Pearland Independent School District

Glenda Dawson High School

2025-2026 Performance Objectives

Board Approval Date:
October 14, 2025

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Table of Contents

Goal 1 : Dawson High School will provide a safe and orderly environment by enforcing sa... 3

Goal 2 : Dawson High School will continue to make quality instruction and academic perf... 4

Goal 3 : Dawson High School will provide for the physical and mental wellbeing of all stu... 7

Goal 4 : Dawson High School will deliver a transparent communication system that foster... 9

Goal 5 : Dawson High School will strategically maximize financial assets to provide resou... 10

Goal 1

Dawson High 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 ☑ High Priority

Consistent training, monitoring and review of safety systems will create an invested and proactive mindset resulting in 100% success compliance on the random state safety audit.

Evaluation Data Source: Daily safety logs uploaded into Sentinel Monitoring/Tracking Software
Drill Schedules and Completion Reports
Planning and Reflection Meetings with SRO's and Security Monitors
District Safety Audits
Maintenance Reports

Performance Objective 2 ☑ High Priority

Staff Awareness, student knowledge of resources and strategies, clear response protocols, teacher DBI strategies and timely intervention expectations will work together to reduce overall referrals by 10% and violent behaviors on campus by 20%.

Evaluation Data Source: Student Orientations PowerPoint
Training Agendas
Skyward Discipline Data Year-over-year Reports
Student Survey Data (Student Ambassadors & Principal's Forum)

Goal 2 Dawson High School will continue to make quality instruction and academic performance a top priority.

Performance Objective 1 ☑ High Priority

Increase the number of students that meet the CCMR from a projected success rate of 97% to 98% to easily meet the district goal of 95% and another "A" rating.

Evaluation Data Source: SAT, ACT, TSI scores, AP scores, Texas College Bridge, Dual Credit Enrollment, Math and ELA College Prep Enrollment, ODS CCMR data, TEA Report

Performance Objective 2 ☑ High Priority

Increase overall attendance from 96.1% to 96.6%.

Evaluation Data Source: Six-weeks and year end attendance reports

Performance Objective 3

Reduce the ratio of Economically Disadvantaged students to All Students from 2.24 to under 2.0 (Roughly by 11%).

Evaluation Data Source: RDA ODS Discipline Reports by Ethnicity.

Performance Objective 4

Decrease the gap between Economically Disadvantaged and Non-economically disadvantaged students to less than 22% at both the Meets and Masters Level "All Subjects" standard. The current gaps are 30% for Meets and 29% for Masters Level success.

Evaluation Data Source: TAPR Report
STAAR Performance All Subjects Data

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Economically disadvantaged students are performing significantly lower (-13%, -30%, -29%) than non-economically disadvantaged students in the 2024 STAAR Performance - All Subjects standard at all three levels. ED: Approaches 83%, Meets 58%, Masters 21%. Non-ED: Approaches 96%, Meets 88%, Masters 50%.	
2	DHS did not earn the Comparative Closing the Gap Distinction in 2022-2023. (Had earned it in 2019 the last official report.)	

Performance Objective 5

Dawson High School will rank in the top 5 of the TEA 40 Comparative Campus Group for STAAR Mastery Level Performance in all 5 EOC tested areas. (Current rankings: Alg 6th, Bio 1st, E1 1st, E2 1st, US Hist 13th)

Evaluation Data Source: STAAR 40 Campus Reports

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Economically disadvantaged students are performing significantly lower (-13%, -30%, -29%) than non-economically disadvantaged students in the 2024 STAAR Performance - All Subjects standard at all three levels. ED: Approaches 83%, Meets 58%, Masters 21%. Non-ED: Approaches 96%, Meets 88%, Masters 50%.	
2	DHS did not earn the Comparative Closing the Gap Distinction in 2022-2023. (Had earned it in 2019 the last official report.)	

Performance Objective 6

Increase the Domain I score by increasing the % Approaches to 93% (92%), % meets to 68% (65%), % Masters to 37% (34%) for Algebra I.

Evaluation Data Source: 2026 STAAR Scores

Performance Objective 7

Reduce the percentage of students scoring a "0" on the writing component of STAAR by 3% in both ELA 1 and ELA 2. (2025 ELA 1 - 13%, and ELA 2 - 19% of students scored a "0")

Evaluation Data Source: 2026 STAAR Writing Scores Breakdown Reports

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Economically disadvantaged students are performing significantly lower (-13%, -30%, -29%) than non-economically disadvantaged students in the 2024 STAAR Performance - All Subjects standard at all three levels. ED: Approaches 83%, Meets 58%, Masters 21%. Non-ED: Approaches 96%, Meets 88%, Masters 50%.	
2	DHS did not earn the Comparative Closing the Gap Distinction in 2022-2023. (Had earned it in 2019 the last official report.)	

Goal 3 Dawson High School will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Reduce the number of students disciplined for vapes (72 nicotine and THC combined) by 10%, down to less than 65 total.

Evaluation Data Source: End of year PEIMS reports for offense codes 62 and 63.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The number of students disciplined for being in possession of THC/Nicotine products increased from 31/14 (Combined 45) in 2023-2024 to 41/21 (Combined 62) in 2024-2025, an increase of 38%.	

Performance Objective 2

Increase the presence of the AP Ambassadors Program by assigning mentors to 100% of 9th grade AP students by the end September 30, 2025.

Evaluation Data Source: 9th Grade AP Rosters
Tracking File for AP Ambassadors

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of Students seeking counselor services for Social/Emotional support (47 to 69) and Suicidal Ideation (9 to 16) both increased.	

Performance Objective 3

#Family - Recruit, retain, support, and push the limits of the best of the best staff for our students.

Evaluation Data Source: Teacher Turnover
Exit Surveys
Advancement Interests
Quality of Hiring

Performance Objective 4

DHS will support a variety of programs to promote a safe and orderly school environment.

Evaluation Data Source: Agendas, Crimestopper Data, Attendance, Awareness assemblies and orientations, staff development agendas, campus surveys, Principal's Forum.

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The percentage of Economically Disadvantaged students earning ISS (18.51%) was more than double the percentage for All students (8.27%).	

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The number of students disciplined for being in possession of THC/Nicotine products increased from 31/14 (Combined 45) in 2023-2024 to 41/21 (Combined 62) in 2024-2025, an increase of 38%.	

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of Students seeking counselor services for Social/Emotional support (47 to 69) and Suicidal Ideation (9 to 16) both increased.	

Goal 4

Dawson High School will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

The campus will create and distribute a monthly newsletter to highlight current events, give tips to parents, and build momentum for future events.

Evaluation Data Source: Monthly calendar
End of year review

Performance Objective 2

Dawson High School will communicate effectively with parents and community members and increase interactive events with various stakeholders in the community.

Evaluation Data Source: Summative year end reflection of events.

Goal 5

Dawson High School will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Pearland Independent School District

Pearland High School

2025-2026 Performance Objectives

Board Approval Date:
October 14, 2025

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Table of Contents

Goal 1 : Pearland HS will provide a safe and orderly environment by enforcing safety and... 3

Goal 2 : Pearland HS will continue to make quality instruction and academic performance... 4

Goal 3 : Pearland HS will provide for the physical and mental wellbeing of all students an... 6

Goal 4 : Pearland HS will deliver a transparent communication system that fosters trust a... 7

Goal 5 : Pearland HS will strategically maximize financial assets to provide resources to ... 8

Goal 1

Pearland HS 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

Enhance Emergency Preparedness and Campus Safety Measures: By June 2026, PHS will conduct regular safety drills (fire, lockdown, evacuation) and staff trainings to ensure 100% compliance with safety protocols and improved emergency readiness.

Evaluation Data Source: Certifications, safety drill records, safety audit records

Performance Objective 2

Prevent and Reduce Campus Violence and Discipline Incidents: By 2025-2026, decrease the number of serious disciplinary incidents by at least 10% from the prior year through proactive interventions, and increase referrals of at-risk students to counseling or support services.

Evaluation Data Source: Discipline Data - Track the number of referrals or suspensions for violent behavior, comparing 2025-26 to 2024-25 (target [?]10% reduction).
Referral Logs - Count referrals to counselors or social workers for students flagged as at-risk (expect increase, indicating proactive support). Conduct follow-ups to ensure referred students receive help.

Performance Objective 3

Reduce Vaping and Illicit Substance Use on Campus: By the end of 2025-2026, decrease on-campus vaping or drug-related incidents by 20% compared to 2024-2025, through enhanced monitoring, education, and enforcement.

Evaluation Data Source: Discipline Reports - Track the number of vaping/drug-related offenses each month vs. last year. Vape Detector Logs - Monitor alert frequency trends (aim for steady decline). Confiscation Records - Count of devices confiscated (should decrease over time).

Performance Objective 4

Improve School Safety Climate and Emergency Response Culture: Build a strong safety culture on campus such that 100% of staff and students feel safe at school (as measured by surveys) and emergency response best practices are second-nature.

Evaluation Data Source: Climate/Safety Survey - Compare fall vs spring survey data on perceptions of safety (aim for 90%+ of students and staff feeling safe). Incident Reports - Track number of "near misses" or tips reported (an increase may indicate better vigilance).
Audit Checks - Periodic unannounced checks (e.g. attempt to enter through side door) to see if procedures are followed; document outcomes and improvement over time.
Safety Drill Performance - Compare drill metrics from early year to later year (faster evacuation times, better student/staff execution), demonstrating improvement.

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

Performance Objective 1

Accelerate Student Growth in English I & II: By June 2026, reduce the number of English I and English II students showing no academic growth on STAAR EOC by 50% (from ~491 to ~245 students). Focus on the 253 high-performing students who regressed from Masters to Meets in 2025, ensuring they regain growth.

Evaluation Data Source: PLC Agendas/Minutes - Document weekly data discussions and action plans.
Common Formative Assessment Data - Track mastery of essential standards after each unit; expect improvement in % mastering on second try due to interventions.
Growth Tracking - Use district interim tests or STAAR growth metrics to monitor progress mid-year, identifying if fewer students remain on "no growth" trajectory (adjust strategies if needed).
Benchmark Assessments - Compare beginning, mid, and end-of-year benchmark results in ELA; students meeting their personal targets should increase.
STAAR Growth Outcomes - Ultimately evaluate 2026 STAAR growth data: success if the count of no-growth students drops by ~50% (with virtually all formerly Masters->Meets students returning to Masters or demonstrating progress).

Performance Objective 2

Close Achievement Gaps for Special Populations (SPED, Eco Dis, At-Risk): By May 2026, improve performance outcomes for Special Education, Economically Disadvantaged, and At-Risk students, reducing achievement gaps by 10%. This includes increasing their STAAR Approaches/Mets rates and growth measures such that the gap between these groups and the overall student population narrows significantly.

Evaluation Data Source:
Walkthroughs - Administrators look for effective co-teaching practices (e.g. one teach/one assist, parallel teaching) and differentiation evidence in lessons; use a rubric to measure implementation improvements over time. SPED Student Performance - Track SPED student results on benchmarks and STAAR versus previous year (expect an upward trend in passing rates and growth percentiles). IEP Goal Attainment - Monitor the percentage of IEP academic goals met by end of year (target increase, indicating better support in gen ed classes). Feedback Surveys - Collect input from co-teachers and students on the effectiveness of supports.

Performance Objective 3

Increase Mastery in U.S. History EOC (Focus on Meets-Masters): By spring 2026, increase the percentage of students achieving Masters level on the U.S. History STAAR EOC, with a focus on moving students from Meets to Masters. Targets: at least 90% of AP U.S. History students earn Masters, 87% of Dual Credit U.S. History students earn Masters (matching AP levels), and 50% of on-level U.S. History students earn Masters

Evaluation Data Source: PLC Minutes, STAAR EOC Results, Pre/Post Tests, AP Exam Scores vs STAAR Data

Performance Objective 4

Sustain and Improve College, Career, Military Readiness (CCMR) Rate - By August 2026 (graduation), ensure at least 95% of PHS graduates meet CCMR criteria - maintaining or exceeding the current 95% rate. All students will be tracked through a CCMR pathway (SAT/ACT, College Prep coursework, AP exam,

Dual Credit, CTE certification, military aptitude, etc.), with interventions to assist any off-track student. Aim to slightly improve overall CCMR to 96%

Evaluation Data Source: On Data Suite, TSI, SAT Score Reports, Dual Credit Grade Reports, IBC Exam Results

Performance Objective 5

Improve English Billingual Progress on TELPAS: By Spring 2026, increase the percentage of English Learners (Emergent Bilinguals) who advance at least one proficiency level in their TELPAS composite score to 60% . Emphasis on growth in each language domain (listening, speaking, reading, writing) to support composite improvement.

Evaluation Data Source: Domain Pre/Post Assessments, EB Student Work & Assessments

Performance Objective 6

Embed PLC and RTI Best Practices Campus-Wide: By May 2026, 100% of teacher teams will fully implement the PLC at Work process - identifying essential standards, creating common formative assessments, analyzing data, and implementing timely RTI interventions - as measured by PLC rubrics and student progress. This collaborative practice will underpin improvements in all academic areas, reinforcing Goals 2.1-2.5.

Evaluation Data Source: PLC Meeting Artifacts, CFA Calendars, tudent Performance Trajectory, RTI Tracking Logs

Goal 3 Pearland HS will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Enhance Student Mental Health Awareness and Support: Throughout 2025-2026, implement a comprehensive approach to student mental health so that all students receive social-emotional learning (SEL) lessons, and increase utilization of counseling supports by students in need.

Evaluation Data Source: Student surveys, Qualitative feedback,. crisis data,

Performance Objective 2

Improve Student Attendance and Physical Well-Being By the end of 2025-2026, increase the overall student attendance rate by 0.5 percentage points compared to 2024-2025 . Additionally, reduce chronic absenteeism (students missing [?]10% of days) through targeted interventions, and promote physical well-being activities for all students.

Evaluation Data Source: Attendance data analysis, Skyward, OnDataSuite

Performance Objective 3

Increase Student Connectedness and Recognition for All Learners: By June 2026, improve students' sense of belonging and connectedness to school - as measured by climate survey, increase the percentage of students who agree "I feel like I belong at PHS" by at least 10%.

Evaluation Data Source: Participation audit, Attendance/Discipline Comparison; Survey Data

Performance Objective 4

Enhance Staff Well-Being, Professional Growth, and Retention By the end of 2025-2026, improve teacher retention rate by at least 5 percentage points (e.g., from 85% returning to 90% returning). Achieve this by strengthening instructional coaching, collaborative leadership, and professional development opportunities that support staff growth and job satisfaction.

Evaluation Data Source: Teacher retention data, Teacher feedback

Goal 4

Pearland HS will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Increase Parental Involvement and Communication During the 2025-2026 school year, improve parent engagement as measured by at least a 5% increase in participation in school events (open houses, parent workshops, PTA) and a 5% increase in parent satisfaction survey ratings for communication and involvement. Implement consistent, multi-channel communication strategies to keep parents informed and involved in supporting student success.

Evaluation Data Source: Principal, Associate Principal, Lead Counselor, and PTA

Performance Objective 2

By the end of 2025-2026, ensure that 100% of teachers regularly (at least once per grading term) communicate with parents regarding student progress or concerns via phone, email, or messaging platform. Increase parent satisfaction with teacher communication as measured by a survey (target: 90% of parents agree "teachers keep me informed about my child's progress").

Evaluation Data Source: Parent survey, parent feedback, Skyward family access logs

Goal 5

Pearland HS will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Align Budget and Resources to Campus Improvement Priorities: Throughout 2025-2026, ensure that fiscal resources are strategically allocated to the goals and performance objectives in this CIP. All major spending will be evaluated for alignment with safety, academic performance, well-being, communication, or other improvement priorities.

Evaluation Data Source: Budget vs. CIP Mapping, Goal Progress, Stakeholder Feedback

Pearland Independent School District

Robert Turner College & Career High School

2025-2026 Performance Objectives

Board Approval Date:
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Table of Contents

Goal 1 : Pearland ISD will provide a safe and orderly environment by enforcing safety and... 3

Goal 2 : Pearland ISD will continue to make quality instruction and academic performanc... 4

Goal 3 : Pearland ISD will provide for the physical and mental well-being of all students a... 9

Goal 4 : Pearland ISD will deliver a transparent communication system that fosters trust ... 10

Goal 5 : Pearland ISD will strategically maximize financial assets to provide resources to ... 11

Goal 1

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

Performance Objective 1 ☑ High Priority

To implement, communicate, evaluate and train safety protocols through consistent campus audits, campus drills and continuous professional development.

Evaluation Data Source: Professional Development materials and sign-in logs, exterior door audit documentation, THS Drill Day Agendas, etc.

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

Performance Objective 1 ☑ High Priority

Increase Algebra overall score to 95% Approaches, 74% Meets and 40% Masters.

Evaluation Data Source: The following common assessments will be entered into the Aware Math Data View Bank Template:
- 8th Grade Math STAAR
- District created Common Assessment
- District Benchmarks (start of Term 2 for T1 TEKS)
- Final exam- (Term 1 and Term 2 TEKS)
- STAAR simulation (All TEKs taught up to this test date)
- Teacher created formative assessments

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual student achievement data indicates an achievement gap when compared to all students as measured by all STAAR EOC's.	Students who are learning English as a second language must frequently overcome difficulties in developing and sustaining foundational language skills, analyzing literary elements, and using newly acquired vocabulary expressively in writing.
2	Special Education student achievement data indicates an achievement gap when compared to all students as measured by all STAAR EOC's.	Their underlying disabilities directly impact reading and language processing skills; for example, conditions like dyslexia or specific reading comprehension deficits make decoding, fluency, vocabulary, and comprehension more challenging. As a result, these students struggle to access grade-level texts, construct written responses and think critically at the depth required.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Increase the percentage of students achieving the Masters level across all STAAR EOC exams.	Students may not be reaching Masters level if they are not regularly engaging in deep, cognitively demanding learning tasks. Practice tends to focus on recall rather than critical thinking and this is compounded by a lack of consistent feedback, insufficient development of student motivation and confidence. All of which inhibit their ability to perform at the Masters level.

Performance Objective 2 ☑ High Priority

Increase the overall ELA I average ECR score from 7.73 to 7.9 and to increase the overall ELA II average ECR score from 6.53 to 7.0.

Evaluation Data Source: The following assessments will be entered into AWARE for data dis-aggregation.
1. District Term 1 Literary Common Assessment (ECR)
2. District Term 2 Informational Common Assessment (ECR)
3. Semester Exam (including one revising passage and one editing passage)
4. The 2025 STAAR released test will be taken as a simulation.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual student achievement data indicates an achievement gap when compared to all students as measured by all STAAR EOC's.	Students who are learning English as a second language must frequently overcome difficulties in developing and sustaining foundational language skills, analyzing literary elements, and using newly acquired vocabulary expressively in writing.
2	Special Education student achievement data indicates an achievement gap when compared to all students as measured by all STAAR EOC's.	Their underlying disabilities directly impact reading and language processing skills; for example, conditions like dyslexia or specific reading comprehension deficits make decoding, fluency, vocabulary, and comprehension more challenging. As a result, these students struggle to access grade-level texts, construct written responses and think critically at the depth required.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Increase the percentage of students achieving the Masters level across all STAAR EOC exams.	Students may not be reaching Masters level if they are not regularly engaging in deep, cognitively demanding learning tasks. Practice tends to focus on recall rather than critical thinking and this is compounded by a lack of consistent feedback, insufficient development of student motivation and confidence. All of which inhibit their ability to perform at the Masters level.

Performance Objective 3 ☑ High Priority

Increase US History overall score to 100% Approaches, 92% Meets and 60% Masters.

Evaluation Data Source: 1. All Unit District Common Assessments 2-12
2. December Benchmark (Term 1 and Term 2 TEKS)
3. STAAR Simulation (TEKs taught up to date)
Teacher created formative assessments

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual student achievement data indicates an achievement gap when compared to all students as measured by all STAAR EOC's.	Students who are learning English as a second language must frequently overcome difficulties in developing and sustaining foundational language skills, analyzing literary elements, and using newly acquired vocabulary expressively in writing.
2	Special Education student achievement data indicates an achievement gap when compared to all students as measured by all STAAR EOC's.	Their underlying disabilities directly impact reading and language processing skills; for example, conditions like dyslexia or specific reading comprehension deficits make decoding, fluency, vocabulary, and comprehension more challenging. As a result, these students struggle to access grade-level texts, construct written responses and think critically at the depth required.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Increase the percentage of students achieving the Masters level across all STAAR EOC exams.	Students may not be reaching Masters level if they are not regularly engaging in deep, cognitively demanding learning tasks. Practice tends to focus on recall rather than critical thinking and this is compounded by a lack of consistent feedback, insufficient development of student motivation and confidence. All of which inhibit their ability to perform at the Masters level.

Performance Objective 4 ☑ High Priority

Increase Biology overall score to 100% Approaches, 92% Meets and 50% Masters.

Evaluation Data Source: Increased STAAR results in Masters Performance Indicator as measured on the 2026 STAAR Biology EOC.
1. 8th Grade Science STAAR Data
2. All Unit District Common Assessments 1-11
3. December Benchmark (Term 1 and Term 2 TEKS)
4. STAAR Simulation (TEKs taught up to date)
5. Teacher created formative assessments

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual student achievement data indicates an achievement gap when compared to all students as measured by all STAAR EOC's.	Students who are learning English as a second language must frequently overcome difficulties in developing and sustaining foundational language skills, analyzing literary elements, and using newly acquired vocabulary expressively in writing.
2	Special Education student achievement data indicates an achievement gap when compared to all students as measured by all STAAR EOC's.	Their underlying disabilities directly impact reading and language processing skills; for example, conditions like dyslexia or specific reading comprehension deficits make decoding, fluency, vocabulary, and comprehension more challenging. As a result, these students struggle to access grade-level texts, construct written responses and think critically at the depth required.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Increase the percentage of students achieving the Masters level across all STAAR EOC exams.	Students may not be reaching Masters level if they are not regularly engaging in deep, cognitively demanding learning tasks. Practice tends to focus on recall rather than critical thinking and this is compounded by a lack of consistent feedback, insufficient development of student motivation and confidence. All of which inhibit their ability to perform at the Masters level.

Performance Objective 5 ☑ High Priority

To maintain a percentage of 100% of THS graduates recognized as College, Career or Military Ready (as defined by the TEA).

Evaluation Data Source: Texas College Bridge, OnDataSuite and The College Board

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

Performance Objective 1 ☑ High Priority

Meet the physical, social, and emotional needs of students.

Evaluation Data Source: Skyward Guidance Module Reports, Curriculum Documents, Fitness Gram, Campus Calendars of Events, Annual Child Builder Lesson Report,
Meeting Sign-in Sheets, Service Reports, RISE Mentor Sign-in Sheets

Goal 4

Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1 ☑ High Priority

THS will utilize a clearly defined communication system to promote a high attendance rate and student achievement.

Evaluation Data Source: Skyward Student Management System, AttendTrack, PEIMS Attendance Reports

Performance Objective 2 ☑ High Priority

Develop meaningful partnerships to engage and collaborate across a diverse community for the benefit of every student.

Evaluation Data Source: Meeting Sign-in Sheets, Professional Development agendas

Goal 5

Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Pearland Independent School District

PACE Center

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : PACE will provide a safe and orderly environment by enforcing safety and securi... 3

Goal 2 : PACE will continue to make quality instruction and academic performance a top ... 5

Goal 3 : PACE will provide for the physical and mental wellbeing of all students and staff. 7

Goal 4 : PACE will deliver a transparent communication system that fosters trust and enh... 8

Goal 5 : PACE will strategically maximize financial assets to provide resources to meet st... 9

Goal 1

PACE 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

☑ High Priority ☑ HB3 Goal

The campus perform will utilize "Drill Day" structures twice per year (August & January) to complete all drills with intentional focus and collective engagement. Students, parents/guardians, and staff will be notified of the specific day to avoid alarm/cocncern. Additionally, the campus will provide unannounced drills during the semester to assess stakeholder response and preparedness.

Evaluation Data Source: Summary notes (exit time, outcomes, needed edits, etc.)
Debrief with campus emergency team captains
Debrief with Support Staff (as applicable)

Performance Objective 2

☑ High Priority ☑ HB3 Goal

PACE staff will complete and pass all Vector trainings (as assigned by the District) that address varied medical, social, safety and professional skills prior to the end of October 3, 2025. These trainings include but are not limited to Child Abuse: Mandatory Reporting,Children's Internet PRotection Act, Cybersecurity Overview, Self-Harm Awareness and Presention, Stnadar Response Protocol, Student Alcohol & SubstaNce Misuse, Title IX Compliance, Suicide Awareness, Prevention, & Postvention, and Bloodborne Exposure Prevention.

Evaluation Data Source: Vector Records/Data

Performance Objective 3

PACE administrators will provide efficient response to anonymous alert reporting from students, parents, and the community as well as in-school referrals and communications; provide efficient response to vape detection as well as data collection regarding offense trends.

Evaluation Data Source: Anonymous Alert reports (web-based)
Vape Detector Alerts
Staff referrals
Parent and/or Student reports (regarding concerns, bullying, etc.)
Skyward offense/discipline data
Campus-based end of program surveys

Performance Objective 4

☑ High Priority ☑ HB3 Goal

PACE adminisstrators will provide effective external and internal structures/safeguards to ensure campus safety as well as effective community access through consistent safety practices (i.e., visitor check-in, staff duty stations, use of vestibule, exterior door checks, lockdown buttons, bullet resistant film, live/ recorded camera feed, etc.).

Evaluation Data Source: Raptor alerts
Weekly exterior door check results
Vestibule engagement
Lockdown button checks
Daily camera checks
Staff Duty Schedule (includes strategic position inside and outside of the building)

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

Campus Care and Support Team (CAST) meets during regularly scheduled times and as needed for special alerts. CAST allows a partnership with campus-based medical professionals (nurse or nurse aide), crisis intervention specialists (CIS), counseling experts (lead counselor), administrators, teachers, and the School Resource Officer that provides opportunity for balanced response and supports to campus concerns.

Evaluation Data Source: Meeting Agendas and Sign-In
Campus Input Sheets
Completed Threat Assessments & Outcomes
Follow-up (Intervention Focused)

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

PACE will maintain the Heart Safe Campus status by ensuring the Medical Emergency Response Protocol Team (MERP) is trained and in place as well as that all drills are completed within the required timeframe. Further, no less than 90% of staff will be trained with hands only CPR and no less than 80% with medical emergency response (i.e., stop the bleed, AED, etc.). Additionally, no less than 60% of students will be trained in hands-only CPR within the academic year.

Evaluation Data Source: MERP Task Completions
Staff Sign-in
Project Adam Update
POP Group lists
Senior Trancripts

Goal 2 PACE will continue to make quality instruction and academic performance a top priority.

Performance Objective 1 ☑ High Priority

Teachers will provide bell-to bell instruction at least 90% of the time that formal or informal walkthroughs/ coaching are completed.

Evaluation Data Source: STRIVE
Coaching Forms/Summary

Performance Objective 2 ☑ High Priority

Initial and re-testing STAAR students will have at least a 2.5% increase each grading period on district benchmarks and Common Assessment and teacher STAAR aligned assessments.

Evaluation Data Source: Benchmark Data
Common Assessment Data
Aligned Teacher Assessments
STAAR Saturday Attendance

Performance Objective 3

STAAR re-tester outcomes will improve by the minimum growth goal (for EOC re-testers in Reading Language Arts I/II, Algebra 1, and Biology) of 10% for all groups represented. This 10% increase represents students moving from DNM to Approaches and requires approximately 5 additional correct responses. All RLA and Algebra 1 re-testers have Accelerated Instruction (AI) through protected instructional time (Algebraic Reasoning, Practical Writing, and Biology Review). Additionally, students who failed a tested area for two or more consecutive times have an Accelerated Education Plan (AEP), that is data-driven, includes parent input, and provides access to expanded times for needed instruction (i.e., weekly after-school tutorials).

Evaluation Data Source: After-School Tutorial Attendance (designated week days and Saturdays)
Skyward
Common Assessments for EOC classes
Forethought Lesson Plans
Utilization of EB Support Structures
Aware Data
EOC Progress Monitors
A.I. (Accelerated Instruction) Assessments and Outcomes
STAAR/EOC Results
A-F Accountability

Performance Objective 4 ☑ High Priority

An increase in the College Career Military Readiness (CCMR) performance of PACE graduates by 3% or more during current academic year. Based on 2024-25 data, a 3% increase provides for growth and renders positive accountability rating. Texas College Bridge (TCB) will continue to be used as a tool to ensure no less than 96% of graduates are math and English ready for college courses. Additionally, 23% of graduating students, who should graduate in 2025-26, are aligned as CTE completers within PACE current career/industry based Program of Study (POS) with an Industry Based Certification (IBC) -- Business and Industry. TSIA preparedness will be added to our CCMR growth plan. Finally, all students will have access

to varied career panel discussions and to the Military Mondays--recruiters set-up in the cafeteria to share information about U.S. armed forces.

Evaluation Data Source: Student Schedules/Transcripts
IBC Data
TCB Certificates
TSIA Preparedness Data (from RLA 3 and 4 courses)
TSIA Outcomes
Course Progress (English and math for TCB and TSIA)

Performance Objective 5

Student attendance will meet or exceed the 90% state standard and support the district's initiative to regain 97% attendance rate by 2027. Research shows that students who attend school regularly achieve at higher levels than students who do not have regular attendance. At least 65% of students currently enrolled at PACE have experienced high rates of absenteeism while attending their home campus. The use of Attendance Reports (Skyward and OnDataSuite), Outreach and Admin Weekly Meetings, Attendance Letters & Calls, Attendance Meetings with Students and/or Parents/Guardians, Attendtrack, and Attendance Contracts will support family awareness and student success.

Evaluation Data Source: Daily Attendance

Performance Objective 6 ☑ High Priority

PACE teachers have access to high quality professional development and instructional supports that enhance instructional practices. The 8 Mindframes will help guide strategic actions within the learning environment (two of the eight mindframes will be used for initial campus focus). Core content and EOC teachers use student-centered instructional design, training in integration of language objectives, as well as visits to high-performing teachers' classes within the district, and on-site collaboration to ensure lessons are relevant and rigorous. Curriculum differentiation includes use of tools like sentence stems, depth and complexity resources, thinking classrooms strategies, and tools from G/T, ELPS, and SpEd trainings. Administrators provide instructional coaching throughout the academic weeks to address and/or celebrate instructional in-class practices. Opportunities for teachers to share their "Power Move" practices (as related to the 5-Non negotiables, Small Moves Big Gains, language objectives, and high-quality initial instruction) with all peers occurs at least once per month during faculty meetings. Core content teams meet weekly during common planning time to address emerging issues and ongoing initiatives. Teachers are celebrated and given opportunity to shine within PACE.

Evaluation Data Source: Observed Instruction
Skyward Data
Lesson Planning
TTESS Data
Pass Rate within Course

Goal 3 PACE will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1 ☑ High Priority

Research shows that students who engage in physical activities experience tension reduction, natural energy boost, increased focus and motivation (National Institutes of Health, 2021). PACE provides wellness initiatives that support student engagement in moderate to vigorous physical activity: The weekly Paths of Purpose (POP) period offers activities like gardening, basketball, dancing, yoga. Students also participate in the biannual campus-wide Community Day that include kite flying, egg race, frisbee challenge, chalk art, and so much more! Additionally, teachers integrate active learning into their weekly instructional design (students are up, moving, building, measuring, nature/gallery walks, etc.). Students also have access to hands-only CPR training as well as Stop the Bleed training during two months of the year.

Evaluation Data Source: POP Monthly Enrollment
CPR & Stop the Bleed Enrollment
Lesson Plans
Community Day Completion Cards

Performance Objective 2 ☑ High Priority

PACE students will have access to a diverse range of district and community-based resources designed to support mental health, well-being, and academic success, grounded in research indicating that targeted mental health interventions can significantly improve outcomes for high school students in alternative settings.

Evaluation Data Source: RISE Mentorship Enrollment & Participation
TCHATT Referrals & Follow Through (family)
CIS Enrollment & Case Management

Summative Evaluation: Some progress made toward meeting Performance Objective

Goal 4

PACE will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

☑ **High Priority**

Parent and community involvement will increase by 30% at campus-based functions focused on college, career, and military readiness.

Evaluation Data Source: Sign-In logs
Previous year attendance records
Parent/Student feedback
Social Media Activity
Increased CCMR

Performance Objective 2

PACE Administrators will provide timely communication via varied platforms regarding all pertinent, school related information (progress report, report cards, attendance, weather alerts, emergencies, daily announcements, hallway postings, etc.). Platforms include but are not limited to email, social media, Blackboard callouts.

Evaluation Data Source: Blackboard Connect History
Skyward
Campus-based Contact Records

Performance Objective 3

PACE Leaders will increase community awareness of the alternative choice education program to grow enrollment and community support.

Evaluation Data Source: Social Media Posts
Community Meetings

Goal 5

PACE will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

☑ **High Priority**

PACE will utilize designated funds as prescribed in the Pearland ISD Budget Manual.

Evaluation Data Source: MUNIS
P-Card

Performance Objective 2

PACE staff will apply for grants based on student and program needs and innovations.

Pearland Independent School District

Berry Miller Jr. High

2025-2026 Performance Objectives

Board Approval Date:
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Table of Contents

Goal 1 : Berry Miller Junior High will provide a safe and orderly environment by enforcing ... 3

Goal 2 : Berry Miller Junior High will continue to make quality instruction and academic p... 4

Goal 3 : Berry Miller Junior High will provide for the physical and mental wellbeing of all s... 6

Goal 4 : Berry Miller Junior High will deliver a transparent communication system that fos... 7

Goal 5 : Berry Miller Junior High will strategically maximize financial assets to provide res... 8

Goal 1

Berry Miller Junior High 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

Implement practices for a safe and secure school with 100% in all safety audits

Evaluation Data Source: Monthly Safety Meetings with POD Captains
Safety Audits
Daily Door Checks by Administration, SRO or other staff members
Proper safety signage at all door entrances and exits

Performance Objective 2

Conduct safety drills during the mandated district timeframe at 100% participation, offer trainings and lessons for students and staff on a monthly basis.

Evaluation Data Source: Weekly Door Check
Announcement reminders to staff and student of safety priorities
Safety drills according to policy and procedures
Check-ins with SRO on campus of any safety concerns inside or outside of BMJH
POD Captain Monthly Meetings to address student and staff safety
Review, Discussion and Trainings at monthly faculty meetings

Performance Objective 3

Proactively address interventions, violence prevention, and disrespectful behavior patterns. We will decrease discipline PEIMS assignments by 25% from the 2024-2025 school year.

Evaluation Data Source: Presentations by Counselors: Anti-bullying, dating violence,
Use of Character Development Program
Admin Talks with individual/group of students
Bobcat Hour Clubs & Counseling groups
PBIS data and evaluation
Positive Recognition of student choices

Goal 2 Berry Miller Junior High will continue to make quality instruction and academic performance a top priority.

Performance Objective 1 ☑ High Priority

Increase percentage of 7th grade Math students approaching or meeting grade-level performance on Math STAAR from 56% in Spring 2025 to 65% by Spring 2026.

Evaluation Data Source: Benchmarks
Common Assessments

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR 7th Math Scores are below region and state averages for accomplished, meets and masters.	Students struggle with the course pace and calculation formulas to fully understand the readiness standards.

Performance Objective 2

Increase Algebra I EOC scores to 100% Accomplished and Meets and 90% Masters in Spring 2026

Evaluation Data Source: Lead4ward Progress Matrix
Common Assessments
Benchmarks
STAAR Release
Student Tracking Charts

Performance Objective 3

Increase Grade 8 Science and Social Studies scores by 3% across approaches, meets and masters.

Evaluation Data Source: Lead4ward Progress Matrix
Common Assessments
Benchmarks
Student Tracking Charts

Performance Objective 4

Decrease overall % of 0 rating writing scores by 3% from 2025. 7th from 9% in 2025 to 6% or less in 2026. 8th grade from 6% in 2025 to less than 3% in 2026.

Evaluation Data Source: ECR writing images
Benchmarks
Simulations

Goal 3 Berry Miller Junior High will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Provide opportunities for staff development to teachers and staff to develop and enhance instructional strategies, mental and physical health of students and staff, and safety prevention measures.

Evaluation Data Source: Character Program Reports
Homeroom Lessons
Counselor Support
Positive Cultural Building Activities
Bobcat Hour (Mental and Physical Wellbeing)
Discipline records
STAAR Scores
Faculty Meetings
PE Fitness Assessment Reports

Performance Objective 2 ☑ High Priority

To improve the average daily attendance for all students to 97.19%.

Evaluation Data Source: Average daily attendance
Bobcat Cards
Attendance Incentives
6 weeks checks
OnData Suite Reports
Attend Track

Performance Objective 3

Educate students on the importance of living a healthy lifestyle (physically and mentally).

Evaluation Data Source: Master Schedule
Athletic Participation
School-wide activities
Bobcat Hour activities
Character Strong
Club Opportunities (Weightlifting Club)

Goal 4

Berry Miller Junior High will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Create a positive relationship with parents through communication resources, used by teachers and administrators.

Evaluation Data Source: Weekly Skyward Emails sent from Administration
Feedback through PTA
Creating family atmosphere with Annual Bobcat Camp/Bobcat Bash
Bobcat Bingo
Parent Interactions throughout the school year
Parent participation in BMJH events
Participation/Assisting in a variety of after school activities: theater arts, choir, clubs, dances, etc.

Performance Objective 2

Conduct programs throughout the school year involving parents and our community at least twice per month. Events throughout the year include Veterans Program, Band, Choir and Drama performances. Other events to create positive parent relationships include Bobcat Camp/Bobcat Bash, Career Fair, Circle of Champions, Pep Rally's, Kindness Matters Big Event, Bobcat SIP Card Incentives, Dances, etc.

Evaluation Data Source: Weekly Skyward Emails
Parent Surveys
Feedback
PTA Feedback

Performance Objective 3

Create, implement and promote positive interactions and activities at BMJH through our active X and Facebook accounts

Evaluation Data Source: Increase student interactions
Positive discipline
Likes and Retweets
Positive Marketing of Student Activities

Goal 5

Berry Miller Junior High will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Maximize funding to design a budget that ensures our students and staff are able to succeed

Evaluation Data Source: Bi-Weekly budget review
Strategically looking at specific needs that will have direct result on Student success and STAAR results
Monthly Department Leader meetings
CIP/CAP Review and adjusting to meet priorities and goals

Performance Objective 2

Increase our community partnerships throughout the whole year

Evaluation Data Source: Monthly evaluation
PTA Meetings
Usage of Digital Sign

Pearland Independent School District

Pearland Jr. High East

2025-2026 Performance Objectives

Board Approval Date:
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Table of Contents

Goal 1 : Pearland JH East will provide a safe and orderly environment by enforcing safety... 3

Goal 2 : Pearland JH East will continue to make quality instruction and academic perform... 4

Goal 3 : Pearland JH East will provide for the physical and mental wellbeing of all student... 8

Goal 4 : Pearland JH East will deliver a transparent communication system that fosters tr... 11

Goal 5 : Pearland JH East will strategically maximize financial assets to provide resource... 12

Goal 1

Pearland JH East 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

Ensure the building is secure through the use of daily/weekly door checks.

Evaluation Data Source: Door Check Spreadsheet and Sentinel

Performance Objective 2

Make use of school ID System to ensure all persons in the building are able to be identified.

Evaluation Data Source: ID Logs

Performance Objective 3

Install security screens and wraps in specific areas optically reduced sightlines.

Evaluation Data Source: TEA Audit Visit Report

Performance Objective 4 ☑ High Priority

Train and practice for safety drills.

Evaluation Data Source: Drill timelines and monitoring.

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

Performance Objective 1 ☑ High Priority

Improve Math7 STAAR Scores: Increase 7th Grade Math STAAR scores to the level of 75% approaches, 40% Meets, and 15% Masters.

Evaluation Data Source: Benchmarks, walkthroughs, data analysis, STAAR results.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Math 7 STAAR scores, while leading the district, saw a digression from 23-24 to 24 - 25 in all three reporting categories.	The Math 7 STAAR test is the first grade band where advanced math learned take the following year's STAAR test leaving only on-level student among the testing population.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Math 7 STAAR scores, while leading the district, saw a digression from 23-24 to 24 - 25 in all three reporting categories.	The Math 7 STAAR test is the first grade band where advanced math learned take the following year's STAAR test leaving only on-level student among the testing population.

Performance Objective 2 ☑ High Priority

Improve US History STAAR scores to 70% Approaches, 40% Meets and 25% Masters.

Evaluation Data Source: STAAR Results

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	US History 8 STAAR Scores, while showing improvement, continue to be in the lower half of the district scores.	There are a large number of TEKS to cover, and the test design is the first time students take this style of test with ranked and compounded answer choices.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	US History 8 STAAR Scores, while showing improvement, continue to be in the lower half of the district scores.	There are a large number of TEKS to cover, and the test design is the first time students take this style of test with ranked and compounded answer choices.

Performance Objective 3 ☑ High Priority

Improve ELAR STAAR Scores for both 7th and 8th Grade: ELAR 7 = 92% Approaches, 75% Meets, 50% Masters ELAR 8 = 95% Approaches, 85% Meets, 60% Masters

Evaluation Data Source: STAAR Results

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While showing improvement, the writing portion of the ELAR STAAR test continues to be what is keeping scores from reaching the upper echelon.	An increasing number of EB students, and the nature of student communication in their common vernacular create large gaps in writing skills.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	While showing improvement, the writing portion of the ELAR STAAR test continues to be what is keeping scores from reaching the upper echelon.	An increasing number of EB students, and the nature of student communication in their common vernacular create large gaps in writing skills.

Performance Objective 4

Increase Science 8 STAAR scores to 90% Approaches, 70% Meets, and 35% Masters.

Evaluation Data Source: STAAR Results

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Science 8 scores declined from 23-24 to 24-25.	Personnel changes and new science curriculum were the main source of the decline.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Science 8 scores declined from 23-24 to 24-25.	Personnel changes and new science curriculum were the main source of the decline.

Performance Objective 5 ☑ High Priority

Increase Math 8 and Algebra 1 STAAR Scores: Math 8 = 90% Approaches, 70 Meets, 30 Masters Algebra 1 = 100% Approaches, 95% Meets, 90% Masters

Evaluation Data Source: STAAR Results

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Algebra 1 STAAR scores did not meet the target of 100% approaches 95% meets, and 90% masters.	Students showed improvement versus last year's scores. If we continue the trend, goals should be met in 25-26.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Algebra 1 STAAR scores did not meet the target of 100% approaches 95% meets, and 90% masters.	Students showed improvement versus last year's scores. If we continue the trend, goals should be met in 25-26.

Performance Objective 6 ☑ High Priority

Increase annual attendance rate to 96.1%.

Evaluation Data Source: Attendance Reports

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The attendance rate for JH East was 95.1%, which is below the goal of 96%. Students are more successful in learning hen present.	There is a dropping trend in attendance for not only us, but across the district throughout the year. The issue at JHE is that our first 6 weeks is starting too low to absorb the drop trend. Beyond Texas Compulsory Attendance Law and the limit of 5 excused days per semester there is limited punitive action leading to the perception that attendance is not that important.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The attendance rate for JH East was 95.1%, which is below the goal of 96%. Students are more successful in learning hen present.	There is a dropping trend in attendance for not only us, but across the district throughout the year. The issue at JHE is that our first 6 weeks is starting too low to absorb the drop trend. Beyond Texas Compulsory Attendance Law and the limit of 5 excused days per semester there is limited punitive action leading to the perception that attendance is not that important.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The attendance rate for JH East was 95.1%, which is below the goal of 96%. Students are more successful in learning hen present.	There is a dropping trend in attendance for not only us, but across the district throughout the year. The issue at JHE is that our first 6 weeks is starting too low to absorb the drop trend. Beyond Texas Compulsory Attendance Law and the limit of 5 excused days per semester there is limited punitive action leading to the perception that attendance is not that important.

Goal 3 Pearland JH East will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1 ☑ High Priority

Use the East House System to give every student a sense of belonging

Evaluation Data Source: Feedback from surveys and individual feedback.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Math 7 STAAR scores, while leading the district, saw a digression from 23-24 to 24 - 25 in all three reporting categories.	The Math 7 STAAR test is the first grade band where advanced math learned take the following year's STAAR test leaving only on-level student among the testing population.
2	While showing improvement, the writing portion of the ELAR STAAR test continues to be what is keeping scores from reaching the upper echelon.	An increasing number of EB students, and the nature of student communication in their common vernacular create large gaps in writing skills.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Math 7 STAAR scores, while leading the district, saw a digression from 23-24 to 24 - 25 in all three reporting categories.	The Math 7 STAAR test is the first grade band where advanced math learned take the following year's STAAR test leaving only on-level student among the testing population.
2	The attendance rate for JH East was 95.1%, which is below the goal of 96%. Students are more successful in learning hen present.	There is a dropping trend in attendance for not only us, but across the district throughout the year. The issue at JHE is that our first 6 weeks is starting too low to absorb the drop trend. Beyond Texas Compulsory Attendance Law and the limit of 5 excused days per semester there is limited punitive action leading to the perception that attendance is not that important.

3	US History 8 STAAR Scores, while showing improvement, continue to be in the lower half of the district scores.	There are a large number of TEKS to cover, and the test design is the first time students take this style of test with ranked and compounded answer choices.
4	While showing improvement, the writing portion of the ELAR STAAR test continues to be what is keeping scores from reaching the upper echelon.	An increasing number of EB students, and the nature of student communication in their common vernacular create large gaps in writing skills.
5	Science 8 scores declined from 23-24 to 24-25.	Personnel changes and new science curriculum were the main source of the decline.
6	Algebra 1 STAAR scores did not meet the target of 100% approaches 95% meets, and 90% masters.	Students showed improvement versus last year's scores. If we continue the trend, goals should be met in 25-26.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The attendance rate for JH East was 95.1%, which is below the goal of 96%. Students are more successful in learning hen present.	There is a dropping trend in attendance for not only us, but across the district throughout the year. The issue at JHE is that our first 6 weeks is starting too low to absorb the drop trend. Beyond Texas Compulsory Attendance Law and the limit of 5 excused days per semester there is limited punitive action leading to the perception that attendance is not that important.
2	US History 8 STAAR Scores, while showing improvement, continue to be in the lower half of the district scores.	There are a large number of TEKS to cover, and the test design is the first time students take this style of test with ranked and compounded answer choices.
3	Science 8 scores declined from 23-24 to 24-25.	Personnel changes and new science curriculum were the main source of the decline.
4	Algebra 1 STAAR scores did not meet the target of 100% approaches 95% meets,	Students showed improvement versus last year's scores. If we continue the

	and 90% masters.	trend, goals should be met in 25-26.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The attendance rate for JH East was 95.1%, which is below the goal of 96%. Students are more successful in learning hen present.	There is a dropping trend in attendance for not only us, but across the district throughout the year. The issue at JHE is that our first 6 weeks is starting too low to absorb the drop trend. Beyond Texas Compulsory Attendance Law and the limit of 5 excused days per semester there is limited punitive action leading to the perception that attendance is not that important.

Goal 4

Pearland JH East will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Establish a systematic method of communication through the use of Skyward, Campus Website, Social Media, Teacher Pages, and Messaging Apps to disseminate information to families through graphics, newsletters, emails, and reports.

Evaluation Data Source: Survey Feedback

Goal 5

Pearland JH East will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Create and use a general operating budget that focuses 80% on Instruction, 15% on administration/ counseling/health services, and 5% on building renewal.

Evaluation Data Source: Budget Plan

Pearland Independent School District

Pearland Jr. High South

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Pearland JH South will provide a safe and orderly environment by enforcing safe... 3

Goal 2 : Pearland JH South will continue to make quality instruction and academic perfor... 4

Goal 3 : Pearland JH South will provide for the physical and mental wellbeing of all stude... 7

Goal 4 : Pearland JH South will deliver a transparent communication system that fosters ... 8

Goal 5 : Pearland JH South will strategically maximize financial assets to provide resourc... 9

Goal 1

Pearland JH South 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

All students will be educated in learning environments that are safe, secure, and conducive to learning.

Evaluation Data Source: District Safety Audits
TEA Safety Audits
PEIMS Discipline Data
Parent & Family Survey

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

Performance Objective 1

Increase campus attendance rate to 97%.

Evaluation Data Source: PEIMS Snapshot Data

Performance Objective 2

Percentage of Asian students earning Meets Grade Level or above in Math will increase from 76% to 80%.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Large achievement gap exists between general education students and special education students in Grade 8 Math	Students possess low computational skills and low learning stamina. Teachers lack skills or strategies to support learners that are multiple years below grade level.
3	Grade 7 Math student achievement at the Meets and Masters Grade Level performance categories is comparatively low.	Students possess gaps in foundational skills, such as basic math computation involving fractions, decimals, and percents.

Performance Objective 3

Percentage of Special Education students earning Meets Grade Level or above in Math will increase from 20% to 22%.

Evaluation Data Source: District Benchmarks
Spring 2026 STAAR Assessments

Performance Objective 4 ☑ High Priority

Increase Grade 7 & 8 Math STAAR scores by 3% at Approaches, Meets, and Masters Grade Level performance standards.

Evaluation Data Source: Spring 2026 Grade 7 Math STAAR

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Large achievement gap exists between general education students and special education students in Grade 8 Math	Students possess low computational skills and low learning stamina. Teachers lack skills or strategies to support learners that are multiple years below grade level.
3	Grade 7 Math student achievement at the Meets and Masters Grade Level performance categories is comparatively low.	Students possess gaps in foundational skills, such as basic math computation involving fractions, decimals, and percents.

Performance Objective 5

Decrease overall percentage of 0 rated writing scores by 3% in Grade 7 and 8 Reading/Language Arts.

Evaluation Data Source: District Benchmarks
Spring 2026 Grade 7 RLA STAAR
Spring 2026 Grade 8 RLA STAAR

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Large achievement gap exists between general education students and special education students in Grade 7/8 Language Arts.	Students possess low inferencing skills and low reading/writing stamina. Teachers lack skills or strategies to support learners that are multiple years below grade level.

Performance Objective 6

Increase Grade 8 U.S. History scores by 3% at Approaches, Meets, and Masters Grade Level performance standards.

Evaluation Data Source: District Benchmarks
Spring 2026 Grade 8 Social Studies STAAR

Performance Objective 7

Increase Algebra 1 student achievement to 100% Approaches, 92% Meets, and 84% Masters Grade Level performance standards.

Evaluation Data Source: District Benchmarks
Spring 2026 Algebra 1 STAAR EOC

Performance Objective 8

Increase by 3% the percentage of students improving their TELPAS Progress by one or more levels.

Evaluation Data Source: Spring 2026 TELPAS

Goal 3

Pearland JH South will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

PJH South will meet the physical needs of students.

Evaluation Data Source: P.E. Rosters
Athletics Rosters
End-of-Year Surveys

Performance Objective 2

PJH South will meet the social and emotional needs of students.

Evaluation Data Source: Skyward Guidance Module Reports
Attendance Data
Discipline Data
Behavioral Threat Assessment Data
RISE Mentor Logs
Communities in Schools Rosters
Boys & Girls Club Rosters

Goal 4

Pearland JH South will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Increase parent and community engagement as defined by campus surveys and attendance rosters for parent/community outreach events.

Evaluation Data Source: Parent & Family Engagement Survey

Goal 5

Pearland JH South will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Pearland Independent School District

Pearland Jr. High West

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Pearland Junior High West will provide a safe and orderly environment by enforci... 3

Goal 2 : Pearland Junior High West will continue to make quality instruction and academi... 4

Goal 3 : Pearland Junior High West will provide for the physical and mental wellbeing of ... 6

Goal 4 : Pearland Junior High West will deliver a transparent communication system that ... 7

Goal 5 : Pearland Junior High West will strategically maximize financial assets to provide ... 8

Goal 1

Pearland Junior High West 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

☑ **High Priority** ☑ **HB3 Goal**

Pearland Junior High West continues to keep safety and security a priority.

Evaluation Data Source: District safety audits.
TEA door check audit.
Campus administration safety walks and security checks.

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

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

Evaluation Data Source: Training documents
District safety drill documentation

Performance Objective 3

☑ **High Priority** ☑ **HB3 Goal**

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

Evaluation Data Source: Anonymous reporting.
Threat Assessment Team meetings and discussions.
SMORE monthly newsletters
Blackboard Connect Call outs
WAMS- West Ambassadors

Goal 2 Pearland Junior High West will continue to make quality instruction and academic performance a top priority.

Performance Objective 1

Increase the number of students in 7th grade math meeting or mastering grade level performance in math STAAR from 24% in Spring 2025 to 29% in Spring of 2026.

Evaluation Data Source: Commom Assessments
Benchmarks
Report Cards
Simulation Scores

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The number of students in 7th grade math scoring at "approaches, meets, and master" level is lower than the district average.	It is difficult to close gaps with the increase in numbers of special education, emergent bilingual, dyslexia, and at-risk students.
2	The number of Special Education and EB students scoring at the "approaches, meets, and masters" level is significantly lower than all other populations in math.	Over the years of data reviewed, EB students continue to struggle in math performance due to language barriers and lack of confidence in teaching ability to meet the needs of all EB learners.

Performance Objective 2 ☑ High Priority

Decrease the number of students in 7th and 8th grade ELAR scoring 0 on ECRs from 15% to 12% in 7th and from 11% to 8% in 8th grade in 2026.

Evaluation Data Source: STAAR scores
ECR reports
Student CBA scores
Report cards

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Reading scores at meets and masters decreased 5.7% and 6.7 % respectively.	While these scores are above district averages, our advanced population tends to over analyze prompts and do not adhere to some of the district strategies to maximize student scores.

Performance Objective 3 ☑ High Priority

Increase the number of students scoring at meets and masters in science from 72.2% to 75% and 50.8% to 55% respectively.

Evaluation Data Source: CBA scores
Report Card
Weekly tests
STAAR simulation scores
STAAR scores

Performance Objective 4 ☑ High Priority

Continue to make strides in Social Studies at meets and masters from 60% to 65% and 45.7% to 50% respectively.

Evaluation Data Source: Weekly tests
CBA scores
Simulation scores
Benchmarks
STAAR scores

Performance Objective 5 ☑ High Priority

Increase math and ELAR performance on STAAR with emergent bilingual students.

Evaluation Data Source: STAAR scores
TELPAS scores
Simulation scores
CBA scores
Weekly tests

Performance Objective 6 ☑ High Priority

Meet Pearland ISD expectations for gifted and talented students to score 100% at approaches, 100% at meets, and 90% at masters in all STAAR areas for 2026.

Evaluation Data Source: Common assessments
Progress reports
Report cards
Benchmark scores,
Simulation Scores
STAAR scores

Goal 3 Pearland Junior High West will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Pearland Junior High West will maintain a safe, disciplined environment conducive to learning.

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

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The number of students in 7th grade math scoring at "approaches, meets, and master" level is lower than the district average.	It is difficult to close gaps with the increase in numbers of special education, emergent bilingual, dyslexia, and at-risk students.
2	The number of Special Education and EB students scoring at the "approaches, meets, and masters" level is significantly lower than all other populations in math.	Over the years of data reviewed, EB students continue to struggle in math performance due to language barriers and lack of confidence in teaching ability to meet the needs of all EB learners.
3	Reading scores at meets and masters decreased 5.7% and 6.7 % respectively.	While these scores are above district averages, our advanced population tends to over analyze prompts and do not adhere to some of the district strategies to maximize student scores.

Goal 4

Pearland Junior High West will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Pearland Junior High West provides an effective, appropriate, informative communication system to parents.

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

Goal 5

Pearland Junior High West will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

☑ **High Priority**

Campus administration will collaborate with district personnel to effectively manage the annual budget.

Evaluation Data Source: Annual budget
Munis Report
Financial Reports

Pearland Independent School District



Alexander Middle School

2025-2026 Performance Objectives

Board Approval Date:
October 14, 2025

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Table of Contents

Goal 1 : Alexander will provide a safe and orderly environment by enforcing safety and s... 3

Goal 2 : Alexander will continue to make quality instruction and academic performance a ... 4

Goal 3 : Alexander will provide for the physical and mental well-being of all students and ... 7

Goal 4 : Alexander will provide a transparent communication system that fosters trust an... 8

Goal 1

Alexander 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 emergencies.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Recent discipline data from AMS indicates a concerning increase in the number of terroristic threats	Students often express opinions or make statements without fully understanding the implications or significance of their words. This lack of awareness can lead to misunderstandings and misinterpretations, as they may not consider the context or the emotional impact of their statements on others.

Goal 2 Alexander will continue to make quality instruction and academic performance a top priority.

Performance Objective 1

The campus aims for 75% or higher of 5th-grade students to meet or exceed expectations on the STAAR progress assessment. For 6th-grade English Language Arts and Reading (ELAR), the target is set at 78% or higher on the same assessment. Additionally, all student groups will strive to meet the required passing standard, which is defined as achieving the "Approaches Grade Level" benchmark or better. Overall, the goal for the campus is to attain a performance target of 93% on the Language Arts STAAR assessment.

Evaluation Data Source: Benchmarks
Release test
2025-2026 STAAR test results

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Approximately 20% of the student population are in MTSS and not showing success on grade level expectations.	Insufficient resources and training for educators hinder the effective implementation of Tier Two interventions designed to address and close student achievement gaps.

Performance Objective 2

Math:The campus aims for at least 75% of 5th grade math students to achieve a "Meets" or "Exceeds" rating on their progress growth as measured by the STAAR exam. For 6th grade math, the objective is to ensure that 68% of students demonstrate expected growth or exceed it. Furthermore, the campus is committed to achieving a target where 95% of students attain an "Approaches" level or higher on the same assessment.

Evaluation Data Source: Benchmark data
Release test
2025-2026 STAAR test results

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Approximately 20% of the student population are in MTSS and not showing success on grade level expectations.	Insufficient resources and training for educators hinder the effective implementation of Tier Two interventions designed to address and close student achievement gaps.

Performance Objective 3

The campus will achieve at least 54% of students scoring at the "meets" level or higher on the Science STAAR exam.

Evaluation Data Source: Benchmark
2025-2026 STAAR Test

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	On the science exam, only 50% of special education students are achieving scores that meet the expected standards.	Students lack of fundamental understanding of the TEKS which presents challenges in effectively scaffolding instruction.

Performance Objective 4

Enhance academic performance among our identified subpopulations by achieving a 3% increase in proficiency across all areas assessed by the STAAR .

Evaluation Data Source: Benchmarks
Common Assessments
Release test
2025-2026 STAAR test results

Performance Objective 5

Alexander Middle School will engage in high quality Staff Development that focuses on student achievement and social emotional wellness.

Evaluation Data Source: Professional Development Agendas

Performance Objective 6

Alexander Middle School will recruit, hire and retain highly effective personnel.

Evaluation Data Source: Teacher retention reports, T-TESS and alternate appraisal information

Performance Objective 7

Alexander Middle School will ensure that At Risk students pass the STAAR test and make academic progress on the STAAR test at the same rate as their peers.

Evaluation Data Source: Benchmarks
2025-2026 STAAR test

Performance Objective 8

Alexander Middle School will have at least 97% attendance rate.

Evaluation Data Source: Quarterly attendance reports
biweekly reports
End of year Attendance reports

Performance Objective 9

The campus will have fewer than 10% of students receiving a score of zero on their Extended Response

Evaluation Data Source: Benchmarks
STAAR test 2025-2026

Performance Objective 10

Alexander Middle School will have a 10% increase in the number of students achieving a "Masters" level score on the STAAR exam across all tested subjects.

Evaluation Data Source: benchmarks
lesson plans
STAAR test

Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Across all tested areas, there is a need for improvement in achieving mastery on the assessments	Instruction is primarily concentrated on meeting and addressing expectations, rather than enhancing student rigor .

Performance Objective 11

AMS will enhance the success rate of our STAAR ALT scores by 15%, ensuring a well-informed and comprehensive approach.

Evaluation Data Source: Teacher observation
benchmarks
STAAR ALT

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

Performance Objective 1

Implementation of character-building program on our campus.

Evaluation Data Source: Anecdotal records

Performance Objective 2

Ensure that all students have access to Physical Education throughout the week and a variety of after school physical activities.

Evaluation Data Source: Master schedule, list of students engaging in after school activities promoted by the campus such as dodge ball and basketball.

Performance Objective 3

Promote RISE mentors and counseling small groups students in need of additional support.

Evaluation Data Source: Mentoring lists

Performance Objective 4

Students will receive anti bullying lessons throughout the school year.

Evaluation Data Source: Office referrals, counselor notes, bully reports

Goal 4

Alexander will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Messages will be sent home using district student information software to communicate upcoming events. The use of our school social media will be intentional in communication.

Evaluation Data Source: Data from district student information software and social media accounts

Pearland Independent School District



Sam Jamison Middle School

2025-2026 Performance Objectives

Board Approval Date:
October 14, 2025

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Table of Contents

Goal 1 : Sam Jamison Middle School will provide a safe and orderly environment by enfor... 3

Goal 2 : Sam Jamison Middle School will continue to make quality instruction and acade... 4

Goal 3 : Sam Jamison Middle School will provide for the physical and mental wellbeing of... 8

Goal 4 : Sam Jamison Middle School will provide a transparent communication system th... 9

Goal 1

Sam Jamison 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 ☑ High Priority

By May 2026, 100% of staff will complete annual safety and emergency response training aligned with the district's multi-hazard emergency operations plan (EOP), including drills, lockdown procedures, and threat assessment protocols.

Evaluation Data Source: Sign-In Sheets from training sessions, Eduphoria course attendance,

Performance Objective 2 ☑ High Priority

By the end of the 2025-2026 school year, reported incidents of bullying or physical aggression will decrease by 10% from the previous year, as tracked through counselor reports, discipline data, and anonymous student feedback.

Evaluation Data Source: student surveys, discipline data, counselor reports,

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students need frequent and consistent social-emotional supports that need to be provided on campus routinely and consistently through a positive behavioral intervention support system and that implementation is inconsistent.	The campus lacks a unified, consistently implemented social-emotional and behavior support system due to limited staff training, inconsistent expectations, and the absence of structured time, leadership accountability, and data-driven practices to sustain a schoolwide PBIS framework.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student feedback via surveys reported an increase in bullying.	The campus lacks a consistently implemented, proactive system for teaching, monitoring, and reinforcing respectful peer interactions and conflict resolution, resulting in gaps in student behavior expectations and responses to bullying incidents.

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

Performance Objective 1 ☑ High Priority

Reading Language Arts: Students will increase at least 3% on the performance categories of approaches, meets, and masters on the English Language Arts STAAR assessment: as a campus and within each student group (African American, Hispanic, White, Asian, Two or More, Special Ed, Eco Disadvantage and Emergent Bilingual).

Evaluation Data Source: STAAR results, TAPR Reports,

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Achievement gaps persist among African American, Hispanic, and economically disadvantaged students.	Instructional practices and classroom environments may lack consistent implementation of culturally responsive pedagogy, inclusive engagement, and equity-driven interventions.

Performance Objective 2

Mathematics: The campus will increase 3% on performance categories of Approaches, Meets, and Masters on the STAAR assessment for Math (African American, Hispanic, White, Asian, Two or More, Special Ed, Eco Disadvantage and Emergent Bilingual).

Evaluation Data Source: STAAR Results, TAPR Reports

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Achievement Gap in Math for Key Student Groups Although 81% of students met Approaches in math, only 27% of economically disadvantaged students and 31% of special education students met the standard.	Instructional strategies and interventions are not sufficiently differentiated or consistently implemented for students with academic and learning challenges, particularly in math.
5	Achievement gaps persist among African American, Hispanic, and economically disadvantaged students.	Instructional practices and classroom environments may lack consistent implementation of culturally responsive pedagogy, inclusive engagement, and equity-driven interventions.

Performance Objective 3

Science: Students will increase 3% in all performance categories: approaches, meets, and masters.

Evaluation Data Source: STAAR results, TAPR reports,

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Only 66% of students reached Approaches in science, with lower Meets and Masters percentages compared to other subjects.	Science instruction may be limited in frequency, engagement, or hands-on opportunities due to scheduling, resource constraints, or instructional prioritization of reading and math.
5	Achievement gaps persist among African American, Hispanic, and economically disadvantaged students.	Instructional practices and classroom environments may lack consistent implementation of culturally responsive pedagogy, inclusive engagement, and equity-driven interventions.

Performance Objective 4

Emergent Bilinguals: Students will achieve recommended progress (at least 1 year) on TELPAS language proficiency and STAAR test in all tested contents for Emergent Bilingual students

Evaluation Data Source: STAAR reports, TELPAS reports,

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Only 21% of first-year EB students scored Advanced High on TELPAS, compared to 76% of long-term EBs.	Early language learners are not receiving enough targeted, scaffolded language instruction within content areas, especially during their critical first year in U.S. schools.

Performance Objective 5

Special Education: Students receiving special education services will increase their performance on ELA and Math STAAR assessment by at least 3% points in the Meets performance category.

Evaluation Data Source: STAAR data, TAPR Report

Performance Objective 6

By May 2026, 80% of staff will implement at least one campus-approved relationship-building or culturally responsive strategy weekly, as evidenced by classroom observations and a 10% increase in student perception of teacher-student relationships on end-of-year surveys.

Evaluation Data Source: Office referrals, CIS referrals, Student Surveys, Staff Surveys,

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students need frequent and consistent social-emotional supports that need to be provided on campus routinely and consistently through a positive behavioral intervention support system and that implementation is inconsistent.	The campus lacks a unified, consistently implemented social-emotional and behavior support system due to limited staff training, inconsistent expectations, and the absence of structured time, leadership accountability, and data-driven practices to sustain a schoolwide PBIS framework.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student feedback via surveys reported an increase in bullying.	The campus lacks a consistently implemented, proactive system for teaching, monitoring, and reinforcing respectful peer interactions and conflict resolution, resulting in gaps in student behavior expectations and responses to bullying incidents.

Performance Objective 7

Attendance: Campus will obtain 97% or above attendance rating for all student groups.

Evaluation Data Source: PEIMS Attendance Report, 9 weeks Attendance Reports, weekly attendance reports,

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although the overall attendance rate of the campus is improving each year since the pandemic, the rate has not returned to the pre-pandemic percentage.	Many students continue to experience a lack of connection to school due to lingering academic, social-emotional, and environmental disruptions from the COVID-19 pandemic, which has weakened consistent attendance habits and reduced student engagement.

Performance Objective 8

By May 2026, the campus will retain at least 90% of teachers rated as proficient or higher on summative T-TESS rating and will increase the number of applicants per vacancy by 5% through targeted recruitment efforts, professional development, and staff recognition initiatives.

Evaluation Data Source: Staff retention data, community, student, and staff surveys,

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

Performance Objective 1

By May 2026, 100% of students will participate in at least 150 minutes of developmentally appropriate physical activity per week, and the campus will implement a minimum of three health and wellness initiatives (e.g., fitness challenges, mental health days, nutrition education) as evidenced by PE schedules and lesson plans.

Evaluation Data Source: Fitness Gram, Lesson Plans, PE Coaches, Counselors

Performance Objective 2

By May 2026, 100% of students will have access to mental health and safety supports through implementation of campus-wide SEL lessons at least twice monthly, and at least 90% of students identified as at-risk for mental health concerns will receive tiered interventions or referrals, as documented through counselor logs, intervention records, and safety reports.

Evaluation Data Source: Student referrals, risk assessments, student surveys,

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students need frequent and consistent social-emotional supports that need to be provided on campus routinely and consistently through a positive behavioral intervention support system and that implementation is inconsistent.	The campus lacks a unified, consistently implemented social-emotional and behavior support system due to limited staff training, inconsistent expectations, and the absence of structured time, leadership accountability, and data-driven practices to sustain a schoolwide PBIS framework.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student feedback via surveys reported an increase in bullying.	The campus lacks a consistently implemented, proactive system for teaching, monitoring, and reinforcing respectful peer interactions and conflict resolution, resulting in gaps in student behavior expectations and responses to bullying incidents.

Goal 4

Sam Jamison Middle School will provide a transparent communication system that fosters trust and enhances unity across the school and parents.

Performance Objective 1

Promote and improve Parent Involvement on campus through organized parent engagement events.

Evaluation Data Source: Minutes from PTA Meetings, Monthly communication outreach videos, social media traffic, parent attendance at events

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students need frequent and consistent social-emotional supports that need to be provided on campus routinely and consistently through a positive behavioral intervention support system and that implementation is inconsistent.	The campus lacks a unified, consistently implemented social-emotional and behavior support system due to limited staff training, inconsistent expectations, and the absence of structured time, leadership accountability, and data-driven practices to sustain a schoolwide PBIS framework.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student feedback via surveys reported an increase in bullying.	The campus lacks a consistently implemented, proactive system for teaching, monitoring, and reinforcing respectful peer interactions and conflict resolution, resulting in gaps in student behavior expectations and responses to bullying incidents.

Pearland Independent School District

Rogers Middle School

2025-2026 Performance Objectives

Board Approval Date:
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Table of Contents

Goal 1 : Rogers Middle School will provide a safe and orderly environment by enforcing s... 3

Goal 2 : Rogers Middle School will continue to make quality instruction and academic per... 4

Goal 3 : Rogers Middle School will provide for the physical and mental well-being of all st... 8

Goal 4 : Rogers Middle School will provide a transparent communication system that fost... 9

Goal 5 : Rogers Middle School will strategically maximize financial assets to provide reso... 10

Goal 1

Rogers 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

Rogers MS will ensure a safe and secure environment for all students, staff, and visitors and will ensure the campus is prepared to effectively respond to all emergencies that might affect safety or security of students and staff by routinely educating students and staff on standard response protocols and performing safety checks, drills, and training.

Evaluation Data Source: *Weekly door audit verification in Sentinel
*Drills submitted through Raptor
*Drill after summary reports submitted to Safe & Secure Schools and shared with staff

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

Performance Objective 1

English Language Arts/ Reading: Rogers will achieve the required passing standard of approaches grade level or better for all student groups (i.e.- African American, Hispanic, White, Asian, Two or More Races, Special Ed., Eco Disadvantaged, & Emergent Bilingual). Rogers will increase students achieving approaches, meets, & masters by at least 3% on the ELAR STAAR tests. In addition, Rogers will focus on decreasing the number of students making limited STAAR progress on the ELAR STAAR tests by 3%. 78% or higher of all Rogers students will meet expected growth requirements on the ELAR tests.

Evaluation Data Source: STAAR Reports, Campus Accountability Reports, Benchmarks, Common Assessments, STAAR Release Testing, BAS, Moby Max, & Houghton Mifflin Harcourt HMH, Writing Samples, & TELPAS Writing Scores

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Special education students are showing limited progress on their mastery of STAAR testing concepts in grade 5 RLA-45.83%, and grade 6 RLA-36%.	*Staffing of knowledgeable SPED personnel to provide the appropriate supports, resources, & training for continued growth of our students. *Increased number of students reading below grade level with comprehension & writing challenges * Increased SPED numbers making up 15.53% of the student population requiring individualized instruction

Performance Objective 2

Writing: Rogers will continue to improve students' writing proficiency by providing authentic opportunities for students to write and increasing their overall writing scores for the written components of the ELAR STAAR and TELPAS tests for emerging bilingual students. Rogers will decrease the overall percentage of students scoring 0% on the ECR. (5th- 18% & 6th-11%)

Evaluation Data Source: STAAR Reports, TELPAS Writing Scores, Common Assessments, & Writing Samples (Shared, Guided, Independent)

Performance Objective 3

Mathematics : Rogers will achieve the required passing standard of approaches grade level or better for all students groups (i.e.- African American, Hispanic, White, Asian, Two or More Races, Special Ed., Eco Disadvantaged, & Emergent Bilingual). Rogers will increase students achieving approaches, meets, & masters by at least 3% on the 5th & 6th Math STAAR tests. In addition, Rogers will focus on decreasing the number of students making limited STAAR progress on the Math STAAR tests by 3%. 78% or higher of all

Rogers students will meet expected growth requirements on the Math tests.

Evaluation Data Source: STAAR Reports, Campus Accountability Reports, Benchmarks, Common Assessments, STAAR Release Testing, Moby Max

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	49.49% of our grade economically disadvantaged and 40.54% of our emergent bilingual students showed limited progress on the grade 5 Math STAAR. This is apparent within our overall decrease of -1.8% approaches in the grade 5 Math scores.	*Students lack of fact fluency & math calculation skills impeded their ability to meet grade level Math TEKS. *Rigor and pace of teachers' scope & sequence not allowing adequate time for reteaching misunderstood concepts and make adjustments to instruction.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	49.49% of our grade economically disadvantaged and 40.54% of our emergent bilingual students showed limited progress on the grade 5 Math STAAR. This is apparent within our overall decrease of -1.8% approaches in the grade 5 Math scores.	*Students lack of fact fluency & math calculation skills impeded their ability to meet grade level Math TEKS. *Rigor and pace of teachers' scope & sequence not allowing adequate time for reteaching misunderstood concepts and make adjustments to instruction.

Performance Objective 4

Science : Rogers will achieve the required passing standard of approaches grade level or better for all students groups (African American, Hispanic, White, Asian, Two or More Races, Special Ed., Eco Disadvantage, & Emergent Bilinguals). Rogers will increase students achieving approaches, meets, & masters by at least 3% on the Science STAAR tests.

Evaluation Data Source: STAAR Reports, Campus Accountability Reports, Benchmarks, Common Assessments, STAAR Release Testing

Performance Objective 5

Social Studies: To improve social studies skills through implementation of instruction strategies and activities in Social Studies

Evaluation Data Source: Classroom Assessments, Common Assessments, Teacher Observations

Performance Objective 6

EB/LEP : Rogers will achieve recommended progress (at least year) on TELPAS and STAAR test in all subjects for EB students. Emergent Bilingual Students will achieve a 5 % increase on the Math & ELAR STAAR.

Evaluation Data Source: STAAR Tests Report, Accountability Rating Reports, TELPAS Score Reports, Benchmarks, and Common Assessments

Performance Objective 7

Special Education: Rogers will meet the required passing standards (approaches grade level) or better for this sub-population of students.

Evaluation Data Source: STAAR Test, Common Assessments, Released STAAR Test, TELPAS, Accountability data Sources

Performance Objective 8

Attendance: Campus will maintain 97% or above attendance rating for all student groups.

Evaluation Data Source: PEIMS Attendance Report, 9 weeks Attendance Reports and STAAR/TELPAS Data Sources

Performance Objective 9

Gifted and Talented (GT): Campus will ensure 95% of all Gifted/Talented students will score Masters Performance on STAAR reading, science, and math tests.

Evaluation Data Source: STAAR Test, TELPAS test, Common Assessments, Benchmarks, and Released STAAR Tests

Performance Objective 10

Technology: Increase the utilization of technology to improve quality of instruction and student engagement.

Evaluation Data Source: Lesson plans, T-TESS Walk-through, T-TESS Observations, Technology Needs Assessment Survey

Performance Objective 11

Teacher/ Staff Qualifications: Campus will recruit and retain Highly Qualified Teachers and Staff Members.

Evaluation Data Source: Pearland ISD Employee and Student Demographic Report & Texas Performance Reporting System (TPRS)

Performance Objective 12

Family Involvement: Increase parent/guardian attendance at parent /guardian meetings/school activities by 30%.

Evaluation Data Source: Survey/ parent feedback, Sign-in sheets at events, and observations

Performance Objective 13

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 Source: Class exhibits, Concerts, Competitions

Goal 3 Rogers Middle School will provide for the physical and mental well-being 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 Source: Fitness Gram, Lesson Plans, and Counselor referral data

Performance Objective 2

School Climate: All students and teachers will follow campus expectations of Be Safe, Be Responsible, and Be Respectful

Evaluation Data Source: Discipline Referrals, PEIMS data from Discipline, STAAR Data, TELPAS Data, Teacher, Student and Parent Feedback

Goal 4

Rogers Middle School will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Communications: Rogers MS will tell the narrative of all students and stakeholders in the community by building positive and sustainable relationships.

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

Goal 5

Rogers Middle School will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Rogers MS will conduct biannual reviews of budget allocations to ensure funding aligns with student support priorities.

Performance Objective 2

Rogers MS will partner with local businesses and foundations to support student programs.

Pearland Independent School District



Leon Sablatura Middle School

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Sablatura Middle School will provide a safe and orderly environment by enforcin... 3

Goal 2 : Sablatura Middle School will continue to make quality instruction and academic ... 4

Goal 3 : Sablatura Middle School will provide for the physical and mental wellbeing of all ... 9

Goal 4 : Sablatura Middle School will provide a transparent communication system that f... 10

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.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	An analysis of the Spring 2025 STAAR assessment data reveals a significant decline in 5th grade math performance among special education students, specifically in the Approaches and Meets grade level categories. Compared to previous years, fewer special education students are demonstrating basic and proficient understand of grade-level math standards.	This drop in performance suggests gaps in instructional practices, accommodations, and/or support systems that may be hindering these students' ability to access and master curriculum.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Successfully implementing a 90-minute bell schedule for each core content area while maintaining an effective student-to-teacher ratio presents a significant logistical and instructional challenge. Extended instructional blocks require purposeful planning, professional development, and instructional pacing adjustments to ensure time is used effectively and student engagement remains high.	Implementing a 90-minute bell schedule while maintaining an effective student-to-teacher ratio is due to limited availability of personnel. Additionally, constraints in campus resources and space further complicate balanced class distribution, leading to oversized or unevenly supported classrooms that hinder both instructional quality and equitable student outcomes.

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

Performance Objective 1 ☑ High Priority

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)

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

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	In the 2025 STAAR simulation, 5th grade reading students demonstrated a decrease in performance across all STAAR scoring categories-Did not meet, Approaches, Meets, and Masters-compared to the 2024 official STAAR results.	This overall decline indicates potential issues with curriculum alignment, instructional consistency, assessment preparation, or student engagement, and signals a need for comprehensive analysis and responsive intervention to reverse this trend before the next state assessment.

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 Source: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In the 2025 STAAR simulation, 5th grade math students demonstrated a decrease in performance across all STAAR scoring categories-Did not meet, Approaches, Meets, and Masters- compared to the 2024 official STAAR results.	This overall decline indicates potential issues with curriculum alignment, instructional consistency, assessment preparation, or student engagement, and signals a need for comprehensive analysis and responsive intervention to reverse this trend before the next state assessment.

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 Source: STAAR reports, Accountability Reports, Model Writing, Shared Writing, Guided Writing and Independent Writing.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In the 2025 STAAR simulation, 5th grade math students demonstrated a decrease in performance across all STAAR scoring categories-Did not meet, Approaches, Meets, and Masters- compared to the 2024 official STAAR results.	This overall decline indicates potential issues with curriculum alignment, instructional consistency, assessment preparation, or student engagement, and signals a need for comprehensive analysis and responsive intervention to reverse this trend before the next state assessment.
3	A review of the most recent state writing assessment data indicates 18% of 5th grades students scored a zero and 12% of 6th grade students scored a zero, reflecting a complete lack of response, an off-topic submission, or work that did not meet the minimum criteria for scoring.	This outcome suggests that some students may lack foundational writing skills, an understanding of the prompt, or the ability to organize and express their ideas in a coherent written form.

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 Source: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments

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 Source: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments, TELPAS data

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the comparison between the 2024 STAAR results and the 2025 simulation for 6th grade mathematics, there was a significant 10-point decline in the percentage of Hispanic and emergent bilingual (EB) students achieving the meets grade level standard.	This drop suggests potential disparities in instructional access, language support, or culturally responsive teaching practices, and indicates that current strategies may not be effectively supporting these student groups in meeting rigorous academic expectations.

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 Source: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments and STAAR Alternate.

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	An analysis of the Spring 2025 STAAR assessment data reveals a significant decline in 5th grade math performance among special education students, specifically in the Approaches and Meets grade level categories. Compared to previous years, fewer special education students are demonstrating basic and proficient understand of grade-level math standards.	This drop in performance suggests gaps in instructional practices, accommodations, and/or support systems that may be hindering these students' ability to access and master curriculum.
3	An analysis of the Spring 2025 STAAR assessment data reveals a significant decline in 5th grade reading performance among special education students, specifically in the Approaches and Meets grade level categories. Compared to previous years, fewer special education students are demonstrating basic and proficient understand of grade-level reading standards.	This drop in performance suggests gaps in instructional practices, accommodations, and/or support systems that may be hindering these students' ability to access and master curriculum.

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 Source: STAAR reports, Campus Accountability Reports, Common Assessments, STAAR release assessments.

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 Source: 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.

Performance Objective 9

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

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

Performance Objective 10

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

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

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 Source: Fine Arts class exhibits, concerts, and competitions

Performance Objective 12

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

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

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 Source: Fitness Gram, Lesson Plans, and Counselor referral data.

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 Source: 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

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

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

Pearland Independent School District

H. C. Carleston Elementary

2025-2026 Performance Objectives

Board Approval Date:
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Table of Contents

Goal 1 : Carleston will provide a safe and orderly environment by enforcing safety and se... 3

Goal 2 : Carleston will continue to make quality instruction and academic performance a ... 4

Goal 3 : Carleston will provide for the physical and mental wellbeing of all students and s... 6

Goal 4 : Carleston will deliver a transparent communication system that fosters trust and... 7

Goal 5 : Carleston will strategically maximize financial assets to provide resources to me... 8

Goal 1

Carleston 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

Carleston will ensure a safe, orderly environment by conducting regular safety drills, staff training, and meeting 100% compliance on district safety audits during the 2025-2026 school year.

Performance Objective 2

Carleston will provide methods for addressing violence prevention and intervention.

Evaluation Data Source: Discipline referrals, Threat Assessments

Goal 2 Carleston will continue to make quality instruction and academic performance a top priority.

Performance Objective 1

Carleston will prioritize quality instruction by ensuring all teachers implement evidence-based practices and by increasing student performance on district and state assessments by at least 5% compared to the 2025 STAAR scores.

Evaluation Data Source: STAAR scores, BAS data, iReady data

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	While the campus benefits from a diverse and experienced teaching staff and maintains high student attendance and low discipline rates, significant demographic challenges persist. A large majority of the student population (66.95%) is identified as economically disadvantaged, and nearly half (44.96%) are Emergent Bilinguals. Additionally, 18.21% of students receive Special Education services, and	Many students face barriers outside of school--such as food insecurity, limited access to technology, and inconsistent healthcare--that impact their readiness to learn. These external factors often limit academic growth and increase the need for wraparound services, which may be inconsistently available.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of growth on iReady BOY to EOY assessments	Lack of previous instruction in phonics and phonemic awareness.
2	Our student body population is high in SpEd (18.2%)	High number of economically disadvantaged students who often lack experiences to build upon and or lack schema.

Performance Objective 2

Increase reading level in all grade levels with a focus on K-1.

Evaluation Data Source: BAS levels from beginning of the year, BAS levels from end of the year.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of growth on iReady BOY to EOY assessments	Lack of previous instruction in phonics and phonemic awareness.

Performance Objective 3

Increase math learning in all grade levels with a focus on K-2

Evaluation Data Source: Math i-Ready BOY, MOY, EOY progress monitoring
District Benchmarks
Math STAAR

Goal 3 Carleston will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Develop a positive school culture through building positive relationships and healthy communication among staff, students, administrators, and families.

Evaluation Data Source: Teacher and student attendance, PFE Survey information

Performance Objective 2

100% of students will participate in PBIS initiative and other character-building activities.

Evaluation Data Source: PBIS Data and Character-Building Program implementation plan

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	67% of students are classified as economically disadvantaged and 58% are identified as at-risk, leading to increased academic and behavioral support needs.	High levels of need are not consistently matched with proactive, wraparound supports due to staffing limitations, funding constraints, and inconsistent access to targeted intervention programs.

Performance Objective 3

Increase student attendance to at least 96%

Evaluation Data Source: PEIMS Reports

Performance Objective 4

100% of students will participate in all physical fitness activities.

Evaluation Data Source: Master Schedule, Recess Schedule, and Fitness Gram

Goal 4

Carleston will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

All parents/guardians will have access to student information and campus information.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	While the campus benefits from a diverse and experienced teaching staff and maintains high student attendance and low discipline rates, significant demographic challenges persist. A large majority of the student population (66.95%) is identified as economically disadvantaged, and nearly half (44.96%) are Emergent Bilinguals. Additionally, 18.21% of students receive Special Education services, and	Many students face barriers outside of school--such as food insecurity, limited access to technology, and inconsistent healthcare--that impact their readiness to learn. These external factors often limit academic growth and increase the need for wraparound services, which may be inconsistently available.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Parents have expressed concerns about insufficient and inconsistent communication regarding their child's academic progress.	There is a lack of systematic structures and tools for regular progress updates and two-way communication between teachers and families, especially for students with more complex needs.

Goal 5

Carleston will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Carleston will increase the effective use of campus financial resources by 10%--as measured by budget alignment to student and instructional needs--while enhancing family and community partnership contributions (monetary, volunteer, or in-kind) by 15% by the end of the 2025-2026 school year.

Evaluation Data Source: Campus Budget Reports, CNA Results, volunteer logs, PTA events, parent survey

Pearland Independent School District

Challenger Elementary

2025-2026 Performance Objectives

Board Approval Date:
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Table of Contents

Goal 1 : Challenger Elementary will provide a safe and orderly environment by enforcing ... 3

Goal 2 : Challenger Elementary will continue to make quality instruction and academic pe... 4

Goal 3 : Challenger Elementary will provide for the physical and mental wellbeing of all st... 5

Goal 4 : Challenger Elementary will deliver a transparent communication system that fost... 6

Goal 5 : Challenger Elementary will strategically maximize financial assets to provide res... 7

Goal 1

Challenger Elementary 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

100% of staff members and students will receive required training to focus on prevention and mitigation throughout the 25-26 school year in Standard Response Protocol.

Evaluation Data Source: Documented Drills
BOY Drill Week
Raptor
After Action Reviews
Weekly Door Checks
TEA Safety Audits

Performance Objective 2

100% of staff and students will receive required training and instruction in areas such as bullying prevention, conflict resolution, and character building.

Evaluation Data Source: Red Ribbon Week
Character Strong
Vector Trainings

Goal 2 Challenger Elementary will continue to make quality instruction and academic performance a top priority.

Performance Objective 1 ☑ High Priority

By the end of the 2025-2026 school year, reduce the number of students reading below level to 10%.

Evaluation Data Source: iReady Data
Data Walls
Data Discussions
Anecdotal Notes
Running Records
Common Assessments
Fidelity to small group instruction

Performance Objective 2

Students scoring Advanced High or making growth on at least 2 domains was 70% (42/60) on the Spring 2025 TELPAS, resulting in 17 students reclassifying. By the end of the 2025-26 school year, 73% of students taking TELPAS will score Advanced High or make growth in at least 2 domains.

Evaluation Data Source: Anecdotal notes
Running records
Common Assessments
TELPAS
STAAR

Performance Objective 3 ☑ High Priority

2026 STAAR Meets percentages for students receiving Special Education services for 4th grade RLA will increase by 3% making RLA 17%, and we will maintain our Meets percentages of 28% in 3rd RLA, 14% in 4th Math, and 36% in 3rd Math.

Evaluation Data Source: STAAR

Performance Objective 4

Challenger Elementary 3rd grade RLA Approaches, Meets, and Masters on STAAR will increase to 90%, 74%, and 46% respectively. 3rd grade Math Approaches, Meets, and Masters on STAAR will increase to 85%, 66%, and 38% respectively. 4th grade RLA Approaches, Meets, and Masters on STAAR will increase to 92%, 69%, and 46% respectively. 4th grade Math Approaches, Meets, and Masters on STAAR will increase to 88%, 66%, and 45% respectively.

Evaluation Data Source: STAAR

Goal 3 Challenger Elementary will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Campus wide practices will be implemented to maintain a safe learning environment.

Evaluation Data Source: PBIS
Red Ribbon Week
Start with Hello Week
Character Strong Morning Messages

Performance Objective 2

During the 2025-26 school year, 100% of students will participate in all physical fitness activities.

Evaluation Data Source: Fitness Gram
PE attendance records

Goal 4

Challenger Elementary will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Through our programs and parent communication, we will form highly effective relationships that support student success in all areas.

Evaluation Data Source: Increased student and parent participation in school activities.

Goal 5

Challenger Elementary will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Pearland Independent School District

Barbara Cockrell Elementary

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Cockrell Elementary will provide a safe and orderly environment by enforcing saf... 3

Goal 2 : Cockrell Elementary will continue to make quality instruction and academic perfo... 4

Goal 3 : Cockrell Elementary will provide for the physical and mental wellbeing of all stud... 7

Goal 4 : Cockrell Elementary will deliver a transparent communication system that foster... 8

Goal 5 : Cockrell Elementary will strategically maximize financial assets to provide resour... 9

Goal 1

Cockrell Elementary 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

Continue to develop and implement the physical safety plan for Cockrell Elementary.

Evaluation Data Source: Safety Audits, Drill Logs

Goal 2 Cockrell Elementary will continue to make quality instruction and academic performance a top priority.

Performance Objective 1 ☑ High Priority

By the end of the 2025-2026 school year, the percentage of special education students achieving Approaches Grade Level or higher on the STAAR Reading and Math assessments will increase by at least 10% compared to 2024-2025 STAAR results. This growth will be achieved through targeted small group instruction, progress monitoring, and data-driven interventions implemented consistently throughout the school year.

Evaluation Data Source: STAAR

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 48% of Special Education students meet approaches grade level standards, well below campus and state averages.	Individualized Education Program (IEP) goals and accommodations are inconsistently implemented. Progress monitoring and data-driven instructional adjustments for Special Education students are weak.

Performance Objective 2 ☑ High Priority

By May 2025, increase the percentage of Hispanic and Emergent Bilingual 3rd and 4th grade students approaching grade level on STAAR Reading from below 20% to at least 40% through the implementation of targeted early literacy interventions that integrate language development strategies, monitored quarterly by progress monitoring data.

Evaluation Data Source: BAS, Benchmarks, Common Assessments, iReady data, STAAR

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Hispanic and Emergent Bilingual students show low literacy proficiency, with some groups below 20% approaches grade level.	Early literacy interventions do not effectively target language development needs of Emergent Bilingual students. Language development strategies are insufficiently integrated into reading instruction. Progress monitoring systems lack rigor and do not provide timely, targeted literacy support.

Performance Objective 3

By the end of the 2025-2026 school year, improve math proficiency for Hispanic, SPED, and Emergent Bilingual 3rd and 4th grade students by 15% on STAAR Math assessments through consistent use of differentiated instruction and data-driven interventions, with progress tracked monthly via formative assessments.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Hispanic, SPED, and EB students show significant gaps in math proficiency, with limited year-over-year growth.	Foundational math skills and conceptual understanding are underdeveloped in struggling learners. Differentiated math instruction and timely interventions are not consistently provided. Formative assessment data is underutilized to guide math instruction and supports.

Performance Objective 4

By the end of the 2025-2026 school year, increase the campus-wide attendance rate to 97% through the implementation of Communities in Schools support services, a structured attendance incentive program, and regular, clear communication with parents and guardians about the importance of daily attendance.

Evaluation Data Source: On Data Suite, Skyward

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Attendance rate for 24-25 was 96.07%, falling short of the 97% goal.	Parents and guardians of younger students lack understanding of the importance of consistent attendance. Limited family engagement and communication about attendance expectations.

Performance Objective 5

By May 2026, Cockrell Elementary will increase the percentage of students in Grades 3 and 4 who meet grade level on the STAAR Reading assessment by 8 percentage points as measured on the 2026 STAAR Reading.

Evaluation Data Source: 2026 STAAR Reading Results (Approaches/Meets/Masters)

i-Ready Reading BOY, MOY, EOY Diagnostics

District Benchmarks and Classroom Formative Assessments

Performance Objective 6

By May 2026, Cockrell Elementary will increase the percentage of students in Grades 3 and 4 who meet grade-level expectations on the STAAR Math assessment by 8 percentage points compared to 2025 STAAR results.

Evaluation Data Source: 2026 STAAR Math Results

i-Ready Math Diagnostics (BOY, MOY, EOY)

District Benchmarks and Classroom Assessments

Goal 3 Cockrell Elementary will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Create a positive campus culture that promotes the physical and mental health of all.

Evaluation Data Source: PBIS Data, Character Strong Lessons, Parent Surveys, Teacher Surveys

Performance Objective 2

100% of students will participate in physical fitness activities for the 2025-2026 school year.

Evaluation Data Source: Physical Fitness Assessment

Performance Objective 3

Students will receive weekly class guidance lessons, small group guidance lessons and one on one as needed through counseling curriculums that address violence prevention and intervention.

Evaluation Data Source: Lesson Plans
Counseling Schedule

Goal 4

Cockrell Elementary will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

All stakeholders will have access to student and campus information.

Evaluation Data Source: Website, Skyward emails, Weekly newsletters, Peek of the Week, Daily staff email

Performance Objective 2

Parents will receive communication on the array of learning opportunities and services available to all students through campus weekly newsletter, social media accounts, and campus website.

Evaluation Data Source: Website, emails, newsletters

Goal 5

Cockrell Elementary will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

By June 2026, Cockrell Elementary will strategically allocate 100% of Title I federal funds to implement targeted academic support programs, family engagement initiatives, and instructional resources that directly address student needs, resulting in a 10% increase in proficiency rates among students at-risk of not being successful on STAAR and TELPAS assessments. Progress will be monitored quarterly by the Campus Leadership Team, with active involvement from family and community stakeholders through CEIC meetings and feedback surveys.

Evaluation Data Source: CEIC, surveys

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Hispanic and Emergent Bilingual students show low literacy proficiency, with some groups below 20% approaches grade level.	Early literacy interventions do not effectively target language development needs of Emergent Bilingual students. Language development strategies are insufficiently integrated into reading instruction. Progress monitoring systems lack rigor and do not provide timely, targeted literacy support.
3	Hispanic, SPED, and EB students show significant gaps in math proficiency, with limited year-over-year growth.	Foundational math skills and conceptual understanding are underdeveloped in struggling learners. Differentiated math instruction and timely interventions are not consistently provided. Formative assessment data is underutilized to guide math instruction and supports.

Pearland Independent School District

C. J. Harris Elementary

2025-2026 Performance Objectives

Board Approval Date:
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Table of Contents

Goal 1 : CJ Harris will provide a safe and orderly environment by enforcing safety and se... 3

Goal 2 : CJ Harris will continue to make quality instruction and academic performance a t... 4

Goal 3 : CJ Harris will provide for the physical and mental wellbeing of all students and st... 6

Goal 4 : CJ Harris will deliver a transparent communication system that fosters trust and ... 7

Goal 5 : CJ Harris will strategically maximize financial assets to provide resources to mee... 8

Goal 1

CJ Harris 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

Develop and execute a comprehensive physical security strategy to enhance campus protection.

Evaluation Data Source: Monitoring Reports, Safety Drill Schedule, Raport, and Reports, Sign-In Sheets

Goal 2 CJ Harris will continue to make quality instruction and academic performance a top priority.

Performance Objective 1

Students will demonstrate a years' worth of growth or more in RLA by May 2026.

Evaluation Data Source: BAS Levels
iReady
Benchmarks

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Benchmark and iReady data indicated that 4th grade minority students did not show expected accelerated growth in RLA.	Students missing key skills related to tier 2 instruction .

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Benchmark and iReady data indicated that 4th grade minority students did not show expected accelerated growth in RLA.	Students missing key skills related to tier 2 instruction .
3	District data indicated that student growth in RLA in Grades K-4 were not as expected.	Teaching Styles and effectiveness of tier 2 teaching and identifying the appropriate interventions when analyzing data.

Performance Objective 2

By the end of Spring 2026, 4th Math STAAR approaches percentages will increase from 71% in Spring 2025 to 80% by Spring 2026.

Evaluation Data Source: STAAR Math Data, Benchmark, Common Assessments, Math screeners and resources (fourth grade)

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR data indicated that students did not demonstrate expected or accelerated growth in fourth grade Math	Effectiveness of classroom management to ensure students were comprehending math.
4	2025 Math STAAR indicated that twenty-nine percent of fourth grade students did not meet the standard.	Effectiveness of tier 1 and 2 teaching along with student engagement

Performance Objective 3

Decrease the overall percentage of students receiving a rating of 0 on RLA STAAR.

Evaluation Data Source: STAAR RLA. Benchmarks, Simulation, Common assessments

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Benchmark and iReady data indicated that 4th grade minority students did not show expected accelerated growth in RLA.	Students missing key skills related to tier 2 instruction .

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Benchmark and iReady data indicated that 4th grade minority students did not show expected accelerated growth in RLA.	Students missing key skills related to tier 2 instruction .

Goal 3 CJ Harris will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

To increase the attendance rate from 95.24% to 95.72% or above.

Evaluation Data Source: PEIMS Data reports, On Suite Data Reports

Performance Objective 2

To decrease the high risk behaviors by 2-3% from the BOY to EOY PBIS screener

Evaluation Data Source: Emergent Tree screeners, Office Referrals, Behavior MTSS meetings

Performance Objective 3

Promote mental and physical well being for students.

Evaluation Data Source: FitnessGram, Universal Screener, Observations

Goal 4

CJ Harris will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Provide multiple avenues of communication to share information to school personnel and community.

Evaluation Data Source: Surveys, Social Media, Emails

Performance Objective 2

Harris will provide various opportunities for parents to build their capacity to support their students academically

Evaluation Data Source: Increase Parent capacity

Goal 5

CJ Harris will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Harris will provide learning opportunities for students, families and the community to participate in.

Evaluation Data Source: Parent Surveys

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Benchmark and iReady data indicated that 4th grade minority students did not show expected accelerated growth in RLA.	Students missing key skills related to tier 2 instruction .

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Benchmark and iReady data indicated that 4th grade minority students did not show expected accelerated growth in RLA.	Students missing key skills related to tier 2 instruction .
2	STAAR data indicated that students did not demonstrate expected or accelerated growth in fourth grade Math	Effectiveness of classroom management to ensure students were comprehending math.
3	District data indicated that student growth in RLA in Grades K-4 were not as expected.	Teaching Styles and effectiveness of tier 2 teaching and identifying the appropriate interventions when analyzing data.
4	2025 Math STAAR indicated that twenty-nine percent of fourth grade students did not meet the standard.	Effectiveness of tier 1 and 2 teaching along with student engagement

Pearland Independent School District

E. A. Lawhon Elementary

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Lawhon will provide a safe and orderly environment by enforcing safety and sec... 3

Goal 2 : Lawhon will continue to make quality instruction and academic performance a to... 4

Goal 3 : Lawhon will provide for the physical and mental wellbeing of all students and sta... 6

Goal 4 : Lawhon will deliver a transparent communication system that fosters trust and e... 7

Goal 5 : Lawhon will strategically maximize financial assets to provide resources to meet ... 8

Goal 1

Lawhon 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

Increase awareness and practice opportunities for daily safety protocols as well as continue to develop the physical safety plan to harden all campuses and district facilities.

Evaluation Data Source: District/Campus Plans, Monitoring Reports, Safety Drills, Reporting Documentation, Sign-In Sheets

Goal 2 Lawhon will continue to make quality instruction and academic performance a top priority.

Performance Objective 1 ☑ High Priority

RLA STAAR - By May 2026, Lawhon will increase the percentage of 3rd and 4th grade students achieving Masters level on the Reading STAAR by at least 5 percentage points, while maintaining or increasing Meets-level performance.

Evaluation Data Source: STAAR Scores, i-Ready diagnostic and growth monitoring, BAS levels, common assessments, small group reading notes. Monthly Data meetings with teachers as new data is collected from i-Ready, reading levels and assessments throughout the year. Progress monitoring checkpoints (e.g. i-Ready, common assessments) to adjust small group instruction in real time.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Reading STAAR - While overall Reading performance shows strong Approaches and Meets rates in both 3rd and 4th grade (84% and 62% in 2025, respectively), the percentage of students achieving Masters is declining or stagnant (down from 33% to 28%), indicating a need to push students beyond proficiency toward mastery.	Instruction is often focused on bringing students to the Approaches/Meets level, with fewer opportunities for enrichment and higher-level questioning to stretch students into advanced performance. Additionally, some students lack access to consistent, data-informed small group reading that targets comprehension, vocabulary, and test-taking stamina.

Performance Objective 2

TELPAS - By May 2026, the percentage of Emergent Bilingual students demonstrating growth in all four TELPAS domains (listening, speaking, reading, writing) will increase by 15%, with a specific focus on reducing the number of students regressing in the listening domain.

Evaluation Data Source: TELPAS Composite and Domain Scores, Progress monitoring Data for LPAC, TELPAS Boost Camp to start in October and in Spring semester, embedded oral language practice during core instruction, use of Talk Read, Talk Write and sentence stems across content areas

Performance Objective 3

Math STAAR - By May 2026, Lawhon will increase the percentage of 3rd and 4th grade students achieving Meets or higher on the Math STAAR by 8 percentage points, with a specific focus on growth at the Masters level.

Evaluation Data Source: STAAR Math scores, Common Assessments, District Benchmarks, i-Ready Diagnostic Data

Performance Objective 4

STAAR Growth - By May 2026, the percentage of 4th grade students at Lawhon Elementary demonstrating expected or accelerated growth on the Math and Reading STAAR Progress Measure will increase by at least 10 percentage points, through data-driven small group instruction, intentional planning, and targeted vocabulary and comprehension support.

Evaluation Data Source: STAAR Progress Measure Reports for Math and RLA, i-Ready Diagnostic Growth for Math and RLA, District benchmarks and common assessments, classroom formative assessments and exit tickets, Student Data trackers

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	STAAR Growth - The percentage of students demonstrating expected or accelerated growth on STAAR in both Reading and Math is lower than district averages, with Lawhon at 51.61% (Math) and 53.92% (Reading) for expected growth.	While small group instruction is in place, its alignment to student data (e.g., i-Ready, STAAR item analysis) is inconsistent. Progress monitoring systems lack the frequency and precision needed to adjust instruction for students not on track to grow.

Performance Objective 5

By May 2026, Lawhon Elementary will increase its average daily attendance rate to 96% or higher, in alignment with the district attendance goal, by improving daily attendance practices and reducing chronic absenteeism through targeted tiered interventions and positive recognition systems.

Evaluation Data Source: Attend Track reports, Skyward Daily Attendance, 6-week attendance reports, Chronic Absenteeism Logs

Goal 3 Lawhon will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Support the district emphasis on student staff physical and mental well-being campus wide. *Explore staff wellness committee or regular recognition initiatives

Evaluation Data Source: Discipline data, counselor referrals, parent surveys, staff survey mid-year to monitor morale and make targeted adjustments

Goal 4

Lawhon will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Lawhon will maintain on-going parent communication in English and Spanish (when possible).

Evaluation Data Source: Campus Facebook Page to increase communication to community. Maintain consistent weekly communication through Peek of the Week, Skyward and campus newsletter, with bilingual translation as needed.
Weekly Newsletter (The Dolphin), Sunday Message to parents through Skyward. Mid-Year (January) End of the year (May) parent surveys conducted and included questions
specifically addressing:
* the knowledge parents have that our campus receives federal funding for students
* the knowledge parents have on how that funding is spent to improve the campus
* the opportunity for parents to acknowledge that they conference with their child's teacher this school year
* the knowledge parents have on the expected Parent and Family Engagement requirements
* the knowledge parents have on receiving and viewing the school compact (Open House - August 2025)

Goal 5

Lawhon will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Lawhon Elementary will ensure that 100% of Title I, SCE, and local funds are aligned to campus needs and student data, with expenditures directly supporting academic growth and student well-being.

Evaluation Data Source: Title I budgets, CNA/CIP documentation, purchase logs, student performance data

Pearland Independent School District



Magnolia Elementary

2025-2026 Performance Objectives

Board Approval Date:
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Table of Contents

Goal 1 : Magnolia will provide a safe and orderly environment by enforcing safety and se... 3

Goal 2 : Magnolia will continue to make quality instruction and academic performance a t... 4

Goal 3 : Magnolia will provide for the physical and mental wellbeing of all students and st... 5

Goal 4 : Magnolia will ensure transparency in communication in order to foster trust and ... 6

Goal 5 : Magnolia will strategically maximize financial assets to provide resources to mee... 7

Goal 1

Magnolia 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 ☑ High Priority

Magnolia teachers and staff 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.

Evaluation Data Source: After Action Forms will be completed after each drill and both Office meetings along with Staff meetings will review the After Action Forms in order to evaluate and correct any needed areas.

Performance Objective 2 ☑ High Priority

Magnolia will have methods for addressing violence prevention and intervention with a focus on being proactive with character education lessons and PBIS school wide implementation of expectations.

Evaluation Data Source: Office Referrals, Bullying Reports/Investigations, Threat Assessments/Investigations

Goal 2 Magnolia will continue to make quality instruction and academic performance a top priority.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Magnolia's percentage of 4th grade students meeting expected or accelerated growth on 4th grade Math and Reading STAAR will increase by 10%.

Evaluation Data Source: iReady, BAS, Benchmarks Data, STAAR Data

Performance Objective 2 ☑ High Priority

Magnolia's percentage of 3rd grade students meeting expected or accelerated growth on 3rd grade Math and Reading STAAR will increase by 10%.

Evaluation Data Source: Common assessments, benchmark assessments, and STAAR scores
BAS Scores and i-Ready.

Goal 3 Magnolia will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Magnolia will prioritize the physical and mental well-being of all students and staff.

Evaluation Data Source: Parent/Staff Survey, Discipline Records, PBIS Screener, PBIS/MTSS Committee, Counselor

Goal 4

Magnolia will ensure transparency in communication in order to foster trust and enhance collaboration across the district and community.

Performance Objective 1

Magnolia Elementary will provide continuous communication from campus to families in order to better serve Magnolia students and increase collaboration among the community, families, and campus.

Evaluation Data Source: Teacher/Parent conferences, Skyward messages, Monthly Newsletters, Website updates, Social Media Posts

Goal 5

Magnolia will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Campus will be diligent about allocating funds for teachers and students to specifically impact student learning and achievement.

Evaluation Data Source: Tutoring Schedules, Benchmarks Data, and Common Assessment Data, iReady Data.

Performance Objective 2

Tutors will be acquired and paid for through Campus funds in order to serve students by way of Intervention/small group instruction for ELA and Math.

Evaluation Data Source: Tutor schedules, Student tutor groups and planning documents. iReady Data, Benchmark Data, Common Assessment Data

Pearland Independent School District



Massey Ranch Elementary

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Pearland ISD will provide a safe and orderly environment by enforcing safety and... 3

Goal 2 : Pearland ISD will continue to make quality instruction and academic performanc... 4

Goal 3 : Pearland ISD will provide for the physical and mental well-being of all students a... 6

Goal 4 : Pearland ISD will provide a transparent communication system that fosters trust ... 7

Goal 1

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

Performance Objective 1

By the end of the academic year, Massey Ranch Elementary will enhance campus safety and orderliness by implementing and monitoring comprehensive safety and security measures.

Evaluation Data Source: threat assessment and discipline referrals, school safety audits, after action plans, drill reports, meeting agendas

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

Performance Objective 1

Students will perform at least 3% greater on the STAAR in each performance category (approaches, meets and masters) in 3rd and 4th grade reading and math.

Evaluation Data Source: STAAR Reports, TEA Accountability Reports

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	The 2024-2025 iReady diagnostic middle of the year data indicates that, in general, 1st-4th grade students were not making expected progress in reading and math.	This was our first year of using the program and it took some time to get the program in use with fidelity. The assessments were also not consistently administered. There is also some misalignment between student area of need and the small group instruction and intervention times.

Performance Objective 2

Massey Ranch Elementary will increase percentage of students meeting expected or accelerated growth on the 4th grade Reading and Math STAAR (Domain 2).

Evaluation Data Source: STAAR Reports, TEA Accountability Reports

Performance Objective 3

Massey Ranch will decrease the overall percentage of students scoring a 0 rating on the writing portion of the STAAR test.

Evaluation Data Source: STAAR simulation, STAAR scores

Performance Objective 4

Increase the number of on or above level readers by 10% in Kindergarten-4th grade.

Evaluation Data Source: Reading levels, diagnostic growth reports

Performance Objective 5

Massey Ranch will continue to improve TELPAS performance for all emerging bilinguals in listening,

speaking, reading, and writing.

Evaluation Data Source: TELPAS results and reclassification data

Performance Objective 6

Massey Ranch will support the academic and social-emotional growth of gifted and high achieving learners.

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

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

Performance Objective 1

Massey Ranch will support the mental health of both students and staff.

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

Performance Objective 2

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

Evaluation Data Source: Attendance records, fire prevention documentation

Goal 4

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

Performance Objective 1

Increase parental involvement to support student success.

Evaluation Data Source: Attendance at school events
Feedback from parents

Pearland Independent School District



Rustic Oak Elementary

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Rustic Oak Elementary will provide a safe and orderly environment by enforcing ... 3

Goal 2 : Rustic Oak Elementary will continue to make quality instruction and academic pe... 4

Goal 3 : Rustic Oak Elementary will provide for the physical and mental wellbeing of all st... 6

Goal 4 : Rustic Oak Elementary will deliver a transparent communication system that fost... 7

Goal 5 : Rustic Oak Elementary will strategically maximize financial assets to provide res... 8

Goal 1

Rustic Oak Elementary 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

Increase campus safety and security measures.

Evaluation Data Source: Weekly campus security door checks, meeting agendas, safety reviews. Safety drill reviews.

Performance Objective 2

Build a positive school climate which provides students a sense of security and support resulting in increased mental health.

Evaluation Data Source: Daily Morning Announcements, Lesson Plans/ Counselor, Classroom observations, Decreased number of discipline referrals, weekly data meetings, PBIS Classroom 100's Charts - Bulletin Board, Attendance Rate will increase, Student participation in Career Day, continue to implement the Character Strong Program Red Ribbon Week, Guidance counselor lessons, individual counselor lessons, LLSP counselor lessons/ support, Crisis Team interventions, Counselor Lunch Buddies, Rise Mentoring, Watch Dogs, Buffalo of the Month, Proud Buffalo vistors.

Goal 2 Rustic Oak Elementary will continue to make quality instruction and academic performance a top priority.

Performance Objective 1 ☑ High Priority

Increase BAS reading level for all grade levels to 60% on level readers by May 2026.

Evaluation Data Source: Nine weeks BAS reports in Aware.
iReady data

Performance Objective 2 ☑ High Priority

To improve our STAAR comparison school status, we need to increase math masters scores in 3rd grade 19% to 25% and 4th grade from 37% to 42%.

Evaluation Data Source: 3rd and 4th grade 2026 STAAR Math Master test scores.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Math scores did not meet closing the gaps expected target score for Two or More Races and Economically Disadvantaged.	Low number of Two or More Races students. (10) Provide extra support for all ED students.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Approximately 30% of students are currently reading below the expected BAS level for the end of the year.	Students are entering kindergarten as non-readers and there is an uneven distribution of below level readers in homerooms.
2	Math scores did not meet closing the gaps expected target score for Two or More Races and Economically Disadvantaged.	Low number of Two or More Races students. (10) Provide extra support for all ED students.

Performance Objective 3 ☑ High Priority

2nd Grade EB students language scores will increase in the Iowa Test of skills. 2nd grade Speaking Proficiency Rating on the Speaking portion of the TELPAS Test will increase at the Advanced level from 0% to 10% and the Advanced High from 0% to 10%.

Evaluation Data Source: 2nd grade Iowa Test of Skills and 2nd Grade TELPAS.

Performance Objective 4 ☑ High Priority

For the 2025-2026 school year, our attendance goal will be 96.24%.

Evaluation Data Source: Skyward Attendance

Performance Objective 5

To improve our STAAR comparison school status Reading masters scores will increase in 3rd grade from 37% to 45% and 4th grade from 41% to 46% on the 2026 STAAR assessment.

Evaluation Data Source: Weekly data meetings with all teachers to monitor students progress and need supports. Monitoring walls. Targeted small group instruction that is data driven. Purposeful planning. C&I Coaching support. IiReady data.

Goal 3

Rustic Oak Elementary will provide for the physical and mental wellbeing of all students and staff.

Goal 4

Rustic Oak Elementary will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Utilize campus technology to improve communication and disseminate information to school personnel and the community.

Evaluation Data Source: Teacher and parent feedback, website stats, One Note documents, Weekly Newsletter, PTA Meeting, Parent emails. Rustic Oak Facebook Page. Consistent weekly folders on Tuesday.

Performance Objective 2

Utilize PTA (Parent Teacher Association) on campus to enhance unity between school personnel and the community and encourage parent involvement in the school.

Evaluation Data Source: PTA membership, Meeting attendance, Event attendance. PTA will use funds to support special programs and assemblies to promote a positive campus culture.

Goal 5

Rustic Oak Elementary will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Campus leadership team will have input on budget spending.

Evaluation Data Source: Financial responsibility to meet campus/student needs.

Performance Objective 2

Parent input will be collected via a parent survey on campus/student needs and improvement/

Evaluation Data Source: Financial responsibility to meet campus/student needs.

Pearland Independent School District

Shadycrest Elementary

2025-2026 Performance Objectives

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February 10, 2026 at 10:02 AM

Table of Contents

Goal 1 : Pearland ISD will provide a safe and orderly environment by enforcing safety and... 3

Goal 2 : Pearland ISD will continue to make quality instruction and academic performanc... 4

Goal 3 : Pearland ISD will provide for the physical and mental wellbeing of all students an... 6

Goal 4 : Pearland ISD will deliver a transparent communication system that fosters trust ... 7

Goal 5 : Pearland ISD will strategically maximize financial assets to provide resources to ... 8

Goal 1

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

Performance Objective 1

Shadycrest will provide a safe and orderly environment by enforcing district security measures and ensuring that staff is trained on safety and security.

Evaluation Data Source: Crisis Team Meeting Feedback, Pearland Police Department Lockdown Drill Feedback, Vector Training Completion

Performance Objective 2

Shadycrest will implement methods to address violence prevention and intervention.

Evaluation Data Source: Counselor Records and Data, Nurse Office Records, Bullying Reports, Threat Assessments

Performance Objective 3

We will partner with the Jet Security Guard Company to maintain the integrity of the campus security system by checking doors for functionality, perimeter checks and a presence at arrival and dismissal .

Evaluation Data Source: TEA Door Audits, Weekly Door Checks, Security Cameras

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

Performance Objective 1

100% of all identified Gr. 3 & 4 GT students will meet the required standard (meets grade level) on the Reading and Math STAAR. 90% of all identified Gr. 3 & 4 GT students will achieve masters on the Reading and Math STAAR.

Evaluation Data Source: Gr. 3 & 4 STAAR Reading results
Gr. 2 Reading Benchmarks (May results)

Performance Objective 2

At least 49% of identified EB students improved or scored advance high in at least two domains of TELPAS.

Evaluation Data Source: Gr 1-4 TELPAS, informal data such as Flip and other student output

Performance Objective 3

Shadycrest will increase approaches, meets and masters by at least 3% in all areas on math and RLA STAAR.

Evaluation Data Source: Student Work Samples
Classroom Assessments
Aware data from local assessments and benchmarks

Performance Objective 4

Shadycrest students in grades K-4 will decrease the number of students reading below grade level by 10%.

Evaluation Data Source: iReady
BAS Reading Levels

Performance Objective 5

Increase the attendance rate to at least 98% for K-4 students.

Evaluation Data Source: OnData Suite
PEIMS
Skyward

Performance Objective 6

Shadycrest will decrease the number of discipline referrals by 25% for all students PK-4.

Evaluation Data Source: Skyward
OnData Suite

Performance Objective 7

All professional staff will be able to use a variety of technology software and tools to support and extend classroom instruction.

Evaluation Data Source: T-TESS
Teacher observation

Performance Objective 8

Provide staff development related to achieving campus performance objectives.

Evaluation Data Source: T-TESS
STAAR Results
Agendas

Performance Objective 9

100% of all identified Gr. 3 & 4 GT students will meet the required standard (meets grade level) on the Reading and Math STAAR. 90% of all identified Gr. 3 & 4 GT students will achieve masters on the Reading and Math STAAR.

Evaluation Data Source: Gr. 3 and 4 STAAR Reading and Math results, Gr. 2 Reading Benchmarks (May results), K & 1 EOY BAS

Performance Objective 10

At least 75% of all identified EB students will meet grade level expectations of the Reading and Math STAAR (Grades 3 and 4)

Evaluation Data Source: Gr. 3 & 4 Reading and Math STAAR results, Gr. 1-4 TELPAS

Performance Objective 11

To increase the percentage of students meeting expected or accelerated growth on 4th Math STAAR and RLA STAAR by 5% in each category.

Evaluation Data Source: Gr. 3 and 4 STAAR Reading results, Gr. 2 Reading Benchmarks (May results)

Performance Objective 12

Decrease overall percentage of 0 rating writing scores on the 3rd and 4th grade RLA STAAR test.

Evaluation Data Source: STAAR Data, AWARE Data, BOY iReady, Benchmarks, Writing Samples

Goal 3 Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Provide a campus culture and expectations that promote the physical and mental health of all students and staff.

Evaluation Data Source: Staff Survey
Reduction in discipline referrals
PEIMS Summary Report

Goal 4

Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Provide communications with parents and the community that increase parent involvement and engagement with the school and students.

Evaluation Data Source: Communication records and responses, parent meeting records

Goal 5

Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Implement cost-effective practices and actively engage families and community partners to ensure financial resources are maximized in support of student learning and success.

Pearland Independent School District



Silvercrest Elementary

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Silvercrest Elementary will provide a safe and orderly environment by enforcing ... 3

Goal 2 : Silvercrest Elementary will continue to make quality instruction and academic pe... 4

Goal 3 : Silvercrest Elementary will provide for the physical and mental wellbeing of all st... 8

Goal 4 : Silvercrest Elementary will deliver a transparent communication system that fost... 9

Goal 5 : Silvercrest Elementary will strategically maximize financial assets to provide res... 10

Goal 1

Silvercrest Elementary 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

100% of staff and students will receive required training and instruction in emergency response procedures and campus safety protocols to ensure preparedness and promote a safe and orderly learning environment.

Evaluation Data Source: Standard Response Protocol

Performance Objective 2

100% of staff and students will receive required training and instruction in areas such as bullying prevention, conflict resolution, character development, and positive behavioral supports to foster a safe, respectful, and inclusive school culture.

Evaluation Data Source: Red Ribbon Week
Character Instruction
Vector Training's

Goal 2 Silvercrest Elementary will continue to make quality instruction and academic performance a top priority.

Performance Objective 1

By the end of the academic year, 50% of 3rd and 4th-grade students who begin the year two or more grade levels behind in reading and/or math will demonstrate at least 1.5 years of academic growth, as measured by benchmark assessments administered in the fall, winter, and spring.

Evaluation Data Source: I-Ready, BAS, & Benchmarks

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A significant number of 3rd and 4th grade students are performing more than two grade levels below expectations and demonstrated limited progress on the I-Ready assessment.	Key contributing factors include insufficient instructional time and learning opportunities, low student engagement, and inconsistent progress monitoring practices.

Performance Objective 2

By the end of the first semester, a consistent progress monitoring system will be implemented for all students receiving RTI support, with 100% of students in RTI tiers 2 and 3 receiving quantitative progress data (e.g., biweekly assessment scores or skill-based tracking) to inform instructional adjustments and intervention effectiveness.

Evaluation Data Source: i-Ready Diagnostic growth monitoring
Tier Tracking Logs with Quantitative Ratings

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	There is a lack of quantitative data to effectively monitor student progress during RTI (Response to Intervention) implementation.	This issue stems from the absence of consistent systems and structures, limited resources, insufficient time, and a lack of clear accountability measures.

Performance Objective 3 ☑ High Priority

By the end of the school year, Silvercrest will implement targeted interventions and differentiated instructional strategies to improve reading outcomes for Emergent Bilingual (EB) and Special Education (SPED) students, resulting in measurable growth as evidenced by district and state reading assessments

and progress monitoring data.

Evaluation Data Source: I-Ready Diagnostic, Progress Monitoring tools, STAAR Results, TELPAS results, IEP Progress reports, RTI documentation, Classroom assessments.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) and Special Education (SPED) students are performing below their peers in reading proficiency.	Contributing factors include language and communication barriers, a lack of differentiated instruction, and insufficient progress monitoring.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A significant number of 3rd and 4th grade students are performing more than two grade levels below expectations and demonstrated limited progress on the I-Ready assessment.	Key contributing factors include insufficient instructional time and learning opportunities, low student engagement, and inconsistent progress monitoring practices.
2	Proficiency rates in STAAR-aligned writing tasks remain low among 3rd and 4th-grade students, especially in the key skill areas of composition and revising/ editing.	Inconsistent writing instruction and limited student practice in composition and revising/editing are contributing to low proficiency levels in STAAR-aligned writing tasks.

Performance Objective 4

Increase the percentage of students scoring Master Grade Level on the 3rd grade STAAR Math from 60% to 70% by Spring 2026.

Evaluation Data Source: Benchmark, STAAR SIM, STAAR

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A significant number of 3rd and 4th grade students are performing more than two grade levels below expectations and demonstrated limited progress on the I-Ready assessment.	Key contributing factors include insufficient instructional time and learning opportunities, low student engagement, and inconsistent progress monitoring practices.

Performance Objective 5

Raise the percentage of students scoring Meets Grade Level or higher from ~85% to 95% on the 4th grade STAAR Math by Spring 2026.

Evaluation Data Source: Benchmark, STAAR SIM, STAAR

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A significant number of 3rd and 4th grade students are performing more than two grade levels below expectations and demonstrated limited progress on the I-Ready assessment.	Key contributing factors include insufficient instructional time and learning opportunities, low student engagement, and inconsistent progress monitoring practices.

Performance Objective 6

By Spring 2026, increase the percentage of 3rd and 4th grade students scoring Meets Grade Level or higher in STAAR-aligned writing tasks--particularly in composition and revising/editing--by 15%, and reduce the number of students scoring Approaches or Did Not Meet by at least 10%.

Evaluation Data Source: Benchmark, STAAR SIM, STAAR

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) and Special Education (SPED) students are performing below their peers in reading proficiency.	Contributing factors include language and communication barriers, a lack of differentiated instruction, and insufficient progress monitoring.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A significant number of 3rd and 4th grade students are performing more than two grade levels below expectations and demonstrated limited progress on the I-Ready assessment.	Key contributing factors include insufficient instructional time and learning opportunities, low student engagement, and inconsistent progress monitoring practices.
2	Proficiency rates in STAAR-aligned writing tasks remain low among 3rd and 4th-grade students, especially in the key skill areas of composition and revising/ editing.	Inconsistent writing instruction and limited student practice in composition and revising/editing are contributing to low proficiency levels in STAAR-aligned writing tasks.

Performance Objective 7

100% of students in Grades K-4 will demonstrate at least one year's growth in Reading by the end of the 2025-2026 school year while increasing the number of on or above level readers by 10%

Evaluation Data Source: BAS, I-Ready

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A significant number of 3rd and 4th grade students are performing more than two grade levels below expectations and demonstrated limited progress on the I-Ready assessment.	Key contributing factors include insufficient instructional time and learning opportunities, low student engagement, and inconsistent progress monitoring practices.

Performance Objective 8

97.6% or above attendance rate for all students.

Evaluation Data Source: AEIS Attendance Report

Goal 3 Silvercrest Elementary will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1 ☑ High Priority

By the end of the school year, Silvercrest will implement systems and programs that foster a positive and inclusive school climate, resulting in improved student engagement, reduced behavior incidents, and increased opportunities for academic, social, and emotional growth for all students.

Evaluation Data Source: PBIS, classroom observations

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Many parents report lacking access to or understanding of the online resources available to support their child's learning at home.	This issue stems from gaps in communication, limited accessibility of resources, insufficient parent support and training opportunities, and language or cultural barriers that hinder effective engagement.

Performance Objective 2

Reduce the percentage of male students identified as Medium and High Risk on the Emergent Tree Universal Behavior Screener by 20% by the end of the 2025-2026 school year, through targeted behavior interventions and social-emotional learning supports.

Evaluation Data Source: Discipline Referral data, Emergent Tree Data

Goal 4

Silvercrest Elementary will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

By the end of the school year, the campus will utilize technology--such as the school website, Skyward, and other digital platforms--to enhance communication and effectively disseminate timely and relevant information to school personnel and the community.

Evaluation Data Source: Teacher and parent feedback

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Many parents report lacking access to or understanding of the online resources available to support their child's learning at home.	This issue stems from gaps in communication, limited accessibility of resources, insufficient parent support and training opportunities, and language or cultural barriers that hinder effective engagement.

Goal 5

Silvercrest Elementary will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1

Silvercrest will effectively allocate and monitor campus financial resources to ensure equitable access to instructional materials, technology, and student support services, while actively engaging families and community partners in meeting identified student needs.

Evaluation Data Source: Campus budget

Pearland Independent School District

Silverlake Elementary

2025-2026 Performance Objectives

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Table of Contents

Goal 1 : Silverlake Elementary will provide a safe and orderly environment by enforcing s... 3

Goal 2 : Silverlake Elementary will continue to make quality instruction and academic per... 4

Goal 3 : Silverlake Elementary will provide for the physical and mental wellbeing of all stu... 10

Goal 4 : Silverlake Elementary will deliver a transparent communication system that foste... 11

Goal 5 : Silverlake Elementary will strategically maximize financial assets to provide reso... 13

Goal 1

Silverlake Elementary 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

100% of staff members and students will receive required safety and security training and instruction throughout the 2024-2025 school year focused on prevention, mitigation, preparation, response, and recovery.

Evaluation Data Source: Agendas, Sign-In Sheets, Evaluations, Safety Audits, Door Check Logs, Threat Assessment Documentation, etc...

Performance Objective 2

Campus-wide practices will be implemented to maintain a safe learning environment

Evaluation Data Source: Agendas, Sign-In Sheets, Evaluations, Safety Audits, Door Check Logs, Observations, Feedback from Staff/Students/Parents

Goal 2 Silverlake Elementary will continue to make quality instruction and academic performance a top priority.

Performance Objective 1

Increase the percentage of students at the Approaches, Meets, and Masters standard by a minimum of 3% on Math and Reading STAAR at both grade levels. APPROACHES: 3rd Grade Math - 91% 3rd Grade RLA - 94% 4th Grade Math - 93% 4th Grade RLA - 97% MEETS: 3rd Grade Math - 73% 3rd Grade RLA - 78% 4th Grade Math - 83% 4th Grade RLA - 77% MASTERS: 3rd Grade Math - 49% 3rd Grade RLA - 52% 4th Grade Math - 61% 4th Grade RLA - 59%

Evaluation Data Source: Teacher Observations & Anecdotal Notes (Throughout the Year)
Student Grades (Progress Reports/Report Cards)
Reading Screener Data Reports (BOY, MOY, EOY)
Common Assessments (Following District Testing Calendar)
Benchmarks (Following District Testing Calendar)
STAAR Simulation Tests (Following District Testing Calendar)
2026 STAAR Data

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Special Education, Black/AA, and Hispanic populations are scoring lower than All Students on all district assessments.	The achievement gaps among Special Education, Black/African American, and Hispanic student populations compared to All Students on district assessments may stem from insufficient differentiation to meet diverse learning needs and limited access to targeted academic interventions and inclusive instructional strategies.
2	2024-2025 Attendance rates for Economically Disadvantaged and Homeless populations are lower than attendance rates for all students.	Lower attendance rates among Economically Disadvantaged and Homeless students may be due to external challenges such as housing instability, lack of reliable transportation, unmet basic needs, and limited family access to school communication and support systems--factors that directly impact students' ability to attend school consistently.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause

1	2025 STAAR data reveals a decline in math performance from the previous school year at Approaches, Meets, and Masters Standard levels.	The decline in math performance across all performance levels on the 2025 STAAR is primarily due to the placement of a new teacher unfamiliar with district curriculum and instructional expectations, combined with a lack of on-campus instructional coaching support to provide timely guidance, modeling, and feedback.
2	2025 BAS Data reveals that 31% of first grade students and 21% of second grade students are reading below grade level at the end of the school year.	A large proportion of our Emergent Bilingual students and newly enrolled students--many of whom transfer from other districts, states, or countries--enter significantly below grade level, often more than one year behind. While these students frequently demonstrate a year's worth of growth, they often remain below grade level by year's end due to the extent of initial learning gaps.
3	2025 RLA STAAR data reveals a decline in the percentage of 4th grade students obtaining Meets Standard.	The decline in the percentage of 4th grade students achieving Meets Standard on the 2025 RLA STAAR may be attributed to gaps in students' foundational reading and writing skills, limited alignment between daily instruction and STAAR rigor, and a lack of targeted small-group instruction for students performing near the Meets threshold.

Performance Objective 2

Increase the percentage of students meeting expected growth or accelerated growth on 4th grade Math STAAR by 3% (90%) and RLA STAAR by 5% (86%).

Evaluation Data Source: Teacher Observations & Anecdotal Notes (Throughout the Year)
Progress on IEP goals (Progress Reports)
Student Grades (Progress Reports/Report Cards)
Reading Screener Data Reports (BOY, MOY, EOY)
Common Assessments (Following District Testing Calendar)
Benchmarks (Following District Testing Calendar)
STAAR Simulation Tests (Following District Testing Calendar)
2025 STAAR Data

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Special Education, Black/AA, and Hispanic populations are scoring lower than All Students on all district assessments.	The achievement gaps among Special Education, Black/African American, and Hispanic student populations compared to All Students on district assessments may stem from insufficient differentiation to meet diverse learning needs and limited access to targeted academic interventions and inclusive instructional strategies.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	2025 STAAR data reveals a decline in math performance from the previous school year at Approaches, Meets, and Masters Standard levels.	The decline in math performance across all performance levels on the 2025 STAAR is primarily due to the placement of a new teacher unfamiliar with district curriculum and instructional expectations, combined with a lack of on-campus instructional coaching support to provide timely guidance, modeling, and feedback.
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3	2025 RLA STAAR data reveals a decline in the percentage of 4th grade students obtaining Meets Standard.	The decline in the percentage of 4th grade students achieving Meets Standard on the 2025 RLA STAAR may be attributed to gaps in students' foundational reading and writing skills, limited alignment between daily instruction and STAAR rigor, and a lack of targeted small-group instruction for students performing near the Meets threshold.

Performance Objective 3

Increase the number of students reading on or above grade level by 10% in kindergarten through 4th grade.

Evaluation Data Source: Teacher Observations, Running Records, & Anecdotal Notes (Throughout the Year)
Phonics Screener Data
Reading Screener Data Reports (BOY, MOY, EOY)

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Special Education, Black/AA, and Hispanic populations are scoring lower than All Students on all district assessments.	The achievement gaps among Special Education, Black/African American, and Hispanic student populations compared to All Students on district assessments may stem from insufficient differentiation to meet diverse learning needs and limited access to targeted academic interventions and inclusive instructional strategies.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	2025 STAAR data reveals a decline in math performance from the previous school year at Approaches, Meets, and Masters Standard levels.	The decline in math performance across all performance levels on the 2025 STAAR is primarily due to the placement of a new teacher unfamiliar with district curriculum and instructional expectations, combined with a lack of on-campus instructional coaching support to provide timely guidance, modeling, and feedback.
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Performance Objective 4

Decrease overall percentage of 0 rated writing scores by a minimum of 5%. 3rd Grade - 28% 4th Grade - 15%

Evaluation Data Source: 2026 STAAR Data
STAAR Simulation Data
Common Assessment and Benchmark Data

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	2025 RLA STAAR data reveals a decline in the percentage of 4th grade students obtaining Meets Standard.	The decline in the percentage of 4th grade students achieving Meets Standard on the 2025 RLA STAAR may be attributed to gaps in students' foundational reading and writing skills, limited alignment between daily instruction and STAAR rigor, and a lack of targeted small-group instruction for students performing near the Meets threshold.

Goal 3 Silverlake Elementary will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1

Campus-wide practices will be implemented to maintain a positive school climate

Evaluation Data Source: Agendas, Observations, Feedback from Staff/Students/Parents

Performance Objective 2

Campus-wide practices will be implemented to meet the physical, social, and emotional needs of students.

Evaluation Data Source: Campus Calendar of Events, Fitness Gram, RISE Mentor Sign-In Sheets, Agendas, Observations, Feedback from Staff/Students/Parents

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	2024-2025 Attendance rates for Economically Disadvantaged and Homeless populations are lower than attendance rates for all students.	Lower attendance rates among Economically Disadvantaged and Homeless students may be due to external challenges such as housing instability, lack of reliable transportation, unmet basic needs, and limited family access to school communication and support systems--factors that directly impact students' ability to attend school consistently.

Goal 4

Silverlake Elementary will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1

Encourage parental involvement through campus-wide practices aimed at maintaining consistent parent communication.

Evaluation Data Source: Feedback, Attendance at Events and PTO Meetings

Performance Objective 2

Campus-wide practices will be implemented to ensure effective, on-going communication with staff.

Evaluation Data Source: Staff Feedback and Retention Rate

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Special Education, Black/AA, and Hispanic populations are scoring lower than All Students on all district assessments.	The achievement gaps among Special Education, Black/African American, and Hispanic student populations compared to All Students on district assessments may stem from insufficient differentiation to meet diverse learning needs and limited access to targeted academic interventions and inclusive instructional strategies.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Goal 5

Silverlake Elementary will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.