

# **Ector County Independent School District**

## **Pease Elementary Improvement Plan**

**2020-2021**

**Accountability Rating: F**



# Mission Statement

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

## Vision

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

## Value Statement

**We are the Pease Mustangs.**

**We are kind and polite.**

**We are hard workers.**

**We are good citizens.**

**We are COLLEGE BOUND.**

**We will succeed.**

**Go Mustangs!**

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# Comprehensive Needs Assessment

# Priority Problem Statements

**Problem Statement 2:** There were teacher vacancies throughout the year that did not get filled, leaving classrooms with a high number of students.

**Root Cause 2:** Lack of highly qualified and/or interested applicants.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- 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
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- School safety data

### **Employee Data**

- 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



# Goals

**Goal 1:** Pease will 100% align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth to ensure all grade levels and subpopulations meet or exceed state averages in Reading and Math 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 2020-2021 school year.

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

**Summative Evaluation:** None

**Strategy 1:** 1) Teachers will be knowledgeable in their grade level TEKS standards and the vertical alignment of those standards from PK-3rd grade.

<b>Strategy's Expected Result/Impact:</b> Teachers will use the TEKS standards to create quality lesson plans and monitor student performance of the standards within his/her classroom.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Specialist	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>	<b>May</b>
<b>Additional Targeted Support Strategy</b>	

**Strategy 2:** Teachers will use the data from several data sources (Imagine Reading, iRead, Guided Reading, fluency folders, informal and formal assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences.

<p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin. Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title One School-wide \$59,000</p>	<b>Formative</b>
		<b>Oct</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>May</b>

**Strategy 3:** Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, differentiation to meet students needs and formative evaluations.

<p><b>Strategy's Expected Result/Impact:</b> MAP assessment, teacher created assessments, short cycle assessments, teacher observations, teacher data talks, Imagine Reading, Brainchild, iRead, TELPAS, Las Links, RTI, LLI guided reading, guided math and interventions will show 20% of student progress every quarter.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Dyslexia Teacher Special Education Teacher Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Additional Targeted Support Strategy</b></p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title One School-wide \$46,000</p>	<b>Formative</b>
		<b>Oct</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>May</b>

**Strategy 4:** Campus Professional Learning will take place 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.

**Strategy's Expected Result/Impact:** Teachers will have posted lesson objectives and comprehensive purposeful questions in the classroom that students understand are the focused expectations of the lesson. Students will be able to verbalize and demonstrate their understanding of the lesson objective and their expectations during the lesson.

**Staff Responsible for Monitoring:** Teachers, IS, Administration

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**

**Strategy 5:** 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.

**Strategy's Expected Result/Impact:** Teachers will have a grade level standards mapped out for the year to ensure all standards are taught and there is consistency. Administration will support teachers with curriculum through dissecting the TEKS, Know and Shows, data review, intervention strategies.

**Staff Responsible for Monitoring:** None

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**

**Strategy 6:** All staff will meet with their TTESS administrator once a month for data meetings on each of their students.

**Strategy's Expected Result/Impact:** Teachers will present data on each student performance and progress. Subgroups (EL, Ecomonically Disadvantaged, SPED, 504, RtI) will be analyzed to ensure academic gaps are being closed.

**Staff Responsible for Monitoring:** Teachers, Administration

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Instructional specialist will be used to support teacher growth and capacity for teaching reading.	
<b>Strategy's Expected Result/Impact:</b> Through PLCs, CPLs and classroom supports we will see growth in teacher capacity to promote successful reading levels.	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
<b>Comprehensive Support Strategy</b>	
<b>Additional Targeted Support Strategy</b>	
<b>Strategy 2:</b> 1) Teachers will be knowledgeable in their grade level TEKS standards and the vertical alignment of those standards from PK-3rd grade.	
<b>Strategy's Expected Result/Impact:</b> Teachers will use the TEKS standards to create quality lesson plans and monitor student performance of the standards within his/her classroom.	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Specialist	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
<b>Comprehensive Support Strategy</b>	
<b>Additional Targeted Support Strategy</b>	

**Strategy 3:** Teachers will use the data from several data sources (Imagine Reading, iRead, Guided Reading, fluency folders, informal and formal assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences.

<p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin. Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title One School-wide \$59,000</p>	<b>Formative</b>
		<b>Oct</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>May</b>

**Strategy 4:** Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, differentiation to meet students needs and formative evaluations.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Dyslexia Teacher Special Education Teacher Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Additional Targeted Support Strategy</b></p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title One School-wide \$46,000</p>	<b>Formative</b>
		<b>Oct</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>May</b>

**Strategy 5:** Campus Professional Learning will take place 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.

**Strategy's Expected Result/Impact:** Teachers will have posted lesson objectives and comprehensive purposeful questions in the classroom that students understand are the focused expectations of the lesson. Students will be able to verbalize and demonstrate their understanding of the lesson objective and their expectations during the lesson.

**Staff Responsible for Monitoring:** Teachers, IS, Administration

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**

**Strategy 6:** 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.

**Strategy's Expected Result/Impact:** Teachers will have a grade level standards mapped out for the year to ensure all standards are taught and there is consistency. Administration will support teachers with curriculum through dissecting the TEKS, Know and Shows, data review, intervention strategies.

**Staff Responsible for Monitoring:** None

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**

**Strategy 7:** All staff will meet with their TTESS administrator once a month for data meetings on each of their students.

**Strategy's Expected Result/Impact:** Teachers will present data on each student performance and progress. Subgroups (EL, Ecomonically Disadvantaged, SPED, 504, RtI) will be analyzed to ensure academic gaps are being closed.

**Staff Responsible for Monitoring:** Teachers, Administration

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue



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

**Summative Evaluation:** None

<b>Strategy 1:</b> Instructional specialist will be used to support teacher growth and capacity for teaching reading.	
<b>Strategy's Expected Result/Impact:</b> Through PLCs, CPLs and classroom supports we will see growth in teacher capacity to promote successful reading levels.	<b>Formative</b> <b>Oct</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	<b>Funding Sources:</b> None
<b>Comprehensive Support Strategy</b>	
<b>Additional Targeted Support Strategy</b>	<b>Summative</b> <b>May</b>
<b>Strategy 2:</b> 1) Teachers will be knowledgeable in their grade level TEKS standards and the vertical alignment of those standards from PK-3rd grade.	
<b>Strategy's Expected Result/Impact:</b> Teachers will use the TEKS standards to create quality lesson plans and monitor student performance of the standards within his/her classroom.	<b>Formative</b> <b>Oct</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Specialist	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> None	<b>Funding Sources:</b> None
<b>Comprehensive Support Strategy</b>	
<b>Additional Targeted Support Strategy</b>	<b>Summative</b> <b>May</b>

**Strategy 3:** Teachers will use the data from several data sources (Imagine Reading, iRead, Guided Reading, fluency folders, informal and formal assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences.

<p><b>Strategy's Expected Result/Impact:</b> Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin. Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title One School-wide \$59,000</p>	<b>Formative</b>
		<b>Oct</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>May</b>

**Strategy 4:** Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, differentiation to meet students needs and formative evaluations.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Dyslexia Teacher Special Education Teacher Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Additional Targeted Support Strategy</b></p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title One School-wide \$46,000</p>	<b>Formative</b>
		<b>Oct</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>May</b>

**Strategy 5:** Campus Professional Learning will take place 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.

**Strategy's Expected Result/Impact:** Teachers will have posted lesson objectives and comprehensive purposeful questions in the classroom that students understand are the focused expectations of the lesson. Students will be able to verbalize and demonstrate their understanding of the lesson objective and their expectations during the lesson.

**Staff Responsible for Monitoring:** Teachers, IS, Administration

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**

**Strategy 6:** 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.

**Strategy's Expected Result/Impact:** Teachers will have a grade level standards mapped out for the year to ensure all standards are taught and there is consistency. Administration will support teachers with curriculum through dissecting the TEKS, Know and Shows, data review, intervention strategies.

**Staff Responsible for Monitoring:** None

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**

**Strategy 7:** All staff will meet with their TTESS administrator once a month for data meetings on each of their students.

**Strategy's Expected Result/Impact:** Teachers will present data on each student performance and progress. Subgroups (EL, Ecomonically Disadvantaged, SPED, 504, RtI) will be analyzed to ensure academic gaps are being closed.

**Staff Responsible for Monitoring:** Teachers, Administration

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify







Discontinue

**Performance Objective 4:** 100% of teachers will be trained to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.

**Evaluation Data Sources:** PD Sign in Sheets, Science of Teaching Reading Certification, monitoring of effective literacy teaching through lesson rubrics, walkthroughs, admin./teacher conferences

**Summative Evaluation:** None

<b>Strategy 1:</b> All PK-2nd grade teachers will be trained in Reading Academies training in the Fall of 2020 and will test for Science of Teaching Reading Certification in mid January 2021.	
<b>Strategy's Expected Result/Impact:</b> Teacher knowledge of evidence based practices to positively impact student achievement.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin., Instructional Specialist	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Comprehensive Support Strategy</b>	<b>May</b>
<b>Targeted Support Strategy</b>	
<b>Strategy 2:</b> All PK-2nd grade teachers will be trained in Blended Learning over the next 4 years.	
<b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable in the personalized learning and implement student personalized learning plan to enhance student learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

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

**Evaluation Data Sources:** Campus leadership will implement 100% targeted and personalized strategies to support and retain staff, particularly high performing staff.

**Summative Evaluation:** None

<b>Strategy 1:</b> The campus will implement ongoing and proactive recruitment strategies that include many sources for high-quality candidates.	
<b>Strategy's Expected Result/Impact:</b> Student performance will increase by 20% each quarter through effective, well-supported teachers resulting in all students having access to high-quality education.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists, Teacher Leaders	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Summative</b>
<b>Funding Sources:</b> None	<b>May</b>
<b>ESF Levers:</b> None	
<b>Additional Targeted Support Strategy</b>	
<b>Strategy 2:</b> Campus administration will have clear selection criteria, protocols, and hiring processes that are align with the school's vision, mission, values, and goals.	
<b>Strategy's Expected Result/Impact:</b> Teachers will be able to verbalize and demonstrate the campus vision and mission through classroom instruction, team collaboration, and knowledge of campus goals.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, CIT, Administration	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>May</b>
<b>ESF Levers:</b> None	

**Strategy 3:** Campus leadership will implement and monitor grade-level and content teams so that they are strong, supported by teacher leaders trained in adult learning facilitation and team dynamics.

<p><b>Strategy's Expected Result/Impact:</b> There will be a low staff turn over rate, systems of team collaboration, support, high expectations, mutual accountability and consistency.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CIT</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Oct</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

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

**Summative Evaluation:** None





<b>Strategy 1:</b> Pease will communicate activities with parents through newsletters, parent links, and technology application in English and Spanish.	
<p><b>Strategy's Expected Result/Impact:</b> 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 ).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists, Secretary and Clerk, Campus Instructional staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Oct</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>
<p>  No Progress              Accomplished              Continue/Modify              Discontinue         </p>	



**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 Sources:** Pease will reflect 50% of partnerships and communication with parents, businesses and community impacts the educational setting.





**Summative Evaluation:** None

<b>Strategy 1:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> 50% of campus activities will reflect the identified areas of need by students, teachers and parents.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists, Grade level teachers, Special Education and Dyslexia Teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>	<b>May</b>
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Pease will coordinate activities based upon surveys received by parents to improve the educational resources and support for students at home.	
<b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable about campus vision and invest in student learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>May</b>
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

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





**Summative Evaluation:** None

<b>Strategy 1:</b> 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).		
<b>Strategy's Expected Result/Impact:</b> Sign in Sheets will reflect 50% of Parent engagement through VIP and PTA participation.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> 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 health and wellness skills to students. 4) The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.		
<b>Strategy's Expected Result/Impact:</b> 80% of staff members can explain the vision, mission and value and how they are present in the daily life of the school.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, classroom teachers, campus staff		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 4:** Pease Elementary will promote parent involvement through VIP program and PTA program.

**Evaluation Data Sources:** Pease Elementary PTA will be established during the 2020-2021 school year and have active participation from parents at each grade level.

**Summative Evaluation:** None

<b>Strategy 1:</b> The campus will present information regarding VIP and PTA participation through Meet the Teacher night, Parent Orientation, Family Academic Nights, Feedback from Parent surveys, communication through face to face, telephone or technology.	
<b>Strategy's Expected Result/Impact:</b> The number of parents applying and engaging in campus activities will increase from 0% to 20% by the end of the year 2020.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Secretary, Clerk, Classroom teachers, Special Education teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	<b>Summative</b>
<b>Funding Sources:</b> None	<b>May</b>
<b>ESF Levers:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

# 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	3			\$59,000.00
1	3	4			\$46,000.00
<b>Sub-Total</b>					\$315,000.00
<b>Grand Total</b>					\$315,000.00

# Addendums