

Ector County Independent School District

Pease Elementary

2025-2026 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, 40% 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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Principal Intern, MCLs</p> <p>Title I: 2.52, 2.53, 2.531, 2.533, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Opportunity Culture Stipends - Title One School-wide - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs</p> <p>Title I: 2.52, 2.53, 2.531, 2.533, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Opportunity Culture stipends - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers</p> <p>Title I: 2.52, 2.53, 2.531, 2.533, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p>		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, IB Coordinator</p> <p>Title I: 2.52, 2.53, 2.531, 2.533, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: IB PYP Training, Toddle - Local - \$28,000</p>		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Student performance on STAAR remains below district goals for Meets standard in Reading and Math. **Root Cause:** Many teachers lack consistent support and training in aligning daily instruction to the depth, complexity, and format of STAAR "Meets" expectations. Instruction often focuses on surface-level coverage of TEKS rather than rigorous application and higher-order thinking required to reach the Meets standard.

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 2026, at least 60% of students in K-5 will perform within the 41st-60th percentile achievement band on the end-of-year MAP Growth Reading and Math assessments, progressing toward mastery-level performance in later years.





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%, 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%

Evaluation Data Sources: NWEA MAP Growth Assessment Reports, MAP Student Progress Reports, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Principal Intern, IB Coordinator, MCLs, MTRTs</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 3, 4, 5</p> <p>Funding Sources: Opportunity Culture Stipends - Title One School- Improvement - \$75,000</p>				

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, MCLs, MTRTs, and After-School Tutoring Lead Teachers. 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 - Curriculum, Instruction, and Assessment 3, 4, 5 Funding Sources: Tutoring Funds - Title One School- Improvement - \$15,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student performance on STAAR remains below district goals for Meets standard in Reading and Math. Root Cause: Many teachers lack consistent support and training in aligning daily instruction to the depth, complexity, and format of STAAR "Meets" expectations. Instruction often focuses on surface-level coverage of TEKS rather than rigorous application and higher-order thinking required to reach the Meets standard.
Problem Statement 2: A significant number of 3rd-grade students at Pease Elementary are not reading on grade level, with current performance on the STAAR Reading assessment and MAP Growth data showing that the majority of students are performing below the "Meets" standard and the 41st-60th percentile achievement band. This reading gap limits students' ability to access grade-level content and meet expectations. Root Cause: Inconsistent implementation of structured literacy practices and a lack of targeted, data-driven small group instruction have contributed to gaps in foundational reading skills. Teachers require ongoing support to align instruction with both TEKS and MAP reading domains, while students have limited opportunities for goal setting and ownership of their reading growth.
Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. Root Cause: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. Root Cause: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.

Curriculum, Instruction, and Assessment

Problem Statement 4: While coaching, instructional rounds, and learning laps are used, teacher uptake and transfer of feedback vary, resulting in uneven implementation of high-impact strategies across classrooms. **Root Cause:** Instructional coaching cycles are not yet systematically differentiated to meet the needs of novice, developing, and advanced teachers. Feedback loops sometimes lack follow-up accountability or modeling for effective transfer into classroom practice.

Problem Statement 5: Classroom instruction at Pease is not yet consistently rigorous or aligned to the depth of the TEKS and IB PYP framework. Walkthroughs and assessment data indicate variability in lesson delivery, student engagement, and use of inquiry-based practices, which limits student achievement at the "Meets" and "Masters" levels on STAAR. **Root Cause:** Teachers have inconsistent support and training in delivering rigorous, inquiry-based Tier 1 instruction that integrates TEKS and IB PYP practices. PLCs and coaching cycles are not yet fully leveraged to deepen teacher capacity in lesson design, questioning techniques, and differentiation, leading to uneven implementation of best practices across classrooms.

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 2026, at least 45% of 3rd-grade students at Pease Elementary will achieve the "Meets" standard or higher on the STAAR Reading assessment, and at least 60% of 3rd-grade students will score within the 41st-60th percentile achievement band on the Spring MAP Growth Reading assessment.

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%, 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%

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>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 MTRTs will model lessons and support implementation to ensure all components of reading--decoding, fluency, vocabulary, and comprehension.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate stronger foundational reading skills, including improved decoding accuracy, oral reading fluency, vocabulary development, and comprehension. Increased instructional consistency and alignment to TEKS and MAP skills will support more students reaching 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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Targeted small group instruction will lead to accelerated 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 ensure that instruction remains 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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), IB Coordinator, Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), IB Coordinator, Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: A significant number of 3rd-grade students at Pease Elementary are not reading on grade level, with current performance on the STAAR Reading assessment and MAP Growth data showing that the majority of students are performing below the "Meets" standard and the 41st-60th percentile achievement band. This reading gap limits students' ability to access grade-level content and meet expectations. **Root Cause:** Inconsistent implementation of structured literacy practices and a lack of targeted, data-driven small group instruction have contributed to gaps in foundational reading skills. Teachers require ongoing support to align instruction with both TEKS and MAP reading domains, while students have limited opportunities for goal setting and ownership of their reading growth.

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, MAP Growth Reading reports, 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 3 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use formative assessment data (MAP Growth, 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 MAP Growth 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		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. Root Cause: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. Root Cause: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: By May 2029, Pease Elementary will implement and sustain the House System to build student leadership, belonging, and accountability, resulting in 90% of students reporting a sense of connection and engagement at school (as measured by annual student surveys) and a 10% annual decrease in chronic absenteeism.

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 student 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, 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: School Culture and Climate 3 - School Organization 3 Funding Sources: House system training - Title One School- Improvement	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 toward academic and attendance achievements. 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	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 3: While Pease has strong Tier 1 behavior expectations through PBIS and TVB, student belonging and engagement remain inconsistent across grade levels, as reflected in Panorama survey data and anecdotal teacher feedback. **Root Cause:** Although the new House System and IB PYP inquiry-based practices are being implemented, these initiatives are still in the early stages. Consistent structures and cultural rituals to build student ownership, peer connections, and campus-wide pride are not yet fully embedded.

School Organization

Problem Statement 3: The new House System, introduced to build belonging and school spirit, is still in its infancy and not yet fully integrated into daily operations or aligned with instructional and behavioral systems. **Root Cause:** As the House System is new for 2025-2026, clear processes, accountability measures, and integration with existing PBIS structures are still being developed. Staff and students require additional modeling and practice for consistent implementation.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: By May 2026, 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 habits of ownership and accountability 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, MAP Growth Reports (Reading & Math), 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, demonstrate increased goal ownership, and show improved alignment between academic actions and outcomes. Staff Responsible for Monitoring: classroom teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in bi-weekly goal-setting sessions tied to MAP/iReady/reading assessments, documenting goals and progress in their data folders. Strategy's Expected Result/Impact: Increased student ownership of reading growth, improved MAP reading scores, and more students moving into "Meets" on STAAR Reading. Staff Responsible for Monitoring: classroom teacher	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 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 2025 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





NWEA MAP Growth Reports - beginning, middle, and end-of-year progress monitoring

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			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Implement weekly PLCs and vertical teaming cycles focused on aligning 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.</p> <p>Strategy's Expected Result/Impact: Teachers will consistently deliver rigorous, inquiry-based Tier 1 instruction aligned to both TEKS and IB PYP practices.</p> <p>Students will demonstrate stronger engagement and ownership of their learning through inquiry cycles and goal setting.</p> <p>Classroom walkthrough and lesson plan data will show increased alignment to standards and instructional best practices.</p> <p>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 2026.</p> <p>Staff Responsible for Monitoring: Principal & Assistant Principal - monitor implementation, provide instructional leadership, and ensure accountability.</p> <p>Multi-Classroom Leaders (MCLs) - coach, model, and support teachers in lesson planning, delivery, and data-driven practices.</p> <p>Grade-Level Teachers - collaborate in PLCs, implement Tier 1 instruction with fidelity, and track student progress.</p> <p>IB PYP Coordinator - ensure alignment of inquiry practices and support teachers in integrating PYP units into daily instruction.</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 3, 4, 5</p> <p>Funding Sources: Title 1 Flex Paraprofessional - Title One School- Improvement - \$33,000</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in monthly lesson study cycles, where grade-level teams collaboratively design, teach, observe, and reflect on lessons aligned to TEKS and IB PYP inquiry practices. Strategy's Expected Result/Impact: Increased alignment of Tier 1 instruction to TEKS rigor and 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 - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. Root Cause: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. Root Cause: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.
Problem Statement 4: While coaching, instructional rounds, and learning laps are used, teacher uptake and transfer of feedback vary, resulting in uneven implementation of high-impact strategies across classrooms. Root Cause: Instructional coaching cycles are not yet systematically differentiated to meet the needs of novice, developing, and advanced teachers. Feedback loops sometimes lack follow-up accountability or modeling for effective transfer into classroom practice.
Problem Statement 5: Classroom instruction at Pease is not yet consistently rigorous or aligned to the depth of the TEKS and IB PYP framework. Walkthroughs and assessment data indicate variability in lesson delivery, student engagement, and use of inquiry-based practices, which limits student achievement at the "Meets" and "Masters" levels on STAAR. Root Cause: Teachers have inconsistent support and training in delivering rigorous, inquiry-based Tier 1 instruction that integrates TEKS and IB PYP practices. PLCs and coaching cycles are not yet fully leveraged to deepen teacher capacity in lesson design, questioning techniques, and differentiation, leading to uneven implementation of best practices across classrooms.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 100% of Pease students will engage in consistent formative feedback and reflection practices, resulting in a minimum 10% increase in student engagement scores on Panorama surveys and observable evidence of student ownership of learning in 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 thinkin	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: Culture of Excellence

Performance Objective 1: Pease Elementary will increase the percentage of students who report a strong sense of belonging and engagement from 47% to 55% by the end of the 2025-2026 school year, as measured by the Spring Panorama 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: Implementation of the House System will foster stronger peer-to-peer and student-teacher relationships, resulting in increased student sense of belonging as reflected in Panorama survey data, higher student engagement in campus activities, and a decrease in 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: School Organization 3	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: 2.534 - 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:

School Organization

Problem Statement 3: The new House System, introduced to build belonging and school spirit, is still in its infancy and not yet fully integrated into daily operations or aligned with instructional and behavioral systems. **Root Cause:** As the House System is new for 2025-2026, clear processes, accountability measures, and integration with existing PBIS structures are still being developed. Staff and students require additional modeling and practice for consistent implementation.

Board Goal 5: Culture of Excellence

Performance Objective 2: Pease Elementary will increase student attendance rates from 92.2% to 95% across all grade levels by the end of the 2025-2026 school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Launch a tiered attendance incentive system (House points, monthly recognition, class trophies, and campus-wide celebrations).</p> <p>Strategy's Expected Result/Impact: The tiered attendance incentive system will motivate students and families to prioritize daily attendance, leading to improved student attendance rates across all grade levels (increasing from 92.2% to 95%). Additionally, stronger accountability and recognition will foster a positive school culture where students are celebrated for consistency, resulting in fewer chronic absenteeism cases and stronger alignment to the district's attendance goals.</p> <p>Staff Responsible for Monitoring: Principal & Assistant Principal - oversee campus-wide attendance goals, ensure incentives are implemented with fidelity.</p> <p>Attendance Clerk / PEIMS Clerk - track daily attendance data, monitor chronic absenteeism, and provide reports.</p> <p>Counselor - support students with attendance barriers, communicate with families, and track attendance-related interventions.</p> <p>House System Team - manage House point allocation and oversee recognition events tied to attendance.</p> <p>Teachers - reinforce attendance expectations daily, celebrate classroom-level attendance wins, and communicate concerns to administration.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Family and Community Engagement 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate attendance into the House System by awarding daily and weekly House points for perfect attendance and improved attendance streaks. Each month, the House with the highest attendance rate will be recognized in assemblies, newsletters, and social media.</p> <p>Strategy's Expected Result/Impact: Increased motivation for students to attend school consistently through positive peer competition.</p> <p>Staff Responsible for Monitoring: House Leaders, Attendance Clerk, Principal, MCLs</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Although PEIMS attendance rates increased to 92.2% in 2024-2025, attendance has remained a persistent area of concern since the COVID-19 pandemic.

Root Cause: Lingering post-COVID health habits, such as families keeping students home for mild illnesses, combined with transportation barriers, inconsistent household routines, and limited family engagement in emphasizing daily attendance, contribute to ongoing attendance concerns that are not fully addressed by current incentive and accountability systems.

Family and Community Engagement

Problem Statement 3: Student attendance at Pease Elementary remains below the district target, with chronic absenteeism impacting learning outcomes and contributing to academic achievement gaps. Current campus attendance rate is 92.2%, falling short of the 95% goal. **Root Cause:** Inconsistent family engagement around the importance of daily attendance, lingering post-COVID attendance habits, and barriers such as transportation and health concerns contribute to student absences. Additionally, the lack of a consistent, tiered incentive and accountability system has limited the campus's ability to reinforce strong attendance habits.