

Ector County Independent School District

Pease Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Pease Elementary, where every student receives a high-quality, personalized education that fosters strong foundational skills to become global citizens. A world-class campus empowering compassionate, curious, and resilient global citizens through individualized, reflective teaching and learning. We foster knowledgeable and caring young people who promote a better, more peaceful world through intercultural understanding and respect, driven by high expectations and mutual accountability in a nurturing and inclusive community.

Vision

Pease Elementary, where every student receives a high-quality, personalized education that fosters strong foundational skills to become global citizens.

Value Statement

We are the Pease Mustangs.

We are kind and polite.

We are hard workers.

We are good citizens.

We are COLLEGE BOUND.

We will succeed.

Go, Mustangs!

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2026, 41% of 3rd-5th grade students will meet or exceed the "Meets" standard on STAAR Reading and Math, progressing toward the district goal of 48% by 2029.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, iReady Diagnostic Assessments, Lesson Plan and Walkthrough Data, Student Data Conferences & Goal-Setting Artifacts

Strategy 1 Details		Reviews			
Strategy 1: Teachers will deliver rigorous, TEKS-aligned Tier 1 instruction that is backward-planned using STAAR blueprints, item-level analysis, and Know & Show trackers to ensure priority standard coverage. Instruction will include frequent use of STAAR question stems and released item formats to build student familiarity with assessment expectations. Strategy's Expected Result/Impact: Increased percentage of students meeting the "Meets" standard on STAAR Reading and Math; improved alignment between instruction and assessment; increased student familiarity with STAAR format and rigor. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 4		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Small group instruction will be guided by formative data (iReady, HMH, MAP, Checkpoints) and will prioritize students performing just below the "Meets" standard. Flexible student groupings will be adjusted every 2-3 weeks based on data, and instructional support will be provided through co-teaching and modeling by Multi-Classroom Leaders (MCLs) and Master Team Reach Teachers (MTRTs). Strategy's Expected Result/Impact: Increased percentage of students transitioning from Approaches to Meets standard on STAAR Reading and Math; improved targeted intervention for students needing support; greater student growth on iReady, MAP, and STAAR assessments. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in weekly data meetings to analyze checkpoint data, identifying trends and adjusting instructional plans accordingly. Students will participate in data conferences throughout the year to set personal goals and track their own academic progress. Strategy's Expected Result/Impact: Improved teacher clarity and instructional planning that leads to increased student achievement and academic growth. Students will become more engaged in their learning by tracking their own progress and setting personal academic goals. Instructional adjustments will result in closing performance gaps among student subgroups. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Instructional coaching and professional development in International Baccalaureate Primary Years Programme (IB PYP) support will focus on building teacher capacity to deliver high-rigor, STAAR-aligned instruction. Campus leaders and MCLs will lead weekly coaching cycles, provide real-time feedback, model lessons, and facilitate learning laps with an emphasis on comprehension, math discourse, and alignment to STAAR Meets and Masters rigor. To reinforce this work, spiral review and STAAR-style practice will be embedded throughout instruction using released items, multi-step problem-solving tasks, and close reading strategies. Strategy's Expected Result/Impact: Improved instructional rigor and alignment across classrooms, resulting in increased student performance on STAAR. Teachers will demonstrate greater confidence and effectiveness in delivering lessons at the Meets/Masters level. Students will become more familiar with STAAR item types and demonstrate increased success in applying comprehension and problem-solving strategies. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: - Local - \$28,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance. Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed. Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.

Student Achievement
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, at least 60% of students in K-5 will demonstrate grade-level proficiency in Reading and Math as measured by end-of-year district-approved diagnostic assessments.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Checkpoints, Growth Assessments, iReady, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement data-driven small group instruction in reading and math across all K-5 classrooms, supported by PLCs and coaching. Teachers will use MAP Growth data, HMH module assessments, iReady, and checkpoint assessments to identify students in the 41st-60th percentile band and provide targeted small-group interventions at least three times per week. Multi-Classroom Leaders (MCLs) and instructional coaches will model lessons, provide feedback, and monitor the fidelity of small-group implementation to ensure students receive personalized support that accelerates growth toward mastery. Strategy's Expected Result/Impact: Achievement gaps will narrow as more students progress from the approaching level toward meeting or mastering standards, positioning them for long-term academic success. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: - Title One School-wide - \$80,000, - Local - \$108,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Provide after-school tutoring for students identified as performing below the Meets standard on STAAR or within the 21st-40th percentile on MAP Growth, with tutoring led by high-performing teachers. Instruction will focus on reteaching priority TEKS, building comprehension and problem-solving skills, and preparing students for STAAR rigor. Strategy's Expected Result/Impact: Accelerated growth for students performing below grade level; increased percentage of students moving from Approaches to Meets on STAAR and from below 41st percentile into the 41st-60th percentile achievement band on MAP. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4		Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, at least 40% of students in grades 3-5 will achieve Meets Grade Level or above on STAAR Reading and Mathematics, progressing toward the district goal of 48% by 2029.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, iReady Diagnostic Assessments, Lesson Plan and Walkthrough Data, Student Data Conferences & Goal-Setting Artifacts

Strategy 1 Details	Reviews			
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Strategy 2 Details		Reviews			
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Strategy 4 Details		Reviews			
Strategy 4: Instructional coaching and professional development in the International Baccalaureate Primary Years Programme (IB PYP) will focus on building teacher capacity to deliver high-rigor, STAAR-aligned instruction. Campus leaders and MCLs will lead weekly coaching cycles, provide real-time feedback, model lessons, and facilitate learning laps, emphasizing comprehension, math discourse, and alignment to STAAR Meets and Masters rigor. To reinforce this work, we will embed spiral review and STAAR-style practice throughout instruction using released items, multi-step problem-solving tasks, and close reading strategies. Strategy's Expected Result/Impact: Improved instructional rigor and alignment across classrooms, resulting in increased student performance on STAAR. Teachers will demonstrate greater confidence and effectiveness in delivering lessons at the Meets/Masters level. Students will become more familiar with STAAR item types and demonstrate increased success in applying comprehension and problem-solving strategies. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: - Local - \$28,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance. Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed. Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.

Student Achievement
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, at least 43% of students in grades 3-5 at Pease Elementary will achieve Meets Grade Level or above on the STAAR Reading assessment, demonstrating progress toward the district goal of 48% of students achieving Meets Grade Level or above by 2029.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Reading Results, iReady Reading Diagnostic, HMH Weekly/Module Assessments, student data folders, checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver daily, structured reading instruction using Saxon Phonics, HMH modules, and guided reading aligned to TEKS and MAP skills. MCLs and the Instructional Specialist will model lessons and support implementation to ensure all components of reading--decoding, fluency, vocabulary, and comprehension. Strategy's Expected Result/Impact: Students will demonstrate stronger foundational reading skills, including improved decoding accuracy, oral reading fluency, vocabulary development, and comprehension. More consistent instruction aligned to TEKS and MAP skills will help more students meet grade-level expectations. As a result, 3rd grade students will show growth on MAP Reading assessments and an increase in the percentage of students achieving the "Meets" standard on STAAR Reading. Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal, Instructional Specialist, Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Formative data (MAP, iReady, HMH, checkpoints) will be used to create flexible, needs-based small groups. Teachers will prioritize students below the 41st percentile and those near the Meets standard on STAAR. Groups will be adjusted every 2-3 weeks, with modeling and co-teaching support from MCLs and TRTs. Strategy's Expected Result/Impact: Targeted small-group instruction will accelerate growth for students performing below grade level, particularly those in the 21st-40th percentile on MAP and those approaching the Meets standard on STAAR. Regular regrouping based on formative data will keep instruction responsive to student needs, resulting in more students moving into the 41st-60th percentile band on MAP and achieving the Meets standard on STAAR Reading. Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal, Instructional Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will integrate STAAR-style reading questions and paired passages into weekly instruction through bell ringers, exit tickets, and close reading tasks. STAAR-aligned materials and question stems will build stamina and exposure to the test format, especially after MOY data analysis. Strategy's Expected Result/Impact: Students will become more confident and proficient in responding to STAAR-style questions through repeated exposure to assessment-aligned materials. Increased familiarity with STAAR format, vocabulary, and question stems will build reading stamina and improve performance on multi-step comprehension tasks. This consistent practice will lead to a higher percentage of students achieving the "Meets" standard on the STAAR Reading assessment. Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal, Instructional Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. **Root Cause:** Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.

Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. **Root Cause:** Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.

Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. **Root Cause:** Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.

Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. **Root Cause:** Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2026, 100% of K-3 classrooms will implement structured literacy practices (phonics, vocabulary, comprehension, and fluency) aligned to the Science of Teaching Reading.

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Walkthrough & observation data, student data folders, iReady Reading progress monitoring, STAAR Reading results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver daily structured literacy instruction (phonics, vocabulary, fluency, comprehension) aligned to Saxon, HMH, and guided reading practices. Strategy's Expected Result/Impact: Improved foundational reading outcomes, stronger alignment to Science of Teaching Reading, and increased percentage of students meeting MAP and STAAR Reading benchmarks. Staff Responsible for Monitoring: Multi-Classroom Leaders (MCLs) will support through modeling lessons, coaching cycles, and fidelity checks. Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use formative assessment data (iReady, HMH module assessments, fluency checks) to plan and deliver targeted small-group literacy instruction at least three times per week. Strategy's Expected Result/Impact: Increased student growth in foundational reading skills as measured by iReady and classroom fluency assessments. Staff Responsible for Monitoring: MCLs and TRTs will support by modeling lessons, co-teaching, and helping teachers adjust small groups every 2-3 weeks. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, Pease Elementary will strengthen and sustain the House System as a campus-wide structure for student leadership, belonging, engagement, and accountability, increasing student-reported School Connectedness from 71% to at least 75% and increasing student attendance from 93.6% to at least 95%.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Panorama surveys, sign in sheets, attendance records,

Strategy 1 Details	Reviews			
Strategy 1: Implement a House System Leadership Framework where each House has student leaders (House Captains and Ambassadors) responsible for: Leading House meetings, celebrations, and service projects, supporting peers in goal-setting and tracking attendance/academic progress, and serving as liaisons between staff and students to build ownership in school culture Strategy's Expected Result/Impact: The House System Leadership Framework will increase students' sense of belonging, accountability, and engagement as evidenced by: Improved student attendance rates and a reduction in chronic absenteeism, increased student participation in leadership roles and peer-led activities, higher family engagement rates at school events and House-sponsored activities, and positive trends in student, staff, and parent survey data regarding school culture and connectedness. Strengthened alignment with district CCMR goals by fostering habits of responsibility, collaboration, and perseverance beginning in elementary school. Staff Responsible for Monitoring: House leaders, admin team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 Funding Sources: - Local - \$2,500	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: House Captains and Ambassadors will facilitate quarterly "House Data Talks," where students celebrate progress, set new goals, and encourage peers to achieve academic and attendance goals. Strategy's Expected Result/Impact: Increased student accountability for attendance and academics, reduced chronic absenteeism, and strengthened alignment between House culture Staff Responsible for Monitoring: teachers, administration, support staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to ensuring all students have consistent access to Tier I instruction and interve Root Cause: While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized prob Problem Statement 2: In 2025-2026, 78.95% of Pease students were identified as economically disadvantaged. While this represents a decrease from 83.74% in 2024-2025, economically disadvantaged students continue to comprise a significant majority of the campus population and may require additional academic resources, interventions, and supports to ensure equitable access to high levels of achievement. Root Cause: The high percentage of economically disadvantaged students requires Pease to provide intentional systems that address differences in access to academic resources and learning opportunities. Continued emphasis is needed on high-quality Tier I instruction, targeted intervention, access to instructional resources, and additional academic supports to ensure socioeconomic circumstances do not become ba

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, 90% of students at Pease Elementary will regularly review their academic data and set personal learning goals (as measured by student-led data conferences, leadership binders, and survey feedback), building ownership and accountability habits aligned with CCMR readiness.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Student Data Folders, Checkpoints, iReady Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Students will track progress using data folders and reflect on areas of growth and improvement. Strategy's Expected Result/Impact: Students become active participants in their learning, take greater ownership of their goals, and show better alignment between their academic actions and outcomes. Staff Responsible for Monitoring: classroom teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in biweekly goal-setting sessions tied to iReady/reading assessments, documenting goals and progress in their data folders. Strategy's Expected Result/Impact: Increased student ownership of reading growth, improved iReady reading scores, and more students moving into "Meets" on STAAR Reading. Staff Responsible for Monitoring: classroom teacher	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of Pease teachers will implement high-quality Tier 1 instruction aligned to TEKS and IB PYP inquiry-based practices with fidelity, as measured by classroom walkthroughs, lesson plan reviews, and student performance data, resulting in at least a 10% increase in students achieving "Meets" or higher on STAAR Reading and Math compared to 2026 baseline data.

Evaluation Data Sources: Classroom Walkthrough & Observation Data (Eduphoria, MCL coaching logs, administrator observations)

Lesson Plan Reviews (alignment to TEKS, rigor, IB PYP inquiry practices)

STAAR Results - percentage of students at Meets and Masters levels in Reading and Math

Checkpoints (HMH module assessments, iReady, campus-developed assessments)

PLC Documentation & Data Protocols - evidence of data-driven planning and reteach cycles

IB PYP Implementation Rubric & Reflection Logs

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly PLCs and vertical teaming cycles to align TEKS, IB PYP units of inquiry, and lesson delivery models. PLCs will emphasize data-driven planning, reteach protocols, and integration of inquiry-based practices. Multi-Classroom Leaders (MCLs) and administrators will provide ongoing coaching, modeling, and feedback to ensure rigorous, student-centered Tier 1 instruction is delivered with fidelity across all grade levels. Strategy's Expected Result/Impact: Teachers will consistently deliver rigorous, inquiry-based Tier 1 instruction aligned to both TEKS and IB PYP practices. Students will demonstrate stronger engagement and ownership of their learning through inquiry cycles and goal setting. Classroom walkthrough and lesson plan data will show increased alignment to standards and instructional best practices. Student performance will improve, reflected in at least a 10% increase in the percentage of students meeting or exceeding "Meets" on STAAR Reading and Math by May 2027. Staff Responsible for Monitoring: Principal & Assistant Principal - monitor implementation, provide instructional leadership, and ensure accountability. Multi-Classroom Leaders (MCLs) - coach, model, and support teachers in lesson planning, delivery, and data-driven practices. Grade-Level Teachers - collaborate in PLCs, implement Tier 1 instruction with fidelity, and track student progress. IB PYP Coordinator - ensure alignment of inquiry practices and support teachers in integrating PYP units into daily instruction. Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: - Title One School-wide - \$33,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in monthly lesson study cycles in which grade-level teams collaboratively design, teach, observe, and reflect on lessons aligned with TEKS and IB PYP inquiry practices. Strategy's Expected Result/Impact: Increased alignment of Tier 1 instruction to TEKS rigor and the IB PYP framework. Staff Responsible for Monitoring: Principal, IB Coordinator, MCLs, Grade-Level Team Leads Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance. Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed. Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed. Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of Pease students will regularly engage in formative feedback, reflection, and goal-setting practices that promote ownership of learning, resulting in student-reported Rigorous Expectations increasing from 78% to at least 82% and observable evidence of student ownership of learning in at least 90% of classrooms.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will embed structured feedback cycles (exit tickets, conferencing, peer feedback) at least twice weekly, using prompts aligned to lesson objectives. Strategy's Expected Result/Impact: Students will show stronger engagement and ownership by acting on feedback, leading to improved academic performance and higher Panorama engagement scores. Staff Responsible for Monitoring: classroom teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in monthly "Learning Laps" to observe and share best practices for student engagement and feedback integration. Strategy's Expected Result/Impact: Increased consistency of classroom excellence, stronger peer collaboration, and improved instructional practices that drive student participation and ownership of learning. Staff Responsible for Monitoring: Multi-Classroom Leaders (MCLs) will model strategies that highlight visible student thinking	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Pease Elementary will increase the percentage of students reporting a strong sense of school connectedness from 71% to at least 75% by the end of the 2026-2027 school year, as measured by the Spring Panorama Student Survey.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details		Reviews			
Strategy 1: Implement the House System to build positive relationships, school spirit, and cross-grade mentorship opportunities. Strategy's Expected Result/Impact: Implementing the House System will foster stronger peer-to-peer and student-teacher relationships, increasing students' sense of belonging (as reflected in Panorama survey data), boosting engagement in campus activities, and reducing discipline referrals across grade levels. Staff Responsible for Monitoring: Principal & Assistant Principal - oversee implementation and ensure alignment with campus vision. Counselor - monitor student engagement and social-emotional needs tied to belonging. Teachers & House Teacher Leads - integrate House activities in classrooms, provide feedback, and track student progress. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Leadership team and MCLs will conduct monthly "Excellence in Action Walks," highlighting classrooms and student work that exemplify rigor, collaboration, and IB Learner Profile attributes. Strategy's Expected Result/Impact: Stronger collaboration among staff through shared recognition of effective strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, IB Coordinator, MCLs Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to ensuring all students have consistent access to Tier I instruction and intervention. **Root Cause:** While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized problem

Board Goal 5: Culture of Excellence

Performance Objective 2: Pease Elementary will increase student attendance rates from 93.6% to at least 95% across all grade levels by the end of the 2026-2027 school year.

Evaluation Data Sources: attendance records, parent communication logs regarding attendance, campus incentive program participation data

Strategy 1 Details	Reviews			
Strategy 1: Launch a tiered attendance incentive system (House points, monthly recognition, class trophies, and campus-wide celebrations). Strategy's Expected Result/Impact: The tiered attendance incentive system will motivate students and families to prioritize daily attendance, improving attendance rates across all grade levels. Additionally, stronger accountability and recognition will foster a positive school culture that celebrates consistency, resulting in fewer chronic absenteeism cases and stronger alignment with the district's attendance goals. Staff Responsible for Monitoring: Principal & Assistant Principal - oversee campus-wide attendance goals, ensure incentives are implemented with fidelity. Attendance Clerk / PEIMS Clerk - track daily attendance data, monitor chronic absenteeism, and provide reports. Counselor - support students with attendance barriers, communicate with families, and track attendance-related interventions. House System Team - manage House point allocation and oversee recognition events tied to attendance. Teachers - reinforce attendance expectations daily, celebrate classroom-level attendance wins, and communicate concerns to administration. TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1, 2 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Integrate attendance into the House System by awarding daily and weekly House points for perfect attendance and improved attendance streaks. Each month, recognize the House with the highest attendance rate in assemblies, newsletters, and on social media. Strategy's Expected Result/Impact: Increased motivation for students to attend school consistently through positive peer competition. Staff Responsible for Monitoring: House Leaders, Attendance Clerk, Principal, MCLs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to ensuring all students have consistent access to Tier I instruction and interve Root Cause: While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized prob Problem Statement 2: In 2025-2026, 78.95% of Pease students were identified as economically disadvantaged. While this represents a decrease from 83.74% in 2024-2025, economically disadvantaged students continue to comprise a significant majority of the campus population and may require additional academic resources, interventions, and supports to ensure equitable access to high levels of achievement. Root Cause: The high percentage of economically disadvantaged students requires Pease to provide intentional systems that address differences in access to academic resources and learning opportunities. Continued emphasis is needed on high-quality Tier I instruction, targeted intervention, access to instructional resources, and additional academic supports to ensure socioeconomic circumstances do not become ba
Family and Community Engagement
Problem Statement 1: Family participation in campus organizations remains limited, with 70 PTA members, despite this being Pease's highest fall PTA membership to date. Root Cause: Current family engagement efforts have not yet resulted in broad participation across the Pease community. The Pease community needs more accessible, meaningful opportunities for family involvement.