

**Pearland Independent School District**  
**Challenger Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

At Challenger Elementary, we ALL share the responsibility of providing a safe environment, where ALL students will grow academically, socially, emotionally, and physically.

## Vision

We will ALL foster a community where ALL Challenger students will achieve personal growth by engaging in activities that promote learning, social skills, resiliency, and wellness.

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# Comprehensive Needs Assessment

Revised/Approved: October 12, 2021

## Demographics

### Demographics Summary

Needs Assessment – Demographics

### Race Ethnicity – Prior Year 2020-2021

	AA	Hispanic	White	Asian	2+ Races	TOTAL	Eco. Dis.
EE	0	2	3	1	2	8	3
PK	5	3	4	6	0	18	7
K	11	29	27	12	4	86	24
1	25	35	32	19	9	120	41
2	26	38	21	22	5	112	33
3	26	31	23	26	4	111	27
4	27	38	25	17	6	113	31
<b>Total</b>	<b>120</b>	<b>176</b>	<b>135</b>	<b>103</b>	<b>30</b>	<b>565</b>	<b>166</b>

Note: Pacific Islander is not included because the district has less than 10 students in this student group.

Total Student Enrollment \_\_\_\_\_ **565** \_\_\_\_\_

### Race Ethnicity – Current Year 2021-2022

	AA	Hispanic	White	Asian	2+ Races	TOTAL	Eco. Dis.
EE	4	5	2	1	1	13	5
PK	10	5	7	7	3	32	18
K	19	30	33	15	9	106	28
1	20	33	26	15	4	98	36

	<b>AA</b>	<b>Hispanic</b>	<b>White</b>	<b>Asian</b>	<b>2+ Races</b>	<b>TOTAL</b>	<b>Eco. Dis.</b>
<b>2</b>	24	32	31	19	8	114	35
<b>3</b>	28	36	22	26	4	116	30
<b>4</b>	25	32	25	22	4	109	31
<b>Total</b>	<b>130</b>	<b>173</b>	<b>146</b>	<b>105</b>	<b>33</b>	<b>588</b>	<b>183</b>

Note: Pacific Islander is not included because the district has less than 10 students in this student group.

**Total Student Enrollment** \_\_\_\_\_ **588** \_\_\_\_\_

### Special Populations – 2021-2022

	<b>SPED</b>	<b>504</b>	<b>Dyslexia</b>	<b>STAAR Alt.</b>	<b>GT</b>	<b>EB</b>	<b>Homeless</b>
<b>EE</b>	13	0	0	0	0	2	0
<b>PK</b>	3	0	0	0	0	11	0
<b>K</b>	8	0	0	0	0	15	1
<b>1</b>	12	1	0	0	4	15	3
<b>2</b>	10	6	8	0	10	12	1
<b>3</b>	14	9	12	0	18	27	0
<b>4</b>	16	8	8	1	29	10	0
<b>Total</b>	76	24	28	1	61	92	5

### Discipline Data – 2020-2021

<b>Student Group</b>	<b>% of Total Students on Campus</b>	<b>% of Students Assigned ISS</b>	<b>% of Students Assigned OSS</b>
<b>African American</b>	21.47%	0%	.8%
<b>Hispanic</b>	31.94%	1%	1%
<b>White</b>	23.21%	1.5%	0%
<b>Special Education</b>	12.57%	0%	2.7%

### **Demographics Strengths**

- **Through our RtI process, we are continuing to identify/qualify students who need Special Education Services or continued interventions.**
- **Our attendance rate is higher than both the district and the state average.**
- **Our RISE mentors create relationships that allow all students to be a part of Challenger Elementary.**
- **Challenger serves a culturally diverse population. We have 28 languages spoken.**

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Challenger Elementary has a disparity in achievement with the students that are identified economically disadvantaged. **Root Cause:** These students were not given targeted instruction.

# Student Learning

## Student Learning Summary

Needs Assessment – Student Learning

## Student Achievement – Domain 1

### STAAR 2021 Data (Report in TEA Analytic Portal)

[Home Page - Data Interaction \(emetric.net\)](#)

Domain 1 includes all STAAR tests taken with and without accommodations and STAAR Alt 2. Student achievement measures what students know and can do. Please complete the below chart for each STAAR test at your school.

STAAR Test Grade 3/Reading								
	All Students	AA	Hispanic	White	Asian	EL	SPED	Eco. Dis.
% Approaches	82	68	77	88	96	54	56	67
% Meets	69	59	55	71	92	46	31	58
% Masters	44	41	32	50	56	15	25	33

STAAR Test Grade 3/Math								
	All Students	AA	Hispanic	White	Asian	EL	SPED	Eco. Dis.
% Approaches	82	68	71	92	100	85	44	75
% Meets	63	45	48	71	88	46	25	50
% Masters	36	27	19	46	52	15	13	17

STAAR Test Grade 4/Reading								
	All Students	AA	Hispanic	White	Asian	EL	SPED	Eco. Dis.
% Approaches	80	72	71	96	88	60	21	63
% Meets	58	60	41	71	82	40	0	31

**STAAR Test Grade 4/Reading**

<b>% Masters</b>	33	28	21	38	65	20	0	16
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**STAAR Test Grade 4/Math**

	<b>All Students</b>	<b>AA</b>	<b>Hispanic</b>	<b>White</b>	<b>Asian</b>	<b>EL</b>	<b>SPED</b>	<b>Eco. Dis.</b>
<b>% Approaches</b>	84	76	77	96	94	80	21	69
<b>% Meets</b>	68	48	60	91	82	50	14	41
<b>% Masters</b>	55	36	40	83	82	50	7	31

**Student Growth – Domain 2** (*Not Rated/Not Included for 2021*)

**Closing the Gaps – Domain 3**

**STAAR Data (OnDataSuite or Prior CAP)**

**Student Outcome Data Trends**

This section gives a high-level overview of campus performance by grade level/subject area.

<b>Grade level</b>	<b>Subject tested</b>	<b>% at Meets Grade Level</b>			<b>Trend</b>
		2018	2019	2021	
2nd	Math	72 (App)	68 (App)	77 (App)	Fluctuating
2nd	Reading	55 (App)	57 (App)	66 (App)	Consistent Increase
3rd	Math	54	69	63	Fluctuating
3rd	Reading	51	52	69	Consistent Increase
4th	Math	65	53	68	Fluctuating
4th	Reading	53	43	58	Fluctuating

**TELPAS (Report in TEA Analytic Portal)**



	Total Students	TELPAS Progress Rating			
		Beg.	Int.	Adv.	Adv. High
<b>K</b>	14	21%	21%	57%	0%
<b>1</b>	18	6%	17%	17%	61%
<b>2</b>	25	8%	20%	64%	8%
<b>3</b>	13	0%	31%	38%	31%
<b>4</b>	10	0%	0%	50%	50%

### Closing the Gaps Performance Targets

#### Student Learning Strengths

#### Student Learning Strengths

- Challenger's Meets percentages were third across the district in all areas and grade levels.
- Challenger's Masters percentages in 3rd Math and 4th Reading were third across the district.
- Challenger's Masters percentages in 3rd Reading and 4th Math were second across the district.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 26% of kindergarten students, 37% of first grade students, and 51% of second grade students ended the year in Reading below grade level. **Root Cause:** Virtual learning made it difficult to implement guided reading with fidelity.

**Problem Statement 2 (Prioritized):** 3rd grade Math and Reading and 4th grade Reading Approaches percentages were both lower than our SES rank **Root Cause:** Small group intervention has not been data driven by individual TEKS and individual student needs.

**Problem Statement 3:** Lesson plans need to have increased rigor and relevance for instruction to improve student success in all core subjects as measured by BAS, common assessments, benchmarks, and STAAR data. **Root Cause:** The rigor and depth of questioning and lesson activities need to be purposefully planned.

## **School Processes & Programs**

### **School Processes & Programs Summary**

#### **School Processes & Programs Summary**

EL- 2.5 EL pull out teachers

90% of Challenger certified staff are EL certified

Our EL students participate in TELPAS and Pre-LAS/LAS

#### **GT**

61 GT identified students.

Identified GT students in grades 1-4 are served in designated cluster classes by teachers with 30 hours of training in gifted and talented education.

#### **SPED**

Special program services that are provided at Challenger are PPCD, Life Skills, Resource, Co-Teach and BSI.

### **School Processes & Programs Strengths**

#### **School Process and Program Strengths—**

- **The district curriculum is clearly outlined and linked to state standards.**
- **Best practices are vertically aligned (for example: number talks and balanced literacy).**
- **Third and fourth grade teachers meet with district curriculum specialists to disaggregate data following district benchmarks.**
- **Data walls utilized for BAS levels and Math tracking.**
- **Challenger's RtI program is structured and organized.**

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The number of EB students demonstrating growth is lower than that of English-speaking students. **Root Cause:** Teachers have not been trained on best practices for reaching EB students during instruction.

**Problem Statement 2 (Prioritized):** Tier 1 instruction needs to be differentiated to meet student needs. **Root Cause:** Teachers need to implement small group instruction with fidelity.

# Perceptions

## Perceptions Summary

The high academic requirements and behavior expectations that we have set up with PBIS coupled with professional development will decrease the discipline problems that were reported in the 2019-20 school year and reduce the time spent out of class missing instruction.

Challenger has two family nights that have a good attendance rate across all grade levels.

The Challenger PTA offers several events to the Challenger community.

## Perceptions Strengths

The counselor provides character education classes.

Growth mindset messages on morning announcements and Gritty student award.

Most grade levels have a common planning time.

Year 5 of PBIS implementation.

All staff members participated in CRASE training with instruction on how to respond to dangerous situations.

All staff members have attended the Standard Response Protocol training.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Behavioral and academic expectations in classrooms, specials, and common areas need to be consistent throughout the campus. **Root Cause:** Teachers having different expectations sends mixed messages to students.

**Problem Statement 2 (Prioritized):** Students need social and emotional support lessons and intervention. **Root Cause:** This past year, students lacked social interaction with peers due to masking, social distancing, and virtual learning.

**Problem Statement 3 (Prioritized):** Communication must be consistent and timely in order to be effective. **Root Cause:** Roles and responsibilities need to be defined and articulated. There must be multiple channels for communication.

# Priority Problem Statements

**Problem Statement 3:** Challenger Elementary has a disparity in achievement with the students that are identified economically disadvantaged.

**Root Cause 3:** These students were not given targeted instruction.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 2:** 26% of kindergarten students, 37% of first grade students, and 51% of second grade students ended the year in Reading below grade level.

**Root Cause 2:** Virtual learning made it difficult to implement guided reading with fidelity.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 1:** The number of EB students demonstrating growth is lower than that of English-speaking students.

**Root Cause 1:** Teachers have not been trained on best practices for reaching EB students during instruction.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 6:** Behavioral and academic expectations in classrooms, specials, and common areas need to be consistent throughout the campus.

**Root Cause 6:** Teachers having different expectations sends mixed messages to students.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 4:** 3rd grade Math and Reading and 4th grade Reading Approaches percentages were both lower than our SES rank

**Root Cause 4:** Small group intervention has not been data driven by individual TEKS and individual student needs.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Tier 1 instruction needs to be differentiated to meet student needs.

**Root Cause 5:** Teachers need to implement small group instruction with fidelity.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 7:** Students need social and emotional support lessons and intervention.

**Root Cause 7:** This past year, students lacked social interaction with peers due to masking, social distancing, and virtual learning.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Communication must be consistent and timely in order to be effective.

**Root Cause 8:** Roles and responsibilities need to be defined and articulated. There must be multiple channels for communication.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Covid-19 Factors and/or waivers

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- School safety data

## **Employee Data**

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data





# 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:** Spring 2021 3rd and 4th grade Reading STAAR approaches percentage was 82% and 80%, respectively. By the end of Spring 2022, the Reading STAAR approaches percentage will be 92% for both grade levels.

**Evaluation Data Sources:** District Benchmarks  
 Anecdotal notes  
 BAS testing  
 STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will analyze common assessment and benchmark data, and use data walls weekly to focus instruction.  <b>Strategy's Expected Result/Impact:</b> Benchmark and common assessment data conferences</p> <p>Aware Data</p> <p>STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Every student that did not approach the 2021 3rd grade STAAR Test for Math and Reading is in RtI/ HB4545 to address specific needs of each student.  <b>Strategy's Expected Result/Impact:</b> RtI interventions (HB4545) close the gaps needed to be successful on STAAR.</p> <p>Continue to monitor these students and meet on them every 6-9 weeks.</p> <p>Aware Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Classroom teachers            Intervention teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Principal and leadership team will attend professional developments, train staff on best practices, and purchase research based resources to be used in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal documentation of ongoing plan will be shared with teachers and updated during campus staff development and faculty meetings</p> <p>We will continue to train all new staff as they are hired.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to provide supplemental support to assist at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of data</p> <p>STAAR scores of at risk students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will receive weekly gifted and talented teaching tips to implement in their classroom to support and enrich gifted students.</p> <p><b>Strategy's Expected Result/Impact:</b> By clustering the GT students in the same class, 90% will get Masters on Math and Reading STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal GT classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**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:** Spring 2021 3rd and 4th grade Math STAAR approaches percentage was 82% and 84%, respectively. By the end of Spring 2022, the Math STAAR approaches percentage will be 93% for both grade levels.

**Evaluation Data Sources:** District Benchmarks  
Common Assessments



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will analyze common assessment and benchmark data, and use data walls weekly to focus instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmark and common assessment data conferences</p> <p>Aware Data</p> <p>STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Every student that did not approach the 2021 3rd grade STAAR Test for Math and Reading is in RtI/HB4545 to address specific needs of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> RtI/HB4545 interventions close the gaps needed to be successful on STAAR.</p> <p>Continue to monitor these students and meet on them every 6-9 weeks.</p> <p>Aware Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom teachers Intervention teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Principal and leadership team will attend professional developments, train staff on best practices, and purchase research based resources to be used in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal documentation of ongoing plan will be shared with teachers and updated during campus staff development and faculty meetings</p> <p>We will continue to train all new staff as they are hired.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Team Leaders</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to provide supplemental support to assist at risk students. <b>Strategy's Expected Result/Impact:</b> Documentation of data  STAAR scores of at risk students <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** 100% of students in grades K-3 will make 1 year's growth in Reading by May 2022.





**Evaluation Data Sources:** Anecdotal Notes  
 Running Records  
 BAS testing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will analyze common assessment and benchmark data, and use data walls weekly to focus instruction. <b>Strategy's Expected Result/Impact:</b> Benchmark and common assessment data conferences  Aware Data  STAAR results <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Principal and leadership team will attend professional developments and train staff on best practices to be used in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal documentation of ongoing plan will be shared with teachers and updated during campus staff development and faculty meetings</p> <p>We will continue to train all new staff as they are hired.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Team Leaders</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Spring 2021 TELPAS speaking proficiency rating indicated that 4% of EB students in grades 2-4 received advanced high rating. By the end of Spring 2022, the speaking proficiency rating in grades 2-4 will be 30%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be trained in 7 Steps to a Language-Rich Interactive Classroom throughout the 2021-22 school year.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Throughout the 2021-22 school year, students will be expected to speak in complete sentences and turn and talk.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> During the 2021-22 school year, ESL teachers will utilize one push in/pull out group a week to focus specifically on speaking.</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** 100% of staff members and students will receive required training and instruction throughout the 21-22 school year in areas such as emergency response, bullying prevention, conflict resolution, drug and violence prevention, and character building.

**Evaluation Data Sources:** PBIS  
 Red Ribbon Week  
 Growth Mindset Morning Messages  
 Standard Response Protocol

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be trained in the district's safety response protocol and bullying prevention. <b>Strategy's Expected Result/Impact:</b> Threat Assessment Protocol Training Trauma Training <b>Staff Responsible for Monitoring:</b> Counselor Teacher Principal Assistant Principal SRO	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A team of 5 will be trained in Character Strong and bring it back to Challenger to implement at the campus level. <b>Strategy's Expected Result/Impact:</b> Teachers will gain a better understanding of social-emotional learning and character development.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** During the 2021-22 school year, 100% of students will participate in all physical fitness activities.





**Evaluation Data Sources:** Fitness Gram  
 PE attendance records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All PK-4 students will participate in physical education classes. <b>Strategy's Expected Result/Impact:</b> 2021 Fitness Gram results  Documentation of student schedules  Documentation of student Seesaw activities <b>Staff Responsible for Monitoring:</b> Physical Education Teacher	Formative			Summative
	Nov	Feb	Apr	June
 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:** Through our programs and parent communication, we will form highly effective relationships that support student success in all areas.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will continue our family activities in accordance to the Pearland ISD COVID Guidelines. <b>Strategy's Expected Result/Impact:</b> Increased student and parent participation in school activities. <b>Staff Responsible for Monitoring:</b> Social Studies/Writing Vertical Team  Principal Assistant Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will continue to monitor student attendance through parent phone calls and home visits to increase our ADA. We will also discuss with students the importance of staying in school in order to promote drop out reduction. <b>Strategy's Expected Result/Impact:</b> Quarterly ADA reports <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Registrar Teachers	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				