

Pearland Independent School District

Leon Sablatura Middle School

2025-2026



Board Approval Date: October 14, 2025

Mission Statement

Our mission is to work collaboratively with the students and parents of the Sablatura Middle School community to develop all aspects of the student. Our goal is to provide an enriching academic curriculum with high standards of learning. It is our responsibility to create a safe learning environment that empowers students to become contributing members of a racially and culturally diverse world.

Vision

Sablatura Middle School will empower our students to be **Excellent, Innovative, Collaborative, and Service Minded** to become world-class citizens who embrace challenges, hard work, critical thinking so that they develop a purpose and positive influence on society. We will prepare our students to be culturally responsive to an ever-changing diverse society.

Core Beliefs

Learning Today...Leading Tomorrow

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Goals

Revised/Approved: February 11, 2025

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

Performance Objective 1: To ensure a safe and secure environment for all students, staff, and visitors and to ensure the campus is prepared to effectively respond to all emergencies that might affect safety or security of students and staff.

Strategy 1 Details

Strategy 1: Crisis Management Team to monitor campus safety and environment and reinforce The Standard Response Protocol.

Strategy's Expected Result/Impact: Ensure the safety of all on campus at all times. Continue to practice Standard Response Protocols: Hold, Secure, Lockdown, Evacuate and Shelter.

Staff Responsible for Monitoring: Administration
All Faculty and Staff
Crisis Management Team

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Threat Assessment Team to monitor campus safety and environment. Safely manage difficult behavior.

Strategy's Expected Result/Impact: This strategy equips staff with an effective framework to safely manage and intervene on difficult behavior addressing violence prevention and intervention.

Staff Responsible for Monitoring: Principal
Assistant Principals
Special Ed Specialist
SRO
Nurse
Behavior Specialist
Counselors

Strategy 3 Details

Strategy 3: Increase safety and security of the campus by conducting regular and frequent inspection sweeps of the external doors of the campus.

Strategy's Expected Result/Impact: Regular and frequent inspections sweeps are to identify and remedy vulnerabilities to the safety and security of the campus.

Staff Responsible for Monitoring: Principal

Assistant Principals

Faculty and Staff

SRO

Strategy 4 Details

Strategy 4: Successfully implement a bell schedule throughout the school day including active supervision during all transitions.

Strategy's Expected Result/Impact: Maximize learning to 90-minute sessions in eah core content area and ensuring safe transitions during passing periods.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

Teachers

Staff

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 1: Language Arts: Campus will achieve a 3% increase on the required passing standard of approaches, meets and masters by grade level for all student groups. Students will achieve performance goal on the Language Arts STAAR assessment. (African American, Hispanic, White, Asian, Two or More Races, Special Ed, Eco Disadvantage, and Emergent Bilinguals)

High Priority

Evaluation Data Sources: Benchmark Assessment System-BAS, STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments

Strategy 1 Details

Strategy 1: Implement structured daily intervention using small-group instruction for all students.
Weekly collaborative planning sessions focused on lesson quality, question stems, and text complexity.

Strategy's Expected Result/Impact: Students in both 5th and 6th grades will increase reading performance by 3% by the end of the school year measured by district benchmarks, STAAR simulation and Reading STAAR assessment.
Teachers and administration will be monitoring student progress and evaluating the impact of these strategies through data analysis, reviewing lesson plans, conducting classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal
Instructional Coaches
Dual Language Instructional Coach
GT Specialist
Teachers

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

Strategy 2 Details

Strategy 2: Dyslexia Pull-Out to support goals of identified dyslexic students using programs such as Reading by Design.

Strategy's Expected Result/Impact: As a result of this targeted instruction, students develop foundational skills in phonemic awareness, decoding, fluency, and comprehension at a pace tailored to their learning needs. Increase students' reading abilities and demonstrate measurable growth in reading proficiency and reading level.

Staff Responsible for Monitoring: Dyslexia Teacher
District 504/Dyslexia Specialist
Case Managers

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

Strategy 3 Details

Strategy 3: Teachers will use an effective process for analyzing students' reading scores to drive targeted instruction, close achievement gaps, and increase reading proficiency for all learners. (Economically disadvantage, African American, Hispanic, Emergent Bilinguals, and Special Education)

Strategy's Expected Result/Impact: Teachers will use benchmark, common assessments, interim assessment and STAAR release data to examine trends in student performance by grade level, demographic group, and instructional tier to identify gaps in achievement, allocate resources strategically and implement targeted interventions aligned to students' needs.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

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

Strategy 4 Details

Strategy 4: Teachers will continue to incorporate language demands into their weekly lesson plans to support language acquisition and development including the use of anchor charts, word walls, and sentence stems.

Strategy's Expected Result/Impact: This will help students succeed in knowing what they will learn and how to demonstrate mastery in the learning process. Language objectives including language demands promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress towards or have met each objective.

Facilitate the use of both receptive (listening and reading) and or productive languages skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

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

Strategy 5 Details

Strategy 5: Utilizing morning tutorials, small group intervention, Title I and Tier 3 supports and teachers with TIA designation to support students with achievement gaps in reading -HB1416.

Strategy's Expected Result/Impact: Students will increase their reading scores in all reporting categories for Reading STAAR assessment.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

Strategy 6 Details

Strategy 6: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 2: Mathematics: Campus will achieve a 3% increase on the required passing standard of approaches, meets and masters by grade level for all student groups. Students will achieve performance goal on the Mathematics STAAR assessment. (African American, Hispanic, White, Asian, Two or More Races, Special Ed, Eco Disadvantage, and Emergent Bilinguals)

Evaluation Data Sources: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments

Strategy 1 Details

Strategy 1: Implement structured daily intervention using small-group instruction for all students.

Weekly collaborative planning sessions focused on lesson quality, question stems, and problem-solving strategies.

Strategy's Expected Result/Impact: Students in both 5th and 6th grades will increase math performance by 3% by the end of the school year measured by district benchmarks, STAAR simulation and Mathematics STAAR assessment.

Teachers and administration will be monitoring student progress and evaluating the impact of these strategies through data analysis, reviewing lesson plans, conducting classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal

Instructional Coaches

Dual Language Instructional Coach

GT Specialist

Teachers

TEA Priorities:

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

Strategy 2 Details

Strategy 2: Teachers will use an effective process for analyzing students' math scores to drive targeted instruction, close achievement gaps, and increase math proficiency for all learners. (Economically disadvantage, African American, Hispanic, Emergent Bilinguals, and Special Education)

Strategy's Expected Result/Impact: Teachers will use benchmark, common assessments, interim assessment and STAAR release data to examine trends in student performance by grade level, demographic group, and instructional tier to identify gaps in achievement, allocate resources strategically and implement targeted interventions aligned to students' needs.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

TEA Priorities:

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

Strategy 3 Details

Strategy 3: Continue campus use of supplemental online math programs to support individual student needs and TEKS objectives. (examples include but are not limited to: Math applications, ALEKS, and etc.)

Strategy's Expected Result/Impact: The strategic use of online math tools will support differentiated instruction, bridging achievement gaps and promoting consistent student growth.

Staff Responsible for Monitoring: Principal
Teachers

TEA Priorities:

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

Strategy 4 Details

Strategy 4: Teachers will continue to incorporate language demands into their weekly lesson plans to support language acquisition and development including the use of anchor charts, word walls, Building Thinking Classrooms and sentence stems.

Strategy's Expected Result/Impact: This will help students succeed in knowing what they will learn and how to demonstrate mastery in the learning process. Language objectives including language demands promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress towards or have met each objective.

Facilitate the use of both receptive (listening and reading) and or productive languages skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal
Teachers

Instructional Coaches
Dual Language Coach
GT Specialist

TEA Priorities:

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

Strategy 5 Details

Strategy 5: Utilizing morning tutorials, small group intervention, Title I and Tier 3 supports and teachers with TIA designation to support students with achievement gaps in math-HB1416.

Strategy's Expected Result/Impact: Students will increase their math scores in all reporting categories for Mathematics STAAR assessment.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Strategy 6 Details

Strategy 6: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 3: Writing: Campus will continue to focus on the Writer's Workshop Components to build a foundation to grow students' writing proficiency and increase overall writing score on the constructed responses of the ELAR STAAR exam and for TELPAS writing. Decrease overall percentage of "0" rating writing scores.

Evaluation Data Sources: STAAR reports, Accountability Reports, Model Writing, Shared Writing, Guided Writing and Independent Writing.

Strategy 1 Details

Strategy 1: Continue to follow the Language Arts Scope and Sequence (Read, Study, Respond, and Create components) that incorporates Writer's Workshop in daily lessons. Incorporating writing programs such as Writable and Class Companion and utilizing district model QA1-5.

Strategy's Expected Result/Impact: Improve writing skills by following the Read, Study, Respond and Create components of the ELAR framework.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

TEA Priorities:

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

Strategy 2 Details

Strategy 2: Provide additional writing resources such as sentence stems and graphic organizers for Emergent Bilingual learners and denials.

Strategy's Expected Result/Impact: The focus will be on our Emergent Bilingual students to score Advanced High in TELPAS writing using TELPAS Boost interventions.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

ESL Teacher

TEA Priorities:

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

Strategy 3 Details

Strategy 3: Provide consistent opportunities for cross-curriculum writing activities in all subjects for all genres.

Strategy's Expected Result/Impact: Students will be expected to write several different types of compositions, short and extended responses across all content areas to increase writing skills for STAAR and TELPAS . All content areas will provide sentence stem responses and opportunities for writing.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

Strategy 4 Details

Strategy 4: Promote and teach cursive handwriting for students through practice activities in Language Arts with the Writer's workshop components.

Strategy's Expected Result/Impact: Students will be able to read and write legibly in cursive on handwritten assignments.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

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

Strategy 5 Details

Strategy 5: Continue to promote computer and keyboard fluency.

Strategy's Expected Result/Impact: To help students become more efficient using the computer to gather information, solve problems, and communicate their knowledge.

Staff Responsible for Monitoring: Teachers
Educational Technology Specialist
Librarian

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

Strategy 6 Details

Strategy 6: Teachers will continue to incorporate language demands into their weekly lesson plans to support language acquisition and development including the use of anchor charts, word walls, and sentence stems.

Strategy's Expected Result/Impact: This will help students succeed in knowing what they will learn and how to demonstrate mastery in the learning process. Language objectives including language demands promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress towards or have met each objective.

Facilitate the use of both receptive (listening and reading) and or productive languages skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

TEA Priorities:

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

Strategy 7 Details

Strategy 7: Model strategies for developing ideas and details to students' writing, expectation of including text evidence from text selection to support controlling idea, and effectively revise and edit writing to enhance overall effect.

Strategy's Expected Result/Impact: Improvement of all students' writing skills and responses to texts.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Strategy 8 Details

Strategy 8: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

Strategy 9 Details

Strategy 9: Utilizing morning tutorials, small group intervention, Title I and Tier 3 supports and teachers with TIA designation to support students with achievement gaps in math-HB1416.

Strategy's Expected Result/Impact: Students will increase their math scores in all reporting categories for Mathematics STAAR assessment.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 4: Science: Campus will achieve a 3% increase on the required passing standard of approaches, meets and masters by grade level for all student groups. Students will achieve performance goal on the Science STAAR assessment. (African American, Hispanic, White, Asian, Two or More Races, Special Ed, Eco Disadvantage, and Emergent Bilinguals)

Evaluation Data Sources: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments

Strategy 1 Details

Strategy 1: Teachers will use an effective process for analyzing students' science scores to drive targeted instruction, close achievement gaps, and increase science proficiency for all learners. (Economically disadvantage, African American, Hispanic, Emergent Bilinguals, and Special Education)

Strategy's Expected Result/Impact: Teachers will use benchmark, common assessments, interim assessment and STAAR release data to examine trends in student performance by grade level, demographic group, and instructional tier to identify gaps in achievement, allocate resources strategically and implement targeted interventions aligned to students' needs.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Implement at least one Science Lab and/or hands-on activity per week to focus on TEKS objectives, the scientific process, lab procedures and expectations.

Strategy's Expected Result/Impact: Students will have a deeper connection and understanding of the science content and apply learning through practical experience and collaboration.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 3 Details

Strategy 3: Build and integrate Science vocabulary (Catnip) in the Science and Language Arts classrooms.

Strategy's Expected Result/Impact: Students will integrate science vocabulary into their working knowledge and apply it to all content areas through speaking, reading and writing.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Utilizing morning tutorials, small group intervention and Tier 3 interventions to support students with achievement gaps in science -HB1416.

Strategy's Expected Result/Impact: Students will increase their science scores in all reporting categories for Science STAAR assessment and district benchmarks.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Implement structured daily intervention using small-group instruction for all students and incorporate school-wide science STAAR Review - Science Boot Camp. Weekly collaborative planning sessions focused on lesson quality, question stems, and text complexity.

Strategy's Expected Result/Impact: Students in both 5th and 6th grades will increase reading performance by 3% by the end of the school year measured by district benchmarks, STAAR simulation and Science STAAR assessment. Teachers and administration will be monitoring student progress and evaluating the impact of these strategies through data analysis, reviewing lesson plans, conducting classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

Strategy 6 Details

Strategy 6: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

TEA Priorities:

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

Strategy 7 Details

Strategy 7: Teachers will continue to incorporate language demands into their weekly lesson plans to support language acquisition and development including the use of anchor charts, word walls, and sentence stems.

Strategy's Expected Result/Impact: This will help students succeed in knowing what they will learn and how to demonstrate mastery in the learning process. Language objectives including language demands promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress towards or have met each objective.

Facilitate the use of both receptive (listening and reading) and or productive languages skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

TEA Priorities:

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

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 5: Emergent Bilinguals : Campus will meet the required passing standard of approaches or better for the Emergent Bilingual student group. Emergent Bilinguals will achieve a 5% increase from limited progress to expected progress on the Math STAAR, Reading STAAR, and Science STAAR .

Evaluation Data Sources: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments, TELPAS data

Strategy 1 Details

Strategy 1: Provide opportunity for teachers and administrators to receive IDEA, IPT, LPAC, TELPAS, Project ELL, Content Based Language Instruction (CBLI) and LAS Links training.

Strategy's Expected Result/Impact: Result in students being tested in a timely manner for appropriate placement and needs assessment.

Staff Responsible for Monitoring: Principal

Assistant Principals

Director of Bilingual Education

Dual Language Instructional Coach

ESL Teacher

LPAC Facilitator

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Utilizing morning tutorials, small group intervention, Title I and Tier 3 supports and teachers with TIA designation to support students with achievement gaps in reading -HB1416.

Strategy's Expected Result/Impact: Emergent bilingual students will increase their scores in all reporting categories for Reading STAAR, Mathematics STAAR, and 5th grade Science STAAR assessments.

Staff Responsible for Monitoring: Principal

Teachers

ESL Teacher

Dual Language Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3 Details

Strategy 3: Mainstream all Emergent Bilingual students into the least restrictive environment. Students will participate in Dual Language program and/or ESL program.

Strategy's Expected Result/Impact: Ensure students' language support needs are being met in order to thrive in the mainstream setting.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

ESL Teacher

Dual Language Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Implement structured daily intervention using small-group instruction for all students.

Weekly collaborative planning sessions focused on lesson quality, question stems, and text complexity.

Strategy's Expected Result/Impact: Students in both 5th and 6th grades will increase reading performance by 3% by the end of the school year measured by district benchmarks, STAAR simulation and Reading STAAR assessment.

Teachers and administration will be monitoring student progress and evaluating the impact of these strategies through data analysis, reviewing lesson plans, conducting classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal

Assistant Principals

Dual Language Instructional Coach

ESL Teacher

Teachers

Strategy 5 Details

Strategy 5: Provide additional writing resources such as sentence stems and graphic organizers for Emergent Bilingual learners and denials. Provide consistent opportunities for cross-curriculum writing activities in all subjects for all genres.

Strategy's Expected Result/Impact: The focus will be on our Emergent Bilingual students to score Advanced High in TELPAS writing using TELPAS Boost interventions. Students will be expected to write several different types of compositions, short and extended responses across all content areas to increase writing skills for STAAR and TELPAS. All content areas will provide sentence stem responses and opportunities for writing.

Staff Responsible for Monitoring: Principal

Dual Language Instructional Coach

ESL Teacher

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 6 Details

Strategy 6: Continue to provide resources such as prep classes for ESL certification test for all teachers in core subject areas.

Strategy's Expected Result/Impact: Ensure strategies and techniques are being used in all classes to meet individual student needs and ensure their progress.

Staff Responsible for Monitoring: Principal
Director of Bilingual Education
Dual/ Bilingual Specialist

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 7 Details

Strategy 7: Teachers will continue to incorporate language demands into their weekly lesson plans to support language acquisition and development including the use of anchor charts, word walls, and sentence stems.

Strategy's Expected Result/Impact: This will help students succeed in knowing what they will learn and how to demonstrate mastery in the learning process. Language objectives including language demands promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress towards or have met each objective.

Facilitate the use of both receptive (listening and reading) and or productive languages skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal
Teachers
ESL Teacher
Dual Language Instructional Coach

Strategy 8 Details

Strategy 8: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal
Teachers
Dual Language Coach

TEA Priorities:

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

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 6: SPED: Campus will meet the passing standard of meets or better for the SPED student group. SPED will achieve performance goal on the Math STAAR, Reading STAAR, Science STAAR. (African American, Hispanic, White, Asian, Two or More Races, Special Ed, Eco Disadvantage, and Emergent Bilinguals)

Evaluation Data Sources: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments and STAAR Alternate.

Strategy 1 Details

Strategy 1: Non-violent crisis intervention training for identified staff members (TBSI)/(CPI)

Strategy's Expected Result/Impact: This strategy equips staff with an effective framework to safely manage and prevent difficult behavior.

Staff Responsible for Monitoring: Principal

Assistant Principals

Director of Special Programs

Special Ed Specialist

P.E.A.R.S Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Continue to provide assistive technology and devices, instructional resources and supplies.

Strategy's Expected Result/Impact: To accommodate student needs and assist to access the curriculum.

Staff Responsible for Monitoring: Principal

Director of Special Programs

Special Ed Specialist

Case Managers

Teachers

TEA Priorities:

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

Strategy 3 Details

Strategy 3: Continue to use the RTI process to address student needs.

Strategy's Expected Result/Impact: Teachers will use this process to assist and identify struggling/at-risk learners.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Counselors

TEA Priorities:

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

Strategy 4 Details

Strategy 4: Continue to provide inclusion support in areas of Reading, Language Arts, Math, Science, and Social Studies

Strategy's Expected Result/Impact: This is to ensure all SPED students are successful in accessing the curriculum with support.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Special Education Teachers

Case Managers

TEA Priorities:

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

Strategy 5 Details

Strategy 5: Provide professional development training in the areas of strategies and techniques for special and general education teachers who work with students with behavioral concerns and/or students with autism.

Strategy's Expected Result/Impact: For all staff to be able to support student's behavioral needs for social, emotional, and academic success in all school settings.

Staff Responsible for Monitoring: Principal

Assistant Principals

Special Ed Specialist

Teachers

Special Education Teachers

Case Managers

Counselors

TEA Priorities:

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

Strategy 6 Details

Strategy 6: Utilizing morning tutorials, small group intervention, Title I and Tier 3 supports and teachers with TIA designation to support students with achievement gaps in reading and math-HB1416.

Strategy's Expected Result/Impact: Students will increase their scores in all reporting categories for Reading and Mathematics STAAR assessments.

Staff Responsible for Monitoring: Principal

Teachers

Special Education Teachers

Instructional Coaches

Dual Language Coach

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Strategy 7 Details

Strategy 7: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal

Teachers

Special Education Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

Strategy 8 Details

Strategy 8: Implement structured daily intervention using small-group instruction for all students.

Weekly collaborative planning sessions focused on lesson quality, question stems, and problem-solving strategies.

Strategy's Expected Result/Impact: Students in the special education program will increase performance to meets or better on measured district benchmarks, STAAR simulation and Reading and Mathematics STAAR assessments.

Teachers and administration will be monitoring student progress and evaluating the impact of these strategies through data analysis, reviewing lesson plans, conducting classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal

Instructional Coaches

Dual Language Instructional Coach

GT Specialist

Teachers

Special Education Teachers

TEA Priorities:

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

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 7: Gifted and Talented: Campus will meet the required passing standard of 100% meets and 95% Masters on STAAR; Math, Reading, and Science.

Evaluation Data Sources: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments.

Strategy 1 Details

Strategy 1: Train teachers of GT students to differentiate the curriculum and promote higher level thinking in order to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: To ensure high level thinking and process to provide depth and complexity with the curriculum strands.

Staff Responsible for Monitoring: Principal

Director of Advanced Academics

GT Specialist

C&I Specialist

TEA Priorities:

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

Strategy 2 Details

Strategy 2: Disseminate GT information and referral process to students' parents, and community

Strategy's Expected Result/Impact: To ensure equitable identification for all students to access the advanced curriculum.

Staff Responsible for Monitoring: Principal

Director of Advanced Academics

GT Specialist

Counselors

Teachers

TEA Priorities:

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

Strategy 3 Details

Strategy 3: Require 30 hours of GT training for all teachers; 6-hour yearly update after initial 30-hour training

Strategy's Expected Result/Impact: To ensure all teachers are able to provide depth and complexity in the delivery of instruction to advanced learners.

Staff Responsible for Monitoring: Principal
Director of Advanced Academics
GT Specialist

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

Strategy 4 Details

Strategy 4: Students will participate in academic competitions such as Future Problem Solvers, Spelling Bee, Quiz Bowl, Math Club, Robotics and Destination Imagination.

Strategy's Expected Result/Impact: To provide extra-curricula activities for advanced learners that allow depth and complexity in learning experiences and opportunities.

Staff Responsible for Monitoring: Principal
Advanced Academics Specialist
GT Specialist
Teachers

Strategy 5 Details

Strategy 5: Continue supplemental GT math programs to support GTA higher level math skills

Strategy's Expected Result/Impact: To provide an extension in the math curricula for advanced learners that allow depth and complexity in learning experiences and opportunities.

Staff Responsible for Monitoring: Principal
Advanced Academics Specialist
GT Specialist
Teachers

TEA Priorities:
Build a foundation of reading and math

Strategy 6 Details

Strategy 6: GT Academy - Continue interdisciplinary units of instruction with Mini Courses.

Strategy's Expected Result/Impact: To provide an extension within interdisciplinary units for advanced learners that allow depth and complexity in learning experiences and opportunities.

Staff Responsible for Monitoring: Principal
Advanced Academics Specialist
GT Specialist
Teachers

Strategy 7 Details

Strategy 7: Texas Performance Standards Project & Independent Investigation Method.

Strategy's Expected Result/Impact: TPSP provides students with opportunities for cross-curricular inquiry with a focus on research, product development and presentation.

Staff Responsible for Monitoring: Principal
Advanced Academics Specialist
GT Specialist
Teachers

Strategy 8 Details

Strategy 8: The GT Program is evaluated annually

Strategy's Expected Result/Impact: This strategy will ensure continuous program improvement through feedback from parents and students.

Staff Responsible for Monitoring: Principal
Director of Advanced Academics
GT Specialist

Strategy 9 Details

Strategy 9: Teachers will continue to incorporate language demands into their weekly lesson plans to support language acquisition and development including the use of anchor charts, word walls, and sentence stems.

Strategy's Expected Result/Impact: This will help students succeed in knowing what they will learn and how to demonstrate mastery in the learning process. Language objectives including language demands promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress towards or have met each objective.

Facilitate the use of both receptive (listening and reading) and or productive languages skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

TEA Priorities:

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

Strategy 10 Details

Strategy 10: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 8: Technology: All students will use technology effectively and routinely. Increase the utilization of technology to improve quality of instruction and student engagement.

Evaluation Data Sources: Project based learning activities, Reports from software such as IXL, Imagine Math, Writable, Read 180, Canvas, TEAMS, etc. Lesson Plans, T-Tess Walk through, T-Tess Observations, and Technology Needs Assessment Survey.

Strategy 1 Details

Strategy 1: Students will effectively and appropriately use a variety of school technologies including, but not limited to; word processors, multimedia software, spreadsheets, databases, content related software, apps, learning management systems and the Internet to improve technology literacy.

Provide 21st Century Global Citizens and Internet Safety Lessons

Lessons/ 1:1 Device Initiative

Technology Training

Strategy's Expected Result/Impact: All students and instructional staff will use school technology effectively and routinely to enhance academic experience.

Staff Responsible for Monitoring: Principal

Assistant Principals

Educational Technology Specialist

District Technology Support

Staff

Teachers

Strategy 2 Details

Strategy 2: Ensure that teachers have adequate and current technology training provided by the district and campus.

Strategy's Expected Result/Impact: Provide instruction on proper use and functionality of classroom technology, including desktop computers, teacher tablets, document cameras and interactive short-throw projectors.

Provide instruction on the district provided software, including Microsoft 365 and its various applications, Adobe Reader, and additional subject-matter specific software.

Staff Responsible for Monitoring: Principal

Assistant Principals

Educational Technology Specialist

District Technology Support

Staff

Teachers

TEA Priorities:

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

Strategy 3 Details

Strategy 3: Provide clear and consistent communication to parents via the campus/teacher websites, skyward, and social media outlets.

Strategy's Expected Result/Impact: Bridge communication and collaboration between school and home.

Staff Responsible for Monitoring: Principal

Assistant Principals

Educational Technology Specialist

Teachers

TEA Priorities:

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

Strategy 4 Details

Strategy 4: Increase access to technology for all students including wireless access and 1:1 Device Initiative

Strategy's Expected Result/Impact: Make available age appropriate school issued iPads or laptops to all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Educational Technology Aide

Teachers

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 9: Social Studies: To improve social studies through implementation of instructional strategies in Social Studies.

Evaluation Data Sources: Classroom Assessments, Common Assessments, and Teacher Observations

Strategy 1 Details

Strategy 1: Integrate and build social studies vocabulary in Language Arts and Social Studies classes through use of relevant text.

Strategy's Expected Result/Impact: Improve Social Studies skills through processes necessary for critical thinking on the Social Studies STAAR test in 8th grade.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Plan and host annual International Festival and Literacy Night

Strategy's Expected Result/Impact: To educate, expose, and inform students and community about diverse culture within our campus and our community.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

Librarian

Teachers

Strategy 3 Details

Strategy 3: Utilize textbooks and supplemental resources to incorporate techniques to ensure student centered activities.

Strategy's Expected Result/Impact: Improve student centered activities that increase knowledge of diversity and history of all cultures. Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Strategy 4 Details

Strategy 4: Develop geographical and spatial thinking skills in Social Studies.

Strategy's Expected Result/Impact: Improve students' knowledge of mapping skills through processes necessary for application of skills and support critical thinking on the Social Studies STAAR assessment in 8th grade.

Staff Responsible for Monitoring: Principal
Assistant Principals
Teachers

Strategy 5 Details

Strategy 5: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

Strategy 6 Details

Strategy 6: Teachers will continue to incorporate language demands into their weekly lesson plans to support language acquisition and development including the use of anchor charts, word walls, and sentence stems.

Strategy's Expected Result/Impact: This will help students succeed in knowing what they will learn and how to demonstrate mastery in the learning process. Language objectives including language demands promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress towards or have met each objective.

Facilitate the use of both receptive (listening and reading) and or productive languages skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal
Teachers
Instructional Coaches
Dual Language Coach
GT Specialist

TEA Priorities:

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

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 10: Attendance: The campus will obtain 97.44% or above attendance rating for all student groups.

Evaluation Data Sources: PEIMS Attendance Report, Nine Week Attendance Reports and STAAR/TELPAS Data Sources

Strategy 1 Details

Strategy 1: Written notification of 5 or more absences/tardies to parents within each nine week grading period to maintain effective communication and encourage high attendance rates.

Strategy's Expected Result/Impact: To support and recognized good attendance for all student groups.

Staff Responsible for Monitoring: Principal

Assistant Principals

Attendance Clerk

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Campus nurse will promote healthy habits for students, faculty and staff.

Strategy's Expected Result/Impact: To encourage better attendance for all students through promoting good health practices and techniques.

Encourage students and families to do self-screening.

Staff Responsible for Monitoring: Principal

Nurse

District Lead Nurse

TEA Priorities:

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

Strategy 3 Details

Strategy 3: Actively work to contact parents of students with serious attendance problems

Strategy's Expected Result/Impact: To encourage better attendance for all students.

Staff Responsible for Monitoring: Assistant Principals

Attendance Clerk

Student Outreach

Counselors

TEA Priorities:

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

Strategy 4 Details

Strategy 4: Incorporate strategies and information from Outreach Program to students and families to address dropout prevention.

Strategy's Expected Result/Impact: Decrease dropout rate and increase graduation/promotion.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

Attendance Clerk

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 11: Fine Arts: Fine Arts will incorporate unique experiences to empower our students to explore realities, relationships and ideas through the study of visual arts and music.

Evaluation Data Sources: Fine Arts class exhibits, concerts, and competitions

Strategy 1 Details
<p>Strategy 1: Participation in local and community exhibits, concerts, and competitions.</p> <p>Strategy's Expected Result/Impact: Students develop cultural awareness through creative exploration.</p> <p>Staff Responsible for Monitoring: Fine Art Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Provide opportunities for student work to be displayed for school community through Youth Art Month, Rodeo Art, Junior Vase, big art day, and concerts.</p> <p>Strategy's Expected Result/Impact: Students develop cultural awareness through creative exploration.</p> <p>Staff Responsible for Monitoring: Administration Fine Art Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>
Strategy 3 Details
<p>Strategy 3: Give students the opportunity to foster quality relationships and social skills with their band/choir peers through music and non-music related activities.</p> <p>Strategy's Expected Result/Impact: Students develop cultural awareness through creative exploration.</p> <p>Staff Responsible for Monitoring: Administration Fine Art Teachers</p>

Strategy 4 Details

Strategy 4: Teachers will continue to incorporate language demands into their weekly lesson plans to support language acquisition and development including the use of anchor charts, word walls, and sentence stems. Teach content-specific vocabulary with accompanying visuals.

Strategy's Expected Result/Impact: This will help students succeed in knowing what they will learn and how to demonstrate mastery in the learning process. Language objectives including language demands promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress towards or have met each objective.

Facilitate the use of both receptive (listening and reading) and or productive languages skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

TEA Priorities:

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

Strategy 5 Details

Strategy 5: Incorporate professional development strategies in the classroom to encourage student engagement and promote learning independence, as well as, ensuring differentiated curriculum to promote higher level thinking to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: Students will be active participants in their learning and make deeper connections to the content to achieve academic success.

Staff Responsible for Monitoring: Principal

Teachers

Instructional Coaches

Dual Language Coach

GT Specialist

Goal 2: Sablatura Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 12: Teacher/Staff Qualifications: The campus will recruit and retain Highly Qualified Teachers and Paraprofessionals

Evaluation Data Sources: Staff Roster, Staff PEIMS Report, Professional Development Records and Professional Credentials

Strategy 1 Details

Strategy 1: Instruction will be provided by "Highly Qualified" teachers. The campus will recruit and retain Highly Qualified Teachers and Paraprofessionals

Strategy's Expected Result/Impact: Students will show academic progress and growth in all learning areas with the expertise of highly qualified faculty and staff.

Staff Responsible for Monitoring: Principal
Human Resources

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Retain Highly Qualified Teachers by providing high-quality professional development opportunities, mentoring programs, leadership opportunities, and creating a positive and supportive campus environment.

Strategy's Expected Result/Impact: Teachers will participate in ongoing high quality professional development, coaching opportunities, leadership development that will positively impact student learning and campus accountability.

Staff Responsible for Monitoring: Principal
Human Resources
Instructional Coaches
Field Supervisors

TEA Priorities:
Recruit, support, retain teachers and principals

Goal 3: Sablatura Middle School will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1: Student Welfare, Wellness and Health Services: Provide an environment that fosters safe, enjoyable and developmentally appropriate fitness activities for all students' welfare, wellness, and health services.

Evaluation Data Sources: Fitness Gram, Lesson Plans, and Counselor referral data.

Strategy 1 Details

Strategy 1: Moderate or vigorous physical activity for 6th grade at least 225 minutes during each 2 week period and 5th grade 135 minutes per week.

Strategy's Expected Result/Impact: Promote physical education, sound nutrition and student health to reduce childhood obesity.

Staff Responsible for Monitoring: PE Teachers

Counselors

Administration

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Promotion of Physical Fitness outside the school day such as Running Club, We Run Houston, Family Run Nights, Family Fun Nights, Dodgeball, Volleyball, Flag football etc.

Strategy's Expected Result/Impact: Promote physical education, sound nutrition and student health to reduce childhood obesity.

Staff Responsible for Monitoring: PE Teachers

Counselors

Administration

Communities In School

TEA Priorities:

Recruit, support, retain teachers and principals

Goal 3: Sablatura Middle School will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 2: School Climate: Continue to establish a positive school climate that will provide a safe learning environment and help to instill a positive attitude in all students for academic success.

Evaluation Data Sources: Discipline referrals, PEIMS data from Discipline, STAAR Data, TELPAS Data, Teachers, student and parent feedback. Parent Survey, Student Survey, Staff Survey and End-of-Year Parent Needs Assessment

Strategy 1 Details

Strategy 1: Establish and maintain PBIS and Restorative Practices with common expectations posted (Campus Commitment) in the classroom and other common areas.

Strategy's Expected Result/Impact: This will ensure positive campus climate for all stakeholders and assist in building relationships.

Staff Responsible for Monitoring: All Faculty and Staff

District Leadership Committee

Counselors

CIS

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Utilize safety screening technology and other safety procedures and expectations for visitors entering Sablatura.

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

Staff Responsible for Monitoring: Administration

All Faculty and Staff

SROs

Students

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3 Details

Strategy 3: Work collaboratively with PTA and GTAB to support student-centered environment.

Strategy's Expected Result/Impact: This will encourage activities that support this grades span of students and their social, emotional and academic needs.

Staff Responsible for Monitoring: Administration

PTA and GTAB Executive Board Members

GT Specialist

Strategy 4 Details

Strategy 4: Continue teaching character education through classroom guidance using character-building program.
Continue to promote GRIT characteristics/attributes.

Strategy's Expected Result/Impact: Encouraging and recognizing students who demonstrate Character Strong attributes. (i.e. Gritty Grizzly Award (monthly), Character rewards, etc.)

Staff Responsible for Monitoring: Administration
Counselors
Teachers

Strategy 5 Details

Strategy 5: Introduce students to career options and education preparation needed to reach career goals & research potential careers through College and Career Week activities.

Strategy's Expected Result/Impact: To help student explore and research further career opportunities as it relates to their interest.

Staff Responsible for Monitoring: Administration
Counselors
Teachers
Librarian

Strategy 6 Details

Strategy 6: Plan and host annual International Festival and Literacy Night, STEM Night (Science, Technology, Engineering, Math)

Strategy's Expected Result/Impact: To educate, expose, and inform students and community about diverse culture within our campus and our community.

Staff Responsible for Monitoring: Administration
All Faculty and Staff

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 7 Details

Strategy 7: Students will receive anti-bullying lessons throughout the school year.

Strategy's Expected Result/Impact: Relationships Matter: Students will interact positively with peers and all adults.

Staff Responsible for Monitoring: Counselors

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

Performance Objective 1: Campus communication will keep all stakeholders in the community informed of all campus activities and events thereby building positive and sustainable relationships.

Evaluation Data Sources: Parent/ Student Surveys, Event Sign-in sheets, Data from views on Social Media avenues and Skyward emails

Strategy 1 Details

Strategy 1: Keep the lines of communication open for parents/guardians via phone calls, conferences, and electronic communication.

Strategy's Expected Result/Impact: This will ensure parents see graded assignments, weekly conduct, and any communications (flyers, advertisements and etc) that need to keep parents in the loop about upcoming events and opportunities at the campus, district and in the community.

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Manage many avenues of communication with parents/guardians including social media outlets and monthly newsletter.

Strategy's Expected Result/Impact: This allows additional avenues and open lines of communication with parents, families and the community.

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 3 Details

Strategy 3: Teacher Canvas pages will be consistently updated weekly to communicate classroom instruction, activities, and expectations.

Strategy's Expected Result/Impact: Teachers will update their teacher canvas page to ensure parents are aware of assignments, homework, meeting schedules and any other information needed to support the child's continued progress and success.

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Student Management System parent communications utilized by teachers and campus monthly.

Strategy's Expected Result/Impact: Parents will receive communications about grades in classes, events, and etc.

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Written and verbal communication to parents about attendance concerns (including tardies)

Strategy's Expected Result/Impact: This will allow our attendance rate for the year to stay at or above 95% for the campus.

Staff Responsible for Monitoring: Teachers
Campus Attendance Clerk Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 6 Details

Strategy 6: Partnership with our campus PTA and GTAB to bring programs and events to the campus

Strategy's Expected Result/Impact: This will allow parents and the community to be informed of topics and to collaborate with the campus to support their child's continued success and progress.

Staff Responsible for Monitoring: Principal
Asst. Principal
PTA Executive Board
GTAB Executive Board

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

Performance Objective 2: Family Involvement: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Evaluation Data Sources: Family survey, End-of-Year Parent Needs Assessment, Sign In Sheets at events and observations.

Strategy 1 Details

Strategy 1: Provide introduction to campus before school starts with 5th grade Parent Night, Meet Your Teacher Night, 5th grade student orientations and Incoming GT Parent Nights.

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

GT Specialist

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Provide ways parents can help their child with homework and other academic support.

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

GT Specialist

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3 Details

Strategy 3: Provide a friendly atmosphere on campus, and an Open Door policy for communication with parents and staff through different modes of communication.

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Provide opportunities for parents to volunteer at the school

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs-including remote learners, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Principal
Human Resource Staff
Campus Secretary

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Provide Family nights to bring students, parents, and staff together and build parent capacity with events such as Title I parent meeting, Literacy Night, 5th & 6th Grade Parent Meetings (Curriculum & Assessment) at a variety of days and times International Festival & STEM Night.

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
GT Specialist

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

Strategy 6 Details

Strategy 6: Offer campus-based support and resources to students and families in need

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

Communities In Schools

Strategy 7 Details

Strategy 7: Offer opportunities for parents to provide input and participate in the development of the campus' Title I, Part A program, the parental involvement policy, and the school-parent compact

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 8 Details

Strategy 8: Offer opportunities for parents to provide guidance and input on how the campus can more effectively work with parents to improve student achievement and parent involvement

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

TEA Priorities:

Recruit, support, retain teachers and principals