Ector County Independent School District

Pease Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: F

Mission Statement

Pease Elementary, a Pre Kindergarten through 2nd grade campus that instills big, bold and brave learning throug a system of building relationships, maintaining high expectations and remaining consistent in our 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

Demographics

Demographics Summary

Pease Elementary is a large, Title I public school that served a student population of 602 students in grades K-5 in the 2017-2018 school year. The latest Texas Academic Report shows the following breakdown of our campus demographics.

PEIMS Attendance Rates 2017-2018- 95/4%

Campus Type: Elementary

Campus Size: 602 students

Student Grade Span: PreK-2nd

Percent Economically Disadvantaged: 371 (62%)

Percent At Risk: 286 (48%)

Percent LEP: 103 (17%)

Serving the 602 students are 30 highly qualified certified teachers, 4 highly qualified paraprofessionals and two administrators.

Our campus attendance rate for all students was 95/4% in 2017-2018 which was a slight decrease from the prior school year at 94.9%.

Demographics Strengths

Pease bilingual students showed improvement on Istation in May 2019.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Percentages of primary reading levels, (Kinder-54%, 1st Grade- 46%, 2nd Grade-31%) are not consistently on grade level. **Root Cause**: Campus staff did not analyze formative and summative data for the purpose of adjusting Tier 1 whole group and small group instruction to achieve maximum student growth.

Student Achievement

Student Achievement Summary

Data from Science, Reading, Math and Writing assessments were examined and the following strengths, weaknesses, and overall campus needs.

The committee determined that our use of data to drive our instruction as well as focusing our professional development on engagement and student learning were the keys to the increases in passing rates and student growth.

We still have some weaknesses in Writing and Science as well as room for more growth in our passing rates in Math and Reading across the subpopulations. The campus plan will continue to emphasize data dialogues and use of data to target instruction and interventions. The plan will expand on grade level requirements and goals to create a more systemic approach to student achievement as well as work to give each grade level the tools the students need to continue to make needed gains.

The campus would like to focus on the instructional core creating strong instructional design and implementation. We will work on better data analysis and creating opportunities for parents to be involved in goal setting with students and creating better avenues for parental training to assist at home.

Student Achievement Strengths

Students in most grade levels and subpopulations have shown progress in Math, writing and Reading. We have also shown growth in index 4 college readiness showing that we are creating extension for our learners. The campus has begun the development of strong PLCs and grade level goal setting to ensure continued growth. The groundwork has been laid for strong systemic alignment to the standards, targeted instruction and intervention, backward design lesson planning, student engagement, and differentiated instruction.

We will go backt to vertical teams and adding support for each content area weekly, We will also institute a pineapple chart where staff are encoruaged to share areas of strength and ask for help in areas of weakness.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: <70% of classroom teachers, PreK-2nd, effectively implemented CHAMPS behavior management plan. **Root Cause**: Lack of effective implementation and monitoring of campus wide student behavior management system in place.

Problem Statement 2: Percentages of primary reading levels, (Kinder-54%, 1st Grade- 46%, 2nd Grade-31%) are not consistently on grade level. **Root Cause**: Campus staff did not analyze formative and summative data for the purpose of adjusting Tier 1 whole group and small group instruction to achieve

maximum student growth.

School Culture and Climate

School Culture and Climate Summary

We believe that our students feel safe and happy in their current environment. We do however, feel as if continued pressures are affecting teachers and support staff. Our staff has always been open to changes that benefit children and effectively teach curriculum that is mandated by the school district, but we feel that teachers should be able to do that with our losing the flexibility to utilize teachable moments as they occur. We want to always be active participants in decisions that are made as part of the collaborative group of professionals making decisions for our students.

The school has appropriate safety measures such as lock-downs, checking in and out of the office and dismissal procedures which are enforced consistently. Our dismissal policy that involves the card system has worked well for teachers because it helps all staff keep students safe. Emergency procedures are practiced in a timely manner to ensure the safety of children and staff.

School Culture and Climate Strengths

The school culture and climate for the vast majority is a positive one. Change is difficult and creating a climate of collaboration and success takes time. The school has a strong base of dedicated educators with many strengths to offer our changing teacher population. Our support staff are very willing to help teachers in any way to ensure a superior education is being offered to all Pease students.

Our campus has embraced PBIS and we continue to work on positive ways to support our students and help them to make appropriate behavior choices. We will continue to use PBIS and conscious discipline to support student growth.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: <70% of classroom teachers, PreK-2nd, effectively implemented CHAMPS behavior management plan. **Root Cause**: Lack of effective implementation and monitoring of campus wide student behavior management system in place.

Problem Statement 2: At Pease there was a 61% staff turnover rate, low campus morale, and small pool of applicants in ECISD. **Root Cause**: Highly qualified staff left the campus for other positions within the district due to campus leadership leaving the campus and a divide among staff members regarding the root cause perception is low campus morale.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, certification programs, college fairs, and Odessa Pathways. Additionally, the district posts available positions on a variety of websites, ECISD undergoes a hiring process which ensure that candidates are credentialed for the positions they are seeking. PRofession development provides staff with the tools needed to intervene and enruck the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

At Pease Elementary, we do not currently have a campus staff that is 100% highly qualified; however, through PD and campus improvement plan we hope to meet that goal by the following year.

Staff Quality, Recruitment, and Retention Strengths

Currently there are are:

2 teachers- PreK (one monolingual, one bilingual)

2 paraprofessionals PreK- (one monolingual, one bilingual)

7 teachers- Kindergarten (five monolingual, 2 bilingual)

2 Long Term Substitutes- (one monolingual, one bilingual)

6 teachers- 1st grade- (3 monolingual, 3 bilingual)

1 Long Term Substitute- (one monolingual)

7 teachers-2nd grade- (four monolingual, 2 bilingual)

1 Long Term Substitute- (one monolingual)

1 Music Teacher

2 PE Coaches- One Certified/One Paraprofessional

1 Library/Media Specialist

1 Counselor

2 SPED Certified Teachers

3 SPED Aides

2 Office Staff- Secretary and Clerk

1 Assistant Principal

1 Principal

Vacancies- There are currently 8 vacant positions in K-2nd.

Monthly Birthday luncheons, Teacher of the Month, jeans passes, positive notes to the teacher, postcards home, recognition of staff members, team buidling events and other activities to keep the morale high on the campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: At Pease there was a 61% staff turnover rate, low campus morale, and small pool of applicants in ECISD. **Root Cause**: Highly qualified staff left the campus for other positions within the district due to campus leadership leaving the campus and a divide among staff members regarding the root cause perception is low campus morale.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Team level planning and PLCs have worked to create staff knowledge of the TEKS and form appropriate ways to determine TEK mastery. With all the teachers following the scope and sequence and lesson planning together we are creating a more uniform and rigorous instruction model.

Grade level meetings to discuss grades and assessments each week has helped us stay aligned with a more unified curriculum and has helped us stay at approximately the same pace throughout the year. We are using the data from weekly assessments and benchmarks to drive instruction, plan RTI, and structure/teach in small groups and guided reading and math groups.

We will use vertical teams to better align content across the grade levels and create areas of support for new teachers.

We will continue to work on the instructional core and to build instuctional capacity in our staff. We will use TRS alignment, data driven instruction, instructional rounds, targeted lesson planning and parent trainings to create a more cohesive educational foundation for our students.

Curriculum, Instruction, and Assessment Strengths

Pease will focus of following the District adopted textbook Scope and Sequence with fidelity. We will utilize district strategies such ans KNOW/SHOW when planning lessons. All teachers will utilize district planning templates. All PreK teachers will utilize Frog Street Press and the CLI to test students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The campus has consistently scored below the state target in the area of student achievement of Lexile reading levels (Kinder-46%, 1st grade- 54%, 2nd grade-69%) and math not effectively tracked. **Root Cause**: There was a lack of effective data monitoring that lead to adjustments in Tier 1 whole group and small group instruction.

Problem Statement 2: Percentages of primary reading levels, (Kinder-54%, 1st Grade- 46%, 2nd Grade-31%) are not consistently on grade level. **Root Cause**: Campus staff did not analyze formative and summative data for the purpose of adjusting Tier 1 whole group and small group instruction to achieve maximum student growth.

Problem Statement 3: >50% of grade level teachers used data to adjust Tier 1 whole group and small group instruction. **Root Cause**: There were gaps in teacher ability to facilitate rigorous instruction and targeted intervention due to lack of teacher training, instructional monitoring, and data analysis.

Parent and Community Engagement

Parent and Community Engagement Summary

Partnerships between the school's stakeholders play an important role in a school's success. Students benefit from two-way communication between the school and their home. The study of the family and community involvement at Pease Elementary centered on parent surveys, sign in sheets, and programs offered throughout the school year. We define a stakeholder as anyone who has a vested interest in our campus and the success of our students.

We feel like we offer a variety of ways for parents and community members to be involved in our campus. We invite stakeholders to participate in our site based decision making meetings throughout the school year, we send home parent surveys, we have a VIP parent volunteer program, PTA, class parent program, various classroom presentations and parent/teacher conferences, music programs, science nights, as well as a continual open campus policy.

A common concern among the committee members was the lack of parental involvement despite the amount of offerings throughout the school year. We would like to see more parent involvement but are unsure how to make that happen. We think that maybe some more parent education opportunities for parents in their native language relating to working with their child at home, or teaching the parents a marketable skill may prove to be beneficial.

Parent and Community Engagement Strengths

A continued effort to invite parents and community members to become involved in our school is practiced. We are beginning to have a more active VIP and PTA program on our campus; however, we do not have the community buy-in and support that we want. Pease admin and teachers continue to create open channels of communication where parents and community members feel able to voice concerns and have their concerns listened to. We are working on customer service and always presenting ourselves in a professional manner.

School Context and Organization

School Context and Organization Summary

The staff at Pease work hand in hand to meet the needs of every student. Tea teachers are provded professional devleopment and resources that will help clpse the achievement gap. All teachers are included in campus decisions during PLCs, CPLs, faculty meetings, and committee meetings.

School Context and Organization Strengths

Pease staff will focus on using a data and expectations of what to use the data for in Tier 1 instruction. PLCs and CPLs will focus on student performance, growth and meeting the needs of each individual student.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus has consistently scored below the state target in the area of student achievement of Lexile reading levels (Kinder-46%, 1st grade- 54%, 2nd grade-69%) and math not effectively tracked. **Root Cause**: There was a lack of quality professional learning committees in place that monitored student achievement.

Technology

Technology Summary

At Pease technology is being used in all content areas for demonstrations, reinforcement and attainment of skills, and practice. Students have the opportunity to demonstrate and practice skills learned through instruction. The elmos and smartboards are used to project material, for classroom management,and to conduct research. CD players are used to listen to educational music and for read alouds. Ipads and apps are used for reinforcing skills, dictionary skills, and various other applications in practice. Computers are used for various support programs and RTI.

Technology Strengths

Campus technology is adequate to support the basic needs of the campus and students. Having smartboards and computer lab access creates better time management and less loss of classroom instruction during transitions and workstations.

All teachers will be trained on google suite and have a teacher Ipad with various apps downloaded to support and faciliate 21st century teaching and learning in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology was not effectively used 100% to enhance the quality of Tier 1 whole group and small group instruction. **Root Cause**: There was a lack of teacher training in the implementation of and lack of leadership monitoring of effective technology use to enhance Tier 1 whole group and small group instruction.

Priority Problem Statements

Problem Statement 1: Percentages of primary reading levels, (Kinder-54%, 1st Grade- 46%, 2nd Grade-31%) are not consistently on grade level.

Root Cause 1: Campus staff did not analyze formative and summative data for the purpose of adjusting Tier 1 whole group and small group instruction to achieve maximum student growth.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - School Processes & Programs

Problem Statement 2: At Pease there was a 61% staff turnover rate, low campus morale, and small pool of applicants in ECISD.

Root Cause 2: Highly qualified staff left the campus for other positions within the district due to campus leadership leaving the campus and a divide among staff members regarding the root cause perception is low campus morale.

Problem Statement 2 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Processes & Programs - Perceptions

Problem Statement 3: The campus has consistently scored below the state target in the area of student achievement of Lexile reading levels (Kinder-46%, 1st grade- 54%, 2nd grade-69%) and math not effectively tracked.

Root Cause 3: There was a lack of effective data monitoring that lead to adjustments in Tier 1 whole group and small group instruction.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: August 26, 2019

Goal 1: Pease will 100% align curriculum, instruction, assessments, and professional learning to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: 80% of Kindergarten students will be reading at a Lexile Performance Level of Meets, 100-220, and Masters, 225+, by the end of the 2019-2020 school year.

    Evaluation Data Source(s) 1: Istation Data, iRead testing in English (HMH), campus based assessments, district short cycle assessments, teacher created assessments, and anecdotal notes

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Dec**	**Mar**	**May**
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **PBMAS** **TEA Priorities** Build a foundation of reading and math 1) 1) Teachers will use istation data, iRead data and guided reading supports to ensure students are able to gain the skills needed to read at or above grade level at the end of the school year.	2.4	Administration, IS, Kinder teachers	Using Istation, iRead, built in intervention and enrichment time during the school day, assisting student in self selected reading levels every quarter.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
2) Teachers will use the data from Istation, iRead and district short cycle assessments to deliver high yield strategies and rigorous lessons. The teacher will use the data in guided reading groups to support students to ensure they gain the skills needed to meet grade level performance and above.	2.4, 2.5	Administration, IS, teachers	All students receiving rigorous Tier 1 instruction in addition to ongoing support through small group guided reading groups to close the learning gap for subpopulations will improve 20% each quarter.				

Problem Statements: Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 2 - School Processes & Programs 2

Funding Sources: Title One School-wide - 59000.00

| **Comprehensive Support Strategy** **Targeted Support Strategy** **Additional Targeted Support Strategy** **PBMAS** 3) 1) Build a foundation of reading and math. 2) 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, diffeentiation to meet students needs and formative evaluations. Campus Professional Learning times where teachers meet in a vertical team to focus of curriculum vertical alignment, best practices used in the classroom and grade level expectations. Pease will focus on guided reading, guided math and phonics. The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives. | 2.4, 2.5, 2.6 | Administrators Teachers Dyslexia Teacher Special Education Teacher Instructional Specialist | Teacher created assessments, short cycle assessments, teacher observations, teacher data talks, Istation, Brainchild, iRead, TELPAS, Las Links, RTI, LLI guided reading, guided math and interventions will show 20% of student progress every quarter. | | | | |

Funding Sources: Title One School-wide - 46000.00

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Percentages of primary reading levels, (Kinder-54%, 1st Grade- 46%, 2nd Grade-31%) are not consistently on grade level. **Root Cause 1**: Campus staff did not analyze formative and summative data for the purpose of adjusting Tier 1 whole group and small group instruction to achieve maximum student growth.

Student Achievement

Problem Statement 2: Percentages of primary reading levels, (Kinder-54%, 1st Grade- 46%, 2nd Grade-31%) are not consistently on grade level. **Root Cause 2**: Campus staff did not analyze formative and summative data for the purpose of adjusting Tier 1 whole group and small group instruction to achieve maximum student growth.

Curriculum, Instruction, and Assessment

Problem Statement 2: Percentages of primary reading levels, (Kinder-54%, 1st Grade- 46%, 2nd Grade-31%) are not consistently on grade level. **Root Cause 2**: Campus staff did not analyze formative and summative data for the purpose of adjusting Tier 1 whole group and small group instruction to achieve maximum student growth.

School Processes & Programs

Problem Statement 2: Percentages of primary reading levels, (Kinder-54%, 1st Grade- 46%, 2nd Grade-31%) are not consistently on grade level. **Root Cause 2**: Campus staff did not analyze formative and summative data for the purpose of adjusting Tier 1 whole group and small group instruction to achieve maximum student growth.

Goal 1: Pease will 100% align curriculum, instruction, assessments, and professional learning to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: 80% of 1st Grade students will be reading at a Lexile Performance Level of Meets, 225-320, and Masters, 350+, by the end of the 2019-2020 school year.

Evaluation Data Source(s) 2: Istation Data, iRead testing in English (HMH), campus based assessments, district short cycle assessments, teacher created assessments, and anecdotal notes will show 20% growth each quarter.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **PBMAS** **TEA Priorities** Recruit, support, retain teachers and principals 1) Instructional specialist will be used to support teacher growth and capacity for teaching reading.	2.4, 2.5	Administration, Instructional Specialists	Through PLCs, CPLs and classroom supports we will see growth in teacher capacity to promote successful reading levels.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 2) 1) Teachers will use istation data, iRead data and guided reading supports to ensure students are able to gain the skills needed to read at or above grade level at the end of the school year.	2.4	Administration, IS, teachers	Using Istation, iRead, built in intervention and enrichment time during the school day, assisting student in self selected reading improvement.				
3) Teachers will use the data from Istation, iRead and district short cycle assessments to deliver high yield strategies and rigorous lessons. The teacher will use the data in guided reading groups to support students to ensure they gain the skills needed to meet grade level performance and above.	2.4, 2.5	Administration, IS, 1st grade teachers	All students receiving rigorous Tier 1 instruction in addition to ongoing support through small group guided reading groups to close the learning gap for subpopulations will improve by 20% each quarter.				
Funding Sources: Title One School-wide - 59000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** 4) Build a foundation of reading and math. 1) 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, diffeentiation to meet students needs and formative evaluations. Campus Professional Learning times where teachers meet in a vertical team to focus of curriculum vertical alignment, best practices used in the classroom and grade level expectations. Pease will focus on guided reading, guided math and phonics. The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.	2.4, 2.5, 2.6	Administrators Teachers Dyslexia Teacher Special Education Teacher Instructional Specialist	Teacher created assessments, district short cycle assessments,teacher observations, teacher data talks, Istation, Brainchild, iRead, TELPAS, Las Links, RTI, LLI guided reading, guided math and interventions will show 20% growth each quarter.				
	Funding Sources: Title One School-wide - 46000.00						

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

Goal 1: Pease will 100% align curriculum, instruction, assessments, and professional learning to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: 80% of 2nd Grade students will be reading at a Lexile Performance Level of Meets,350-460, and Masters, 475+, by the end of the 2019-2020 school year.

Evaluation Data Source(s) 3: Istation Data, iRead testing (HMH), campus based assessments, district short cycle assessments, teacher created assessments, and anecdotal notes data will show an 20% increase of student growth each quarter.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 1) 1) Teachers will use istation data, iRead data and guided reading supports to ensure students are able to gain the skills needed to read at or above grade level at the end of the school year.	2.4	Administration, IS, 2nd grade teachers	Using Istation, iRead, teacher created assessments, district short cycle assessments built in intervention and enrichment time during the school day, assisting student in self selected reading improvement will show 20% growth each quarter.				
2) Teachers will use the data from Istation, iRead and district short cycle assessments to deliver high yield strategies and rigorous lessons. The teacher will use the data in guided reading groups to support students to ensure they gain the skills needed to meet grade level performance and above.	2.4, 2.5	Administration, IS, 2nd grade teachers	All students receiving rigorous Tier 1 instruction in addition to ongoing support through small group guided reading groups to close the learning gap for subpopulations will show 20% growth each quarter.				
	Funding Sources: Title One School-wide - 59000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** 3) Build a foundation of reading and math. 1) 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, diffeentiation to meet students needs and formative evaluations. Campus Professional Learning times where teachers meet in a vertical team to focus of curriculum vertical alignment, best practices used in the classroom and grade level expectations. Pease will focus on guided reading, guided math and phonics. The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.	2.4, 2.5, 2.6	Administrators 2nd Grade Teachers Dyslexia Teacher Special Education Teacher Instructional Specialist	Teacher created assessments, district short cycle assessments, teacher observations, teacher data talks, Istation, Brainchild, iRead, TELPAS, Las Links, RTI, LLI guided reading, guided math and interventions will show 20% growth each quarter.				
	Funding Sources: Title One School-wide - 46000.00						

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

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Campus #117
August 30, 2019 1:36 pm

Goal 2: Pease will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: Pease will improve from 61% teacher turn over rate to 15% by the end of the 2020 school year.

Evaluation Data Source(s) 1: Campus leadership will implement 100% targeted and personalized strategies to support and retain staff, particularly high performing staff.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Additional Targeted Support Strategy **PBMAS** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 1) The campus will implement ongoing and proactive recruitment strategies that include many sources for high-quality candidates. 2) Campus administration will have clear selection criteria, protocols, and hiring processes that are align with the school's vision, mission, values, and goals. 3) Campus leadership will implement and monitor grade-level and content are teams so that they are strong, supported by teacher leaders trained in adult learning facilitation and team dynamics. 4) Campus leadership will built teacher capacity through observation and feedback cycles.	2.5	Administration, Instructional Specialists, Teacher Leaders	Student performance will increase by 20% each quarter through effective, well-supported teachers resulting in all students having access to high-quality education.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

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

Evaluation Data Source(s) 1: Weekly/monthly notes, parent letters, communication through technology application such as SeeSaw and Parent Link will be in English and Spanish.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Improve low-performing schools Connect high school to career and college 1) Pease will communicate activities with parents through newsletters, parent links, and technology application in English and Spanish.	3.1, 3.2	Campus Administration, Instructional Specialists, Secretary and Clerk, Campus Instructional staff	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).				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Pease will encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

    Evaluation Data Source(s) 2: Pease will reflect 50% of partnerships and communication with parents, businesses and community impacts the educational setting.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 1) 1) Pease will conduct parent surveys in English and Spanish to determine areas of need in the home to support the overall health and well being of students and families. 2) Pease will coordinate activities based upon surveys received by parents to improve the educational resources and support for students at home. 3)	3.1, 3.2	Administration, Instructional Specialists, Grade level teachers, Special Education and Dyslexia Teachers	50% of campus activities will reflect the identified areas of need by students, teachers and parents.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 3: Pease Elementary will engage all parents in at least four events yearly.

Evaluation Data Source(s) 3: A collection of sign in sheets, materials presented and distributed to parents will reflect 65% of family engagement.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Dec**	**Mar**	**May**
1) Pease will organize meeting times with parents through a variety of activities- Parent Orientation, Open House, Pizza with My Peeps, Fall Festival, Academic Nights (Fall and Spring).	3.1, 3.2	Campus Administration, Instructional Specialist	Sign in Sheets will reflect 50% of Parent engagement through VIP and PTA participation.				
2) All staff and students are taught, practice, and reinforce behavioral expectations with a common language. 2) All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. 3) A campus wide Positive Based Intervention System and Character Develop program is implemented to proactively teach mental heath and wellness skills to students. 4) The campus creates and inclusive and welcoming environment that engages all families in critical aspects of student learning.	3.1, 3.2	Administration, classroom teachers, campus staff	80% of staff members can explain the vision, mission and value and how they are present in the daily life of the school.				

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

Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 4: Pease Elementary will promote parent involvement through VIP program and PTO program by end of May 2020.

Evaluation Data Source(s) 4: Pease will go from having 0 VIPS to 20 VIPS by the end of the 2020 school year.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) The campus will present information regarding VIP and PTO participation through Meet the Teacher night, Parent Orientation, Family Academic Nights, Feedback from Parent surveys, communication through face to face, telephone or technology.	3.1, 3.2	Administration, Secretary, Clerk, Classroom teachers, Special Education teachers	The number of parents applying and engaging in campus activities will increase from 0% to 20% by the end of the year 2020.				
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Goal 4: Pease Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Pease Elementary will ensure training of 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 1: Pease will have fewer discipline referrals, higher attendance rates and fewer retention rates at the end of May 2020.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Campus practices and policies will demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and secondary success. 2) Regular campus climate surveys will assess and measure progress on student and staff experiences.	2.5, 2.6	Administration, campus instructional staff, office staff, support staff, custodial staff, cafeteria staff	80% of the staff members share a common understanding of the mission, vision and values in practice and can explain how they are present in the daily life of the school.				
2) The campus implement and utilize data systems that track all discipline referrals, individual student educational plans, attendance and interventions and the data is regularly reviewed to identify trends and adapt accordingly.	2.4, 2.5, 2.6	Administration, CIT committee, Instructional teachers and support staff, Special Education teachers	100% of data tracking systems will be monitored and used to adjust campus process that impact student performance.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 5: Pease Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Source(s) 1: Professional Development Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) The campus will implement 100% district improvement plan. 2) Resources used in the classroom will be used to enhance the instruction outlines in the scope and sequence, units, and assessments that are aligned to the standards for a grade levels. 3) Instructional material with key ideas, essential questions, and recommended materials, including content-rich texts will only be used across classrooms. 4) The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.	2.4, 2.5, 2.6	Administration, Instructional Specialists, Special Education Teachers, Dyslexia Teachers, Classroom Teachers	100% of resources used or professional development attended will reflect strategies and expected impact of student performance and progress.				

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

Goal 6: Pease Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: 100% of the Pease campus improvement plan will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1: Campus Improvement Plan, District Improvement Plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Connect high school to career and college Build a foundation of reading and math 1) 1) The campus will implement 100% district improvement plan. 2) Resources used in the classroom will be used to enhance the instruction outlines in the scope and sequence, units, and assessments that are aligned to the standards for a grade levels. 3) Instructional material with key ideas, essential questions, and recommended materials, including content-rich texts will only be used across classrooms. 4) The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.	2.4, 2.5, 2.6	Administration, Instructional Specialist, Classroom Teacher	100% of technology resources used or professional development attended will reflect strategies and expected impact of student performance and progress.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 6: Pease Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase the parent portal activity to 100% by May 2020.

Evaluation Data Source(s) 2: txConnect administrator reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **PBMAS** **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 1) Campus administration will use technology to engage families on a regular basis about campus activities that involve child's performance and engage families in critical aspects of student learning. 2) Teachers' roles and responsibilities will be to use multiple communication strategies with families.	3.1, 3.2	Administration, Instructional Staff	80% of communication with families through technology will reflect an impact on student success in the areas of attendance, performance, behavior, and overall health and well-being.				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 6: Pease Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 3: Pease Elementary will utilize 100% technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Evaluation Data Source(s) 3: Pease Elementary staff will use Google suites, Facebook, Twitter, and SeeSaw applications to communicate with stakeholders.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1) Campus administration will use technology to engage families on a regular basis about campus activities that involve child's performance and engage families in critical aspects of student learning. 2) Teachers' roles and responsibilities will be to use multiple communication strategies with families.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Instructional Staff	80% of communication with families through technology will reflect an impact on student success in the areas of attendance, performance, behavior, and overall health and well-being.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 6: Pease Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 4: Campus administration will use Google suites to communicate campus processes, campus communication and collaboration with teachers and staff.

    Evaluation Data Source(s) 4: Detailed application usage
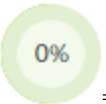
    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 1) Campus leaders will use Google suites to collect and reserve for staff view the clear, written and transparent roles and responsibilities and core leadership tasks that are scheduled. 2) Campus systems and communication will be utilized through Google suites.	2.4, 2.5, 2.6	Administration, classroom teachers, faculty and staff	100% of Weekly Focus Agendas and Calendars will be stored and accessed through Google Suites. 100% of campus schedules, staff expectations, processes and data tracking will be stored in accessed through Google suites. Classroom teachers will use SeeSaw 100% of the time to communication with parents/guardians regarding student performance and progress.				

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

Goal 6: Pease Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 5: Pease Elementary teachers and staff will utilize technology weekly to enhance classroom instruction.

Evaluation Data Source(s) 5: Walk throughs, Application posts

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) 1) Classroom teachers will follow the scope and sequence and instructional components of HMH through technology. 2) Classroom teachers will use technology applications such as SeeSaw, Flipgrid, Twitter, Facebook, etc. to enhance student engagement and deepening of understanding. 3) System data analysis will be conducted on a biweekly basis to monitor student performance and progress. 4) Individual Educational Plans and monitoring will be used and monitored in Google suites.	2.4, 2.5, 2.6	Administration, Instructional Specialists, Classroom teachers	Technology application and resources will show a 20% increase in student performance at each quarter.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Teachers will use istation data, iRead data and guided reading supports to ensure students are able to gain the skills needed to read at or above grade level at the end of the school year.
1	1	3	1) Build a foundation of reading and math. 2) 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, diffeentiation to meet students needs and formative evaluations. Campus Professional Learning times where teachers meet in a vertical team to focus of curriculum vertical alignment, best practices used in the classroom and grade level expectations. Pease will focus on guided reading, guided math and phonics. The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.
1	2	1	Instructional specialist will be used to support teacher growth and capacity for teaching reading.
1	2	2	1) Teachers will use istation data, iRead data and guided reading supports to ensure students are able to gain the skills needed to read at or above grade level at the end of the school year.
1	2	4	Build a foundation of reading and math. 1) 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, diffeentiation to meet students needs and formative evaluations. Campus Professional Learning times where teachers meet in a vertical team to focus of curriculum vertical alignment, best practices used in the classroom and grade level expectations. Pease will focus on guided reading, guided math and phonics. The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.
1	3	1	1) Teachers will use istation data, iRead data and guided reading supports to ensure students are able to gain the skills needed to read at or above grade level at the end of the school year.
1	3	3	Build a foundation of reading and math. 1) 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, diffeentiation to meet students needs and formative evaluations. Campus Professional Learning times where teachers meet in a vertical team to focus of curriculum vertical alignment, best practices used in the classroom and grade level expectations. Pease will focus on guided reading, guided math and phonics. The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.

Goal	Objective	Strategy	Description
3	1	1	Pease will communicate activities with parents through newsletters, parent links, and technology application in English and Spanish.
3	2	1	1) Pease will conduct parent surveys in English and Spanish to determine areas of need in the home to support the overall health and well being of students and families. 2) Pease will coordinate activities based upon surveys received by parents to improve the educational resources and support for students at home. 3)
4	1	1	Campus practices and policies will demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and secondary success. 2) Regular campus climate surveys will assess and measure progress on student and staff experiences.
5	1	1	The campus will implement 100% district improvement plan. 2) Resources used in the classroom will be used to enhance the instruction outlines in the scope and sequence, units, and assessments that are aligned to the standards for a grade levels. 3) Instructional material with key ideas, essential questions, and recommended materials, including content-rich texts will only be used across classrooms. 4) The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
6	2	1	Campus administration will use technology to engage families on a regular basis about campus activities that involve child's performance and engage families in critical aspects of student learning. 2) Teachers' roles and responsibilities will be to use multiple communication strategies with families.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Teachers will use istation data, iRead data and guided reading supports to ensure students are able to gain the skills needed to read at or above grade level at the end of the school year.
1	1	3	1) Build a foundation of reading and math. 2) 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, diffeentiation to meet students needs and formative evaluations. Campus Professional Learning times where teachers meet in a vertical team to focus of curriculum vertical alignment, best practices used in the classroom and grade level expectations. Pease will focus on guided reading, guided math and phonics. The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.
1	2	1	Instructional specialist will be used to support teacher growth and capacity for teaching reading.
2	1	1	The campus will implement ongoing and proactive recruitment strategies that include many sources for high-quality candidates. 2) Campus administration will have clear selection criteria, protocols, and hiring processes that are align with the school's vision, mission, values, and goals. 3) Campus leadership will implement and monitor grade-level and content are teams so that they are strong, supported by teacher leaders trained in adult learning facilitation and team dynamics. 4) Campus leadership will built teacher capacity through observation and feedback cycles.
6	2	1	Campus administration will use technology to engage families on a regular basis about campus activities that involve child's performance and engage families in critical aspects of student learning. 2) Teachers' roles and responsibilities will be to use multiple communication strategies with families.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Kamye Smith	Principal
Administrator	Micah Arrott	Assistant Principal
Classroom Teacher	Laurie Bruner	Kindergarten Teacher
Classroom Teacher	Sonia Martin velicias	1st Grade Teacher
Classroom Teacher	Brenda Christian	2nd Grade Teacher
Non-classroom Professional	Gwendelen Mayo	Librarian/Media Specialist
Parent	Trista Henderson	Parent
District-level Professional	Stacy Johnson	Executive Director

Campus Funding Summary

Title One School-wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$59,000.00
1	1	3			$46,000.00
1	2	3			$59,000.00
1	2	4			$46,000.00
1	3	2			$59,000.00
1	3	3			$46,000.00
				Sub-Total	$315,000.00
				Grand Total	$315,000.00