

**Southside Independent School District**  
**Pearce Primary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Pearce Elementary will **promote** a safe learning environment that **engages** and **inspires** leaders who strive for lifelong excellence.

## Vision

Pearce Elementary will lead students and staff to honor, practice, and implement the Cardinal Way.

## Value Statement

- **Ultimate Service** – Make an excellent first impression with students, staff, parents, and community members. Be consistent with information, expectations, and celebrations. Treat others as you wish them to treat your loved one. Start every day fresh and with a clean slate the minute you walk through the school doors.
- **Superior Performance** – Create and progress monitor goals for you. Get your students to create and progress monitor goals for themselves. Make every instructional decision data-driven. Accept and give constructive feedback. Engage in honest reflection.
- **Positive Impact** – Give everything your all. Perform at your best each day, even when it is hardest. Dedicate yourself to what gives you meaning and purpose. Commit to continually bettering yourself. Engage with people in beneficial ways - Don't engage in negative talk or actions. Invest time and energy in not what is, but what can be. Share your knowledge and expertise with others – don't keep it a secret. View the journey as a goal. Use your influence positively.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As early as the 1880s, People in southern Bexar County began to realize the need for instructional facilities and personnel to teach their children. Several small schools, mostly one-room schoolhouses, were built throughout the district. With more families moving into the area and the district becoming larger, a new elementary school was added.

Pearce Elementary was built in 1961. It is named in memory of the district's first superintendent, William M. Pearce. A new addition took shape in 1969 at Pearce Elementary in the form of eight classrooms and a library. The new main building with offices and 14 classrooms was added to Pearce in the late 1970s.

During his term of office from 1949 to 1960 (at his death), William Pearce devoted his life to properly organizing the consolidated district in its quest for educational stability. He placed emphasis on the idea of a well-rounded individual, excelling in all phases of life, especially that of the intellect.

Our school community has changed greatly over the last decade, and our student body reflects the diversity of the community. Pearce's ethnic distribution was as follows for the 2023-2024 school year: 22% African American, 93% Hispanic, and 6% White. Asian students make up 1%, and less than 1% are listed as Two or More Races. Our enrollment last year was around 466 students and 453 this year. 88% of our students are classified as economically disadvantaged and 77% are At-Risk.

As the 2023-2024 school year began, we are seeing a great result for attendance as we continue to bounce back from COVID-19 numbers. Currently, we had 95% in August and 94% in September. We look forward to implementing strategies and tips that support our students and staff at Pearce in an effort to enhance learning opportunities.

### Demographics Strengths

Pearce Elementary sits between Losoya Middle School and Southside High School. Our close proximity to these schools allows our students to participate in opportunities such as Ready Set Teach (high school students studying to become teachers support

the classroom instructional time), FFA (students are able to visit the agriculture barn and learn about the different animals), and NHJS (high school students collect volunteer hours by helping our school events).

Pearce Elementary has a consistent leadership team with strong instructional backgrounds. All members of the leadership team have been with the district for a minimum of 10 years.

Pearce Elementary has a robust program that supports dual language, special education, gifted and talented, dyslexia, STEAM, and fine arts.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Some grade levels/classrooms are overfilled. **Root Cause:** New registration caused numbers to increase beyond the usual 22:1 ratio.

# Student Learning

## Student Learning Summary

### 2022-2023 EOY I-Ready Results:

**Reading:** I-Ready EOY assessment results show that each grade levels needs to make significant gains in their overall reading performance. The goal is to increase all percentages to at least 80% of students reading on grade level or above. EOY information is as follows:

1st grade: 35% Masters, 11% Meets, 46% Approaches = 46% of students reading on or above grade level

2nd grade: 25% Masters, 16% Meets, 43% Approaches = 41% of students reading on or above grade level

3rd grade: 18% Masters, 26% Meets, 20% Approaches = 44% of students reading on or above grade level

4th grade: 20% Masters, 17% Meets, 34% Approaches = 37% of students reading on or above grade level

5th grade: 8% Masters, 16% Meets, 32% Approaches = 24% of students reading on or above grade level

**Math:** EOY I-Ready BOY assessment results although higher than in reading do show that each grade levels needs to make significant gains in their overall math performance. The goal is to increase all percentages to at least 80% of students on grade level or above. EOY information is as follows:

1st grade: 29% Masters, 21% Meets, 43% Approaches = 50% of students on or above grade level

2nd grade: 29% Masters, 23% Meets, 36% Approaches = 52% of students on or above grade level

3rd grade: 22% Masters, 23% Meets, 38% Approaches = 45% of students on or above grade level

4th grade: 34% Masters, 34% Meets, 20% Approaches = 68% of students on or above grade level

5th grade: 22% Masters, 22% Meets, 36% Approaches = 44% of students on or above grade level

## Student Learning Strengths

All Pearce Elementary students participate in weekly fine arts, STEAM, library, and computer labs that enhance their learning opportunities to practice skills in real-world settings.

The campus continues to see gains in Mathematics and Science results as teachers regularly implement structured lessons and activities.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Special populations do not perform as the general population of students. **Root Cause:** Teachers need to implement teaching techniques that continue to support rigor and differentiation in the classroom.

**Problem Statement 2 (Prioritized):** Students continue to have learning gaps. **Root Cause:** Factors such as COVID 19 and truancy affect consistent learning opportunities.

**Problem Statement 3 (Prioritized):** Some teachers address small groups in the classroom more easily than others. **Root Cause:** Teachers need to adapt to a Master Schedule that includes one PLC rotation - a time they mostly used for addressing small groups.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum & Instruction

**Mathematics:** Pearlized for 1st grade and Sharon Wells for 2nd - 5th grade.

**Science:** Stemsscopes

**Reading:** HMH

**Social Studies:** Social Studies Weekly

Southside ISD has a content specialist for all content areas.

### Professional Development

Sharon Wells and Peralized Math provide on-site training for all teachers every 9wks.

Teachers engage in Professional Learning Communities (PLC) once a week. Data, accountability, curriculum, best practices, and planning are covered in all PLC sessions.

### Leadership and Decision-Making Processes

**Instructional Leadership Team (ILT) meetings:** The instructional leadership team meets to discuss topics pertaining to data, individual coaching plans, walkthroughs, and professional learning.

**LPAC meetings:** The bilingual administrator, classroom teacher, and parent representative consistently meet to evaluate and discuss Bilingual students.

**CPOC meetings:** The campus team (a member from every grade level and department) meets to review the campus improvement plan, budget, and data to make school-wide decisions.

**Grade Level Leader meetings:** The grade level representatives meet to discuss upcoming events, planning, procedures, and any information to disseminate to their teams.

**Threat Assessment meetings:** The campus representatives (a member from every grade level) meet to review the campus procedures, processes, and planning for safety and security.

**Attendance meetings:** The grade level representatives (a member from every grade level) meet to review attendance data and plan for rewards/incentives.

**Bilingual meetings:** Bilingual representatives meet to review bilingual topics, planning, events, data, and programs.

### Communication



**Cardinal Current** (weekly memo to staff), **Events Page** (send monthly families), **Website, Social Media** (Facebook), and **School Marquee**.

### **Extra-Curricular Opportunities**

Students can participate in **Intramurals, Choir, Cheer/Dance**, and **STEAM** activities.

### **School Processes & Programs Strengths**

The Superintendent and Curriculum & Instruction (C&I) team meet every three weeks with the campus leadership team to discuss strengths and weaknesses observed or noted.

The instructional leadership team attends all team planning and professional learning communities (PLC) for grades 1st-5th and specials. Sped teachers are a part of a grade level PLC.

All staff members work with students throughout the instructional school day. On times during the day when they do not have students assigned, they are working for instructional support in the classrooms.

The campus has regularly scheduled drills, walkthroughs, observations, and committee meetings.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Some teachers address small groups in the classroom more easily than others. **Root Cause:** Teachers need to adapt to a Master Schedule that includes one PLC rotation - a time they mostly used for addressing small groups.

# Perceptions

## Perceptions Summary

Many of our families take the time to participate in fun/seasonal activities more than instructional/academic activities. Participation in instructional/academic activities is improving, but not at the same level. Incorporating and tying other activities for parents to join has helped participation numbers. For example, incorporating literacy night with book fair helped.

District and campus leadership teams participate in community discussions (i.e. safety and security meetings, fiscal integrity meetings, and town hall meetings) to gather feedback on topics such as metal detectors, anti-bullying campaigns, school spirit, budget, and communications.

## Perceptions Strengths

The campus works together to achieve the same goals. The community sees that we are all in it together and that our students come first.

The campus staff understands the value of data and understanding where we are so we know where we need to go.

The leadership team has its part on the campus; however, the campus knows that they seek assistance from any member of the team.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parents are concerned with the safety of their children while they are at school. **Root Cause:** Recent events (i.e., school violence, COVID) impact parents to seek evidence in the environment for their student to attend school daily.

# Priority Problem Statements

**Problem Statement 1:** Parents are concerned with the safety of their children while they are at school.

**Root Cause 1:** Recent events (i.e., school violence, COVID) impact parents to seek evidence in the environment for their student to attend school daily.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Some teachers address small groups in the classroom more easily than others.

**Root Cause 2:** Teachers need to adapt to a Master Schedule that includes one PLC rotation - a time they mostly used for addressing small groups.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Special populations do not perform as the general population of students.

**Root Cause 3:** Teachers need to implement teaching techniques that continue to support rigor and differentiation in the classroom.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students continue to have learning gaps.

**Root Cause 4:** Factors such as COVID 19 and truancy affect consistent learning opportunities.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Some grade levels/classrooms are overfilled.

**Root Cause 5:** New registration caused numbers to increase beyond the usual 22:1 ratio.

**Problem Statement 5 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals



**Goal 1:** Maintain a B campus rating, and improve to an A rated campus by 2027.







**Performance Objective 1:** Accelerate student learning to 80% mastery for Reading and Mathematics by increasing the number of students who perform on or above grade level for 2023-2024 EOY diagnostics.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results, 9wks Assessment Data, Eduphoria Reports, Lesson Plans, Walkthroughs, Data Room Artifacts, Grades in Ascender, RtI Meeting Minutes, Support Staff Schedules

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Team planning and Professional Learning Communities (PLC) occur during conference periods amongst all teachers to review data, create action plans, and prepare rigorous and relevant learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment between all classrooms for designing and planning lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Grade Level Representatives</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Dec	Mar	July
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Response to Intervention (Rtl): All staff engages in coordinated and proactive planning to identify students who have significant learning gaps or lack critical foundational skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide students with timely interventions throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Dec	Mar	July
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Special populations do not perform as the general population of students. <b>Root Cause:</b> Teachers need to implement teaching techniques that continue to support rigor and differentiation in the classroom.</p>







**Goal 1:** Maintain a B campus rating, and improve to an A rated campus by 2027.

**Performance Objective 2:** Improve STAAR Reading, Mathematics, and Science scores with 80% approaches, 60% meets, and 30% masters

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria Reports, 9wks Assessment Data, i-Ready Reading Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional staff receive training, materials, and support that include implementing centers, lessons, activities, stations, and small groups that increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student participation in literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 1</p>	Formative		
	Dec	Mar	July
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Special populations do not perform as the general population of students. <b>Root Cause:</b> Teachers need to implement teaching techniques that continue to support rigor and differentiation in the classroom.</p>
<p><b>Problem Statement 3:</b> Some teachers address small groups in the classroom more easily than others. <b>Root Cause:</b> Teachers need to adapt to a Master Schedule that includes one PLC rotation - a time they mostly used for addressing small groups.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Some teachers address small groups in the classroom more easily than others. <b>Root Cause:</b> Teachers need to adapt to a Master Schedule that includes one PLC rotation - a time they mostly used for addressing small groups.</p>








**Goal 1:** Maintain a B campus rating, and improve to an A rated campus by 2027.





**Performance Objective 3:** Improve grade level performance on STAAR Domain III, Closing the Gaps, of all subgroups to include Special Education and English Language Learners.








**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results, 9wks Assessment Results, Euphoria Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Support schedules include addressing special education students for academic learning, speech, and/or social skills support.  <b>Strategy's Expected Result/Impact:</b> Differentiated learning and progress monitoring for sub-populations.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Special Education Teachers, ARD Facilitator</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Master schedule supports and allots time for core academic instruction, test preparation, differentiated learning, and opportunities to participate in cross-curricular Fine Arts.  <b>Strategy's Expected Result/Impact:</b> Increase opportunities for student performance.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Education: Results and action planning for these students are reviewed and discussed during data meetings, Professional Learning Communities (PLC), campus debriefs, and staff development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Keeping this population at the forefront of discussions allows for better planning and goal-setting that supports all students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, ARD Facilitator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Migrant, Bilingual, and Immigrant: Campus progress monitors teacher training, compliance, and LPAC meetings to make appropriate decisions for students and their native language.</p> <p><b>Strategy's Expected Result/Impact:</b> Learning experiences and professional development are intentionally geared toward serving a specific student population.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, District Bilingual Department</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Bilingual Education: The campus master schedule supports all Bilingual teachers to incorporate English Language Development (ELD) time daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Student have more opportunities to prepare for TELPAS testing and practice the English language.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Dec	Mar	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Special populations do not perform as the general population of students. <b>Root Cause:</b> Teachers need to implement teaching techniques that continue to support rigor and differentiation in the classroom.</p>









**Goal 2:** Provide and promote community and school involvement that engages all stakeholders.

**Performance Objective 1:** Explicit behavioral expectations and management systems for students and staff.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MTSS Artifacts, Meeting Minutes, Meeting Agendas

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus uses the SWIS data system to track all discipline referrals, attendance, and interventions.  <b>Strategy's Expected Result/Impact:</b> Opportunities to review data regularly and identify trends so that the campus may adapt accordingly.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers encourage and monitor attendance in their classroom by adding a letter each day to spell the Attendance Word of the Month when 100% of students in the classroom are present.  <b>Strategy's Expected Result/Impact:</b> Students who are present in school have the opportunity to engage in meaningful learning.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, PEIMS Clerk, Classroom Teacher</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Some grade levels/classrooms are overfilled. **Root Cause:** New registration caused numbers to increase beyond the usual 22:1 ratio.

**Perceptions**

**Problem Statement 1:** Parents are concerned with the safety of their children while they are at school. **Root Cause:** Recent events (i.e., school violence, COVID) impact parents to seek evidence in the environment for their student to attend school daily.






**Goal 2:** Provide and promote community and school involvement that engages all stakeholders.

**Performance Objective 2:** Proactive and responsive student services and opportunities.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MTSS Artifacts, Meeting Minutes, Meeting Agendas, Counselor Schedule

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students are provided support services such as counseling, mentoring, and external service referrals that address their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Needs are identified and met to support and monitor individual progress, behavior, and mental health needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		
	Dec	Mar	July
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff members complete the necessary training for prevention, such as child abuse training, sexual harassment, and bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> To address consistency for expectations from all campus staff members who care for the well-being and safety of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		
	Dec	Mar	July
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Perceptions**







**Problem Statement 1:** Parents are concerned with the safety of their children while they are at school. **Root Cause:** Recent events (i.e., school violence, COVID) impact parents to seek evidence in the environment for their student to attend school daily.

**Goal 2:** Provide and promote community and school involvement that engages all stakeholders.

**Performance Objective 3:** Multiple family involvement and engagement opportunities.

**High Priority**

**Evaluation Data Sources:** Monthly Events Page, Principal Letters, Classroom Newsletters, Event Flyers

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus coordinates events and activities that promote a safe and secure environment, such as drug-free week, emergency procedure drills, bullying prevention, and threat assessment meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Engaging students and staff in activities and events that encourage positive and productive decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		
	Dec	Mar	July
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Parents are concerned with the safety of their children while they are at school. <b>Root Cause:</b> Recent events (i.e., school violence, COVID) impact parents to seek evidence in the environment for their student to attend school daily.</p>









**Goal 2:** Provide and promote community and school involvement that engages all stakeholders.

**Performance Objective 4:** Implement opportunities and activities that support and celebrate student achievement and accomplishments.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Surveys, Master Calendar, Meeting Minutes, Meeting Agendas, Events Page, Morning Announcements

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus celebrates and rewards the highest performing students and staff (i.e., Accelerated Reader (AR), attendance)  <b>Strategy's Expected Result/Impact:</b> Increased performance with AR supports higher literacy achievement.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b> 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Performance Objective 4 Problem Statements:**







<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Students continue to have learning gaps. <b>Root Cause:</b> Factors such as COVID 19 and truancy affect consistent learning opportunities.</p>

**Goal 3:** Provide an environment that supports personal and professional growth.

**Performance Objective 1:** Create a learning environment for staff and students designed to promote, encourage, and empower social-emotional development, well-being, and cultural awareness.

**Evaluation Data Sources:** Walkthroughs, Safety Reports and Audits, TTESS Evaluations, Surveys, PLC Long Range Plan

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students participate in anti-bullying and anti-drug week long activities.  <b>Strategy's Expected Result/Impact:</b> Provide awareness for students to make the right choice when faced with challenges.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Counselor</p> <p><b>Title I:</b>            2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All grade levels will attend a minimum of one FREE field trip and one PAID field trip during the school year.  <b>Strategy's Expected Result/Impact:</b> Teachers will provide out-of-the-classroom learning experiences to support student learning.  <b>Staff Responsible for Monitoring:</b> Principal, Grade Level Representatives, Campus Secretary</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Student Learning 2  <b>Funding Sources:</b> student admission - special education - Local - 199-11-6412-00-102-4-23-0-00 - \$800, student admission - general education - Local - 199-11-6412-00-102-4-99-0-00 - \$5,000, misc operating exp incentives - Local - 199-11-6499-00-102-4-30-0-00 - \$3,500</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All specials and special programs will attend a field trip during the school year with a select group of students specific to the population served.</p> <p><b>Strategy's Expected Result/Impact:</b> In support of learning in the classroom, the teacher will provide out-of-the-classroom learning experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Grade Level Representatives</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		
	Dec	Mar	July
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students continue to have learning gaps. <b>Root Cause:</b> Factors such as COVID 19 and truancy affect consistent learning opportunities.</p>
Perceptions
<p><b>Problem Statement 1:</b> Parents are concerned with the safety of their children while they are at school. <b>Root Cause:</b> Recent events (i.e., school violence, COVID) impact parents to seek evidence in the environment for their student to attend school daily.</p>










**Goal 3:** Provide an environment that supports personal and professional growth.

**Performance Objective 2:** Create an environment that is safe for all stakeholders.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Surveys, Safety Audits, and Safety Logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus implements protocols for handling and preventing COVID and other contagious diseases.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing procedures and a plan of action for each situation encountered in order to keep all stakeholders safe.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Emergency procedures are created, reviewed, and practiced as scheduled.</p> <p><b>Strategy's Expected Result/Impact:</b> Shelter in place - one time a year; Fire drills - once a month; Lockdown - one time a semester</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Parents are concerned with the safety of their children while they are at school. <b>Root Cause:</b> Recent events (i.e., school violence, COVID) impact parents to seek evidence in the environment for their student to attend school daily.</p>

# State Compensatory

## Budget for Pearce Primary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Pearce Primary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aba, Adennis	4th grade Bilingual Teacher	1

# Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	student admission - special education	199-11-6412-00-102-4-23-0-00	\$800.00
3	1	2	student admission - general education	199-11-6412-00-102-4-99-0-00	\$5,000.00
3	1	2	misc operating exp incentives	199-11-6499-00-102-4-30-0-00	\$3,500.00
<b>Sub-Total</b>					\$9,300.00
<b>Budgeted Fund Source Amount</b>					\$78,552.00
<b>+/- Difference</b>					\$69,252.00
<b>Grand Total Budgeted</b>					\$78,552.00
<b>Grand Total Spent</b>					\$9,300.00
<b>+/- Difference</b>					\$69,252.00