

**Pearland Independent School District**  
**Leon Sablatura Middle School**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



## Mission Statement

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

## Vision

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

## Core Beliefs

Learning Today...Leading Tomorrow

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# Goals





**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

**Performance Objective 1:** Language Arts: Campus will achieve the required passing standard of approaches grade level or better for all student groups. Students will achieve performance goal on the Language Arts STAAR assessment. 90% Campus, 86% African American, 82% Hispanic, 95% White, 95% Asian, 95% Two Or More, 54% Special Ed, 81% Eco Disadvantage and ELL 82%.

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

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| <p><b>Strategy 1:</b> Train all Language Arts teachers in the use of the Reading Assessment-Benchmark Assessment System.</p> <p>Provide intervention support; tutorials before, during and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborate with reading teachers on implementation of best-teaching practices to improve student performance</p> <p>Increase students reading level by one year</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>C&amp; I Specialist<br/>Dual Language Specialist<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Dyslexia Pull-Out to support reading strategies and goals identified dyslexic students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students reading levels and meet needed students goals by one year.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Teacher<br/>District 504/Dyslexia Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <p><b>Strategy 3:</b> Assess and monitor the reading levels of all students but not limited to special populations such as English Learners, Special Education, Economically Disadvantaged students.</p> <p><b>Strategy's Expected Result/Impact:</b> Language Art teachers will use interventions such as guided reading groups, in school and after school tutoring to increase reading level by one year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>C&amp; I Specialist<br/>Dual Language Specialist<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Teachers will disaggregate data by ethnicity, socio-economic status and sub-populations to ensure student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use benchmark, common assessments, interim assessment and STAAR release data to review and ensure progress for students in all sub-populations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Teachers<br/>C&amp; I Specialist<br/>Dual Language Specialist<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>             | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Language Arts teachers will continue to use balance literacy incorporating small group instruction and guided reading practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be expected to use the BAS reading inventory data to assist with guided reading groups and ensure a year's growth in a student's reading level</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Teachers<br/>C&amp; I Specialist<br/>Dual Language Specialist<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
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| <p><b>Strategy 6:</b> Teachers will continue to have "I will 2.0 statements" posted in the classroom and in their weekly lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help students succeed in they know what to learn and how to demonstrate learning. Language objectives promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.</p> <p>The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress toward or have met each objective.</p> <p>Facilitate the use of both receptive (listening and speaking) and or productive languages skills (speaking and writing).</p> <p>Clearly connect with the lesson topic or lesson activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 7:</b> Weekly department meetings with teachers focusing on upcoming curriculum lessons and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow for purposeful and common planning time to ensure TEKS objectives are taught and being met as well as the district scope and sequence is followed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>C&amp;I Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>  | <b>Reviews</b>   |            |            |                  |
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|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 8:</b> Provide intervention support; tutorials before, during and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to accomplish Meets standard on the Reading STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Tutor - 199 - PIC 30 State SCE Title I-A, Schoolwide Acti, Reading Intervention Teacher - 211 - Title I, Part A</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |            |                  |

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

**Performance Objective 2:** Mathematics: Campus will achieve the required passing standard of approaches grade level or better for all student groups. Students will achieve performance goal on the Math STAAR assessment. 94% Campus, 92% African American, 90% Hispanic, 95% White, 95% Asian, 95% Two Or More, 70% Special Ed, 89% Eco Disadvantage and ELL 91%.

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

| <p><b>Strategy 1:</b> All campus, district and state assessments will be disaggregated by levels of mastery and results present to department with emphasis on mastery of all reporting categories.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use this data to drive instruction in the classroom to plan purposeful lessons for student mastery of the TEKS objectives.</p> <p>Collaborate with teachers on implementation of best-teaching practices to improve student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>C&amp;I Specialist<br/>Dual/Bilingual Specialist<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |
| <p><b>Strategy 2:</b> Provide tutorials before, during and afterschool to improve and review math objectives and skill for students to continue their progress in 5th and 6th grade</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be reviewed from assessments and disaggregated to see if the TEKS objectives are being taught and class observations will allow for additional anecdotal records.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Teachers<br/>C&amp;I Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | Reviews   |     |     |           |
|   | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |

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| <p><b>Strategy 3:</b> Continue campus implementation of online math programs to support individual student needs and TEKS objectives. (examples include but are not limited to: FASTT Math, ALEKS, IXL, and etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Used as additional resources to support student progress in math. Teachers will use data to help drive group instruction for student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Weekly department meetings with teachers focusing on upcoming curriculum lessons and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow for purposeful and common planning time to ensure TEKS objectives are taught and being met as well as the district scope and sequence is followed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>C&amp;I Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>          | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Provide intervention support; tutorials before, during and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to accomplish Meets standard on the Math STAAR assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Math Intervention Teacher - 211 - Title I, Part A, Intervention Tutor - 199 - PIC 30 State SCE Title I-A, Schoolwide Acti</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |            |                  |







**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

**Performance Objective 3:** Writing: Campus will continue to focus on the Writer's Workshop Components to build a foundation to support meeting the approaches grade level standard for the 7th grade Writing STAAR Assessment. Campus will continue to improve student writing skills to move students forward one year in their progress.

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

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| <p><b>Strategy 1:</b> Continue to follow the Language Arts Scope and Sequence that incorporates Writer's Workshop in daily lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve writing skills by following Writer's Workshop lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>C&amp;I Specialist<br/>Dual Language Specialist<br/>GT Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Provide additional writing resources and supports for EL and LEP denial students.</p> <p><b>Strategy's Expected Result/Impact:</b> The focus will be to continue to have a focus of our LEP students to score Advanced High in TELPAS writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Dual Language Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>                         | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Promote cross-curriculum writing activities in all subjects for all genres.</p> <p><b>Strategy's Expected Result/Impact:</b> The students will be expected to write several different types of compositions and increase writing knowledge and TELPAS scores for LEP student in writing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
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| <p><b>Strategy 4:</b> Encourage vertical alignment between 5th and 6th grade as well as 6th and 7th grade writing.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will be done through purposeful planning and ensure support for objectives that may need additional attention with students at certain grade levels. This will ensure growth for students ability in writing and show increase in 7th grade writing scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>C&amp;I Specialist<br/>Dual Language Specialist<br/>GT Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
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|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Promote and teach cursive handwriting for students through practice activities in Language Arts with the Writer's workshop components.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to focus on writing legibly in cursive; cursive writing letters, complete words in cursive, write legibly in cursive to complete assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>C &amp; I Specialist<br/>Dual Language Specialist<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | <b>Reviews</b>   |            |            |                  |
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|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Continue to promote computer and keyboard fluency</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Educational Technology Specialist<br/>Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

**Performance Objective 4:** Science: Campus will achieve the required passing standard of approaches grade level or better for all student groups. Students will achieve performance goal on the Science STAAR assessment. 90% Campus, 89% African American, 84% Hispanic, 95% White, 95% Asian, 95% Two Or More, 51% Special Ed, 81% Eco Disadvantage and ELL 86%.

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

| <p><b>Strategy 1:</b> All campus, district and state assessments will be disaggregated by levels of mastery and results present to department with emphasis on mastery of all reporting categories.</p> <p><b>Strategy's Expected Result/Impact:</b> All 5th and 6th grade Science teachers will use data from these assessments to help drive instruction and support purposeful planning. 5th Science teachers will also use this data to support students to accomplish meets on STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>C&amp;I Specialist<br/>Dual Language Specialist<br/>GT Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
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|  | Nov       | Feb | Apr | June      |
| <p><b>Strategy 2:</b> Implement at least one Science Lab and or hands-on activity per week to focus on TEKS objectives, the Scientific Process, lab procedures and expectations</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>C&amp;I Specialist<br/>Dual Language Specialist<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | Reviews   |     |     |           |
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|  | Nov       | Feb | Apr | June      |
| <p><b>Strategy 3:</b> Build and integrate Science vocabulary in the Science and Language Arts classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Support integration of core subject areas to incorporate Science vocabulary in the classroom. (Science &amp; Language Arts)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>C&amp;I Specialist<br/>Dual Language Specialist<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | Reviews   |     |     |           |
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|  | Nov       | Feb | Apr | June      |

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| <p><b>Strategy 4:</b> Provide tutorials before, during and afterschool to improve and review math objectives and skill for students to continue their progress in 5th and 6th grade</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to accomplish Meets standard on assessments during the school year and improve on daily assignments in these classes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Teachers<br/>C&amp;I Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
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|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Weekly department meetings with teachers focusing on upcoming curriculum lessons and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow for purposeful and common planning time to ensure TEKS objectives are taught and being met as well as the district scope and sequence is followed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>C&amp;I Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>  | <b>Reviews</b>   |            |            |                  |
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|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> School-wide Science STAAR Review - Science Boot Camp</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to accomplish Meets standard on the Science STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>C&amp;I Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>   | <b>Reviews</b>   |            |            |                  |
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| <p><b>Strategy 7:</b> Provide intervention support; tutorials before, during and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to accomplish Meets standard on the Science STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>  | <b>Reviews</b>   |            |            |                  |
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|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |            |                  |

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

**Performance Objective 5:** ELs: Campus will meet the required passing standard of approaches or better for the ELs student group. ELs will achieve performance goal on the Math STAAR 91%, Reading 82%, Science 86%

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

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| <p><b>Strategy 1:</b> Provide opportunity for teachers and administrators to receive IDEA, IPT, LPAC, TELPAS, Project ELL, SIOP and LAS Links training.</p> <p><b>Strategy's Expected Result/Impact:</b> Result in students being tested in a timely manner for appropriate placement and needs assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Director of Bilingual Education<br/>Dual/ Bilingual Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>                                 | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Provide substitutes for teachers ESL, Dual Language for beginning and end of year LPAC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Allow opportunity to have these necessary meetings to review needs of all students and put strategies and techniques in place for their continued academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Director of Bilingual Education<br/>Dual/ Bilingual Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Provide tutoring before, during and after school to support our EL/LEP students.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students progress by 1 year is to be accomplished in all subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Teachers<br/>Dual/ Bilingual Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <p><b>Strategy 4:</b> Mainstream all EL/LEP into the least restrictive environment. Students will participate in Dual Language program and or ESL program.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students individual needs are being met to progress by one year academically.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>ESL Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>                         | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Weekly department meetings with teachers focusing on upcoming curriculum lessons and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow for purposeful and common planning time to ensure TEKS objectives are taught and being met as well as the district scope and sequence is followed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Dual/ Bilingual Specialist<br/>Teachers<br/>ESL Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>                                     | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Provide additional writing resources and support for EL and Denial students.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will ensure progress in writing for our EL students and success on TELPAS writing for reclassification purposes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Dual/ Bilingual Specialist<br/>Teachers<br/>ESL Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>        | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 7:</b> Provide resources such as prep classes for ESL certification test for all teachers in core subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure strategies and techniques are being used in all classes to meet individual student needs and ensure their progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Director of Bilingual Education<br/>Dual/ Bilingual Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <p><b>Strategy 8:</b> Teachers will continue to have "I will 2.0 statements" posted in the classroom and in their weekly lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> his will help students succeed in they know what to learn and how to demonstrate learning. Language objectives promote student academic language growth. Content and language clearly posted and clearly stated help to set student up for success.</p> <p>The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress toward or have met each objective.</p> <p>Facilitate the use of both receptive (listening and speaking) and or productive languages skills (speaking and writing).</p> <p>Clearly connect with the lesson topic or lesson activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>ESL Teacher<br/>Dual/ Bilingual Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.





**Performance Objective 6:** SPED: Campus will meet the required passing standard of approaches or better for the SPED student group. SPED will achieve performance goal on the Math STAAR 70%, Reading 54%, Science 51%

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

|   |                  |            |            |                  |
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| <p><b>Strategy 1:</b> Provide training to all staff on classroom instructional and environmental designated supports to enhance student performance for special education students</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to meet each student's individual needs and allow them to make one year's progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Director of Special Programs<br/>Special Ed Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Non-violent crisis intervention training for identified staff members (TBSI)/(CPI)</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy equips staff with an effective framework to safely manage and prevent difficult behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Director of Special Programs<br/>Special Ed Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Continue to provide assistive technology and devices, instructional resources and supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> To accommodate student needs and assist to access the curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Director of Special Programs<br/>Special Ed Specialist<br/>Case Managers<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |



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| <p><b>Strategy 4:</b> Continue to use the RTI process to address student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Use this process to assist and identify struggling/at-risk learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Continue to provide inclusion support in areas of Reading, Language Arts, Math, Science, and Social Studies</p> <p><b>Strategy's Expected Result/Impact:</b> This is to ensure all SPED students are successful in accessing the curriculum with support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>Case Managers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Attend weekly planning and collaboration meetings and monthly Special Education Department Meetings</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure common purposeful planning for all subjects and departments. This will ensure all lesson plans are aligned to grade level TEKS objectives and district scope and sequence.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Special Ed Specialist<br/>Teachers<br/>Case Managers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>                                      | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 7:</b> Provide professional development training in the areas of strategies and techniques for general education teachers who work with students with behavioral concerns and/or students with autism.</p> <p><b>Strategy's Expected Result/Impact:</b> For all staff to be able to support student's behavior needs for social, emotional, and academic success in all school settings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Special Ed Specialist<br/>Teachers<br/>Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
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| <p><b>Strategy 8:</b> Provide tutoring before, during and after school to support our SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure SPED students progress by 1 year is to be accomplished in all subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers<br/>Case Managers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.


**Performance Objective 7: Gifted and Talented:** Campus will meet the required passing standard of 100% meets and 90% Masters on STAAR; Math, Reading, and Science.


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


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| <p><b>Strategy 1:</b> Train teachers of GT students to differentiate the curriculum and promote higher level thinking in order to provide greater depth and complexity of content</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure high level thinking and process to provide depth and complexity with the curriculum strands</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Director of Advanced Academics<br/>GT Specialist<br/>C&amp;I Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Disseminate GT information and referral process to student's parents, and community</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure equitable identification for all students to access the advanced curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Director of Advanced Academics<br/>GT Specialist<br/>Counselors<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Require 30 hours of GT training for all teachers; 6-hour yearly update after initial 30-hour training</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure all teachers are able to provide depth and complexity in the delivery of instruction to advanced learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Director of Advanced Academics<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

| <p><b>Strategy 4:</b><br/>Students will participate in academic contests - Future Problem Solvers, Spelling Bee Quiz Bowl, Math, TMSCA-Math Club, Robotics</p> <p><b>Strategy's Expected Result/Impact:</b> To provide extra-curricula activities for advanced learners that allow depth and complexity in learning experiences and opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Advanced Academics Specialist<br/>GT Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>   | <table border="1"> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <td>Nov</td> <td>Feb</td> <td>Apr</td> <td>June</td> </tr> </table> | Reviews |           |  |  | Formative |  |  | Summative | Nov | Feb | Apr | June |
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| Reviews  |  |         |           |  |  |           |  |  |           |     |     |     |      |
| Formative  |  |         | Summative |  |  |           |  |  |           |     |     |     |      |
| Nov  | Feb  | Apr     | June      |  |  |           |  |  |           |     |     |     |      |
| <p><b>Strategy 5:</b> Continue ALEKs math program to support GTA higher level math skills</p> <p><b>Strategy's Expected Result/Impact:</b> To provide an extension in the math curricula for advanced learners that allow depth and complexity in learning experiences and opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Advanced Academics Specialist<br/>GT Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>  | <table border="1"> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <td>Nov</td> <td>Feb</td> <td>Apr</td> <td>June</td> </tr> </table> | Reviews |           |  |  | Formative |  |  | Summative | Nov | Feb | Apr | June |
| Reviews  |  |         |           |  |  |           |  |  |           |     |     |     |      |
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| Nov  | Feb  | Apr     | June      |  |  |           |  |  |           |     |     |     |      |
| <p><b>Strategy 6:</b> GT Academy - Continue interdisciplinary units of instruction and mini courses &amp; soft skills</p> <p><b>Strategy's Expected Result/Impact:</b> To provide an extension within interdisciplinary units for advanced learners that allow depth and complexity in learning experiences and opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Advanced Academics Specialist<br/>GT Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>   | <table border="1"> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <td>Nov</td> <td>Feb</td> <td>Apr</td> <td>June</td> </tr> </table> | Reviews |           |  |  | Formative |  |  | Summative | Nov | Feb | Apr | June |
| Reviews  |  |         |           |  |  |           |  |  |           |     |     |     |      |
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| Nov  | Feb  | Apr     | June      |  |  |           |  |  |           |     |     |     |      |
| <p><b>Strategy 7:</b> Texas Performance Standards Project &amp; Independent Investigation Method.</p> <p><b>Strategy's Expected Result/Impact:</b> TPSP gives teachers guidelines for student research activities. The structure and content of the tasks provide the following:<br/>Wide variety of choices for student learning<br/>Flexibility to pursue topics of student interest<br/>Real-life research experiences<br/>Focus on a high-quality product and presentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Advanced Academics Specialist<br/>GT Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> | <table border="1"> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <td>Nov</td> <td>Feb</td> <td>Apr</td> <td>June</td> </tr> </table> | Reviews |           |  |  | Formative |  |  | Summative | Nov | Feb | Apr | June |
| Reviews  |  |         |           |  |  |           |  |  |           |     |     |     |      |
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| <b>Strategy 8:</b> The GT Program is evaluated annually<br><b>Strategy's Expected Result/Impact:</b> This strategy will ensure programing feedback and parent input.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Director of Advanced Academics<br>GT Specialist<br><b>Title I Schoolwide Elements:</b> 2.4, 2.5 | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

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

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





| <p><b>Strategy 1:</b> Students will use a variety of technologies including, but not limited to; word processors, multimedia software, spreadsheets, databases, content related software, apps, Web 2.0 tools and the Internet to improve technology literacy.</p> <p>Provide 21st Century Global Citizens and Internet Safety Lessons</p> <p>Lessons/ 1:1 Device Initiative</p> <p>Technology Training</p> <p><b>Strategy's Expected Result/Impact:</b> All students and instructional staff will use technology effectively and routinely.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principals</p> <p>Educational Technology Specialist</p> <p>District Technology Support Staff</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |
| <p><b>Strategy 2:</b> Ensure that teachers have adequate technology training provided by district and campus</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principals</p> <p>Educational Technology Specialist</p> <p>District Technology Support Staff</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | Reviews   |     |     |           |
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|   | Nov       | Feb | Apr | June      |

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| <p><b>Strategy 3:</b> Incorporate technology into lessons to enhance learning experience</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Educational Technology Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Communication to parents via the campus/teacher websites, skyward, and social media outlets</p> <p><b>Strategy's Expected Result/Impact:</b> Bridge and collaboration between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Principals<br/>Assistant Principals<br/>Educational Technology Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Increase access to technology for all students including wireless access and 1:1 Device Initiative&gt;</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principals<br/>Assistant Principals<br/>Educational Technology Specialist<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

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

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

|  |                  |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Integrate and build social studies vocabulary in Language Arts and Social Studies classes through use of words.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Social Studies skills through processes necessary for critical thinking on the Social Studies STAAR test in 8th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Plan and host annual International Festival and Literacy Night--(If permitted due to COVID)</p> <p><b>Strategy's Expected Result/Impact:</b> To educate, expose, and inform students and community about diverse culture within our campus and our community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Utilize textbooks and resources to incorporate techniques to ensure students centered activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student centered activities that increase knowledge of diversity and history of all cultures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Develop geographical and spatial thinking skills in Social Studies</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Social Studies skill through processes necessary for critical thinking on the Social Studies STAAR assessment in 8th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |







**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

**Performance Objective 10:** Attendance: The campus will obtain 97% or above attendance rating for all student groups.

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





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|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Recognize good student attendance with individual awards</p> <p><b>Strategy's Expected Result/Impact:</b> To support and recognized good attendance for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Attendance Clerk<br/>Counselors<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Written notification of 5 or more absences/tardies to parents within each nine week grading period to maintain effective communication and encourage high attendance rates.</p> <p><b>Strategy's Expected Result/Impact:</b> To support and recognized good attendance for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Attendance Clerk</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Nurse news posted online and send messages via skyward that promotes healthy habits.</p> <p><b>Strategy's Expected Result/Impact:</b> To encourage better attendance for all students through promoting good health practices and techniques.<br/>Encourage students and families to do self-screening to prevent the spread of COVID-19</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Nurse<br/>District Lead Nurse</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <b>Strategy 4:</b> Actively work to contact parents of students with serious attendance problems<br><br><b>Strategy's Expected Result/Impact:</b> To encourage better attendance for all students through promoting good attendance.<br><b>Staff Responsible for Monitoring:</b> Assistant Principals<br>Attendance Clerk<br>Student Outreach<br>Counselors<br><br><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

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





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

|   |                  |            |            |                  |
|---|------------------|------------|------------|------------------|
| <b>Strategy 1:</b> Participation in local and community exhibits, concerts, and competitions (if permitted due to COVID)<br><b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration.<br><b>Staff Responsible for Monitoring:</b> Fine Art Teachers<br><b>TEA Priorities:</b> Recruit, support, retain teachers and principals  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <b>Strategy 2:</b> Provide opportunities for student work to be displayed for school community through Youth Art Month, Rodeo Art and concerts. (if permitted due to COVID)<br><b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Fine Art Teachers<br><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <b>Strategy 3:</b> Give students the opportunity to foster quality relationships and social skills with their band/choir peers through music and non-music related activities.<br><b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Fine Art Teachers   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <b>Strategy 4:</b> Teach content-specific vocabulary with accompanying visuals.<br><b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Fine Art Teachers  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <b>Strategy 5:</b> Teachers will continue to have "I will 2.0 statements" posted in the classroom and in their weekly lesson plans.<br><b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Fine Art Teachers  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |            |                  |

**Goal 1:** Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

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





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

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|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Instruction will be provided by "Highly Qualified" teachers</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will recruit and retain Highly Qualified Teachers and Paraprofessionals</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Human Resources</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Teacher and paraprofessional candidates must meet the Highly Qualified requirements prior to campus interview.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will recruit and retain Highly Qualified Teachers and Paraprofessionals</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Human Resources</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Recruit Highly Qualified Teachers by attending Job Fairs, hosting University based Student Teachers, and hosting ACP Program Student Observers.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will recruit and retain Highly Qualified Teachers and Paraprofessionals</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Human Resources<br/>Teacher Services Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Retain Highly Qualified Teachers by providing high-quality professional development opportunities, mentoring programs, leadership opportunities, and creating a positive and supportive campus environment.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will recruit and retain Highly Qualified Teachers and Paraprofessionals</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Human Resources<br/>Teacher Services Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |

**Goal 2:** Pearland ISD will support the physical and mental health of all students and staff.

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

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

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| <p><b>Strategy 1:</b> Moderate or vigorous physical activity for 6th grade at least 225 minutes during each 2 week period and 5th grade 135 minutes per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote physical education, sound nutrition and student health to reduce childhood obesity.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers<br/>Counselors<br/>Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>                            | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Promotion of Physical Fitness outside the school day: Running Club, Family Run Nights, Family Fun Nights, Dodgeball, Volleyball<br/>Flag football etc. (if permitted due to COVID)</p> <p><b>Strategy's Expected Result/Impact:</b> Promote physical education, sound nutrition and student health to reduce childhood obesity.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers<br/>Counselors<br/>Administration<br/>Communities In School</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |





**Goal 2:** Pearland ISD will support the physical and mental health of all students and staff.

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

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

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| <p><b>Strategy 1:</b> Establish and maintain PBIS and Restorative Practices with common expectations posted in the classroom and other common areas.</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure positive campus climate for all stakeholders and assist in building relationships.</p> <p><b>Staff Responsible for Monitoring:</b> All Faculty and Staff<br/>District Leadership Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Utilize RAPTOR screening technology and other safety procedures and expectations for visitors entering Sablatura.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure the safety of all on campus at all times.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>All Faculty and Staff<br/>Students</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Crisis Management Team to monitor campus safety and environment and reinforce The Standard Response Protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure the safety of all on campus at all times.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>All Faculty and Staff<br/>Crisis Management Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Work collaboratively with PTA and GTAB to support student-centered environment.</p> <p><b>Strategy's Expected Result/Impact:</b> This will encourage activities that support this grades span of students and their social, emotional and academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>PTA and GTAB Executive Board Members<br/>GT Specialist</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <p><b>Strategy 5:</b> Continue to maintain a safe, productive and orderly school climate with common campus expectations aligned with PBIS and Restorative Practices.</p> <p><b>Strategy's Expected Result/Impact:</b> This will encourage activities that support this grades span of students and their social, emotional and academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Continue teaching character education through classroom guidance using the "Character Counts" program (once per nine weeks)<br/>GRIT Initiative</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Counselors<br/>Teachers</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 7:</b> Introduce students to career options and education preparation needed to reach career goals &amp; research potential careers</p> <p><b>Strategy's Expected Result/Impact:</b> To help student explore and research further career opportunities as it relates to their interest.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Counselors<br/>Teachers<br/>Librarian</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 8:</b> Plan and host annual International Festival and Literacy Night, STEM Night (Science, Technology, Engineering, Math) (if permitted due to COVID)</p> <p><b>Strategy's Expected Result/Impact:</b> To educate, expose, and inform students and community about diverse culture within our campus and our community.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>All Faculty and Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <b>Strategy 9:</b> Threat Assessment Team to monitor campus safety and environment. Safely manage difficult behavior.<br><b>Strategy's Expected Result/Impact:</b> This strategy equips staff with an effective framework to safely manage and prevent difficult behavior.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principals<br>Special Ed Specialist<br>SRO<br>Nurse<br>Behavior Specialist<br>Counselors | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue                                       |                  |            |            |                  |



**Goal 3:** Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

**Performance Objective 1:** Campus communication will tell the narrative of all students and stakeholders in the community by building positive and sustainable relationships.

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

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| <p><b>Strategy 1:</b> Weekly Tuesday folders sent to parents/guardians Announcements/Skyward Messages/Notifications via Canvas</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure parents see graded assignments, weekly conduct cards, and any communications (flyers, advertisements and etc) that need to keep parents in the loop about upcoming events and opportunities at the campus, district and in the community.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Manage many avenues of communication with parents/guardians through social media outlets (ex: Facebook, Twitter, Skyward, Monthly calendar and School Website)</p> <p><b>Strategy's Expected Result/Impact:</b> This allows additional avenues to reach parents and have a relationship with parents to have two-communication with parents, families, and the community</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Teacher Websites utilized weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will update their websites to ensure parents are aware of assignments, homework, remote meeting schedules and any other information needed to support the child's continued progress and success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Skyward utilized by teachers and Campus monthly</p> <p><b>Strategy's Expected Result/Impact:</b> Parent are will get communications about grades in classes, events, and etc.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <b>Strategy 5:</b> Written and verbal communication to parents about attendance concerns (including tardies)<br><b>Strategy's Expected Result/Impact:</b> This will allow our attendance rate for the year to stay at or above 95% for the campus.<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Campus Attendance Clerk Assistant Principals<br><b>TEA Priorities:</b> Recruit, support, retain teachers and principals   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <b>Strategy 6:</b> Partnership with our campus PTA and GTAB to bring programs and events to the campus<br><b>Strategy's Expected Result/Impact:</b> This will allow parents and the community to be informed of topics to support their child's continued success and progress.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Asst. Principal<br>PTA Executive Board<br>GTAB Executive Board  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <span style="display: inline-block; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;"><span style="font-size: 8px;">0%</span></span> No Progress <span style="display: inline-block; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-left: 20px; margin-right: 5px;"><span style="font-size: 8px;">100%</span></span> Accomplished <span style="display: inline-block; color: blue; font-size: 24px; margin-left: 20px; margin-right: 5px;">→</span> Continue/Modify <span style="display: inline-block; color: red; font-size: 24px; margin-left: 20px; margin-right: 5px;">✗</span> Discontinue |                  |            |            |                  |





**Goal 3:** Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

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

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

|   |                  |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide introduction to campus before school starts with 5th grade Parent Night, Meet Your Teacher Night, 5th grade student orientations and Incoming GT Parent Nights.<br/>(Due to COVID-19--Zoom Meetings will be held for these meetings)</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Counselors<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Provide ways parents can help their child with homework and other academic support.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Counselors<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Provide a friendly atmosphere on campus, and an Open Door policy for communication with parents and staff through different modes of communication.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <p><b>Strategy 4:</b> Provide opportunities for parents to volunteer at the school (if permitted due to COVID-19)</p> <p><b>Strategy's Expected Result/Impact:</b> Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs-including remote learners, teaching parenting skills, and improving language skills to foster communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Human Resource Staff<br/>Campus Secretary</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Provide Family nights to bring students, parents, and staff together including: Title I parent meeting, Literacy Night, 5th &amp; 6th Grade Parent Meetings (Curriculum &amp; Assessment) at a variety of days and times<br/>International Festival &amp; STEM Night.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Counselors<br/>GT Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Offer campus-based support and resources to students and families in need</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Counselors<br/>Communities In Schools</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
| <p><b>Strategy 7:</b> Offer opportunities for parents to provide input and participate in the development of the campus' Title I, Part A program, the parental involvement policy, and the school-parent compact</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |

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| <p><b>Strategy 8:</b> Offer opportunities for parents to provide guidance and input on how the campus can more effectively work with parents to improve student achievement and parent involvement</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>Apr</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |            |                  |