

**Pearland Independent School District**  
**Rogers 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 Rogers Middle School community to develop all aspects of the student. Our goals is to provide an enriching academic curriculum with the highest learning standards for all, to prepare students to perform at their maximum potential and to create a safe leaning environment that empowers students to become contributing members of a culturally diverse world.

## Vision

Rogers Middle School will empower our students to **STRIVE, THRIVE, ADVOCATE, COLLABORATE** and become world-class citizens who embrace challenges. We will prepare our students to be innovative forward thinkers who are culturally responsive to an ever-changing diverse society.

## Core Beliefs

### Campus Expectations

Be Safe! -- Be Respectful! -- Be Responsible!

### Campus Motto

Rogers Middle School is the Best Middle School in the Universe because of “**ME.**”

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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 students groups. Students will achieve the campus performance objectives on the Language Arts STAAR test as follows: Campus 94%, African Americans 91%, Hispanic 90%, White > 95%, Asian > 95%, Two or more races 88%, Special Ed. 67% , Eco. Dis. 86% , EL 92%.

**Evaluation Data Sources:** STAAR Reports, Campus Accountability Reports, Benchmarks, Common Assessments, STAAR Release Testing , Benchmark Assessment Systems (BAS), and STAR Reading Diagnostic Test, Houghton Mifflin Harcourt (HMH)

<p><b>Strategy 1:</b> Train all new to Pearland ELAR teachers in the use of reading assessment instruments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student's reading level by one year.</p> <p><b>Staff Responsible for Monitoring:</b> District ELAR C&amp; I Specialists Administrators</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>
<p><b>Strategy 2:</b> Dyslexia Pull-out to support reading strategies and goals for 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 &amp; District 504/ Dyslexia Specialist</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>
<p><b>Strategy 3:</b> Assess and monitor the reading levels of all students including but not limited to the Special populations such as English Learners (EL) , Special Education ( Spec. Ed.) , 504, and Economically Disadvantaged (Econ. Dis.) students. Plan interventions based on assessment results that may include small group in school/ after school/ and remote tutorial sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Language Arts teachers will use interventions such as guided reading groups, in-school/ after school / and remote tutoring to increase reading level by one year. In addition, teachers will use Education Galaxy to provide targeted interventions to improve students reading.</p> <p><b>Staff Responsible for Monitoring:</b> Language Arts Teachers, ESL Teachers, Special Education Teachers, Curriculum and Instruction Language Arts Specialists, and Administrators</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>





<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 assessment, interim assessment and STAAR released data to review and ensure progress for students in all sub-populations,</p> <p><b>Staff Responsible for Monitoring:</b> Department Leader for subject area, Teachers (General Education &amp; SPED), C&amp;I specialists, Counselors, &amp; Principals</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>
<p><b>Strategy 5:</b> Teachers will use facilitated guided reading and skill based literacy practices through small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher 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. STAR assessment reading inventory data used to ensure reading growth. Guided reading groups will be altered to meet COVID safety regulations.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Leader, ELAR Teachers, District ELAR C&amp;I Specialist, SPED Staff, Librarian, &amp; ELAR Administrator</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>
<p><b>Strategy 6:</b> Teacher 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 if they know what to learn and how to demonstrate learning. Language objectives promote student academic language growth. Content and language objectives clearly posted and clearly stated help to set students 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 reading) and/or productive language skills (speaking and writing). Clearly connect with the lesson topic or lesson activities.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers, SPED Teachers, Administrators</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>
<p><b>Strategy 7:</b> Weekly department meetings for professional learning communities (PLC's) for 5th and 6th grade English Language Arts Teachers.</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> Administrators, C&amp;I Specialist, Special Education Teachers, &amp; General Education Teachers</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>
 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:** Writing: Campus will continue to improve students writing skills through implementation of the district's Writer's Workshop components to move all students forward one year in their progress .

**Evaluation Data Sources:** Common Assessments, Writing Samples, and TELPAS Writing Scores

<p><b>Strategy 1:</b> Continue to follow Language Arts Scope and Sequence that incorporates Writer's Workshop in daily lessons to teach and improve knowledge of the writing process and effective writing strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve writings skills by following Writer's workshop lessons.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Specialist, ELAR Teachers, SPED Teachers, &amp; Administrators</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> Provide additional writing resources and supports for EL and LEP denial students. These may include technology resources such as Education Galaxy, Learning A-Z, etc.</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> ESL Teacher, ELAR Teachers, &amp; Administrators</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>
<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> Students will be expected to write several different types of compositions and to maintain a writing portfolio with various entries to increase writing knowledge and TELPAS scores for LEP students in writing.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR &amp; Soc. Studies Teachers (General Education &amp; Special Education), ESL Teacher, C&amp;I Specialist, &amp; Administrators</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>
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<p><b>Strategy 4:</b> Encourage vertical alignment and differentiation 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 in department meetings 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 an increase in 7th grade writing scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers (General Education &amp; Special Education), ESL Teacher, C&amp;I Specialist, &amp; Administrators</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>
<p><b>Strategy 5:</b> Promote and teach cursive handwriting for students through practice activities in Language Arts with the Writer's workshop component.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their ability to read and write in cursive.</p> <p><b>Staff Responsible for Monitoring:</b> English Language Arts Teachers, C&amp;I Specialist, and Administrators</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>

<p><b>Strategy 6:</b> Continue to promote computer and keyboard fluency through mini-lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their typing and submission of formal and informal assignments through computer programs (ie.- Canvas).</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, ETS, &amp; Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</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:** Mathematics : Campus will achieve the required passing standard of approaches grade level or better for all students groups. Students will achieve the campus performance objectives on the Math STAAR test as follows: Campus 95%, African Americans 95%, Hispanic 95%, White > 95%, Asian > 95%, Two or more races 95%, Special Ed. 92% , Eco. Dis. 93% , EL 95%.

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

<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> The teacher will use this data to drive instruction in the classroom to plan purposeful lessons for student mastery of the TEKS objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Leaders, Teachers (General Education &amp; Special Education), C&amp;I Specialist, and Administrators</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>
<p><b>Strategy 2:</b> Conduct small group STAAR focused tutorials (these may be done before school, after school, or remotely) to improve and review math objectives and skills for students to continue their progress in 5th and 6th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use assessment data to monitor and invite students to these opportunities to continue all student's progress to improve their progress at least one grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Department Leader, C&amp; I Specialist, and Administrators</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>
<p><b>Strategy 3:</b> Train all new teachers and instructional paraprofessionals on implementing TEKS objectives, District Scope and Sequence and the processes for teaching math concepts in 5th &amp; 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 and support</p> <p><b>Staff Responsible for Monitoring:</b> Department Leader, C&amp;I Specialist for Math, &amp; Administrators</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>
<p><b>Strategy 4:</b> Continue campus implementation of on-line math programs to support individual student needs and TEKS objectives ( examples include but are not limited to: Education Galaxy, FASTT Math, Moby Max, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Use as additional resources to support student progress in math. Teachers will use data to help drive small group instruction for student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers (General Education &amp; Special Education), C&amp; I Specialist, &amp; Administration</p> <p><b>TEA Priorities:</b> 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> Weekly department meetings for 5th and 6th grade for purposeful planning and Professional Learning Communities( PLC's).</p> <p><b>Strategy's Expected Result/Impact:</b> This allows for common planning times for teachers to collaborate and for purposeful lesson planning and PLC meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Department Leader, C&amp;I Specialist and Administrators</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>
 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 students groups. Students will achieve the campus performance objectives on the 5th grade Science STAAR test as follows: Campus 89%, African Americans 88%, Hispanic 95%, White > 95%, Asian > 95%, Two or more races 95%, Special Ed. 70% , Eco. Dis. 82% , EL 95%.

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

<p><b>Strategy 1:</b> Science teachers will disaggregate data on all campus, district, and state assessments.</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 grade Science teachers will also use this data to support students to accomplish meets on STAAR testing.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level Department Leader, Science teachers, C&amp;I Specialist and Administrators</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> 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> Utilizing weekly hands on activities/labs will allow students to develop a love for science while allowing them to focus on TEKS objectives and understand how the scientific process and expectations relate to their daily lives and word around them.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers, Department Leader, C&amp;I Specialist, and Administrators.</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> 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 classrooms ( Science &amp; Language Arts)</p> <p><b>Staff Responsible for Monitoring:</b> Department Leaders( Science &amp; Reading), Teachers( Science &amp; Language Arts), C&amp;I Specialist ( Science and Language Arts), and Administrators</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> Conduct small group Science focused tutorials (these may be done before school, after school, or remotely) to improve and review Science objectives and skills for students to continue their progress in 5th and 6th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will be able to accomplish MEETS standards on assessments during the year and improve progress on daily assignments in class.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers, Department Leader, C&amp;I Specialist, &amp; Administrators</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> Weekly department meetings for purposeful planning by grade level</p> <p><b>Strategy's Expected Result/Impact:</b> This will be done to ensure purposeful planning and collaboration for lesson plans and PLC's. The will allow more rigorous lessons and activities to ensure student progress in Science.</p> <p><b>Staff Responsible for Monitoring:</b> Department Leaders, C&amp;I Specialist, and Administrators</p>	<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> " I will" statements 2.0 will be posted in all classroom and in weekly lesson plans. <b>Strategy's Expected Result/Impact:</b> This will assist with common language and expectations for all students but especially our struggling learners. <b>Staff Responsible for Monitoring:</b> Teachers, C&I Specialist, Department Leaders, and Administrators.	<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 5:** Social Studies: To improve social studies skills through implementation of instruction strategies and activities in Social Studies

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

<p><b>Strategy 1:</b> Integrate and build social studies vocabulary in Language Arts and Social Studies classes through use of words.  <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.  <b>Staff Responsible for Monitoring:</b> Social Teachers, Inclusion Support Staff, and Administrators.  <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 ( I-Fest) [This may be done virtually- COVID (TBD)]  <b>Strategy's Expected Result/Impact:</b> To educate, expose, and inform students and community about diverse culture within our campus and our community.  <b>Staff Responsible for Monitoring:</b> Social Teachers, Department Leaders, and Administrators  <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> Utilize textbooks (History Alive &amp; Mc Graw Hill) and resources to incorporate techniques to ensure student centered activities.  <b>Strategy's Expected Result/Impact:</b> Improve student centered activities that increase knowledge of diversity and history of all cultures.  <b>Staff Responsible for Monitoring:</b> Social Studies Teachers, Inclusion Support Staff, Department Leaders, C&amp; I Specialist, and Administrators  <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> Develop geographical and spatial thinking skills in Social Studies.  <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.  <b>Staff Responsible for Monitoring:</b> Social Studies Teachers, Special Education Support Staff, Department Leaders, C&amp; I Specialist, and Administrators</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> Host cultural experiences such as lunches and diverse family interactions (which may be virtual) in 6th grade Social Studies classes            [Due to COVID safety regulations, cultural lunches and diverse family visitors on campus will be altered to virtual participation.]  <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 &amp; allow students to make connections to different cultures through social interactions.  <b>Staff Responsible for Monitoring:</b> 6th grade Social Studies Teachers, Department Leaders, and Administrators  <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 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:** EL/LEP : Campus will achieve recommended progress ( at least year) on TELPAS and STAAR test in all subjects for EL students,

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

<p><b>Strategy 1:</b> Provide opportunity for teachers and administrators to receive IDEA, IPT, LPAC, TELPAS, Project ELL, and Observation Protocol (TOP) 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> ESL/Bilingual Specialist, ESL Teachers, Administrators</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> Provide class coverage for teachers and ESL teacher 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> ESL Teacher &amp; ESL Administrator</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> Conduct Language Labs (small group instruction that may be done before school, after school, or remotely) to support our EL/LEP students with language proficiency weaknesses, core content curriculum reteach, and tutorial opportunities including STAAR focused tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure student progress by 1 year is be accomplished in all subject areas</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, ESL Teacher, Administrators , and Special Ed Support Staff Members.</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>
<p><b>Strategy 4:</b> Mainstream all EL/LEP into least restrictive environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that students' individual needs are being met to progress by one year academically.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher, Core Teachers, Special Education Case Managers, Counselors, &amp; Administrators</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>
<p><b>Strategy 5:</b> Weekly planning &amp; monthly collaboration meetings with 5th &amp; 6th grade departments/teams</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure fidelity in purposeful lesson planning and expectations for progress and success of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, C&amp;I Specialist, ESL Teacher, &amp; Administrators</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>

<b>Strategy 6:</b> Provide additional writing resources and support for active EL students. <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. <b>Staff Responsible for Monitoring:</b> ESL Teacher, Language Arts Teacher, Bil/ESL Specialist, and Administrators <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 7:</b> Provide resources, such as prep classes for ESL certification test for all teachers in cores subject areas. <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. <b>Staff Responsible for Monitoring:</b> Director or Bil/ ESL Educations, ESL Teachers, and Administration <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 8:</b> Implement " I will statements 2.0" in all classes and lesson plans <b>Strategy's Expected Result/Impact:</b> This will ensure support for our EL and struggling students to make progress and know what is expected of them to learn each day in class. <b>Staff Responsible for Monitoring:</b> Administrators, C&I Specialist, & Department Leaders <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 7:** Special Education: Campus will meet the required passing standards ( approaches grade level) or better for this sub-population of students in : Math 84%, Reading 67%, Science 73% .

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





<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> District Special Programs Staff, Special Education Teachers, &amp; Administrators</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>
<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> None</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Special Programs district Staff.</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> Continue to provide assistive technology &amp; devices, instructional resources, &amp; 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> LSSP, 504 Coordinators, Special Education Case Managers, Teachers, and Administration</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>
<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> RtI Coordinator, LSSP, Counselors, Teachers, and Administrators.</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>
<p><b>Strategy 5:</b> Continue to provide inclusion support in areas of Language Arts, Math, Science, and Soc. Studies</p> <p><b>Strategy's Expected Result/Impact:</b> Allow all students to have access to the curriculum with needed supports to show improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Special Education Teachers &amp; Support Staff, Case Managers, &amp; District SPED Specialist</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>

<p><b>Strategy 6:</b> Attend Weekly planning &amp; collaboration meetings in specific content areas and monthly Special Education Department Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure common purposeful planning and Professional Learning Community 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> Administrators, Department Leaders, C&amp;I and Special Programs Specialist</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>
<p><b>Strategy 7:</b> Provide Professional Development training over strategies and techniques to Gen. Ed. 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 students' behavior needs for social, emotional, and academic success in all school settings.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, LSSP, and Special Programs Specialists</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>
<p><b>Strategy 8:</b> Conduct small group STAAR focused tutorials (these may be done before school, after school, or remotely) to improve special education students' academic progress</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure all students show progress growth towards MEETS in all subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Special Education Staff, &amp; District Special Programs Specialist, C&amp;I Specialist.</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>
 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:** Attendance: Campus will contain 97% or above attendance rating for all student groups.




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

<b>Strategy 1:</b> Recognize good student attendance with individual awards <b>Strategy's Expected Result/Impact:</b> To support and acknowledge good attendance for all student groups. <b>Staff Responsible for Monitoring:</b> Campus Attendance Clerk, Administrators, Teachers, and Counselors <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 2:</b> Written notification of 5 or more absences/tardies to parents within each nine weeks grading period to maintain effective communication and encourage high attendance rates. <b>Strategy's Expected Result/Impact:</b> To support and acknowledge good attendance and timely daily school participation for all student groups. <b>Staff Responsible for Monitoring:</b> Campus Attendance Clerk & Administrators <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 3:</b> HCA news posted outside Nurse's office and campus newsletter and or website when applicable to promote healthy habits <b>Strategy's Expected Result/Impact:</b> To encourage better attendance for all students through promoting good health practices and techniques. <b>Staff Responsible for Monitoring:</b> Health Care Assistant (HCA), District Lead Nurse, & Administrators <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 4:</b> Actively work to contact parents of students with serious attendance problems. <b>Strategy's Expected Result/Impact:</b> To encourage better attendance for all students through promoting daily and timely attendance <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Attendance Clerk, Administrators & Student Outreach Staff <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 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 Sources:** STAAR Test, TELPAS test, Common Assessments, Benchmarks, and Released STAAR Tests

<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 within the curriculum strands.</p> <p><b>Staff Responsible for Monitoring:</b> Advanced Academic Specialists, Administrators, and C&amp;I Specialist.</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>
<p><b>Strategy 2:</b> Disseminate GT/ Advanced Academic information and referral process to students' 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> Teachers, Counselors, Administrators, &amp; Advanced Academic Specialists</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>
<p><b>Strategy 3:</b> Require 30 hours of GT training for all teachers in the district; 6-hour yearly update after initial 30-hour GT 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> Advanced Academics Specialists &amp; Administrators</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>
<p><b>Strategy 4:</b> Students will be provided opportunities to participate in academic contests, activities, and clubs. [Due to COVID, academic contests, activities, and clubs will be regulated by our safety commission for the district, which advises all activities &amp; contests to be virtual until further notice.]</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> Teacher Club Sponsors, Advanced Academics Specialists, and Administrators</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>
 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:** Technology: Increase the utilization of technology to improve quality of instruction and student engagement.





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

<b>Strategy 1:</b> Ensure that teachers have adequate technology provided by district and campus ( ex: Tech Tuesdays and Canvas support) <b>Strategy's Expected Result/Impact:</b> Can be used to enhance instruction and improve student performance <b>Staff Responsible for Monitoring:</b> Administrators, ETS, & District Technology Department <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 2:</b> Incorporate technology ( i.e.- Canvas, Education Galaxy, Learning A-Z, etc.) into lessons to enhance learning experiences in all class settings. <b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance. <b>Staff Responsible for Monitoring:</b> Administrators, Librarian, & ETS <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> Communication to parents via the Campus/Teacher websites, Skyward, Canvas, & Social Media outlets. <b>Strategy's Expected Result/Impact:</b> Bridge the communications between school and home. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, ETS, & Administrators <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 4:</b> Increase access to technology for all students including wireless access for "Bring Your Own Device" . <b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, ETS, District Technology Department <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 5:</b> Promote computer and keyboard fluency through mini-lessons. <b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance by using technology more efficiently and effectively. <b>Staff Responsible for Monitoring:</b> Teachers, Librarian, and Administrators <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:** Teacher/ Staff Qualifications: Campus will recruit and retain Highly Qualified Teachers and Staff Members.

**Evaluation Data Sources:** Pearland ISD Employee and Student Demographic Report, School Texas Academic Performance Report (TAPR)





<b>Strategy 1:</b> Instruction will be provided by "Highly Qualified" teachers <b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance. <b>Staff Responsible for Monitoring:</b> Administrators and HR Staff Members <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 2:</b> Recruit Highly Qualified Teachers by attending Job Fairs & hosting University based Student Teachers <b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance. <b>Staff Responsible for Monitoring:</b> Administrators and HR Staff <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 3:</b> Retain Highly Qualified Teachers by providing high-quality professional development opportunities, mentoring programs, leadership opportunities, and creating a positive and supportive campus environment.  <b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance and overall campus culture. <b>Staff Responsible for Monitoring:</b> Adminsitrators, District C&I Staff and Human Resources Staff <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 4:</b> Campus site-based decision-making committee (CEIC) approves all campus staff development included in the CIP. <b>Strategy's Expected Result/Impact:</b> Enhance instruction and improve student performance and overall campus culture. <b>Staff Responsible for Monitoring:</b> Administrators CEIC Members <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>
 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:** Family Involvement: Increase parent/guardian attendance at parent /guardian meetings/school activities by 30%. [Due to COVID regulations, no visitors on campus at this time; therefore, meetings, school activity participation, will be solicited virtually.]

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

<p><b>Strategy 1:</b> Provide introduction to campus before school starts with 5th grade Parent Virtual Tour, Meet Your Teacher Introductory Phone Calls&amp; Virtual Canvas Videos</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> Administrators, Counselors, &amp; ETS</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> Provide ways parents can help their child with homework and other academic support ( Ex: Technology Tips, MYT Videos, etc.)</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> Administrators, Teachers, Counselors, &amp; ETS</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> 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> Administrators, 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 4:</b> Provide opportunities for parents to volunteer at the school through the new on-line Frontline Volunteer system (Pending COVID updates)</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> HR Staff, Administrators, 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: Technology, 5th Grade Parent Meetings (Curriculum &amp; Assessment) at a variety of days and times, PE Family Fun Night, concerts, fine arts nights , Author Visits &amp; Book Fairs [COVID pending- Events may occur virtually if possible]</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> Teachers, Administrators, Counselors, Librarian, &amp; ETS</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> Offer campus-based support and resources for 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> Administrators and 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 7:</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> Counselors and Administrators</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 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 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 Sources:** Class exhibits, Concerts, Competitions

<b>Strategy 1:</b> Participation in local and community exhibits, concerts, and competitions. [COVID pending-Events may occur virtually if possible on not at all based upon pandemic regulations] <b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration. <b>Staff Responsible for Monitoring:</b> Fine Arts Teachers <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 2:</b> Provide opportunities for student work to be displayed for school and community through Arts Nights and concerts [COVID pending-Events may occur virtually if possible on not at all based upon pandemic regulations] <b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration. <b>Staff Responsible for Monitoring:</b> Fine Arts Teachers, Administrators <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 [Activities may happen virtually due to COVID] <b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration. <b>Staff Responsible for Monitoring:</b> Fine Arts Teachers, Administrators <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 4:</b> Teach content-specific vocabulary with accompanying visuals. <b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration. <b>Staff Responsible for Monitoring:</b> Fine Arts Teachers, Administrators <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 5:</b> Teach using I WILL statements to assist with language objectives <b>Strategy's Expected Result/Impact:</b> Students develop cultural awareness through creative exploration. <b>Staff Responsible for Monitoring:</b> Fine Arts Teachers and Administrators	<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





<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 <b>Strategy's Expected Result/Impact:</b> Promote physical education, sound nutrition and student health to reduce childhood obesity. <b>Staff Responsible for Monitoring:</b> PE Teachers, Counselors, and Administrators <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> American Walk for Diabetes - Nutrition Education (COVID pending- may be virtual if possible) <b>Strategy's Expected Result/Impact:</b> Promote physical education, sound nutrition and student health to reduce childhood obesity. <b>Staff Responsible for Monitoring:</b> PE Coaches, Administration <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> Host Annual PE Family Fun Night (TBD- COVID) <b>Strategy's Expected Result/Impact:</b> Promote physical education, sound nutrition and student health to reduce childhood obesity. <b>Staff Responsible for Monitoring:</b> PE Teachers, and Administrators <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 4:</b> Nutrition Education that fosters healthy eating behaviors to reduce childhood obesity. <b>Strategy's Expected Result/Impact:</b> Promote physical education, sound nutrition and student health to reduce childhood obesity. <b>Staff Responsible for Monitoring:</b> PE Teachers <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 5:</b> Promotion of Physical Fitness outside the school day: Fitness Clubs, Fun Runs, track meet, PE Family Fun Night <b>Strategy's Expected Result/Impact:</b> Promote physical education, sound nutrition and student health to reduce childhood obesity. <b>Staff Responsible for Monitoring:</b> PE Coaches and Administration <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>
 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: All students and teachers will follow campus expectations of Be Safe, Be Responsible, and Be Respectful

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

<p><b>Strategy 1:</b> Establish and maintain PBIS and Restorative Practices with common expectations posted in the classrooms 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 Members, District Leadership Committee</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> Utilize RAPTOR screening technology and other safety procedures and expectations for visitors entering Rogers MS. (COVID- No visitors at this time)</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> All Campus Faculty and Staff &amp; 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> All Campus Staff including the administrators and campus management team, District Safe and Secure Schools Personnel</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 to support student-centered activities and 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> Administrators and PTA Executive Board Members</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>

<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> Ensure continued building of relationships as it relates to Be Safe, Be Respectful and Be responsible.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and 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 and virtual videos using the Pillars of Character &amp; GRIT Initiative; provide violence intervention lessons and violence prevention practices (for example: Anti-Bullying).</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure continued support of all students social, emotional and academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Classroom teachers, Librarian, GRIT committee Members</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 7:</b> Introduce students to career options and education preparation needed to reach career goals &amp; research potential careers in person and virtually</p> <p><b>Strategy's Expected Result/Impact:</b> To help students explore and research further career opportunities as it relates to their interests.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators, and Librarian</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>
<p><b>Strategy 8:</b> Host Annual International Festival (This may be done in a virtual format due to COVID.)</p> <p><b>Strategy's Expected Result/Impact:</b> This will introduce students to our diverse community and allow them the opportunity to develop an acceptance and understanding of all.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers &amp; Administrators</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 9:</b> Celebrate, acknowledge and inform all stakeholders on campus about Ethnic/Cultural History Months.</p> <p><b>Strategy's Expected Result/Impact:</b> This will introduce all to our diverse community and have them have an acceptance and understanding of all.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers, Administrators</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 3:** Pearland ISD 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 Sources:** Parent/ Student Surveys, Event Sign-in sheets, Data from views on Social Media avenues and Skyward emails.

<p><b>Strategy 1:</b> Manage many avenues of communication with parents/guardians through social media outlets (ex: Twitter, Skyward, Canvas, Monthly calendar and School Website)</p> <p><b>Strategy's Expected Result/Impact:</b> This allows multiple avenues to connect with parents and foster a relationship with parents to have two-communication with parents, families, and the community.</p> <p><b>Staff Responsible for Monitoring:</b> Administration &amp; 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 2:</b> Teachers Canvas Link and websites utilized &amp; updated weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will update their Canvas connected to their teaching website to ensure parents are aware of assignments, homework, and any information needed to support the child's continued progress and success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration</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>
<p><b>Strategy 3:</b> Skyward and Canvas utilized by teachers and Campus monthly</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will receive communications about grades in classes, events, and etc.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, and 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 4:</b> Written and verbal communication to parents about attendance concerns (including tardies)</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Attendance Clerk, Assistant Principals</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> Partnership with our campus PTA to bring programs and events to the campus [pending COVID safety regulations]</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, and PTA Executive Board</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
