Ector County Independent School District

Pease Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Pease Elementary, a Pre Kindergarten through 2nd grade campus that fosters **rigorous**, **innovative teaching and learning** through a system of **building relationships**, **maintaining high expectations**, **mutual acountability for all stakeholders** while **remaining consistent** in the pursuit of excellence.

Vision

Pease Elementary, where every student is provided a high quality education with strong foundational skills to become life-long learners.

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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Comprehensive Needs Assessment

Needs Assessment Overview

Mentoring Minds

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students.

Justification

Teachers are not providing rigorous enough instruction to push students to their potential for growth. Mentoring Minds provides Depth of Knowledge questioning to push and challenge students to achieve individualized growth.

Heinemann- LLI

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students.

Justification

Flex paraprofessionals and the administrative team pulled over 100 students for intervention for 25 days to achieve over 800 points in growth. The groups utilized LLI and were successful with this program. The campus currently only has one full kit per grade level. We need more kits for teachers to utilize across the campus as intervention with students

will be a campus non-negotiable.

Istation

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students.

Justification

Istation will provide progress monitoring between MAP sessions that will assist teachers in providing data driven instruction and assist in targeting and meeting personalized student needs.

Parent Binders

Problem Statement

Lack of adequate parent and community member involvement.

Root Cause

Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

Daily take home binders will increase communication between home and school. Teachers will communicate through student planners within the binders daily.

Laminator

Problem Statement

Lack of adequate parent and community member involvement.

Root Cause

Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

The laminator will be utilized by the campus parent VIPs to preserve items that will be used to communicate between parents and home. The laminator will also be used to preserve workstation materials created by teachers for students so that they may be used beyond this year and for years to come.

Additional Student School Supplies

Problem Statement

Lack of adequate parent and community member involvement.

Root Cause

Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

Extra student school supplies will be purchased for low socio-economic students to utilize when they are in need of replacement supplies.

Mobile Dry Erase Boards

Problem Statement

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students. Lack of adequate parent and community member involvement.

Root Cause

Teachers lack solid foundational skills, teaching strategies, and knowledge to provide quality instruction.Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

Mobile boards will be used during PLC time to desegregate data, explore TEKS Readiness Standards, and during coaching time to improve instruction. They will also be utilized during PTA meetings and parenting classes.

Flexible Seating Options

Problem Statement

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students. Lack of adequate parent and community member involvement.

Root Cause

Teachers lack solid foundational skills, teaching strategies, and knowledge to provide quality instruction.Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

Flexible seating options will be utilized during PLC meetings, PTA meetings, parent nights, and community meetings.

Heggerty

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

The district approved curriculum does not provide enough intensive phonetic practice and repetition for the early foundational academic year.

Justification

The Heggerty program will provide practice, review, and support for the phonetic foundation of our students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

Goal 1: Pease will align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth to ensure all grade levels and subpopulations meet or exceed growth standards in Reading and Math by 2024.

Performance Objective 1: 75% of all students will be on grade level by the end of the 2021-2022 school year in both Reading & Math.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Assessment. Additional data sources may include- Imagine Reading, iRead testing (HMH), campus based assessments, district short cycle assessments, teacher created assessments, fluency folder data, student data tracker, and anecdotal notes.

Strategy 1 Details				Reviews			
Strategy 1: Teachers will use the data from several data sources (Imagine Reading, iRead, Guided Reading, fluency folders, informal and formals assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** Teachers, Admin, Instructional Specialist, MCL **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3							→

Strategy 2 Details				Reviews			
Strategy 2: Teachers will provide personalized instruction in order to meet individualize instruction and promote individual growth. Workstations and small group will be tailored to meet individual student needs.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth in both Reading and Math. **Staff Responsible for Monitoring:** MCL, Instructional Coach, Administration, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3							→

Strategy 3 Details	Reviews			
Strategy 3: Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, differentiation, and quality of workstations and small group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: MAP assessment, teacher created assessments, short cycle assessments, teacher observations, teacher data talks, Imagine Reading, K12 Summit, iRead, TELPAS, RTI, LLI guided reading, guided math and interventions will show 20% of student progress every quarter. **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Specialist, Special Education Teachers, MCL **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				→

Strategy 4 Details	Reviews			
Strategy 4: The leadership team will provide support by coaching teachers with feedback from walkthroughs, data analysis, and goal setting meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will improve their quality of instruction resulting in student growth. **Staff Responsible for Monitoring:** MCL, Instructional Coach, Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				→

Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize a supplemental phonics program in grades K-2 daily, in addition to the district adopted ELAR curriculum, with 100% fidelity.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 80% of all students showing individual student growth in the area of reading. **Staff Responsible for Monitoring:** Teachers, MCL. Instructional Coach, Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Pease will align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth to ensure all grade levels and subpopulations meet or exceed growth standards in Reading and Math by 2024.

Performance Objective 2: Teachers will be trained and coached to increase their knowledge and implementation of evidence-based practices to positively impact student literacy achievement.

>   **Evaluation Data Sources:** Reading Academy certification, PD Sign in sheets, walkthroughs, coaching documentation, monitoring of effective literacy teaching from MAP assessment results

Goal 2: Pease will work to retain, recruit, and develop highly effective individuals who are invested in tomorrow to inform their practice.

Performance Objective 1: Pease will improve from 79% retention rate to 85% by the end of the 2022 school year.

Evaluation Data Sources: Campus leadership will implement targeted and personalized strategies to support and retain staff, particularly high performing staff. Leadership will coach struggling teachers to improve performance and student growth.

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement ongoing and proactive recruitment strategies that include many sources for high-quality candidates.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student performance will increase each quarter through effective, well-supported teachers resulting in all students having access to high-quality education. **Staff Responsible for Monitoring:** Teacher leaders, administrators, instructional coach, MCL **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				→

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will have clear selection criteria, protocols, and hiring processes that are aligned with the school's vision, mission, values, and goals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will be able to verbalize and demonstrate the campus vision and mission through classroom instruction, team collaboration, and knowledge of campus goals. **Staff Responsible for Monitoring:** Teachers, CIT, Administration **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				→

Strategy 3 Details	Reviews			
Strategy 3: Campus leadership will implement and monitor grade-level and content teams so that they are strong, supported by teacher leaders trained in adult learning facilitation and team dynamics.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: There will be a low staff turn over rate, systems of team collaboration, support, high expectations, mutual accountability and consistency. **Staff Responsible for Monitoring:** Administration, CIT, teacher leaders, MCL, Instructional Coach **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Pease will establish, maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission.

Performance Objective 1: Parent communication will be provided 100% in English and Spanish in order to make parents aware of events taking place at school.

Evaluation Data Sources: Weekly/monthly notes, parent letters, communication through technology application such as SeeSaw, campus FB and campus Twitter will be in English and Spanish.

Strategy 1 Details	Reviews			
Strategy 1: Pease will communicate activities with parents through newsletters, parent links, social media, and technology application in English and Spanish.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Correspondence with parents will reflect 100% of English language and Spanish language in artifacts of newsletters, parent link messages, and technology application in the classroom(SeeSaw). **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialists, Secretary and Clerk, Campus Instructional staff **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Pease will establish, maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission.

Performance Objective 2: Pease Elementary will engage all parents in at least four events yearly.

Evaluation Data Sources: A collection of sign in sheets, materials presented and distributed to parents will reflect 65% of family engagement.

Strategy 1 Details	Reviews			
Strategy 1: Pease will organize meeting times with parents through a variety of activities- Parent Orientation, Open House, monthly home-school connection projects, Fall Festival, Academic Nights (Fall and Spring). **Strategy's Expected Result/Impact:** Sign in Sheets will reflect 50% of Parent engagement **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialist, Media Specialist, Teachers **Title I Schoolwide Elements:** 3.1, 3.2	**Formative**			**Summative**
	Oct	Jan	Mar	May
				→
Strategy 2 Details	**Reviews**			
Strategy 2: The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning. **Strategy's Expected Result/Impact:** Parents feel comfortable being active participants in their child's education. **Staff Responsible for Monitoring:** All campus staff **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	Jan	Mar	May
				→
Strategy 3 Details	**Reviews**			
Strategy 3: Pease will promote healthy home-school connections by encouraging monthly themed literacy activities students and families can complete together. **Strategy's Expected Result/Impact:** active parental involvement with student learning **Staff Responsible for Monitoring:** Media specialist, teachers, administrators **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	Jan	Mar	May
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Pease will establish, maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission.

Performance Objective 3: Pease Elementary will promote parent involvement through VIP program and PTA program

Evaluation Data Sources: Pease Elementary PTA will be established during the 2021-2022 school year and have active participation from parents at each grade level.

Strategy 1 Details	Reviews			
Strategy 1: The campus will present information regarding VIP and PTA participation through Meet the Teacher night, Parent Orientation, Family Academic Nights, Feedback from Parent surveys, communication through face to face, telephone or technology.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The number of parents applying and engaging in campus activities will increase from 0% to 20% by the end of the year 2020. **Staff Responsible for Monitoring:** campus wide staff **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Addendums