

Ector County Independent School District

Pease Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Pease Elementary, a Pre Kindergarten through 2nd grade campus that fosters rigorous, innovative teaching and learning through a system of building relationships, maintaining high expectations, mutual 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

Needs Assessment Overview

Needs Assessment Overview Summary

Mentoring Minds

Problem Statement

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

Root Cause

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

Justification

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

Heinemann- LLI

Problem Statement

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

Root Cause

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

Justification

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

Istation**Problem Statement**

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

Root Cause

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

Justification

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

Parent Binders**Problem Statement**

Lack of adequate parent and community member involvement.

Root Cause

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

Justification

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

Laminator**Problem Statement**

Lack of adequate parent and community member involvement.

Root Cause

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

Justification

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

Additional Student School Supplies

Problem Statement

Lack of adequate parent and community member involvement.

Root Cause

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

Justification

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

Mobile Dry Erase Boards

Problem Statement

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

Root Cause

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

Justification

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

Flexible Seating Options

Problem Statement

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

Root Cause

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

Justification

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

Ipad Pros

Problem Statement

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

Root Cause

Teachers lack solid foundational skills, teaching strategies, and knowledge to provide quality instruction.

Justification

As we continue to implement Blended Learning (personalized learning) across our campus and add additional blended learning pilot teachers, having access to a Ipad Pro will allow them to be to monitor student engagement of programs while also working with a small group.

Mobile Laptop Storage Carts

Problem Statement

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

Root Cause

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

Justification

Mobile laptop storage carts will be kept out in the hallway to use with Relay material during walkthroughs and coaching sessions. Being able to store Relay binders and materials will make coaching more efficient.

Tables for Learning Lab

Problem Statement

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

Root Cause

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

Justification

We will be receiving "high impact tutoring" and need a place for a facilitator to facilitate the virtual student learning. We need to equip the lab for student use. It will also be used monthly for students to take their monthly istation tests in a structured, well-monitored envirnment. The tables are designed to be easy to move so that small groups can be created easily within the Learning Lab.

Chairs for Learning Lab

Problem Statement

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

Root Cause

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

Justification

We will be receiving "high impact tutoring" and need a place for a facilitator to facilitate the virtual student learning. We need to equip the lab for student use. It will also be used monthly for students to take their monthly istation tests in a structured, well-monitored environment.

Student Headphones

Problem Statement

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

Root Cause

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

Justification

We will be receiving "high impact tutoring" and need a place for a facilitator to facilitate the virtual student learning. We need to equip the lab for student use. It will also be used

monthly for students to take their monthly istation tests in a structured, well-monitored envirnment. Many students do not have their own headphones. We want to equip our learning lab so that students may receive tutoring and be able to test efficiently.

Handwriting Without Tears

Problem Statement

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

Root Cause

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

Justification

Handwriting Without Tears is used by our PreK classrooms. It is a "district approved" curriculum that helps students learn to write and develop fine motor skills. We did not order enough monolingual books and our classroom numbers are so big we are adding another PK classroom. We do not have enough Handwriting Without Tears for all students.

STEMScopes

Problem Statement

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

Root Cause

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

Justification

The campus has a need to reestablish the science materials and science lab. In order to support Math on our campus, as well as provide a sound foundation in the area of Science, the campus would like to purchase STEMscopes materials. This will allow Pease to provide not only a solid foundation in Math & Reading (and support these areas), but support their academic foundation in Science as well. The campus does not have a science lab or materials necessary to hold science lessons. Teachers buy supplies on their own.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 14, 2021

Goal 1: Pease will align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth. 52% of all students will meet or exceed individual RIT MAP growth projections in reading and math.




Performance Objective 1: 75% of all students will demonstrate growth in the areas of Reading and Math for the 2021-2022 school year using various forms of data.







Targeted or ESF High Priority











HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the data from several data sources (Istation, iRead, Imagine Math, NWEA MAP results, 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> <p>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</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Instructional Specialist, MCL</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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

Strategy 4 Details	Reviews			
<p>Strategy 4: The leadership team will provide support by coaching teachers with feedback from walkthroughs, data analysis, and goal setting meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their quality of instruction resulting in student growth.</p> <p>Staff Responsible for Monitoring: MCL, Instructional Coach, Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize the the district adopted ELAR curriculum with 100% fidelity.</p> <p>Strategy's Expected Result/Impact: 75% of all students showing individual student growth in the area of reading.</p> <p>Staff Responsible for Monitoring: Teachers, MCL. Instructional Coach, Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 1: Pease will align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth. 52% of all students will meet or exceed individual RIT MAP growth projections in reading and math.

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend weekly PLC meetings. DDII will be utilized to identify the need to reteach and reassess weak readiness standards by identifying the gap.</p> <p>Strategy's Expected Result/Impact: Reteach & reassessment will reflect an increase in student performance.</p> <p>Staff Responsible for Monitoring: Principal. MCL, Instructional Coach, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Leadership will utilize Whetstone during walkthroughs in order to provide coaching.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1: Pease will align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth. 52% of all students will meet or exceed individual RIT MAP growth projections in reading and math.

Performance Objective 3: A Learning Lab will be created and established utilizing a blended learning framework to support student intervention and enrichment.

Evaluation Data Sources: MAP scores, high impact tutoring data, istation, LLI data, Blended Learning DDP,

Goal 1: Pease will align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth. 52% of all students will meet or exceed individual RIT MAP growth projections in reading and math.

Performance Objective 4: In order to promote blended learning across the campus, the blended learning foundational online course will be offered to all teachers. Blended learning equipment and materials will be gifted to teachers upon successful completion of the course.














Evaluation Data Sources: successful completion of the course

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

least 75% of their staff, that according to various forms of data are highly effective, at the conclusion of the 2022 school year.

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







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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement ongoing and proactive recruitment strategies that include many sources for high-quality candidates.</p> <p>Strategy's Expected Result/Impact: Student performance will increase each quarter through effective, well-supported teachers resulting in all students having access to high-quality education.</p> <p>Staff Responsible for Monitoring: Teacher leaders, administrators, instructional coach, MCL</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will have clear selection criteria, protocols, and hiring processes that are aligned with the school's vision, mission, values, and goals.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to verbalize and demonstrate the campus vision and mission through classroom instruction, team collaboration, and knowledge of campus goals.</p> <p>Staff Responsible for Monitoring: Teachers, CIT, Administration</p> <p>Problem Statements: Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>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> <p>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.</p> <p>Staff Responsible for Monitoring: Administration, CIT, teacher leaders, MCL, Instructional Coach</p> <p>Problem Statements: Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission. Pease will establish partnerships with at least three outside agencies for the 2021-2022 school year.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Pease will communicate activities with parents through newsletters, parent links, social media, and technology application in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Correspondence with parents will reflect 100% of English language and Spanish language in artifacts of newsletters, parent link messages, and technology application in the classroom(SeeSaw).</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialists, Secretary and Clerk, Campus Instructional staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission. Pease will establish partnerships with at least three outside agencies for the 2021-2022 school year.

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







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

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

Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission. Pease will establish partnerships with at least three outside agencies for the 2021-2022 school year.

Performance Objective 3: Pease Elementary will promote parent involvement through recruiting parents to participate in our VIPs program and PTA program.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will present information regarding VIP and PTA participation through Meet the Teacher night, Parent Orientation, Family Academic Nights, Feedback from Parent surveys, communication through face to face, telephone or technology.</p> <p>Strategy's Expected Result/Impact: The number of parents applying and engaging in campus activities will increase from 0% to 20% by the end of the year 2020.</p> <p>Staff Responsible for Monitoring: campus wide staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Addendums