNICATION &amp; TECHNOLO | Math K-12

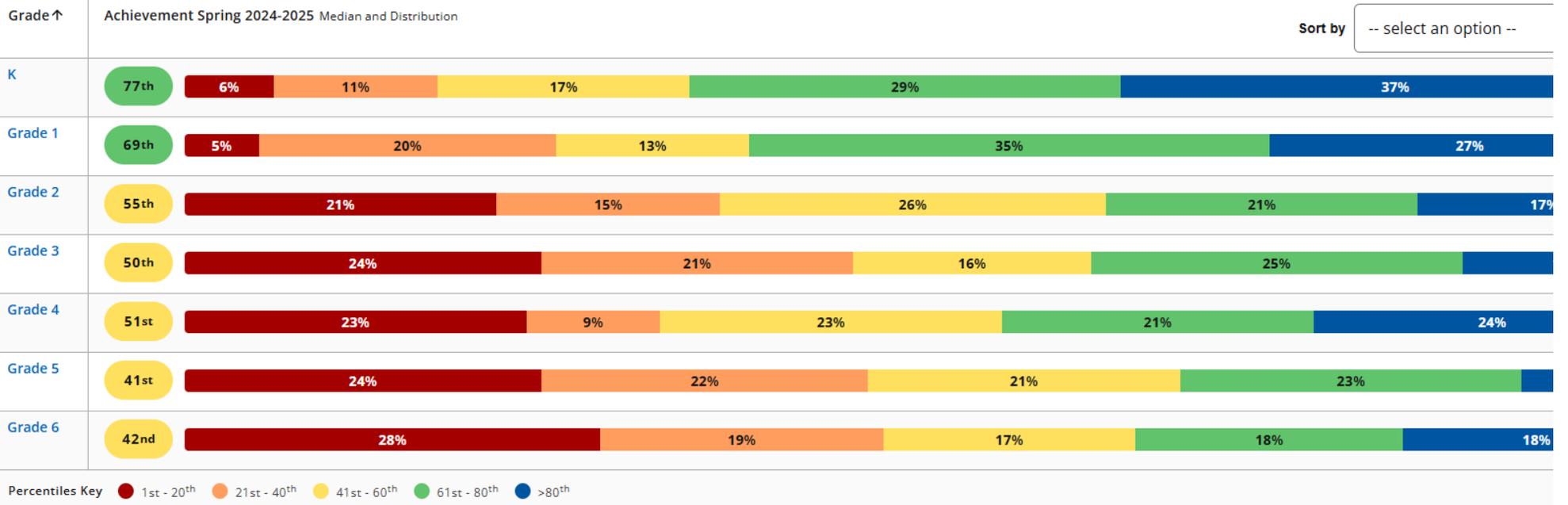


A deeper analysis shows that:

- Kindergarten improved by 5 percentile points.
- 1st grade improved by 12 percentile points.
- 2nd grade decreased by 5 percentile points.
- 3rd grade improved by 3 percentile points.
- 4th grade improved by 8 percentile points.
- 5th grade decreased by 4 percentile points.
- 6th grade improved by 11 percentile points.

## Achievement by Grade

PEASE COMMUNICATION & TECHNOLO | Math K-12

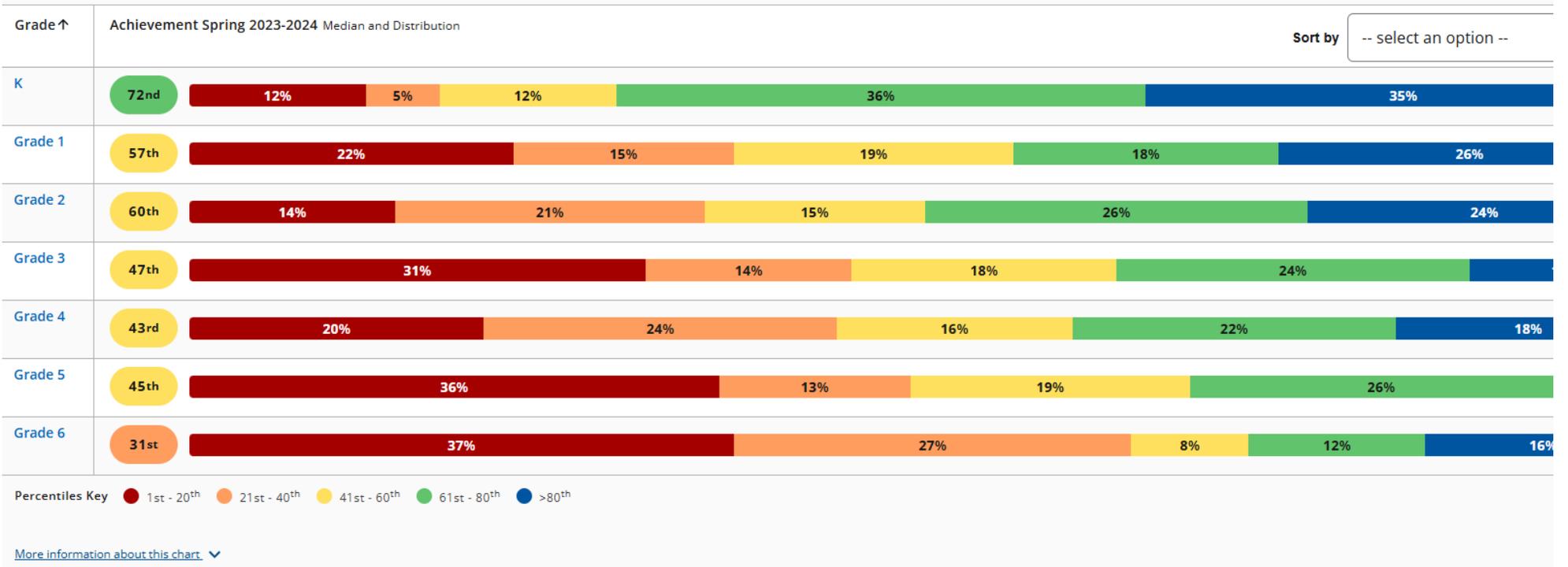


Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

[More information about this chart.](#) ▾

## Achievement by Grade

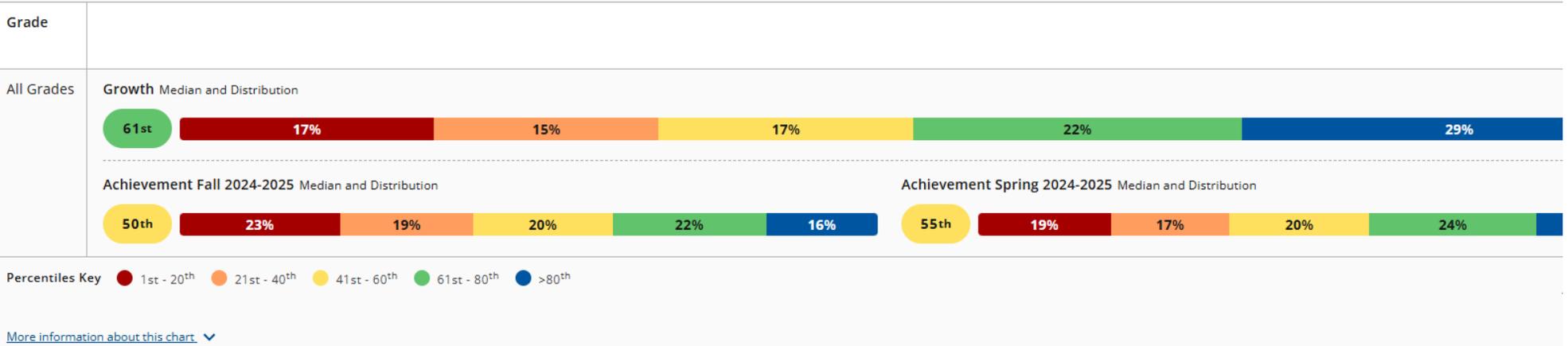
PEASE COMMUNICATION & TECHNOLO | Math K-12



In terms of growth, we observed a 6 percentile points improvement.

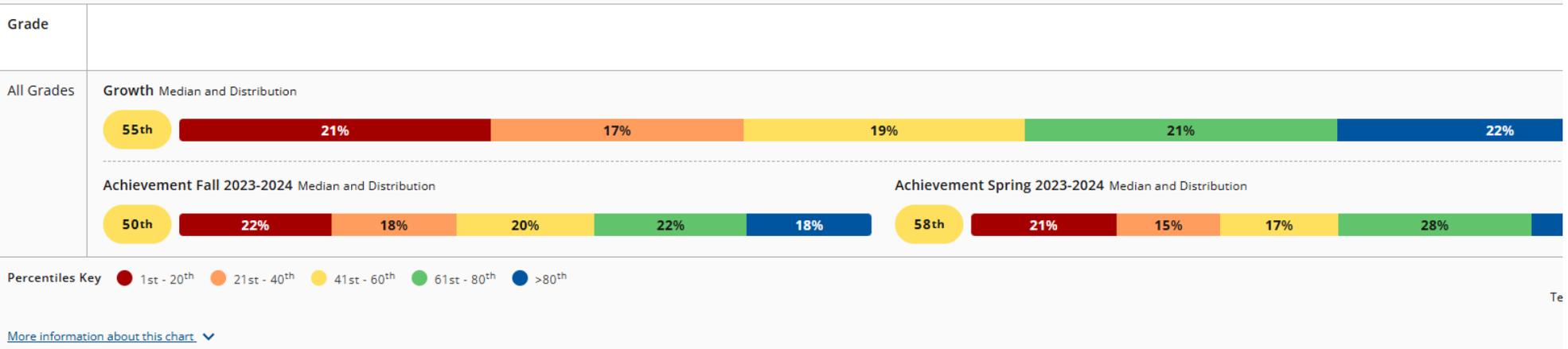
## Growth and Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Math K-12



## Growth and Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Math K-12



## Reading

- According to our NWEA MAP Reading results, our achievement improved as compared to last year (23-24 vs 24-25) by 5 percentile points (from 48th to 53rd).

### Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Reading

Grade Achievement Spring 2024-2025 Median and Distribution



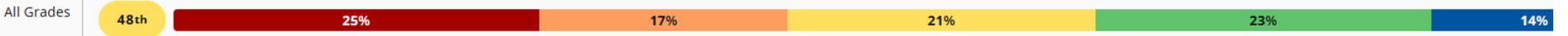
Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

[More information about this chart.](#) ▾

### Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Reading

Grade Achievement Spring 2023-2024 Median and Distribution



Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

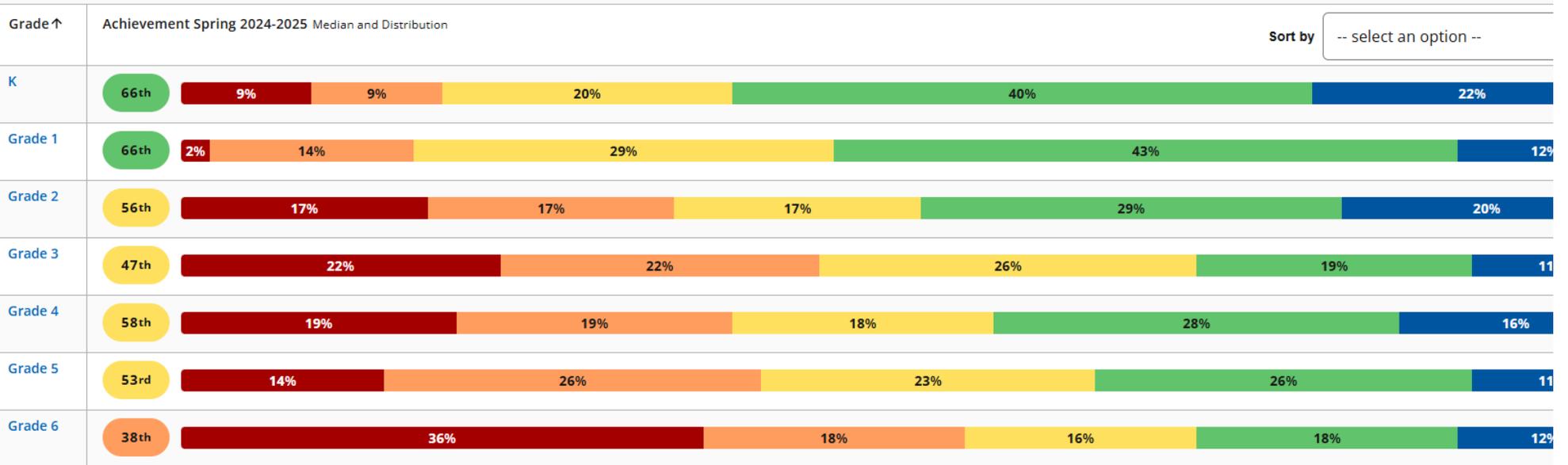
[More information about this chart.](#) ▾

A deeper analysis shows that:

- Kindergarten improved by 6 percentile points.
- 1st grade improved by 12 percentile points.
- 2nd grade improved by 18 percentile points.
- 3rd grade improved by 4 percentile points.
- 4th grade improved by 4 percentile points.
- 5th grade improved by 7 percentile points.
- 6th grade improved by 3 percentile points.

## Achievement by Grade

PEASE COMMUNICATION & TECHNOLO | Reading

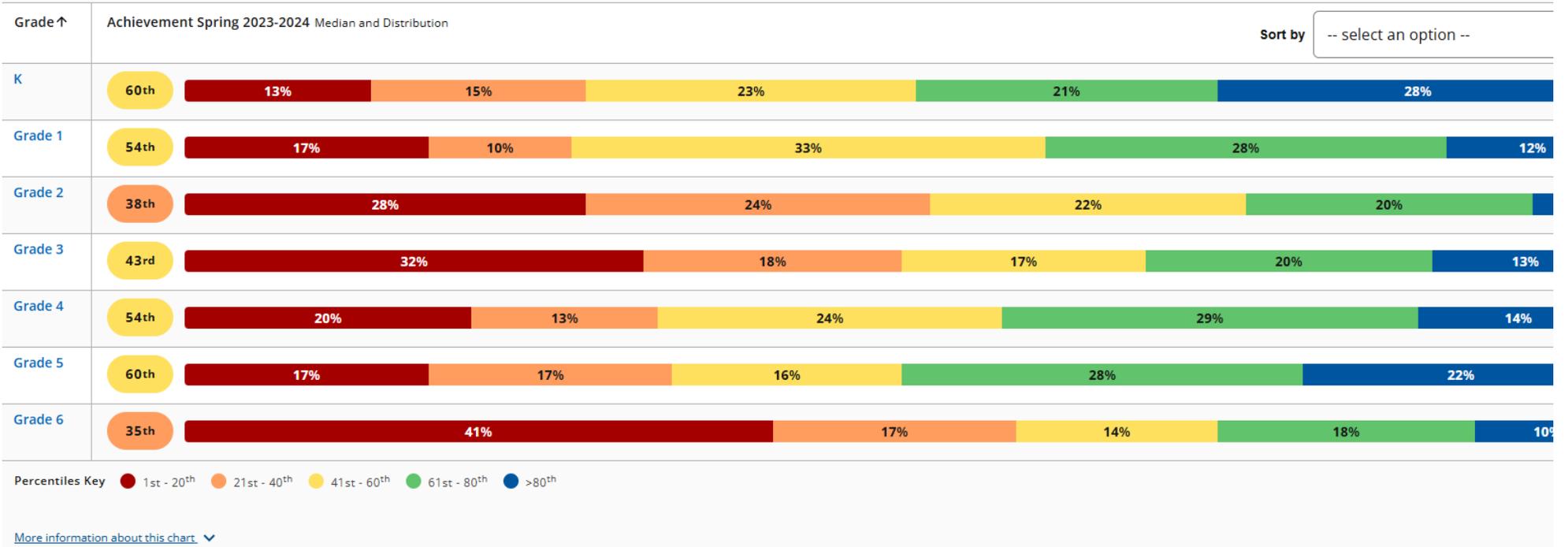


Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

[More information about this chart.](#) ▾

### Achievement by Grade

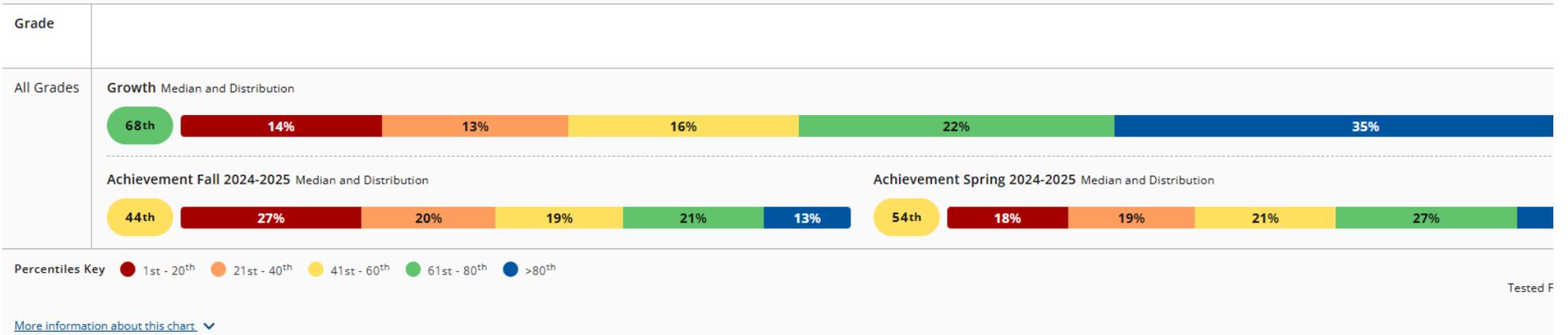
PEASE COMMUNICATION & TECHNOLO | Reading



In terms of growth, we observed a 21 percentile points improvement.

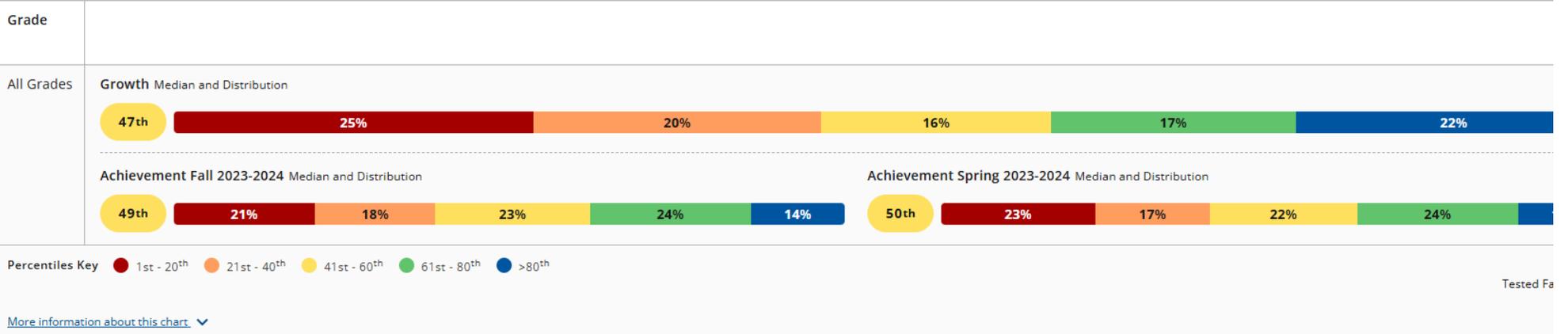
### Growth and Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Reading



## Growth and Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Reading



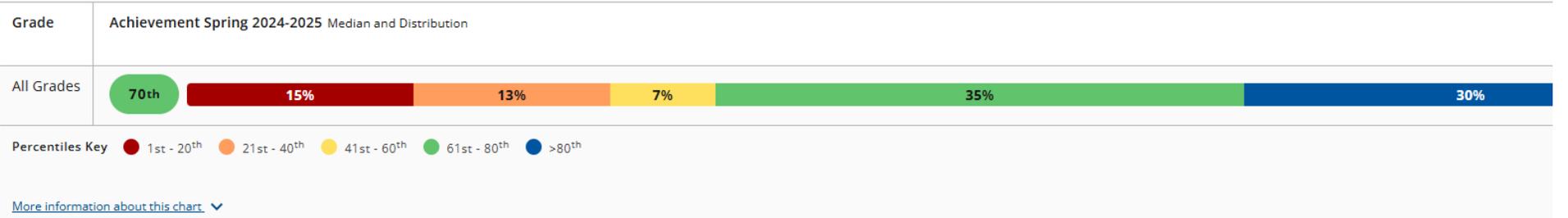
## Reading Spanish

- According to our NWEA MAP Reading results, our achievement improved as compared to last year (23-24 vs 24-25) by 4 percentile points (from 66th to 70th).

School Profile

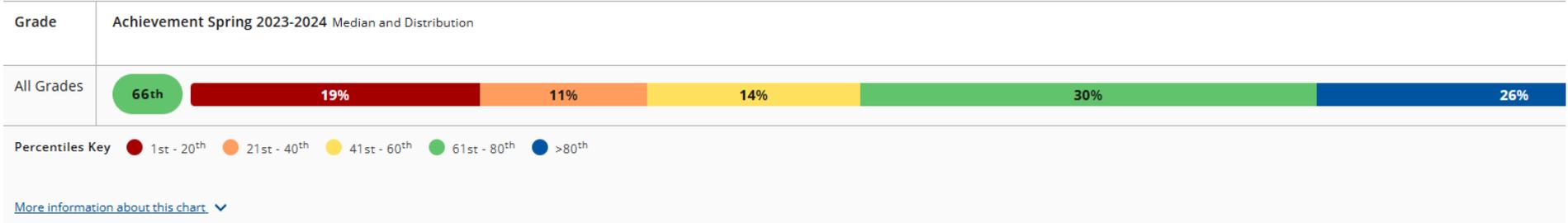
## Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Reading (Spanish)



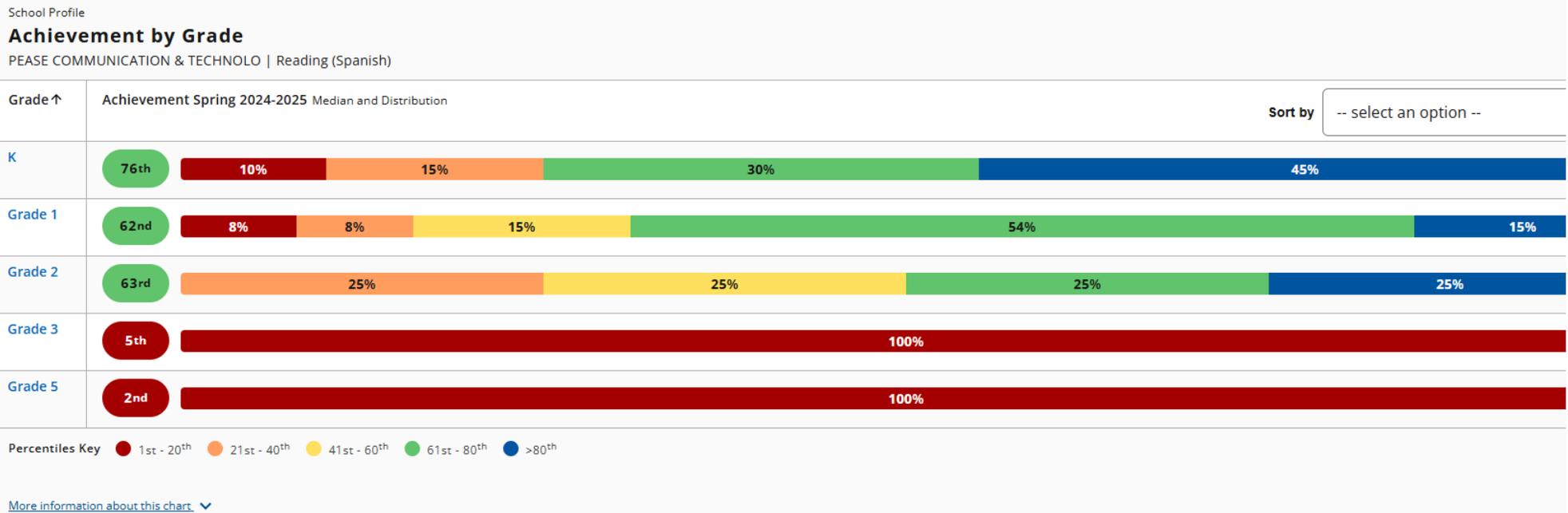
### Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Reading (Spanish)



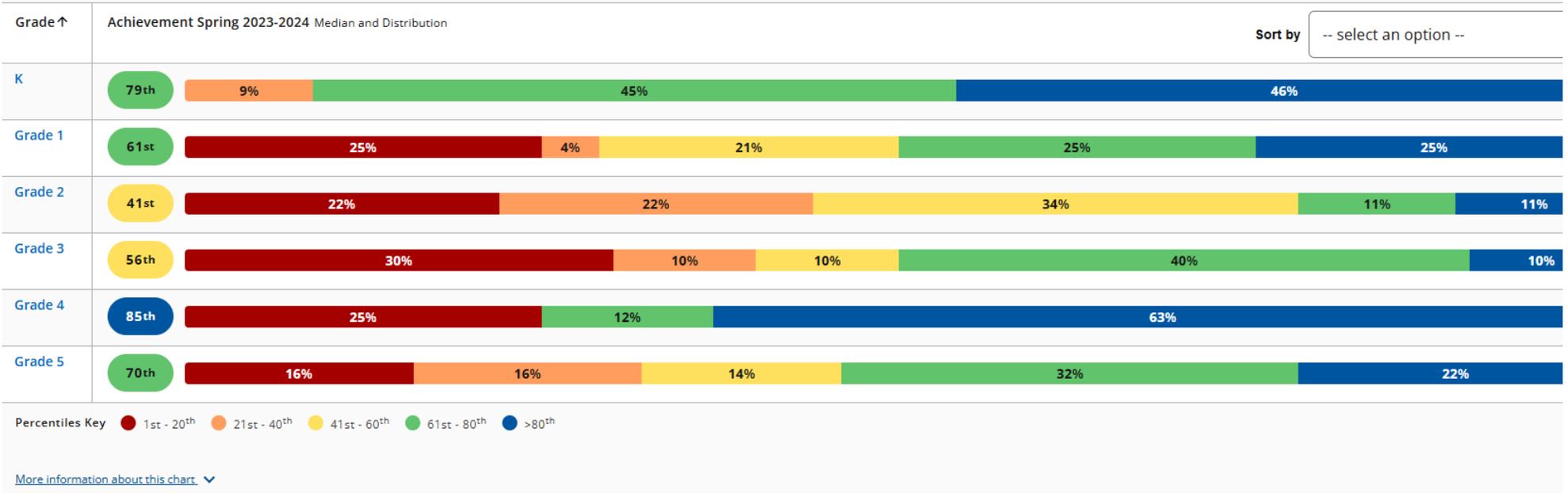
A deeper analysis shows that:

- Kindergarten improved by 3 percentile points.
- 1st grade improved by 1 percentile point.
- 2nd grade improved by 22 percentile points.
- The number of students in the 3rd through 4th grades isn't substantial enough to make the data relevant.



### Achievement by Grade

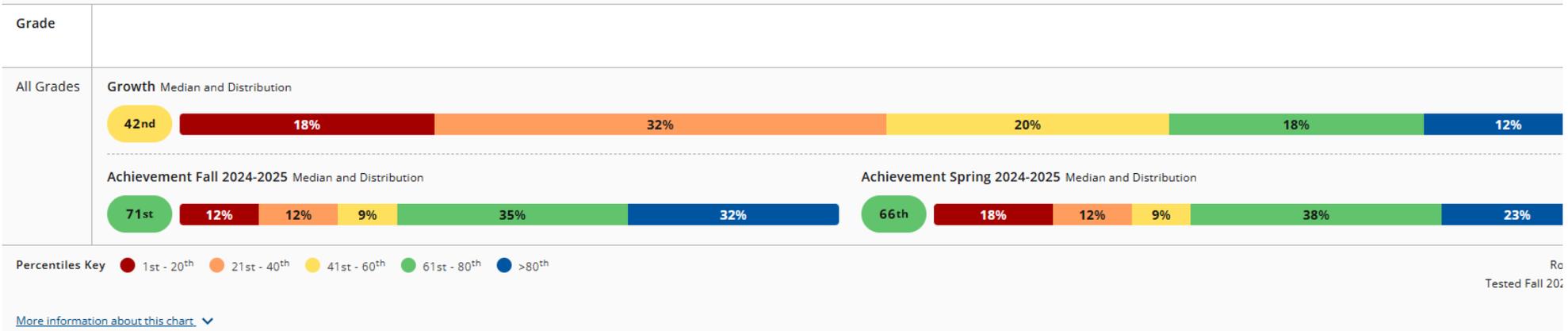
PEASE COMMUNICATION & TECHNOLO | Reading (Spanish)



In terms of growth, we observed a 17 percentile point decrease.

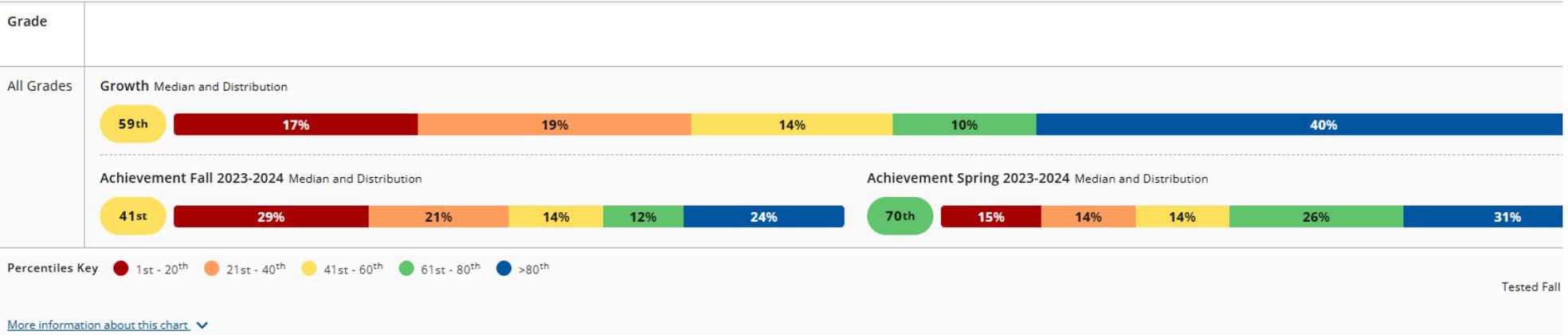
### Growth and Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Reading (Spanish)



### Growth and Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Reading (Spanish)

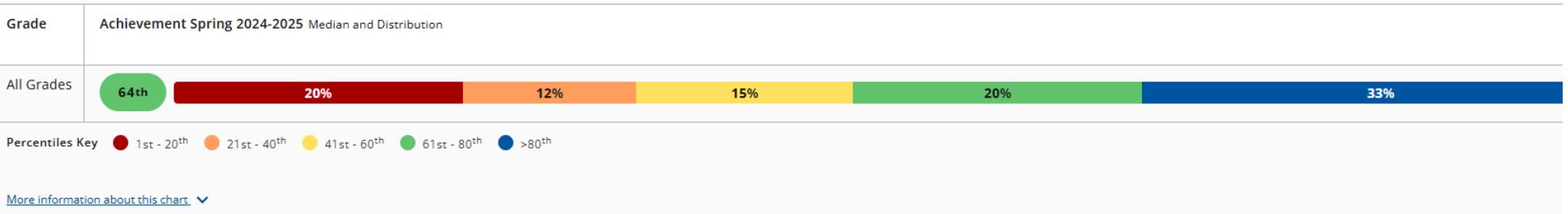


## Science

- According to our NWEA MAP Reading results, our achievement improved as compared to last year (23-24 vs 24-25) by 23 percentile points (from 41st to 64th).

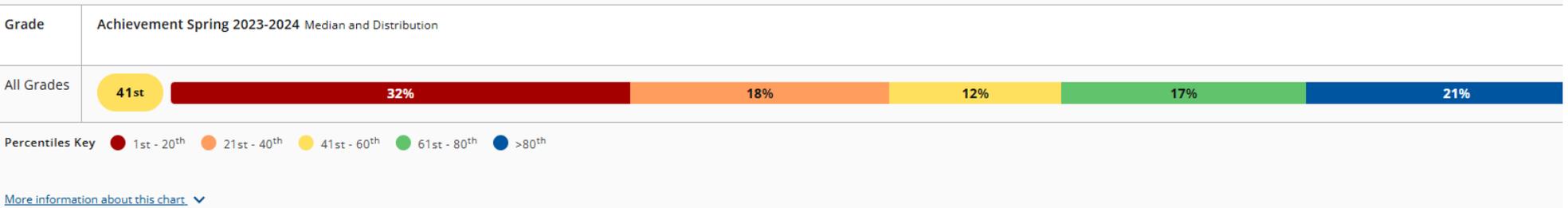
### Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Science K-12



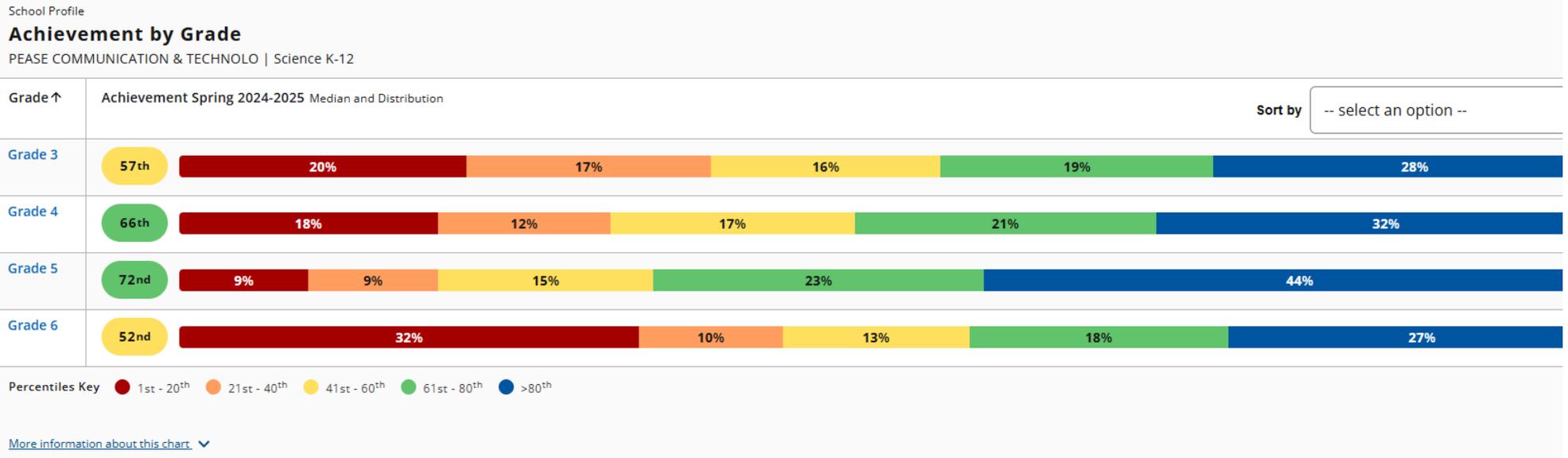
### Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Science K-12

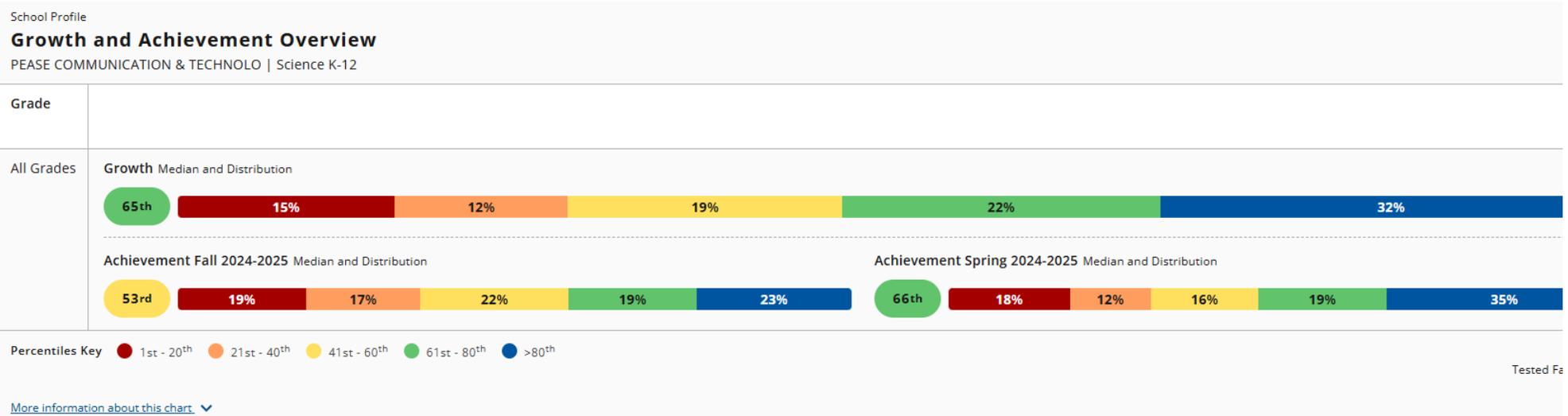


A deeper analysis shows that:

- 3rd grade improved by 20 percentile points.
- 4th grade improved by 24 percentile points.
- 5th grade improved by 24 percentile points.
- 6th grade improved by 14 percentile points.

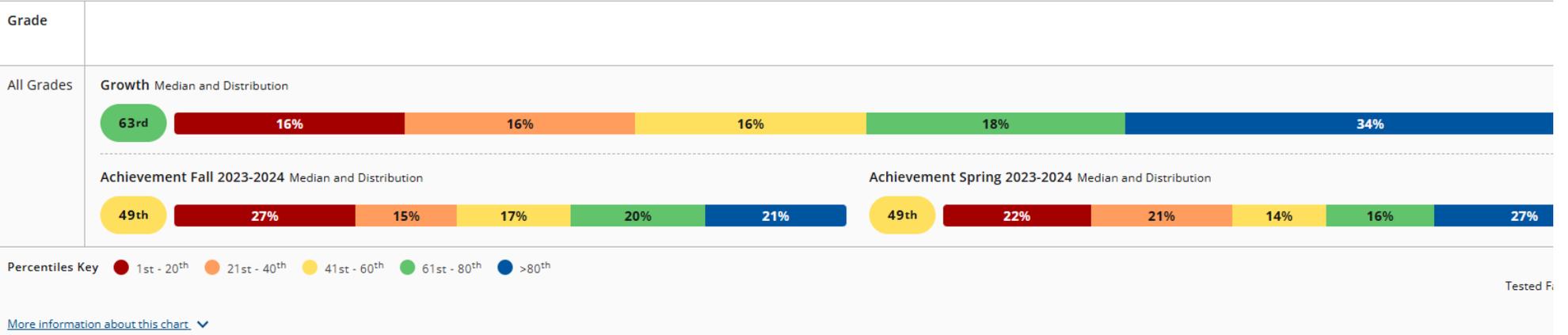


In terms of growth, we observed a 2 percentile points improvement.



## Growth and Achievement Overview

PEASE COMMUNICATION & TECHNOLO | Science K-12



### Student Learning Strengths

- All subjects have shown growth, and there is still more growth potential.
- Science achievement has gone up in all grade levels (3rd through 6th).
- Reading achievement has gone up in all grade levels (K through 6th).
- Math achievement went up in Kindergarten, 1st grade, 3rd grade, 4th grade and 6th grade.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Math NWEA MAP achievement has decreased in 2nd grade and 5th grade.

**Root Cause:** In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).

**Problem Statement 2 (Prioritized):** Our growth in 4th-6th math is below our goals.

**Root Cause:** Lack of targeted support.

**Problem Statement 3 (Prioritized):** Our growth in 5th-6th reading is below our goals.

**Root Cause:** Lack of targeted support.

**Problem Statement 4:** K-2 students were at or above grade level on mClass.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

# 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
  - PTA
  - Restorative Practices
  - YMCA 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.
  - Virtual Reality Lab
  - Ben Carson Reading Room.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLCs 2nd-6th grade.

**Root Cause:** Pease has to continue 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 also 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. 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 (aside from teaching their classrooms) include coaching a set of teachers.

### 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 (Prioritized):** 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.

**Problem Statement 2 (Prioritized):** Our African-American population is under performing in both math and reading.

**Root Cause:** We need to polish our strategy to target our sub-populations.

# Priority Problem Statements

**Problem Statement 1:** Our African-American sub-population has not met its target of Academic Achievement in STAAR Reading, although there was substantial growth (12% to 24%, with a target of 34%)

**Root Cause 1:** Our African-American sub-population has underperformed for years for which we have wider gap to address.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%.

**Root Cause 2:** Our historical reading scores have been low and are starting to get up.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Our overall performance of Academic Achievement in STAAR Math is below the target by 12%.

**Root Cause 3:** Students are lacking foundational math skills and reading skills in order to understand the word math problems.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Although our attendance rate has improved significantly it is still well below our goal of 97%.

**Root Cause 4:** Some parents are unaware of the attendance laws. We need to improve our communication with them when there are repetitive absences or tardiness.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Our growth in 4th-6th math is below our goals.

**Root Cause 5:** Lack of targeted support.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Our growth in 5th-6th reading is below our goals.

**Root Cause 6:** Lack of targeted support.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Math NWEA MAP achievement has decreased in 2nd grade and 5th grade.

**Root Cause 7:** In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLCs 2nd-6th grade.

**Root Cause 8:** Pease has to continue to grow Opportunity Culture ,which has led to some scheduling adjustments.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Our campus does not reflect the diversity of the city or the district.

**Root Cause 9:** The school has not been promoted enough through events and media to attract a more diverse population.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Our African-American population is under performing in both math and reading.

**Root Cause 10:** We need to polish our strategy to target our sub-populations.

**Problem Statement 10 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

# Goals

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 1:** The percentage of Pre-Kindergarten students who perform at or above grade level on the CLI Engage Reading assessment will increase from 87%to 92% by 2026.

The percentage of PreK students performing at grade level in Math will increase from 86 % to 100 % by 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Evaluation tracked every 6weeks teacher data trackers, teacher and classroom observations and CLI, BOY,MOY,EOY.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prekindergarten teachers use a framework for instruction, including instructional materials use, that contains high-leverage practices.</p> <p><b>Strategy's Expected Result/Impact:</b> CLI Engage with phonological awareness will increase from 87% to 92% by 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K teachers , Admin</p> <p><b>Title I:</b> 2.51, 2.52, 2.535</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance, increased staff and student accountability  <b>Staff Responsible for Monitoring:</b> Pre-K teachers</p> <p><b>Title I:</b>  2.53  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet the goals based on their education plan.  <b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Title I:</b>  2.51, 2.53  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 2:** The percentage of Kinder students performing at grade in ELAR will increase from 63% to 75% by 2030  
The percentage of Kinder students performing at grade level in Math will increase from 65% to 80% by 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CLI, Teacher observations, CLI BOY, MOY,EOY  
iReady

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prekindergarten teachers use a framework for instruction, including instructional materials use, that contains high-leverage practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 4 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pease instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 4:</b> Although our attendance rate has improved significantly it is still well below our goal of 97%. <b>Root Cause:</b> Some parents are unaware of the attendance laws. We need to improve our communication with them when there are repetitive absences or tardiness.</p>

**Student Learning**

**Problem Statement 1:** Math NWEA MAP achievement has decreased in 2nd grade and 5th grade. **Root Cause:** In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).

**School Processes & Programs**

**Problem Statement 1:** Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLCs 2nd-6th grade. **Root Cause:** Pease has to continue to grow Opportunity Culture ,which has led to some scheduling adjustments.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 3:** The percentage of 1st grade students performing at grade in ELAR will increase from 59.6% to 80% by 2030. The percentage of 1st grade students performing at grade level in Math will increase from 42.3% to 75% by 2030

**High Priority**

**Evaluation Data Sources:** mClass

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.53</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pease instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June



**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%. <b>Root Cause:</b> Our historical reading scores have been low and are starting to get up.</p>
<p><b>Problem Statement 4:</b> Although our attendance rate has improved significantly it is still well below our goal of 97%. <b>Root Cause:</b> Some parents are unaware of the attendance laws. We need to improve our communication with them when there are repetitive absences or tardiness.</p>
Student Learning
<p><b>Problem Statement 1:</b> Math NWEA MAP achievement has decreased in 2nd grade and 5th grade. <b>Root Cause:</b> In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).</p>
Perceptions
<p><b>Problem Statement 1:</b> Our campus does not reflect the diversity of the city or the district. <b>Root Cause:</b> The school has not been promoted enough through events and media to attract a more diverse population.</p>
<p><b>Problem Statement 2:</b> Our African-American population is under performing in both math and reading. <b>Root Cause:</b> We need to polish our strategy to target our sub-populations.</p>

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 4:** The percentage of 2nd grade students performing at grade in ELAR will increase from 52.6% to 75% by 2030. The percentage of 2nd students performing at grade level in Math will increase from 27.5% to 70% by 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mClass, iReady

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pease instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%. <b>Root Cause:</b> Our historical reading scores have been low and are starting to get up.</p>
<p><b>Problem Statement 4:</b> Although our attendance rate has improved significantly it is still well below our goal of 97%. <b>Root Cause:</b> Some parents are unaware of the attendance laws. We need to improve our communication with them when there are repetitive absences or tardiness.</p>

### Student Learning

**Problem Statement 1:** Math NWEA MAP achievement has decreased in 2nd grade and 5th grade. **Root Cause:** In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).

### School Processes & Programs

**Problem Statement 1:** Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLCs 2nd-6th grade. **Root Cause:** Pease has to continue to grow Opportunity Culture ,which has led to some scheduling adjustments.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 5:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 35 % to 85% by 2030.

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 40% to 80% by 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading, STAAR Mathematics

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pease instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our African-American sub-population has not met its target of Academic Achievement in STAAR Reading, although there was substantial growth (12% to 24%, with a target of 34%) <b>Root Cause:</b> Our African-American sub-population has underperformed for years for which we have wider gap to address.</p>

### Demographics

**Problem Statement 2:** Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%. **Root Cause:** Our historical reading scores have been low and are starting to get up.

**Problem Statement 3:** Our overall performance of Academic Achievement in STAAR Math is below the target by 12%. **Root Cause:** Students are lacking foundational math skills and reading skills in order to understand the word math problems.

### Student Learning

**Problem Statement 1:** Math NWEA MAP achievement has decreased in 2nd grade and 5th grade. **Root Cause:** In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).

**Problem Statement 2:** Our growth in 4th-6th math is below our goals. **Root Cause:** Lack of targeted support.

**Problem Statement 3:** Our growth in 5th-6th reading is below our goals. **Root Cause:** Lack of targeted support.

### School Processes & Programs

**Problem Statement 1:** Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLCs 2nd-6th grade. **Root Cause:** Pease has to continue to grow Opportunity Culture ,which has led to some scheduling adjustments.

### Perceptions

**Problem Statement 2:** Our African-American population is under performing in both math and reading. **Root Cause:** We need to polish our strategy to target our sub-populations.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 6:** The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 58% to 60% by 2026.

The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 39% to 45% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading, STAAR Mathematics

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pease instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our African-American sub-population has not met its target of Academic Achievement in STAAR Reading, although there was substantial growth (12% to 24%, with a target of 34%) <b>Root Cause:</b> Our African-American sub-population has underperformed for years for which we have wider gap to address.</p> <p><b>Problem Statement 2:</b> Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%. <b>Root Cause:</b> Our historical reading scores have been low and are starting to get up.</p>

### Demographics

**Problem Statement 3:** Our overall performance of Academic Achievement in STAAR Math is below the target by 12%. **Root Cause:** Students are lacking foundational math skills and reading skills in order to understand the word math problems.

### Student Learning

**Problem Statement 1:** Math NWEA MAP achievement has decreased in 2nd grade and 5th grade. **Root Cause:** In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).

**Problem Statement 2:** Our growth in 4th-6th math is below our goals. **Root Cause:** Lack of targeted support.

**Problem Statement 3:** Our growth in 5th-6th reading is below our goals. **Root Cause:** Lack of targeted support.

### Perceptions

**Problem Statement 2:** Our African-American population is under performing in both math and reading. **Root Cause:** We need to polish our strategy to target our sub-populations.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 7:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 47% to 53% by 2026.

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 33% to 40% by 2026.

The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 27% to 37% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading, STAAR Mathematics, STAAR Science

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 2, 3 - School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pease instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 2, 3 - School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 2, 3 - School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 7 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our African-American sub-population has not met its target of Academic Achievement in STAAR Reading, although there was substantial growth (12% to 24%, with a target of 34%) <b>Root Cause:</b> Our African-American sub-population has underperformed for years for which we have wider gap to address.</p> <p><b>Problem Statement 2:</b> Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%. <b>Root Cause:</b> Our historical reading scores have been low and are starting to get up.</p>

### Demographics

**Problem Statement 3:** Our overall performance of Academic Achievement in STAAR Math is below the target by 12%. **Root Cause:** Students are lacking foundational math skills and reading skills in order to understand the word math problems.

### Student Learning

**Problem Statement 2:** Our growth in 4th-6th math is below our goals. **Root Cause:** Lack of targeted support.

**Problem Statement 3:** Our growth in 5th-6th reading is below our goals. **Root Cause:** Lack of targeted support.

### School Processes & Programs

**Problem Statement 1:** Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLCs 2nd-6th grade. **Root Cause:** Pease has to continue to grow Opportunity Culture ,which has led to some scheduling adjustments.

### Perceptions

**Problem Statement 2:** Our African-American population is under performing in both math and reading. **Root Cause:** We need to polish our strategy to target our sub-populations.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 8:** The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 40% to 50% by 2026.

The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 35% to 45% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading, STAAR Mathematics

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 2, 3 - School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pease instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 3 - School Processes &amp; Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 8 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our African-American sub-population has not met its target of Academic Achievement in STAAR Reading, although there was substantial growth (12% to 24%, with a target of 34%) <b>Root Cause:</b> Our African-American sub-population has underperformed for years for which we have wider gap to address.</p>

### Demographics

**Problem Statement 2:** Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%. **Root Cause:** Our historical reading scores have been low and are starting to get up.

**Problem Statement 3:** Our overall performance of Academic Achievement in STAAR Math is below the target by 12%. **Root Cause:** Students are lacking foundational math skills and reading skills in order to understand the word math problems.

### Student Learning

**Problem Statement 1:** Math NWEA MAP achievement has decreased in 2nd grade and 5th grade. **Root Cause:** In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).

**Problem Statement 2:** Our growth in 4th-6th math is below our goals. **Root Cause:** Lack of targeted support.

**Problem Statement 3:** Our growth in 5th-6th reading is below our goals. **Root Cause:** Lack of targeted support.

### School Processes & Programs

**Problem Statement 1:** Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLCs 2nd-6th grade. **Root Cause:** Pease has to continue to grow Opportunity Culture ,which has led to some scheduling adjustments.

### Perceptions

**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.

**Problem Statement 2:** Our African-American population is under performing in both math and reading. **Root Cause:** We need to polish our strategy to target our sub-populations.

**Goal 2:** Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 1:** The campus Domain I- Student Achievement scale score will increase from 74 to 85 by 2026.

**Evaluation Data Sources:** Accountability Systems

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3, 4 - Student Learning 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pease instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

No ProgressAccomplishedContinue/ModifyDiscontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our African-American sub-population has not met its target of Academic Achievement in STAAR Reading, although there was substantial growth (12% to 24%, with a target of 34%) <b>Root Cause:</b> Our African-American sub-population has underperformed for years for which we have wider gap to address.</p>
<p><b>Problem Statement 2:</b> Our overall performance of Academic Achievement in STAAR Reading is below the target by 1%. <b>Root Cause:</b> Our historical reading scores have been low and are starting to get up.</p>
<p><b>Problem Statement 3:</b> Our overall performance of Academic Achievement in STAAR Math is below the target by 12%. <b>Root Cause:</b> Students are lacking foundational math skills and reading skills in order to understand the word math problems.</p>
<p><b>Problem Statement 4:</b> Although our attendance rate has improved significantly it is still well below our goal of 97%. <b>Root Cause:</b> Some parents are unaware of the attendance laws. We need to improve our communication with them when there are repetitive absences or tardiness.</p>
Student Learning
<p><b>Problem Statement 1:</b> Math NWEA MAP achievement has decreased in 2nd grade and 5th grade. <b>Root Cause:</b> In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).</p>
<p><b>Problem Statement 2:</b> Our growth in 4th-6th math is below our goals. <b>Root Cause:</b> Lack of targeted support.</p>
<p><b>Problem Statement 3:</b> Our growth in 5th-6th reading is below our goals. <b>Root Cause:</b> Lack of targeted support.</p>

## Perceptions

**Problem Statement 2:** Our African-American population is under performing in both math and reading. **Root Cause:** We need to polish our strategy to target our sub-populations.

**Goal 3:** Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

**Performance Objective 1:** The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 80% to 90% by the end of 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Coaching Cycle Reports, Instructional walkthrough/observation data, T-TESS evaluation ratings, Student performance on local and state assessments, PLC engagement, Professional Development engagement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> instructional leaders will attend TLAC sessions and other district provided professional development opportunities, that align to coaching, in order to strengthen their capacity to support teacher growth and positively impact student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional leaders are able to provide actionable feedback and support to teachers and develop a deeper understanding of high-impact instructional practices, which will increase student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in weekly observation and feedback cycles led by MCLs and other instructional leaders, resulting in actionable feedback and ongoing, targeted support to strengthen instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their capacity and confidence, which results in higher level of engagement, clarity, and academic rigor for increased student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Through PLC and data meetings, leadership will facilitate the creation of targeted intervention plans that align with Domain 3 indicators, including attendance, special populations, and growth metrics. Plans will be adjusted based on student progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will target their instruction based on student need which will lead to accelerated academic growth in students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, MCLs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our African-American sub-population has not met its target of Academic Achievement in STAAR Reading, although there was substantial growth (12% to 24%, with a target of 34%) <b>Root Cause:</b> Our African-American sub-population has underperformed for years for which we have wider gap to address.</p>

### Demographics

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**Problem Statement 3:** Our overall performance of Academic Achievement in STAAR Math is below the target by 12%. **Root Cause:** Students are lacking foundational math skills and reading skills in order to understand the word math problems.

### Student Learning

**Problem Statement 1:** Math NWEA MAP achievement has decreased in 2nd grade and 5th grade. **Root Cause:** In 2nd grade the focus has been substantial in reading coupled with a new curriculum resource (STEM Scopes).

**Problem Statement 2:** Our growth in 4th-6th math is below our goals. **Root Cause:** Lack of targeted support.

**Problem Statement 3:** Our growth in 5th-6th reading is below our goals. **Root Cause:** Lack of targeted support.

### School Processes & Programs

**Problem Statement 1:** Complex scheduling due to magnet components, Opportunity Culture, and Vertical PLCs 2nd-6th grade. **Root Cause:** Pease has to continue to grow Opportunity Culture ,which has led to some scheduling adjustments.

### Perceptions

**Problem Statement 2:** Our African-American population is under performing in both math and reading. **Root Cause:** We need to polish our strategy to target our sub-populations.

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025