

Pearland Independent School District

Pearland Jr. High South

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Mission Statement

The mission of Pearland Junior High South is to *love* our students, *inspire* them to achieve their personal best, and *teach* them to reach their full potential.

Love, Inspire, Teach

Vision

Working in partnership with families and the community, the vision of Pearland Junior High South is to create a positive school culture that fosters the academic growth and personal development of each student, equipping all students with the academic, social, and emotional tools required for success in high school and beyond.

Value Statement

Pearland JH South holds the following core values:

- Positive school culture sets the stage for effective teaching, student learning, and a safe, nurturing learning environment.
- Authentic student/staff relationships and students' physical, social, and emotional health and safety are prerequisites to academic success.
- Learning is active, student-centered, life-long and considered successful when student growth has occurred.
- Every stakeholder should be treated with dignity and respect, all the time.

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Goals

Goal 1: Pearland JH South will make student academic performance its top priority.

Performance Objective 1: Pearland JH South will increase the percentage of students at the Masters Grade Level passing standard across all subject areas by 5%.

Evaluation Data Source(s) 1: TEA STAAR Student Achievement Data Table; TEA Academic Achievement Distinction Designation Summary

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Teachers will participate in weekly common planning meetings to align assessments, review student data, and purposely plan instruction that is aligned with the depth and complexity of the TEKS. Administrators will participate in common planning meetings to provide guidance and support.	Campus Principal, Curriculum Team Leads	High fidelity instructional planning will result in consistent, quality instruction that is aligned with the depth and complexity of the TEKS. As a result, the percentage of students at Masters Grade Level passing standard will increase.
2) Under the guidance of the curriculum specialist and curriculum team lead, teachers will analyze data from common assessments to inform instruction.	Principal, Curriculum Specialists, Curriculum Team Leads	Data analysis from common assessments will provide opportunities for reteaching. As a result, the percentage of students at Masters Grade Level passing standard will increase.
3) Using prior year STAAR and current year benchmark data, students who performed at the Masters Grade Level passing standard (prior year STAAR) and are below the Masters Grade Level passing standard (current year benchmark) will be identified to participate in STAAR Masters Club after school tutoring. Teachers will design STAAR review activities using the Lead4Ward Rocking Review model.	Teachers, Principal	Tutoring focused on specific TEKS will result in an increased percentage of students at the Masters Grade Level passing standard.
4) With the support and involvement of the C&I specialists, countdown to STAAR will consist of three tiers of instruction that are tailored to students' needs (high achieving, average, high risk). Teachers will collaborate with the C&I specialists to differentiate instruction to address the learning needs of the three tiers of student learners.	Department Leaders, Teachers	Differentiated instruction for the top tier of learners will result in increased percentage of students at the Masters Grade Level passing standard.

Goal 1: Pearland JH South will make student academic performance its top priority.

Performance Objective 2: Pearland JH South students will demonstrate at least one year's growth in Reading and Math as measured by 2019 TEA Accountability.

Evaluation Data Source(s) 2: TEA Accountability Report Card

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Teachers will participate in weekly common planning meetings to align assessments, review student data, and purposely plan instruction that is aligned with the depth and complexity of the TEKS. Administrators will participate in common planning meetings to provide guidance and support.	Campus Principal, Curriculum Team Leads	High fidelity instructional planning will result in consistent, quality instruction that is aligned with the depth and complexity of the TEKS. As a result, the percentage of students achieving at least one year's growth in Math and Reading will increase.
2) Administrators will meet with each Math and Reading teacher after each benchmark to track individual student progress.	Principal, Assistant Principals	Teachers must be aware of the students not on track to make progress in order to provide instruction interventions. As a result, the percentage of students achieving at least one year's growth in Math and Reading will increase.
3) At-risk students not on track to meet expected progress after the semester exam will be identified for "Learning Check-ups" (targeted TEKS tutoring) from January - Spring Break (8th Reading/Math) and from Spring Break - May (7th grade Reading/Math). Teachers will design STAAR review activities using the Lead4Ward Rocking Review model.	Principal, Assistant Principals, Department Chairs, Outside Tutor	The percentage of students achieving at least one year's growth in Math and Reading will increase. Funding Sources: 199 - PIC 30 State SCE Title I-A, Schoolwide Acti - 0.00
4) With the support and involvement of the C&I specialists, countdown to STAAR will consist of three tiers of instruction that are tailored to students' needs (high achieving, average, high risk). Teachers will collaborate with the C&I specialists to differentiate instruction to address the learning needs of the three tiers of student learners.	Department Leaders, Teachers	Differentiated instruction for the top tier of learners will result in increased percentage of students achieving at least one year's growth in Math and Reading.
5) Using benchmark data, students below the Meets Grade Level standard on the semester exam will be identified for and participate in "Learning Check-ups" (targeted TEKS tutoring) in Reading and Math.	Principal, Assistant Principals, Outside Tutor, PJH South Teachers	Increased percentage of students achieving at least one year's growth in Math and Reading. Funding Sources: 199 - PIC 30 State SCE Title I-A, Schoolwide Acti - 0.00
6) Prior year STAAR failures (at-risk students) will be assigned to Power Reading and/or Power Math intervention classes.	Principal, Counselors, District Reading & Math Curriculum Specialists	Increased percentage of students achieving at least one year's growth in Math and Reading.
7) Using Edgenuity Pathblazer, students in Power Reading, Resource Reading, and Resource Math will receive individualized instruction through a blended learning model.	Curriculum Specialists; Principal; Resource Teachers	Increased percentage of students achieving at least one year's growth in Math and Reading.

Strategy Description	Monitor	Strategy's Expected Result/Impact
8) Students in Power Math will receive individualized instruction through the Math 180 blended learning model. District Title I funds will be utilized to provide the staffing unit for the Math Intervention Teacher.	Director of Secondary Curriculum; Math Curriculum Specialist; Principal	Increased percentage of students achieving at least one year's growth in Math and Reading.
9) 8th grade students who fail any administration of STAAR Math or Reading will participate in accelerated instruction.	Principal, Reading Department Leader, Math Department Leader, Teachers	Increased percentage of students achieving at least one year's growth in Math and Reading.
10) Through faculty meetings and campus staff development days, teachers will participate in ongoing professional development to increase the quality and effectiveness of initial instruction.	Principal, Assistant Principals	Increased percentage of students achieving at least one year's growth in Math and Reading.

Goal 1: Pearland JH South will make student academic performance its top priority.

Performance Objective 3: Student progress in non-STAAR tested subject areas will be monitored and measured.

Evaluation Data Source(s) 3: District Benchmark Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Using the October benchmark as a baseline, teachers in non-STAAR tested subject areas (7th Science, 7th Texas History) will monitor student progress on district benchmarks throughout the year.	Principals, Teachers	Increased student progress in 7th grade Science and 7th grade Texas History. Long-term effect should result in increased student achievement in 8th grade Science and 8th grade U.S. History.
2) With the help of C&I Specialists, teachers will redesign teacher-made tests to better align with the TEKS and STAAR blueprint.	Principal, Assistant Principals, C&I Specialists, Department Chairs, Curriculum Team Leads	Increased student progress in 7th grade Science and 7th grade Texas History. Long-term effect should result in increased student achievement in 8th grade Science and 8th grade U.S. History.

Goal 1: Pearland JH South will make student academic performance its top priority.

Performance Objective 4: PJH South will close achievement gaps at the Meets Grade Level standard between all subgroups to less than 5%.

Evaluation Data Source(s) 4: Domain III: Closing the Gaps Data Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Using benchmark data, at-risk students below the Meets Grade Level standard on the semester exam will be identified for "Learning Check-ups" (targeted TEKS tutoring) in Reading and Math.	Principal, Assistant Principals Outside Tutor PJH South Teachers	Gaps within the performance of sub populations and the performance of all students will close to <5%, establishing equitable educational outcomes for all students.
Funding Sources: 199 - PIC 30 State SCE Title I-A, Schoolwide Acti - 0.00		

Goal 2: Pearland JH South will increase school community & parent engagement.

Performance Objective 1: Increase parent and community engagement as defined by campus surveys and attendance rosters for parent/community outreach events.

Evaluation Data Source(s) 1: Campus Surveys; Attendance Rosters

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Conduct Meet the Teacher Night to promote effective communication between home and school.	Administration Teachers and staff	Increased student achievement due to increased parent/community engagement.
2) Conduct monthly "Coffee with the Counselors" parent workshops to promote parental awareness of relevant topics of interest, such as Cyber-safety, Bullying Prevention, and Vaping.	Principal; Counselors	Increased student achievement due to increased parent/community engagement.
3) Teachers will utilize various communication methods, such as Remind, Skyward, E-mail, and Phone to communicate with parents.	Principal, Assistant Principals, Teachers	Increased student achievement due to increased parent/community engagement.
4) Campus administration will utilize various methods to communicate with parents, such as Skyward, Blackboard Connect, Campus Web page and Newsletter	Principal, Campus Secretary	Increased student achievement due to increased parent/community engagement.
5) Campus administration will utilize social media (Twitter) to publicize campus events and celebrate student and campus successes	Principal	Increased student achievement due to increased parent/community engagement.
6) Campus will encourage staff to join the PTA. PTA will assist the campus in supporting the Student Incentive Program, Teacher Reimbursement Program, Copy Cats, and Monthly Hospitality Lunches.	Principal	Increased student achievement due to increased parent/community engagement.
7) Parents will serve on the CEIC, DEIC, DACC, and SHAC committees as required by District guidelines.	Principal	Increased student achievement due to increased parent/community engagement.
8) Students and staff will partner with the Pearland Neighborhood Center to participate in an annual food drive.	Teachers, National Junior Honor Society	Increased student achievement due to increased parent/community engagement.
9) Encourage parents' use of Skyward for access to live grades and attendance data on their child. Distribute "Parents' Guide to Skyward" at Meet the Teacher Night.	Principal	Increased student achievement due to increased parent/community engagement.
10) Conduct fall and spring "Family Math Night" for students in Title Math Intervention class.	Math 180 Teacher, Principal	Increased student achievement due to increased parent/community engagement.
11) Organize and active PTA Student Ambassadors Club.	PTA, Principal	Increased student achievement due to increased parent/community engagement.
12) The campus will support and publicize Communities in Schools and CIS-ACE after school programs. The campus will support and publicize CIS-ACE parent engagement events.	Principal, Campus Secretary	Increased student achievement due to increased parent/community engagement.

Goal 3: Pearland JH South will improve student discipline outcomes.

Performance Objective 1: Office referrals and student removals for ISS and OSS will decrease by 5%.

Evaluation Data Source(s) 1: Skyward Student Discipline Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Develop campus PBIS/Restorative Practices implementation team.	Principal	PBIS framework will result in improved student discipline and campus culture.
2) Staff will take "Benchmarks of Quality" survey through Microsoft Forms to assess campus readiness and current level of PBIS implementation.	Principal	PBIS framework will result in improved student discipline and campus culture.
3) Consistent student expectations (Be Safe, Be Respectful, Be Responsible) will be taught to students, applied to various locations and situations within the school (including classrooms), and posted throughout the building.	Principal, Assistant Principals	PBIS framework will result in improved student discipline and campus culture.
4) Students who are "caught" demonstrating the three school-wide expectations will be recognized through recognition tickets and a weekly prize drawing.	Principal, Assistant Principal, Teachers	PBIS framework will result in improved student discipline and campus culture.
5) Problem behaviors will be defined for consistent application of rules and sorted into "teacher managed" and "office managed." Problem behaviors will be organized by "teacher managed" and "office managed" on the office discipline referral form.	Principal, Assistant Principals	PBIS framework will result in improved student discipline and campus culture.
6) Campus PBIS Implementation Team will review student discipline data with the faculty twice annually.	Principal, Assistant Principal, Campus PBIS Implementation Team	PBIS framework will result in improved student discipline and campus culture.
7) Faculty will participate in a restorative circle on a campus staff development day.	Campus Restorative Practices Coordinator, Faculty	Restorative Practices will result in improved student discipline, cultural responsiveness, and campus culture.
8) Restorative Practices Coordinator will lead staff in a volunteer book study over "The Little Book of Restorative Discipline."	Campus Restorative Practices Coordinator	Restorative Practices will result in improved student discipline, cultural responsiveness, and campus culture.
9) Implement GRIT Student of the Month recognition program based on monthly Integrity theme words.	Campus Principal, Teachers	PBIS framework will result in improved student discipline and campus culture.
10) Implement "Student Appreciation Week" in advance of Teacher Appreciation Week	Principal, Assistant Principals, Office Staff	PBIS framework will result in improved student discipline and campus culture.

Goal 4: Pearland JH South will maintain or improve student attendance rate.

Performance Objective 1: Pearland JH South will maintain or increase current student attendance rate (97.0%).

Evaluation Data Source(s) 1: PEIMS Submissions; TEA Academic Achievement Distinction Designation Summary

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) PJH South will recognize September as Attendance Awareness Month.	Principal, Assistant Principals	Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.
2) PJH South faculty and staff will model consistent attendance for students.	Principal, Faculty and Staff	Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.
3) Students will receive recognition for attendance through the Student Incentive Program (D'Back Cards).	Principal, Assistant Principals	Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.
4) The student team with the best attendance will be recognized at each Right Choice Pep Rally.	Principal, Assistant Principals, Attendance Clerk	Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.
5) Students with perfect attendance will be recognized at the end of the year Right Choice Pep Rally.	Principal, Assistant Principals, Attendance Clerk	Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.
6) Assistant Principals and Counselors will initiate attendance interventions through AttendTrack.	Assistant Principals, Counselors	Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.
7) Students who continue to have excessive absences after attendance interventions will be referred to the Attendance and Outreach office.	Assistant Principals, Attendance Clerk	Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.
8) The campus will encourage students to engage in a healthy lifestyle by requiring each student to complete one year of physical education or Athletics in junior high.	Counselors	Improved attendance rate will result in increased student achievement. Attendance rate in the top quartile of campus comparison group will make campus eligible for Academic Achievement Distinction Designations.