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 acountability for all stakeholders** while **remaining consistent** in the pursuit of excellence.

Vision

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

Value Statement

We are the Pease Mustangs.

We are kind and polite.

We are hard workers.

We are good citizens.

We are COLLEGE BOUND.

We will succeed.

Go Mustangs!

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Comprehensive Needs Assessment

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

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• 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.

trategy 1: 1) Teachers will be knowledgeable in their gra K-3rd grade.	nde level TEKS standards and the vertical alignment of those sta	ındards from
	EKS standards to create quality lesson plans and monitor student	Formative
performance of the standards within his/her classroom.		Oct
Staff Responsible for Monitoring: Teachers, Admin, Instruc	ctional Specialist	Jan
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Mar
TEA Priorities: Build a foundation of reading and math	Funding Sources:	
ESF Levers: None	None	Summativ
Comprehensive Support Strategy		May
Additional Targeted Support Strategy		

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

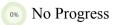
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and		Formative
be motivated to reach their goals.		Oct
Staff Responsible for Monitoring: Teachers, Admin	. Instructional Specialist	Jan
Title I Schoolwide Elements: 2.4, 2.5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

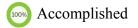
Strategy 3: Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, differentiation to meet students needs and formative evaluations.

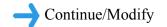
Strategy's Expected Result/Impact: MAP assessment, t	eacher created assessments, short cycle assessments, teacher observations,	rormative
teacher data talks, Imagine Reading, Brainchild, iRead, TELPAS, Las Links, RTI, LLI guided reading, guided math and interventions will show 20% of student progress every quarter.		Oct
Staff Responsible for Monitoring: Administrators		Jan
Teachers		Mar
Dyslexia Teacher		Summative
Special Education Teacher		Summative
Instructional Specialist		May
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Fitle I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: None ESF Levers: None Title One School-wide \$46,000		
Comprehensive Support Strategy		
Additional Targeted Support Strategy		

Formative

Strategy 4: Campus Professional Learning will tall alignment, best practices used in the classroom and Pease will focus on guided reading, guided math a	<u> </u>	tical
Strategy's Expected Result/Impact: Teachers will	have posted lesson objectives and comprehensive purposeful questions in the	Formative
	xpectations of the lesson. Students will be able to verbalize and demonstrate their	Oct
understanding of the lesson objective and their expec		- Jan
Staff Responsible for Monitoring: Teachers, IS, Ac	dministration	Mar
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	May
lesson materials and manipulatives. Strategy's Expected Result/Impact: Teachers will taught and there is consistency. Administration will	have a grade level standards mapped out for the year to ensure all standards are support teachers with curriculum through dissecting the TEKS, Know and Shows,	Formative Oct
data review, intervention strategies.		- Jan
Staff Responsible for Monitoring: None		
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	May
Strategy 6: All staff will meet with their TTESS a	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,	Formative
	be analyzed to ensure academic gaps are being closed.	Oct
Staff Responsible for Monitoring: Teachers, Admi	nistration	Jan
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
_=== 20.000.1000		May









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.

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

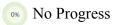
Strategy 3: Teachers will use the data from several data sources (Imagine Reading, iRead, Guided Reading, fluency folders, informal and formals assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences.

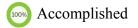
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and		Formative
be motivated to reach their goals.		Oct
Staff Responsible for Monitoring: Teachers, Admin	n. Instructional Specialist	Jan
Title I Schoolwide Elements: 2.4, 2.5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

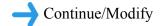
Strategy 4: Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, differentiation to meet students needs and formative evaluations.

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

Strategy 5: Campus Professional Learning will tall alignment, best practices used in the classroom and Pease will focus on guided reading, guided math a	•	ical
Strategy's Expected Result/Impact: Teachers will	have posted lesson objectives and comprehensive purposeful questions in the	Formative
	xpectations of the lesson. Students will be able to verbalize and demonstrate their	Oct
understanding of the lesson objective and their expec		- Jan
Staff Responsible for Monitoring: Teachers, IS, Ac	dministration	_ Mar
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	May
	have a grade level standards mapped out for the year to ensure all standards are support teachers with curriculum through dissecting the TEKS, Know and Shows,	Formative Oct
Staff Responsible for Monitoring: None		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: None	
ESF Levers: None	None	May
Strategy 7: All staff will meet with their TTESS a	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,	Formative
	be analyzed to ensure academic gaps are being closed.	Oct
Staff Responsible for Monitoring: Teachers, Admi	nistration	Jan
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
_02 _0. 22.0 1.0.0		May









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.

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

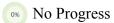
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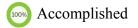
Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and	
be motivated to reach their goals.	
Staff Responsible for Monitoring: Teachers, Admin. Instructional Specialist	Jan
Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: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

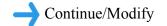
Strategy 4: Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, differentiation to meet students needs and formative evaluations.

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

Strategy 5: Campus Professional Learning will tak alignment, best practices used in the classroom and Pease will focus on guided reading, guided math ar	•	ical
Strategy's Expected Result/Impact: Teachers will h	nave posted lesson objectives and comprehensive purposeful questions in the	Formative
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.		Oct
Staff Responsible for Monitoring: Teachers, IS, Administration		Jan
Title I Schoolwide Elements: None Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	May
lesson materials and manipulatives. Strategy's Expected Result/Impact: Teachers will h	for reading, understanding the scope and sequence, module maps and facil have a grade level standards mapped out for the year to ensure all standards are support teachers with curriculum through dissecting the TEKS, Know and Shows,	Formative Oct
Staff Responsible for Monitoring: None		Jan
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	May
Strategy 7: All staff will meet with their TTESS ac	dministrator once a month for data meetings on each of their students.	
Strategy's Expected Result/Impact: Teachers will p	present data on each student performance and progress. Subgroups (EL,	Formative
Ecomonically Disadvantaged, SPED, 504, RtI) will be analyzed to ensure academic gaps are being closed.		Oct
Staff Responsible for Monitoring: Teachers, Admir	nistration	Jan
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May









Campus #117

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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

Strategy's Expected Result/Impact: Teacher knowledge of evidence based practices to positively impact student achievement.		Formative	
Staff Responsible for Monitoring: Teachers, Admin., Instruction	nal Specialist	Oct	
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Funding Sources: None	Mar Summative May	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			
Comprehensive Support Strategy			
T			
Targeted Support Strategy			
rategy 2: All PK-2nd grade teachers will be trained in Blen		Formativ	
rategy 2: All PK-2nd grade teachers will be trained in Blen Strategy's Expected Result/Impact: Teachers will be knowledge	ded Learning over the next 4 years. eable in the personalized learning and implement student personalized		
rategy 2: All PK-2nd grade teachers will be trained in Blen Strategy's Expected Result/Impact: Teachers will be knowledg learning plan to enhance student learning.		Oct	
rategy 2: All PK-2nd grade teachers will be trained in Blen Strategy's Expected Result/Impact: Teachers will be knowledg learning plan to enhance student learning. Staff Responsible for Monitoring: Teachers, Administration	eable in the personalized learning and implement student personalized	Formativ Oct Jan	
rategy 2: All PK-2nd grade teachers will be trained in Blen Strategy's Expected Result/Impact: Teachers will be knowledg learning plan to enhance student learning. Staff Responsible for Monitoring: Teachers, Administration Title I Schoolwide Elements: None	eable in the personalized learning and implement student personalized Problem Statements: None	Oct	
rategy 2: All PK-2nd grade teachers will be trained in Blen Strategy's Expected Result/Impact: Teachers will be knowledg learning plan to enhance student learning. Staff Responsible for Monitoring: Teachers, Administration	eable in the personalized learning and implement student personalized	Oct Jan	

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.

Strategy's Expected Result/Impact: Student performance will in	ncrease by 20% each quarter through effective, well-supported teachers	Formative
resulting in all students having access to high-quality education.		Oct
Staff Responsible for Monitoring: Administration, Instructional	Specialists, Teacher Leaders	Jan
Title I Schoolwide Elements: 2.5	Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Funding Sources: None	Summativ
ESF Levers: None		May
Additional Targeted Support Strategy		
Strategy 2: Campus administration will have clear selection covision, mission, values, and goals.	criteria, protocols, and hiring processes that are align with the sc	
Strategy 2: Campus administration will have clear selection c	rbalize and demonstrate the campus vision and mission through	
Strategy 2: Campus administration will have clear selection covision, mission, values, and goals. Strategy's Expected Result/Impact: Teachers will be able to ver	rbalize and demonstrate the campus vision and mission through pus goals.	Formative
Strategy 2: Campus administration will have clear selection covision, mission, values, and goals. Strategy's Expected Result/Impact: Teachers will be able to ver classroom instruction, team collaboration, and knowledge of camp	rbalize and demonstrate the campus vision and mission through pus goals.	Formative Oct Jan
Strategy 2: Campus administration will have clear selection of vision, mission, values, and goals. Strategy's Expected Result/Impact: Teachers will be able to ver classroom instruction, team collaboration, and knowledge of campus Staff Responsible for Monitoring: Teachers, CIT, Administration	rbalize and demonstrate the campus vision and mission through pus goals.	Formative Oct Jan Mar
Strategy 2: Campus administration will have clear selection of vision, mission, values, and goals. Strategy's Expected Result/Impact: Teachers will be able to ver classroom instruction, team collaboration, and knowledge of campus Staff Responsible for Monitoring: Teachers, CIT, Administration Title I Schoolwide Elements: None	rbalize and demonstrate the campus vision and mission through pus goals. Problem Statements: None	Formativ Oct Jan

Strategy 3: Campus leadership will implement and monitor grade-level and content teams so that they are strong, supported by teacher leaders trained in adult learning facilitation and team dynamics. **Formative** Strategy's Expected Result/Impact: There will be a low staff turn over rate, systems of team collaboration, support, high expectations, mutual accountability and consistency. Oct Staff Responsible for Monitoring: Administration, CIT Jan **Title I Schoolwide Elements:** None **Problem Statements:** None Mar **TEA Priorities:** None **Funding Sources: Summative** None **ESF Levers:** None May Accomplished Continue/Modify % No Progress 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.

Strategy's Expected Result/Impact: Correspondence with pare	ents will reflect 100% of English language and Spanish language in	Formativ	
artifacts of newsletters, parent link messages, and technology application in the classroom(SeeSaw).			
Staff Responsible for Monitoring: Campus Administration, Instructional Specialists, Secretary and Clerk, Campus Instructional staff			
Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: None Funding Sources: None None			
			ESF Levers: None
Comprehensive Support Strategy			

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.

Strategy's Expected Result/Impact: 50% of campus activities will reflect the identified areas of need by students, teachers and		5. Formativ
Staff Responsible for Monitoring: Administration,		Oct
Instructional Specialists,		Jan
Grade level teachers, Special Education and Dyslexia Teachers		Mar
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Summative
TEA Priorities: Improve low-performing schools	Funding Sources:	May
EGE I N	None	
ESF Levers: None	TVOIL	
Comprehensive Support Strategy rategy 2: Pease will coordinate activities based upor	n surveys received by parents to improve the educational resources an	d support f
Comprehensive Support Strategy rategy 2: Pease will coordinate activities based upor dents at home.		Formati
Comprehensive Support Strategy rategy 2: Pease will coordinate activities based upor dents at home.	n surveys received by parents to improve the educational resources an	
Comprehensive Support Strategy 'ategy 2: Pease will coordinate activities based upor dents at home. Strategy's Expected Result/Impact: Parents will be known.	n surveys received by parents to improve the educational resources an	Formati
Comprehensive Support Strategy 'ategy 2: Pease will coordinate activities based upor dents at home. Strategy's Expected Result/Impact: Parents will be known Staff Responsible for Monitoring: None	n surveys received by parents to improve the educational resources and owledgeable about campus vision and invest in student learning. Problem Statements: None Funding Sources:	Formati
Comprehensive Support Strategy 'ategy 2: Pease will coordinate activities based upor dents at home. Strategy's Expected Result/Impact: Parents will be known Staff Responsible for Monitoring: None Title I Schoolwide Elements: None	n surveys received by parents to improve the educational resources and owledgeable about campus vision and invest in student learning. Problem Statements: None	Formati Oct Jan

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

Strategy 1: Pease will organize meeting times with Parent Orientation, Open House, Pizza with My Pee	parents through a variety of activities- eps, Fall Festival, Academic Nights (Fall and Spring).	
Strategy's Expected Result/Impact: Sign in Sheets w	vill reflect 50% of Parent engagement through VIP and PTA participation.	Formative
Staff Responsible for Monitoring: Campus Administra	tration, Instructional Specialist	Oct
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May

Strategy 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 an inclusive and welcoming environment that engages all families in critical aspects of student learning.

Strategy's Expected Result/Impact: 80% of staff members can explain the vision, mission and value and how they are present in the daily life of the school.		
Staff Responsible for Monitoring: Administration, classroom teachers, campus staff		
Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: None		
TEA Priorities: None Funding Sources:		
ESF Levers: None	None	May
% No Progress	Accomplished — Continue/Modify X 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.

	VIP and PTA participation through Meet the Teacher night, Parent surveys, communication through face to face, telephone or technology.	
	plying and engaging in campus activities will increase from 0% to 20%	Formative
by the end of the year 2020.		Oct
Staff Responsible for Monitoring: Administration, Secretary, Clerk, Classroom teachers, Special Education teachers		
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Mar
TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: None		Summative
ESF Levers: None		May
No Progress Accomplis	hed — Continue/Modify X 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
		•	Sub-Total	\$315,000.00
			Grand Total	\$315,000.00

Addendums