Brownsville Independent School District Pace Early College High School 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 4, 2020 **Public Presentation Date:** November 4, 2020

Mission Statement

James Pace Early College High School educates students, graduates leaders and empowers the community.

Vision

James Pace Early College High School will foster a safe, nurturing, intellectually challenging environment that ensures success for all students by developing pride, accountability, character, and excellence in the classroom, in the home, and in the community.

Value Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

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Comprehensive Needs Assessment

Revised/Approved: April 22, 2020

Needs Assessment Overview

Pace Early College High School is located in Brownsville, Texas and is one of seven comprehensive high schools in Brownsville, Texas. Pace High School was part of the second generation of Brownsville High Schools. Opening in the 1970's under Principal Edward Manzano, the high school was named after esteemed community activitst and board member who served the Brownsville Independent School District for six terms from the 1940's through the 1960's. Among its historical distinctions, Pace was the first BISD campus to provide breakfast at school to aid learning. Today, Pace is also the first and only high school campus in Texas to earn the Gold Award Distinction for the National Center for Urban School Transformation and was featured in the second edition of *Teaching Practices from America's Best Urban Schools: A Guide For School and Classroom Leaders*, 2019.

The Pace school mission is to, "Educate students, graduate leaders and empower the community." The Pace Vikings school vision is to: "Foster a safe, nurturing, intellectually challenging environment that ensures success for all students by developing pride, accountability, character, and excellence in the classroom, in the home, and in the community." Pace Early College High School has highly-qualified teachers that carry out the instructional program. In an effort to meet the diverse talents of our students, teachers are provided access to high-quality ongoing professional development throughout the school year. Professional development activities are geared to individual teachers' specialties and campus-wide needs. Strand meetings are ongoing as well as all EOC Teams meeting with the administration once a week to check on the progress of students and strategize on meeting the needs of our diverse population. Data walls are prepared to show the progress of the student in a more visible way. However, establishing relationships with students is at the heart of the school. At Pace, students are cared for and valued.

The student population at Pace Early College High School is approximately 2000 and serves students in grades 9th-12th grade. According to the 2018-2019 TAPR Report from TEA for our campus, approximately 99.1% of the student population is Hispanic and approximately 92% are identified as Economically Disadvantaged with 74.7% are At-Risk. Many of our students are first generation Mexican immigrants. Approximately 19% of our students are classified as English Learners and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

Pace ECHS provides effective instruction that equips students with skills and expertise to be successful in their respective careers whether they enter the workforce or go on to a college or university after graduation from the public school system. Courses are offered in every subject area necessary for college admission, as well as a diverse range of elective and career and technology courses, which enable students opportunities to earn endorsements, and be career ready. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Honors, Advanced Placement, and Dual Enrollment in collaboration with Texas Southmost College. In addition to the Foundation High School Graduation Plan, students may also graduate with at least one endorsement, and a performance acknowledgement which will be indicated on their transcript which will also indicate the distinguished level of achievement. Additionally, all students are required to meet the passing standard of the five assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

Demographics

Demographics Summary

Pace Early College High School houses a student population of 2,085 students servicing grades 9th - 12th. The student body is composed of 92% economically disadvantaged students, 75% at-risk students, and 19% English Language Learners while the mobility rate for the most recent school year is 10.9%. The ethnic distribution is 99% Hispanic, 1.0% White, 1.0% African American, and 0.1% Asian. The retention rate is as follows: All students 11.7% and At-Risk students 75%. The Attendance Rates for the school year were 93.4% for all students. The dropout rates for the school year were 0.8% for all students and 1.5% for at-risk students. Moreover, the completion rates for the 2017-2018 school year as reported by TEA was 96.8% for all students, 97% for Economically Disadvantaged, 97.1% for English Learners, and 96. 4% for special eduation students. The four year Graduation Rates for the 2017-2018 school year was 96.7% for all students; 96.8% for Hispanics,; 96.7% for Economically Disadvantaged; 95.8% for English Learners, and 84.5% for Special Education.

Demographics Strengths

Amongst the many strengths in our school-wide academic program, we ensure that all students are serviced based on their indvidual academic and social needs. All programs center around academic success and college readiness with the terminal goal of graduating students to be college, career and/or military ready. To meet the needs of our students, Pace employs interventions, such as prescriptive and hybrid block scheduling, tutorials, and strategic teacher staffing. Pace students are also afforded other academic opportunities through the various career pathways which enable students to earn industry certifications. Moreover, Pace also offers both the School of Technology, Architecture, and Medical Professions (STAMP) and Science, Technology, Engineering, Mathematics (STEM). Pace Early College High School has identified the following demographic strengths.

- 1. Pace graduated 97% of their cohort students with 94% reaching CCMR status.
- 2. Increase in numbers of students participating in Early College High School Cohorts and enrolled in dual enrollment classes on campus.
- 3. Increase in CTE Enrollment in career pathways, increase in number of endorsements and industry certifications earned by CTE students,
- 4. Over 92% of our teachers have 5 years of experience or more
- 5. Expansion of Dual Enrollment, Advanced Placement, and CTE courses with endorsements
- 6. 24% of our teachers have a Masters Degree which allows them to teach Dual Enrollment courses and allows expansion of program
- 7. Class size information is 15:1 for English; Foreign Language is 19:1; Mathematics 23:1; Sciencew 19:1, and Social Studies: 19:1 ratio.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. Data Analysis/Root Cause: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Need Statement 2 (Prioritized): All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments. Pace Early College High School Need Statement 3 (Prioritized): Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 4 (Prioritized): Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 5 (Prioritized): Reading Literacy Skills are below expectations in all content areas. Data Analysis/Root Cause: English I and English II tests lag behind as students are not passing EOC and later down the road college level entrance tests.

Need Statement 6 (Prioritized): Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

Need Statement 7 (Prioritized): Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Student Learning

Student Learning Summary

Pace Early College High School met standard in all the indicies of the Texas Education Agency 2019 Accountability Report. The indicies and scores in Student Achievement, 90; School Progress, 92, Closing Performance Gaps, 83, and Post secondary Readiness/CCMR with a scaled score of 96. Overall, Pace scored 89.3% narrowly missing the rating of "A." As a campus, all subjects combined scored 82% of students, with 81% as approaches GL Standard or Above, 60% Meets, and 22% Masters GL Standard. Passing rate for sub populations was 53% for special education, 82% for economically disadvantaged, 62% for English language learners. Pace ECHS earned the accountability rating of "B" and The Top 25% on Comparative Academic Growth.

In Spring 2019 English Language Arts I, as a campus group 67% of students scored at approaches GL, 51% of students Meets GL and 8% Masters GL. The passing rate for sub populations was 23% for special education, 67% for economically disadvantaged,27% for English language learners. In December 2019, most English sub-populations took the English I test with 49.5% passing. Due to COVID-19, we did not test in Spring.

In Spring 2019 English Language Arts II, as a campus group 70% of students scored at approaches GL, 53% of students Meets GL and 5% Masters GL. The passing rate for sub populations was 16% for special education, 71% for economically disadvantaged, 34% for English language learners.

In Spring 2019, Algebra I as a campus group 99.31% of students scored at approaches GL, 94% of students Meets GL and 77% Masters GL. The passing rate for sub populations was 92% for special education, 98% for economically disadvantaged, 98% for English language learners.

Due to COVID-19, results will stay the same.

In Spring 2019, U.S. History as a campus group 91% of students scored at approaches GL, 67% of students Meets GL and 35% Masters GL. The passing rate for sub populations was 62% for special education, 92% for economically disadvantaged, 81% for English language learners.

In Spring 2019, Biology as a campus group 93% of students scored at approaches GL, 67% of students Meets GL and 15% Masters GL. The passing rate for sub populations was 71% for special education, 92% for economically disadvantaged, 77% for English language learners.

Advise TX College Advising Corps works to increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete a postsecondary education by helping students to apply for financial aide, scholarishps complete college applications and registration for college entrance exams. The program model utilizes near-peer advisers by placing well-trained recent college graduates from four Texas partner institutions of higher education as full-time college advisers in high schools with historically low college-going rates. This program assists with post-secondary student achievement.

Student Learning Strengths

The Texas Education Agency calculates student progress based upon current and prior year performance in different areas for each student. When compared to similar schools across the state Pace ECHS in the most recent accountability report scored in the Top Quartile (Q1) indicator AP Participation in ELA with 37.6% of students taking an AP exam. In mathematics Pace ECHS scored Top Quartile (Q1) indicator Accelerated Student Growth in Mathematics with 75% and Algebra 1 Perfortmace Masters Grade Level (Q1) with 67% of the students that tested. In science, Pace ECHS scored Top Quartile (Q1) indicator AP examination participation with 21%. In Social Studies, Pace ECHS scored Top Quartile (Q1) indicator AP examination participation with 34.4%. In Comparative Academic Growth (AG) Pace ECHS has a scaled score of 88 and 86 scaled score in Comparative Closing the Gaps (CTG).

In 2019-2020, a major factor contributing to Pace's strengths continued to be the consistency in Professional Development opportunities across core areas supported on campus and in classrooms. Walkthroughs and observations showed the implementation of the stategies acquired during staff developments, data meetings, and professional learning communities. Teachers have been trained on how to read data reports from AWARE and TANGO. Teachers meet weekly for strand meetings which allows them to collaborate in enhancing student achievement. Extended day tutorials and Saturday Academies are offered throughout the year.

STUDENT LEARNING STRENGTHS

- Collaboration of district and campus staff in analyzing of assessment data and classroom teaching
- Data driven instruction based on the needs of the student and needed to drive instruction and monitor student progress
- Weekly strand meetings by departments and EOC Meetings with Administration
- Algebra, Social Studies, and Science EOC testers are consistently scoring at approaches grade level or above at 92% and above.
- Increased number of students who are joining the ECHS Cohort.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause: Teachers are needed for all populations

Need Statement 2 (Prioritized): Supplemental Materials, including technology, will be purchased to aid teachers, counselors, support staff, and administrators in implementing curriculum traditionally or virtually as well providing instructional and non-instructional services to all stakeholders. Data Analysis/Root Cause: Students need to be performing at the Masters Level and materials will enable classes to be more rigorous.

Need Statement 3 (Prioritized): Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 4 (Prioritized): Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 5 (Prioritized): All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 6 (Prioritized): Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 7 (Prioritized): Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. Data Analysis/Root Cause: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness.

Need Statement 8 (Prioritized): Reading Literacy Skills are below expectations in all content areas. Data Analysis/Root Cause: English I and English II tests lag behind as students are not passing EOC and later down the road college level entrance tests.

Need Statement 9 (Prioritized): Curriculum writing needed for alignment. Data Analysis/Root Cause: Improving academic performance of students in EOC and AP areas.

Need Statement 10 (Prioritized): Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data

Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

Need Statement 11 (Prioritized): Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Need Statement 12 (Prioritized): Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

School Processes & Programs

School Processes & Programs Summary

Pace Early College High School administration is comprised of the Principal, one Dean of Instruction, and 5 Assistant Principals, four of which serve one grade level and one Assistant Principal who is dedicated to our IDEA students. Pace Early College High School also employs teachers that are highly qualified to teach in their content areas for all academic areas. New teachers are provided support through a variety of ways by the Dean of Instruction, including mentor teachers, campus administration, and trainings both inside and outside the district. Current initiatives to build capacity include a cohort of teachers receiving support to teach students at a higher level of rigor. Another group of teachers have been provided with scholarship opportunities to attain a master's degree in their content area through the UTRGV.

Professional growth opportunities are offered at the district level during the school day, after school, weekends, and out of district as needed. Topics include At-Risk Instructional strategies, rigor, data analysis, EOC (STAAR), Literacy, DOK, Bloom's Taxonomy, AP, Dual Enrollment, GT and many others. The expectation at Pace ECHS is that teachers attend professional growth opportunities as needed and determined in collaboration with faculty and administration. For year 2019-2020, teachers attended Summit K-12, Ellevation Trainings, and Technology Trainings throughout the year. These trainings will also be part of the 2020-2021 platform.

Teachers will be recipients of awards during the annual Pace ECHS Awards Night Ceremony which takes place in the Spring Semester. Students will write about who is the most influential teacher in their lives and the teachers with the most stories received win the coveted "Apple Award." Teachers feel celebrated, which helps with retention and recruitment. Other awards that are recognized at Pace are "Teacher of the Year." We will also be seeking community accolades to reward our teachers for their excellent classroom work.

Pace Early College High School instructors seek to deliver lessons that are highly engaging, high yield educational practices, targeted around the TEKS. Specifically, Pace Early College has provided a research based instructional strategies for all classroom teachers and continues to implementing the common instructional framework along with strategies to improve literacy in all content areas. Additionally, Pace Early College Faculty consistently utilizes the District Scope and Sequence to plan and deliver aligned instruction and assessment in all subject areas. Throughout the current school year, the faculty continues to receive coaching, training, ongoing professional development, and support in all of the content areas and is empowered to meet the needs of our students. Moreover, Pace Early College will continue seeking out and implementing response-to-intervention strategies, using rigorous assessments as tools for learning, identifying and refining current data systems to better track student progress. Student data provided through eSchools and Eduphoria will continue identifying and assessing our strengths and weaknesses in our instructional practices if we are to realize greater gains in narrowing our current achievement gaps in a culture of high performance. Teachers also use feedback from T-TESS for growth purposes and instructional improvement.

Pace has recently undergone a transformation in many ways, one of the most important changes has been the recent designation as an Early College High School. The Early College design is geared towards making at-risk students college ready before they graduate so that they may also earn college credits while in high school. Spring 2020, Pace welcomed the second cohort. A new ECHS Director for the campus was also named. CTE numbers also increased. The recently acquired Science, Technology, Architecture, and Medical Professions (STAMP) Program proved successful with Pace Students and Science, Technology, Engineering, Mathematics (STEM) Programs were also added and will allow students to study in the high demand fields and earn distinctions for program completion upon graduation.

Instructional technology at Pace Early College is a tool used as part of the learning environment for the administration, teachers, and students as we work together to promote student achievement infused with 21st century technology skills. Amongst the tools provided to teachers and students are teacher computers, laptops on wheels for classroom use, ipads on wheels for classroom use, student computer labs, mobi school pads, and cps clickers. Software offered includes Edgenuity, APEX, and Cloud Learning. We will also be working for each child having a technological device to aid in classroom instruction as hybrid learning may be on the horizon for Brownsville ISD.

Communication with faculty and staff is possible through weekly newsletters, continuous emails, morning announcements, and through stand/department leaders. Communication with parents is made through newletters, phone calls, and social media.

School Processes & Programs Strengths

School Processes and Program Strengths:

- Weekly meetings with departments and strand teachers that discusses data, synchronizes lessons and assessments to forumulate targeted interventions for students.
- Master schedule includes prescriptive interventions for students which includes a modified and hybrid schedule to ensure that special populations academic and social needs are met.
- Weekly administrator, counselor and at-risk meetings to discuss drop-out rate, and find strategies to keep students on track for graduation, issues with scheduling, CCMR, and other academic/social issues
- Meetings with teachers on IEP implementation every 6 weeks-Coordination Day, Communication Day, or meetings with teachers as needed on IDEA concerns
- Knowledge of district curriculum and TEKS
- Data review sessions
- Implementation of district created checkpoints and benchmarks
- GT Teachers, Pre-AP and AP Teachers attend professional development yearly
- Every teacher received 12 hours of training and on-the-job training with Google Classroom
- Recognition of students for academic and non-academic performances
- Curriculum writing opportunities for teachers to horizontally and vertically align with their counterparts

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Supplemental Materials, including technology, will be purchased to aid teachers, counselors, support staff, and administrators in implementing curriculum traditionally or virtually as well providing instructional and non-instructional services to all stakeholders. **Data Analysis/Root Cause:** Students need to be performing at the Masters Level and materials will enable classes to be more rigorous.

Need Statement 2 (Prioritized): Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 3 (Prioritized): Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 4 (Prioritized): Instructional Personnel needed to conduct EOC academies, credit recovery programs, and college readiness tutorials. Data Analysis/Root Cause: Improve academic performance of students in EOC, AP, and TSI areas.

Need Statement 5 (Prioritized): All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 6 (Prioritized): Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 7 (Prioritized): Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. Data Analysis/Root Cause: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness.

Need Statement 8 (Prioritized): Reading Literacy Skills are below expectations in all content areas. Data Analysis/Root Cause: English I and English II tests lag behind as students are not passing EOC and later down the road college level entrance tests.

Need Statement 9 (Prioritized): Curriculum writing needed for alignment. Data Analysis/Root Cause: Improving academic performance of students in EOC and AP areas.

Need Statement 10 (Prioritized): Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Need Statement 11 (Prioritized): Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Need Statement 12 (Prioritized): Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause: Teachers are needed for all populations

Need Statement 13 (Prioritized): Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

Need Statement 14 (Prioritized): Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Perceptions

Perceptions Summary

Pace Early College High School administration and staff takes preventive measures for safety and emergency management purposes. Procedures to promote safety include stationing security personnel at various points of school for monitoring. Personnel at Pace include 4 security guards, 2 police officer and 1 probation officer. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process. Discipline data was entered in review 360 where it was subsequently tracked for trends in behaviors. Widespread student participation in activities is promoted through events such as Meet The Viking, Meet the Teacher Night, Spaghetti Dinner, and other student oriented activities. Students are actively recruited for programs during the lunch periods and after school.

At Pace Early College High School parents take an active role in their children's education. Pace has taken steps to facilitate the communication between parents and teachers with the goal of improving the academic program. Teachers at Pace are encouraged to communicate with parents especially for concerns over the student's academic progress and attendance. All teachers at Pace have been provided with a classroom phone and parent contact log which ensures ongoing communication throughout the school year. Additionally teachers have been provided with website development training which opens the door to digital communications through email and assignments posted on teacher websites.

Perceptions Strengths

Amongst the many strengths that Pace Early College High School has to offer to the community and the faculty the following have been identified as major strengths.

- 1. Designation as an Early College High School
- 2. Incorporating community serviced days, such as the Big Event.
- 3. At-Risk Counselor Support for students at risk of dropping out.
- 4. Early College High School Counselor and Director for support in Dual Enrollment.
- 5. Drop Out Prevention Specialist support to increase the graduation rate and prevent students from dropping out.
- 6. Effective interventions for all student populations
- 7. Regularly recognize student success through annoucements and social media
- 8. Parent meetings for all students throughout the year

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Need Statement 2 (Prioritized): Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

Need Statement 3 (Prioritized): Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated
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and Pace had the most outcries of all high school campuses in 2019-2020.

Need Statement 4 (Prioritized): Update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works. Data Analysis/Root Cause: Older buildings do not attract students.

Need Statement 5 (Prioritized): Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. Data Analysis/Root Cause: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness.

Need Statement 6 (Prioritized): Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Priority Need Statements

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways.

Data Analysis/Root Cause 1: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Need Statement 1 Areas: Demographics

Need Statement 2: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause 2: Teachers are needed for all populations Need Statement 2 Areas: Student Learning - School Processes & Programs

Need Statement 3: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause 3: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments. Need Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 4: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause 4: Student apathy and staff attendance issues especially during COVID-19 pandemic. Need Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 5: Improve access to technology and supplemental resources for students to complete coursework.
 Data Analysis/Root Cause 5: Significant gaps exist between those who have access to technology due to low socioeconomic status.
 Need Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 6: Supplemental Materials, including technology, will be purchased to aid teachers, counselors, support staff, and administrators in implementing curriculum traditionally or virtually as well providing instructional and non-instructional services to all stakeholders.
 Data Analysis/Root Cause 6: Students need to be performing at the Masters Level and materials will enable classes to be more rigorous.
 Need Statement 6 Areas: Student Learning - School Processes & Programs

Need Statement 7: Students need additional instructional time before and after school for extended day tutorials.
Data Analysis/Root Cause 7: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,
Need Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 8: Increase student participation in co/extra-curricular activities
Data Analysis/Root Cause 8: Students have to work or have other family obligations
Need Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 9: Reading Literacy Skills are below expectations in all content areas. Data Analysis/Root Cause 9: English I and English II tests lag behind as students are not passing EOC and later down the road college level entrance tests. Need Statement 9 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 10: Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. Data Analysis/Root Cause 10: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness. Need Statement 10 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 11: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus.
 Data Analysis/Root Cause 11: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.
 Need Statement 11 Areas: Student Learning - School Processes & Programs

Need Statement 12: Instructional Personnel needed to conduct EOC academies, credit recovery programs, and college readiness tutorials. Data Analysis/Root Cause 12: Improve academic performance of students in EOC, AP, and TSI areas. Need Statement 12 Areas: School Processes & Programs

Need Statement 13: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual.
 Data Analysis/Root Cause 13: Low socioeconomic- parents are working and students want more independence from parents.
 Need Statement 13 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 14: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns.
Data Analysis/Root Cause 14: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.
Need Statement 14 Areas: School Processes & Programs - Perceptions

Need Statement 15: Curriculum writing needed for alignment.

Data Analysis/Root Cause 15: Improving academic performance of students in EOC and AP areas.

Need Statement 15 Areas: Student Learning - School Processes & Programs

Need Statement 16: Update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works. Data Analysis/Root Cause 16: Older buildings do not attract students. Need Statement 16 Areas: 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
- Federal Report Card Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: April 22, 2020

Goal 1: Pace students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Performance Objective 1:

Pace student performance for all students, all grades, all subjects will exceed 2019 EOC percent Approaches Grade Level, Meets Grade Level, and EOC Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

Targeted or ESF High Priority

Evaluation Data Sources: EOC performance reports; benchmark scores, report cards, tutorial logs/lesson plans

Strategy 1 Details	Reviews						
Strategy 1: Pace Learning Opportunities (PLO's) will be provided to economically disadvantaged students needing	Formative			Formative			Summative
remediation and accelerated instruction in the core content areas as well as for Post-Secondary readiness Standards.	Oct	Jan	Mar	June			
addition, a lead teacher will be provided to oversee credit recovery, tutorials with Saturday Academies to assure and assist with accountability.	65%	85%	85%				
Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, attendance rates, class grades, Summative: EOC scores, Core Area Passing Rates and Post-Secondary Assessment Scores; Increased Graduation Rates							
Staff Responsible for Monitoring: Dean of Instruction; Principal, Lead Teacher Drop Out Specialist Core Area Teachers Credit Recovery Teachers							
Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - Population: 9-12th Grade Students - Start Date: September 19, 2020 - End Date: May 8, 2021							
Need Statements: Demographics 1, 2, 4 - Student Learning 4, 5 - School Processes & Programs 3, 5 Funding Sources: COPY PAPER - 199 Local funds - 199-11'-6396-00-003-Y-11-000-Y - \$2,250, PROFESSIONAL EXTRA DUTY PAY-TUTORIALS - 162 State Compensatory - 162-11-6118-00-003-Y-24- EOC-Y - \$14,258, CUSTODIAL SUPPLIES - 199 Local funds - 199-51-6319-00-003-Y-99-000-Y - \$700, RECLASSIFIED TRANSPORTATON EXPENSES - 211 Title I-A - 211-11-6494-00-003-Y-30-0F2 - \$21,800, PROFESSONAL DUTY PAY- NON EOC TUTORIALS - 162 State Compensatory - 162-11-6118-00-003- Y-30-000-Y - \$6,000, COPY PAPER - 162 State Compensatory - 162-11-6396-00-003-Y-30-000-Y - \$15,000							

Strategy 2 Details	Reviews			
Strategy 2: Administrators, teachers, and instructional staff will meet throughout the school year by strand and		Formative		Summative
department during conference and/or campus planning to vertically and horizontally align curriculum, instruction, and assessments that reflect the TEKS, district scope and sequence, and data from formative tests and summative tests	Oct	Jan	Mar	June
released EOC /AP/ SAT/ASVAB/TSI exams using Edgenuity, APEX, Eduphoria and AWARE, which will drive planning for professional development, curriculum writing, conferences and workshops.	65%	80%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative: Progress on Mini-marks and Data Reports; Specific interventions for sub-populations; Classroom walk-throughs, data, campus six weeks assessments, check- point assessments				
Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walk-throughs/summatives- T-TESS;				
Staff Responsible for Monitoring: Dean of Instruction; Department Heads All Teachers				
Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - Population: Teachers - Start Date: August 5, 2020 - End Date: May 26, 2021				
Need Statements: Student Learning 3, 9 - School Processes & Programs 2, 9				
Funding Sources: STIPENDS - 162 State Compensatory - 162-13-6118-00-003-Y-30-000-Y - \$3,300, COPY PAPER - 199 Local funds - 199-11-6396-00-003-Y-11-000-Y - \$750, READING MATERIALS - 211 Title I-A - 211-12=6329-00-003-Y-30-0F2-Y - \$2,000, TEXTBOOKS - 199 Local funds - 199-11-6321-00-003-Y-11-000-Y - \$750				
Strategy 3 Details		Rev	iews	
Strategy 3: Certified administrators, teachers, and staff in all areas for all populations will be recruited and utilized to	ators, teachers, and staff in all areas for all populations will be recruited and utilized to Formative		Summative	
meet the needs of students in order to ensure that academic progress is attained and gaps are closed.	Oct	Jan	Mar	June
Specific interventions for sub-populations; Classroom walkthroughs, data, campus six weeks assessments, check- point assessments	75%	75%	90%	
Summative: Improve district bench mark results: improve EOC/TSI results: improved teacher walkthroughs/summatives- T-TESS:				
Staff Responsible for Monitoring: Principal: Dean of Instruction: Assistant Principal				
TEA Priorities: Recruit, support, retain teachers and principals - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 1, 7 - School Processes & Programs 4, 7, 12 - Perceptions 5				

Strategy 4 Details	Reviews			
Strategy 4: Credit recovery for At-Risk/ Title IA students will be offered all year round and will continue in the		Formative		
summer (Cohort Express) for limited time to give students the opportunity to regain credit and graduate on time.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Course Credit Completion; Summative: Credit Completion:				
Staff Responsible for Monitoring: Dean of Instruction; Summer School Administrator	90%	90%	95%	
Drop Out Specialist				
Title I Schoolwide Elements: 2.6 - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: June 4, 2021				
Need Statements: Demographics 1 - School Processes & Programs 4				
Funding Sources: PROFESSIONAL EXTRA DUTY PAY SUMMER COHORT - 211 Title I-A - 211-11-6118-00-003-Y-30-BDG-Y - \$6,496, MISCELLANEOUS CONTRACTED SERVICES-EDGENUITY -				
162 State Compensatory - 162-11-6299-62-003-Y-30-000-Y - \$33,000				
Strategy 5 Details		Reviews		
Strategy 5: Pace ECHS will ensure that cohort students are college ready, as well as college eligible by introducing	ng Oct	Formative		Summative
them to the AVID Curriculum through summer bridge and the duration of their cohort ECHS classes.		Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Successful academic and social-emotional transition for 8th graders to 9th graders.	75%	70%	80%	
Summative:				
Students will graduate with High School Diploma, complete college coursework				
Staff Responsible for Monitoring: ECHS Director				
Dean of Instruction				
TEA Priorities: Connect high school to career and college - Population: ECHS Cohort - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 7 - Perceptions 5				
Funding Sources: DUES-AVID MEMBERSHIP - 211 Title I-A - 211-11-6495-00-003-Y-30-0F2 - \$4,833, PROFESSIONAL EXTRA DUTY PAY-SUMMER BRIDGE - 211 Title I-A - 211-11-6118-00-003-Y-30-BDG-Y - \$18,000				

Strategy 6 Details	Reviews			
Strategy 6: Substitute teachers will cover classes so that teachers may be utilized for curriculum writing, coordination		Formative		Summative
day, communication day, tutorials for struggling students, data meetings, professional development opportunities on	Oct	Jan	Mar	June
students.				
 Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments. Staff Responsible for Monitoring: Administration Dean of Instruction TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Population: All Teachers - Start Date: August 10, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 Funding Sources: SALARY/WAGES FOR SUBSTITUTE TEACHERS - 162 State Compensatory - 162-11-6112-18-003-Y-30-000-Y - \$14,000, SALARY WAGES FOR SUBSTITUTE TEACHERS - 211 Title I-A 	70%	80%	90%	
- 211-13-6112-00-003-Y-30-AYP-Y - \$3,500, SALARY WAGES FOR SUBSTITUTE TEACHERS - 199 Local funds - 199-11-6112-18-003-Y-99-000-Y - \$2,000				
Strategy 7 Details		Rev	iews	
Strategy 7: Monitor the implementation of the 3 Tier Response to Intervention Model (RTI) in reading, math, and		Formative	1	Summative
documentation and interventions based on identified needs.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results:PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact:Improved STAAR scores, TTELPAS, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.	65%	75%	85%	
Staff Responsible for Monitoring: Administration Dyslexia/504 Department Lead Teachers in Math and Reading Dean of Instruction				
Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Population: Math and Reading Teachers - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 12				

Strategy 8 Details	Reviews			
Strategy 8: Provide district-wide/campus instructional resources and computer assisted instruction that reinforces	Formative			Summative
implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on	Oct	Jan	Mar	June
Identified needs.				
LUCHA Plogram	70%	75%	80%	
	10%	73%	00%	
EdgenuityK-12				
K-12 Summit				
APEX				
Writing Portfolios (including digital portfolios)				
Balanced Literacy Model Write for Success				
Inclusion (co-teach)				
ModelDyslexia Lab				
Texas Gateways Adaptive Curriculum				
Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data				
(walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and				
state assessments, Benchmark				
Scores,				
BOY/MOY/EOY data analysis meetings,				
Summative Impact: EOC scores, TELPAS and TERRA NOVA				
The campus will show a 5 point increase in the number				
of students meeting the 2019 passing standard on the				
district-developed assessments and the State assessments.				
Staff Responsible for Monitoring: Administration				
Program Specialists				
Department Heads				
STAR Teachers				
Dean of Instruction				
Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school				
to career and college - Population: Students 9-12th - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 3, 4 - Student Learning 2, 4, 6 - School Processes & Programs 1, 3, 6				
Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-003-Y-11-000-Y - \$10,000,				
PRINTING-MEDIA CENTER - 211 Title I-A - 211-11-6399-16-003-Y-30-0F2-Y - \$3,500, COPY PAPER - 211				
Title I-A - 211-11-6396-00-003-Y-30-0F2-Y - \$8,310, GENERAL SUPPLIES MEDIA CENTER - 199 Local				
funds - 199-11-6399-16-003-Y-11-002-Y - \$4,000, READING MATERIALS/INSTRUCTIONAL MATERIALS				
- 199 Local tunds - 199-12-6329-00-003-Y-99-000-Y - \$1,000, GENERAL SUPPLIES - 211 Title I-A -				
211-11-6399-00-003-Y-30-0F2-Y - \$24,500, GENERAL SUPPLIES - 162 State Compensatory -				
162-11-6399-00-003-Y-30-000-Y - \$122,445				

Strategy 9 Details	Reviews			
Strategy 9: Increase in staff to reduce critical classes, such as EOC ELA I and II, to meet the needs of at-risk, SPED,		Formative		
and EL populations in an effort to increase student academic achievement.	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Increase in numbers passing Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2020 passing standard on the district-developed assessments and the State assessments. Staff Responsible for Monitoring: Administration Dean of Instruction Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: Students English I and English II - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Student Learning 1 - School Processes & Programs 12 	45%	60%	75%	
Strategy 10 Details		Rev	iews	
Strategy 10: Staff and personnel will work with our At-Risk population to improve EOC scores in all content areas by		Formative		Summative
providing small group instruction and additional support in and out of the classroom.	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Benchmarks Summative: Meets on EOC exams Staff Responsible for Monitoring: Principal, Dean of Instruction, Counselor, Nurses, Instructional Aides Population: Students 9-12 At-Risk Students - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1 Funding Sources: COPY PAPER - 162 State Compensatory - 162-11-6396-00-003-Y-30-000-Y - \$5,000, SUPPLIES AND MATERIALS-SOFTWARE - 162 State Compensatory - 162-11-6395-62-003-Y-30-000-Y - \$5,000, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-003-Y-30-000-Y - \$5,000 	65%	75%	80%	
Image: No Progress Image: Accomplished Image: Continue/Modify	X Discor	ntinue		

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Demographics

Need Statement 2: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 3: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Student Learning

Need Statement 1: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause: Teachers are needed for all populations

Need Statement 2: Supplemental Materials, including technology, will be purchased to aid teachers, counselors, support staff, and administrators in implementing curriculum traditionally or virtually as well providing instructional and non-instructional services to all stakeholders. Data Analysis/Root Cause: Students need to be performing at the Masters Level and materials will enable classes to be more rigorous.

Need Statement 3: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. **Data Analysis/Root Cause**: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 5: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 7: Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. Data Analysis/Root Cause: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness.

Need Statement 9: Curriculum writing needed for alignment. Data Analysis/Root Cause: Improving academic performance of students in EOC and AP areas.

School Processes & Programs

Need Statement 1: Supplemental Materials, including technology, will be purchased to aid teachers, counselors, support staff, and administrators in implementing curriculum traditionally or virtually as well providing instructional and non-instructional services to all stakeholders. Data Analysis/Root Cause: Students need to be performing at the Masters Level and materials will enable classes to be more rigorous.

Need Statement 2: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 3: Students need additional instructional time before and after school for extended day tutorials. **Data Analysis/Root Cause**: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 4: Instructional Personnel needed to conduct EOC academies, credit recovery programs, and college readiness tutorials. Data Analysis/Root Cause: Improve academic performance of students in EOC, AP, and TSI areas.

School Processes & Programs

Need Statement 5: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 7: Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. Data Analysis/Root Cause: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness.

Need Statement 9: Curriculum writing needed for alignment. Data Analysis/Root Cause: Improving academic performance of students in EOC and AP areas.

Need Statement 12: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. **Data Analysis/Root Cause**: Teachers are needed for all populations

Perceptions

Need Statement 5: Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. **Data Analysis/Root Cause**: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness.

Goal 1: Pace students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Pace ECHS will implement and maintain the Early College High School Model- School Within A School Model- to maintain designation and improve performance by the ECHS Blueprint.

Evaluation Data Sources: TSI Reports, Dual Enrollment Credit Reports, AP Scores, ECHS Blueprint

Strategy 1 Details	Reviews			
Strategy 1: Teachers in the AP and Dual Enrollment teachers in core areas will implement tutorials through traditional		Summative		
or virtual means to provide intense instructional support for students taking AP and SAT exams and/or completing Dual Enrollment courses.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: AP Tutorial Sign-In sheets; Dual Enrollment Tutorial Sign-In Sheets; APEX and Edgenuity usage reports; Summative: Increase in AP scores/Completion of DE courses	60%	85%	90%	
Staff Responsible for Monitoring: Dean of Instruction Assistant Principal for AP Early College HS Director				
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Population: Advanced Placement Students Grades 9-12 - Start Date: September 14, 2020 - End Date: May 14, 2021				
Need Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 3				
Funding Sources: TUITION - 162 State Compensatory - 162-11-6223-15-003-Y-30-000-Y - \$5,365, TESTING MATERIALS FOR AP TEST - 211 Title I-A - 211-11-6399-00-003-Y-30-0F2-Y - \$37,244, PROFESSOINAL DUTY EXTRA PAY-TUTORIALS - 211 Title I-A - 211-11-6118-00-003-Y-30-OF2-Y - \$5,000				

Strategy 2 Details	Reviews			
Strategy 2: Recruit, support, and retain teachers that are qualified to teach upper level courses. All AP teachers will	Formative			Summative
have their courses approved by the College Board via the College Board audit process. Dual Enrollment teachers will provide opportunities for our high school students to receive college credit.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Increased numbers of students signing up to take the AP/SAT Exam and DE Progress Reports from the University	65%	70%	80%	
Summative: Increased numbers of students testing and earning AP Distinctions and students finishing DE courses				
Staff Responsible for Monitoring: Dean ECHS Director AP Administrator				
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Population: AP Teachers/DE Teachers - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Student Learning 7 - School Processes & Programs 7 - Perceptions 5				
Funding Sources: MISCELLANEOUS CONTRACTED SERVICES - 162 State Compensatory - 162-11-6299-15-003-Y-30-000-Y - \$45,900				
Strategy 3 Details		Rev	iews	
Strategy 3: Teachers will meet throughout the year to align the curriculum with scope and sequence and to make		Formative		Summative
decisions in regards to appropriate assessments and improvement of instruction.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Students passing classes Summative: Increased numbers of students passing STAAR, AP, DE classes and exams.		701	0.5.4	
Staff Responsible for Monitoring: Campus Administration Dean of Instruction	40%	70%	85%	
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Population: All Teachers - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Student Learning 9 - School Processes & Programs 9				

Strategy 4 Details	Reviews						
Strategy 4: All students in the ECHS Cohorts will have a counselor who will monitor academic progress and an ECHS		Formative					
counselor who will serve as a liaison between the universities and the students.	Oct	Jan	Mar	June			
Milestone's/Strategy's Expected Results/Impact: Formative: Monitor student progress academically Summative:	65%	80%	85%				
Increase of completion of Dual Enrollment courses by the student							
Staff Responsible for Monitoring: Academic Counselors ECHS Counselor							
TEA Priorities: Connect high school to career and college - Population: ECHS Cohort Students - Start Date: August 12, 2020 - End Date: May 27, 2021							
Need Statements: Demographics 1							
Strategy 5 Details		Rev	iews				
Strategy 5: Increase the number of students enrolled and passing rigorous dual/concurrent enrollment classes from	Formative			Formative			Summative
TSC and UT-RGV by providing tutorials, lab support, and online resources.	Oct	Jan	Mar	June			
College/Academy	70%	80%	90%				
Summative: Increased number of students passing Dual Enrollment Courses and obtaining college credit.							
Staff Responsible for Monitoring: Administration College Readiness Counselor ECHS Director							
Start Date: August 12, 2020 - End Date: May 27, 2021							
Need Statements: Demographics 1, 3, 4 - Student Learning 4, 6 - School Processes & Programs 3, 6							
Strategy 6 Details		Rev	iews				
Strategy 6: All students at Pace Early College High School will have personal graduation plans (PGP's) which are		Formative	ive Summativ	Summative			
developed by and implemented by Counselors. PGP forms will be filed in counselor binders and copies will be placed in student PRC's	Oct	Jan	Mar	June			
Milestone's/Strategy's Expected Results/Impact: Increase of graduation rates	OF W	000	OF OF				
Staff Responsible for Monitoring: Counselors	85%	90%	95%				
TEA Priorities: Connect high school to career and college - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021							
Need Statements: Demographics 1							
Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-31-6399-00-003-Y-99-000-Y - \$500, GENERAL SUPPLIES - 211 Title I-A - 211-31-6939-00-003-Y-30-0F2-Y - \$1,200, EQUIPMENT UNDER \$5000 - 211 Title I-A - 211-31-6398-62-003-Y-30-0F2-Y - \$6,718							



100%

Performance Objective 2 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Need Statement 3: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Student Learning

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 7: Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. **Data Analysis/Root Cause**: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness.

Need Statement 9: Curriculum writing needed for alignment. Data Analysis/Root Cause: Improving academic performance of students in EOC and AP areas.

School Processes & Programs

Need Statement 3: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 7: Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. **Data Analysis/Root Cause**: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness.

Need Statement 9: Curriculum writing needed for alignment. Data Analysis/Root Cause: Improving academic performance of students in EOC and AP areas.

Perceptions

Need Statement 5: Instructional personnel needed in order to offer more ECHS dual enrollment classes and to assist students in attaining an associates degree. **Data Analysis/Root Cause**: Teaching has shifted to teachers needing more advanced degrees as high schools have shifted focus to more college readiness. **Goal 1:** Pace students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Targeted or ESF High Priority

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
Strategy 1: Migrant students will utilize technology to complete homework assignments, complete class projects, attain		Formative		Summative
course credit through modules, develop effective study habits, and receive supplemental supports needed for high school success. Migrant students may come to the lab as needed for supplies and academic assistance.	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative: Sign In Sheets Summative: Course Credit Staff Responsible for Monitoring: Migrant Teacher; Asst Principal Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1, 2, 3 - Student Learning 5, 6 - School Processes & Programs 5, 6 Funding Sources: General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-003-Y-24-0F2=Y 	75%	75%	90%	
Strategy 2 Details		Rev	iews	
Strategy 2: All migrant students will receive grade appropriate school supplies, clothing and hygiene products on an as	Formative			Summative
needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic	Oct	Jan	Mar	June
 challenges of all students. *All PFS migrant students will receive supplemental supports services before other migrant students. *All migrant students will have an opportunity to attend a PFS Learning Academy. Milestone's/Strategy's Expected Results/Impact: Formative: Distribution forms, PFS Learning Academy Reports, Composite of Service Reports Summative: Fewer PFS students are identified due to increased performance; On time promotion and on-time graduation rates increased 	70%	85%	85%	
Staff Responsible for Monitoring: Migrant Teacher; Migrant Clerk; Asst Principal At-Risk Counselor				
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
Funding Sources: - 212 Title I-C (Migrant) - 212-11-6291, - 212 Title I-C (Migrant) - 212-11-6395				

Strategy 3 Details	Reviews			
Strategy 3: Migrant teacher will be available to assist migrant students throughout the day and after school to ensure	Formative Summative			
migrants receive all course work and makeup work to improve academic progress and graduation rate	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative: Walk-through, Sign in sheets, Report compliance, Parent meeting sign-ins Summative: Course Completion Transcripts, All required documentation and forms Staff Responsible for Monitoring: Migrant Teacher; Asst Principal TEA Priorities: Connect high school to career and college - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1, 3 - Student Learning 1, 6 - School Processes & Programs 6, 12 Funding Sources: Migrant teacher - 212 Title I-C (Migrant) - 212-11-61XX 	70%	75%	80%	
Strategy 4 Details	Reviews			
Strategy 4: All migrant students will be provided with training and support in use of academic tools and resources to	Formative			Summative
increase success in reading and mathematics.	Oct	Jan	Mar	June
 Summative: CBE Credit Reports Staff Responsible for Monitoring: Principal; Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1, 2, 3, 5 - Student Learning 5, 6, 8 - School Processes & Programs 5, 6, 8 Funding Sources: - 212 Title I-C (Migrant) 	80%	85%	90%	
Strategy 5 Details	Reviews			
Strategy 5: The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences	Formative Summative			
to migrant students and their families.	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative: Professional Leaves Summative: Turn around training Staff Responsible for Monitoring: Migrant Teacher, Assistant Principal ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Population: Migrant Teacher and Clerks - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2, 11 - Perceptions 3 Funding Sources: Substitutes - 212 Title I-C (Migrant) - 212-11-6112-00-003-Y-24-OF2-Y 	80%	85%	85%	

Strategy 6 Details		Rev	iews	
Strategy 6: Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills		Formative		
necessary to meet challenge of STAAR EOC. 11th and 12th grade migrant students will attend the Path to Scholarships	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets, Permission Slips Summative: Increased on-time graduation Decrease drop-out rate Increase ins scholarships awarded Increase in Algebra I EOC Scores Staff Responsible for Monitoring: District Migrant Coordinator HS Principal HS Migrant Teacher Migrant Counselor 	50%	65%	75%	
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1, 2 - Student Learning 5 - School Processes & Programs 5 Funding Sources: Region One Consultants-Math Academy - 212 Title I-C (Migrant) - 212-11-6239, Transportation to Path to Scholarships/Math Academy - 212 Title I-C (Migrant) - 212-11-6494				
Strategy 7 Details		Rev	iews	
Strategy 7: Migrant teacher will continue identifying students who are in danger of dropping out and will continue	Formative Summative			
monitoring and communicating with parents, administration and at-risk counselor on student's progress and assist in providing interventions/programs needed to better service migrant students.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Attendance roster into migrant lab; phone logs, 3 week progress reports, and six weeks grades	75%	70%	85%	
Summative: end of year state assessment scores				
Staff Responsible for Monitoring: Migrant Teacher Administration Counselor				
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: All Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 12				

Strategy 8 Details	Reviews			
Strategy 8: The migrant teacher and migrant clerks will continue providing supplemental support to the migrant	Formati			Summative
students in order to enhance the advocacy, encouragement, and support to the special needs of the migrant students as delineated by ESSA and will ensure that migrant students receive needed homework assistance and socialize with other	Oct	Jan	Mar	June
migrant students throughout the year as well as enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA Public Law 07-110) Section 1301-1309.	75%	80%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative: Attendance roster into migrant lab; phone logs, 3 week progress reports, and six weeks grades				
Summative: end of year state assessment scores				
Staff Responsible for Monitoring: Migrant Teacher				
Administration Counselor				
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Population: PFS and Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1, 3, 4 - Student Learning 4, 6 - School Processes & Programs 3, 6				
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Performance Objective 3 Need Statements:

Demographics
Need Statement 1 : Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. Data Analysis/Root Cause : The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.
Need Statement 2: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.
Need Statement 3: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.
Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,
Need Statement 5: Reading Literacy Skills are below expectations in all content areas. Data Analysis/Root Cause: English I and English II tests lag behind as students are not passing EOC and later down the road college level entrance tests.
Student Learning
Need Statement 1: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause: Teachers are needed for all populations
Need Statement 3: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Student Learning

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 5: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 8: Reading Literacy Skills are below expectations in all content areas. Data Analysis/Root Cause: English I and English II tests lag behind as students are not passing EOC and later down the road college level entrance tests.

School Processes & Programs

Need Statement 2: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 3: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 5: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 8: Reading Literacy Skills are below expectations in all content areas. Data Analysis/Root Cause: English I and English II tests lag behind as students are not passing EOC and later down the road college level entrance tests.

Need Statement 11: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Need Statement 12: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause: Teachers are needed for all populations

Perceptions

Need Statement 3: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.
Goal 1: Pace students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Career and Technical Education student participation will increase by 3 percentage points over 2019-2020, including special population students and CCMR graduates will improve over prior year graduates.

Targeted or ESF High Priority

Evaluation Data Sources: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Strategy 1 Details		Rev	iews	
Strategy 1: Campus counselors and CPO will review transcripts and schedules to ensure all students will be prepared to	red to Formative			Summative
graduate with appropriate CTE course work/foundation courses and meet CCMR requirements.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Student schedules will indicate 95% of students are scheduled in to CTE coursework Summative: CCMR graduation rate improves over previous year.	80%	90%	95%	
Staff Responsible for Monitoring: Principal, Assistant Principal, Head Counselor, CPO				
Population: Students 9-12 - Start Date: July 23, 2020 - End Date: June 9, 2021				
Need Statements: Demographics 1				
Strategy 2 Details		Rev	iews	
Strategy 2: CTE teachers in grades 9-12 will utilize funds for curriculum, curriculum supplements and updated		Formative	e Summ	
technology that will lead to enhanced student learning.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Students will be engaged in learning as evidenced by walkthroughs. Summative Students will learn the latest software applications and technology. Students will apply knowledge and skills to model, create, and engage in competition with other CTE Clubs Regional, Statewide, and Nationally.	75%	85%	90%	
Staff Responsible for Monitoring: Principal Assistant Principal for CTE Career Placement Officer				
Teachers				
Population: CTE Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				

Strategy 3 Details		Rev	iews	
Strategy 3: CTE will continue to encourage its students to participate in Career and Technical Student		Formative		Summative
Organizations (CTSO's), the robotic competition, and any other related skill contests, so that leadership, communication and soft skills may be developed	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Documentation for Students competing at the regional, state and national levels.	50%	70%	80%	
Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive accolades.				
Staff Responsible for Monitoring: CTE Administration CTE Teachers/Sponsors Career Placement Officers				
Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
Strategy 4 Details		Rev	iews	
Strategy 4: Provide all students with age appropriate CTE information and guidance for a better understanding of career		Formative		Summative
choices.	Oct	Jan	Mar	June
Study; flyers, brochures, sign-in sheets Summative: Increase in endorsements Staff Responsible for Monitoring: CTE Teachers, CTE Lead Teacher, CPO, Counselors,	80%	90%	95%	
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Population: 9-12 CTE Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
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Performance Objective 4 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Goal 1: Pace students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 5: Pace ECHS will utilize the Advise Texas Program and AmeriCorps Members to ensure underrepresented students enter and complete a post-secondary education.

Targeted or ESF High Priority

Evaluation Data Sources: FAFSA Applications, College/University Applications/Scholarships/College Entrance Exams (ACT/SAT)

Strategy 1 Details	Reviews			
Strategy 1: Students will have access to Advise Texas and Ameri-Corps College Advising team which work to	Formative			Summative
increase the number of low-income, first generation college, and underrepresented high school students who wish to		Jan	Mar	June
historically low college-going rates.				
Milestone's/Strategy's Expected Results/Impact: Formative: College/University Applications, FAFSA Applications	75%	85%	90%	
 Staff Responsible for Monitoring: Dean of Instruction, Principal, Advise Texas Advisor, higher Education Counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Grades 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1 Funding Sources: MISCELLANEOUS CONTRATCT SERVICES: ADVISE TEXAS - 211 Title I-A - 211-31-6299-00-003-Y-30-TUK-Y - \$10,000 				

Strategy 2 Details		Reviews		
Strategy 2: Guidance and Counseling will provide a University Day where Pace students will meet representatives from		Formative		Summative
a College and Financial Aid Night to provide students on admissions, financial aid, and scholarship information to increase the number of students qualifying for financial aid. Milestone's/Strategy's Expected Results/Impact: Formative: Increased number of parents and students who		Jan 75%	Mar 90%	June
 Summative: Summative: Increased applications of students who apply for colleges, scholarships, and financial aid Staff Responsible for Monitoring: Counselors Administration Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1, 7 - Student Learning 11 - School Processes & Programs 14 - Perceptions 1 				
Strategy 3 Details	Reviews			
Strategy 3: The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the	Formative			Summative
additional academic, social, and emotional support that will help them succeed in their most rigorous courses. AVID		Jan	Mar	June
behaviors that can be incorporated into any classroom to improve engagement and success for all students. Milestone's/Strategy's Expected Results/Impact: Formative: Increased number of students enrolling in advanced classes. Summative: graduating with college credits leading to an associates degree	80%	80%	90%	
Staff Responsible for Monitoring: ECHS Director Administration				
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: ECHS Cohort Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
Strategy 4 Details		Revi	iews	
Strategy 4: TSI Teacher and TSI Lab will be used to regularly TSI test students to ensure their enrollment and success in Dual Enrollment courses and post secondary education		Formative		Summative
Milestone's/Strategy's Expected Results/Impact: Formative: Increase in number of students taking courses	Oct	Jan	Mar	June
Summative: Students earning hours for college towards the Associates Degree Staff Responsible for Monitoring: ECHS Director; Academic Counselors, ECHS Counselors	75%	80%	90%	
Title I Schoolwide Elements: 2.4 - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
Funding Sources: TESTING MATERIALS - 211 Title I-A - 211-11-6339-00-003-Y-30-0F2 - \$5,000				



Performance Objective 5 Need Statements:

 Demographics

 Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. Data Analysis/Root Cause: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

 Need Statement 7: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

 Student Learning

 Need Statement 11: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

 School Processes & Programs

 Need Statement 14: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

 Perceptions

Need Statement 1: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Goal 1: Pace students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 6: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019--2020 participation.

Targeted or ESF High Priority

Evaluation Data Sources: Increase regional, state, national, and international competition participation numbers and placement numbers

Strategy 1 Details	Reviews			
Strategy 1: Students and teachers will be provided training, technology, resources and supplies, to compete at district,	Formative S			Summative
regional, and state competitions in UIL, Mock Trial, Robotics, CTE, and all other co-curricular activities in English, Social Studies, Science, and Science.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Practice Logs, Lesson Plans, Walk throughs	45%	60%	80%	
Summative: Performance Results:				
Increase in students advancing in History and Science state competitions and beyond.				
Increase in UIL Regional and State Berths in UIL				
Increase in state and national qualifiers in CTE				
Staff Responsible for Monitoring: Asst. Principals, Fine Arts Teachers CTE				
Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 7 - Student Learning 11 - School Processes & Programs 14 - Perceptions 1				
Funding Sources: FURNITURE, EQUIPMENT & SOFTWARE - 199 Local funds - 199-36-6639-00-003-				
Y-99-000-Y - \$3,000, TRAVEL AND SUBSISTENCE-STUDENTS - 199 Local funds - 199-36-6412-00-003-				
Y-99-020-Y - \$2,500, EXTRA DUTY PAY-SUP PE - 199 Local tunds - 199-23-6121-08-003-Y-99-000-Y -				
\$0,500, RECLASSIFIED TRANSPORTATION EXPENSES - 199 Local lunds - 199-50-0494-00-005- V 00 020 V \$2,000 PECI ASSIFIED TRANSPORTATION EXPENSES 100 Local funds				
199-36-6494-00-003-Y-99-019-Y - \$1 000 TRAVEL AND SUBSISTENCE-STUDENTS - 199 Local funds -				
199-36-6412-00-003-Y-99-000-Y - \$8,500, GENERAL SUPPLIES - 199 Local funds - 199-36-6399-00-003-				
Y-910-42-Y - \$11,500, STPENDS - 199 Local funds - 199-36-6117-00-003-Y-99-020-Y - \$12,000, TRAVEL				
AND SUBSISTENCE STUDENTS - 199 Local funds - 199-11-6412-00-003-Y-11-000-Y - \$2,000, GENERAL				
SUPPLIES - 199 Local funds - 199-36-6399-00-003-Y-99-000-Y - \$4,500, MISCELLANEOUS COPERATING				
COSTS-FEES - 199 Local funds - 199-36-6497-00-003-Y-99-019-Y - \$1,000, MISCELLANEOIUS				
OPERATING COSTS/FEES - 199 Local funds - 199-36-6497-00-003-Y-99-000-Y - \$500, TRAVEL AND				
SUBSISTENCE-STUDENTS - 199 Local funds - 199-36-6412-00-003-Y-99-019-Y - \$4,000, RECLASSIFIED				
IKANSPUKIATION EXPENSES - 199 Local tunds - 199-36-6494-00-003-Y-99-000-Y - \$9,000, GENERAL				
SUPPLIES - 199 Local lunds - 1990-30-0399-44-003-Y-99-000-Y - \$1,500, MISCELLANEOUS COPERATING COSTS FEES 100 Local lunds 100 36 6407 00 002 V 00 020 V \$500				
COSTS-TEES - 177 Local Iulius - 177-30-047/-00-003-1-77-020-1 - \$300				

Strategy 2 Details	Reviews			
Strategy 2: Increase enrollment in fine arts programs by conducting recruitment, public and private concerts,		Formative		Summative
community service, and visits to feeder schools.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS enrollment numbers, class rosters	75%	70%	80%	
Summative Impact:				
Funding				
Staff Responsible for Monitoring: Administration				
Fine Arts Department Head				
Fine Arts Teachers				
Population: CTE STUDENTS - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 7 - Student Learning 11 - School Processes & Programs 14 - Perceptions 1				
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Performance Objective 6 Need Statements:

Demographics				
Need Statement 7: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations				
Student Learning				
Need Statement 11: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations				
School Processes & Programs				
Need Statement 14: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations				
Perceptions				
Need Statement 1: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations				

Goal 1: Pace students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 7: Special Education Students will show growth by 3 % points over the 2019-2020 EOC Test scores in all areas.

Targeted	or	ESF	High	Priority
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Evaluation Data Sources: EOC Test Scores, Benchmarks

Strategy 1 Details		Reviews		
Strategy 1: Review implementation of Special Education services as written in the student's IEP to ensure they match		Formative		Summative
the student's educational abilities with the general education teacher weekly and during coordination days every six weeks. Substitutes will be provided as needed	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Increase success of the student in the classroom, increase grades on the report cards.	80%	80%	90%	
Summative:				
Increase the numbers of students passing the EOC.				
Increase the numbers of students graduating with CCMR from SPED				
Staff Responsible for Monitoring: Administration Special Education Teachers Special Education Aides				
Title I Schoolwide Elements: 2.6 - Population: SPED Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1, 4, 6 - Student Learning 3, 4, 10 - School Processes & Programs 2, 3, 13 - Perceptions 2				
Strategy 2 Details		Rev	iews	
Strategy 2: General Teachers and SPED Folder teachers will co-plan and co-teach and disaggregate EOC benchmarks		Formative		Summative
and tests in order to ensure that SPED students are being serviced to the specificity of the IEP.	Oct	Jan	Mar	June
increase grades on the report cards; more cohesion between SPED and General Education teachers.	80%	75%	80%	
Summative:				
Increase the numbers of students passing the EOC.				
Staff Responsible for Monitoring: Administration				
Special Education Teachers General Education Teachers				
Title I Schoolwide Elements: 2.6 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1, 2, 4 - Student Learning 1, 4, 5 - School Processes & Programs 3, 5, 12				

Strategy 3 Details	Reviews			
Strategy 3: Professional development will be provided to all teachers and aides concerning SPED updates, CPI	Formative			Summative
Training, EOC Accommodations and Testing procedures, and other subject related/curriculum and pedagogy that will serve to improve the instruction of all SPED students.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teachers.	80%	85%	85%	
Summative:				
Increase the numbers of students passing the EOC.				
Staff Responsible for Monitoring: Dean of Instruction				
Administration				
Department Heads				
Title I Schoolwide Elements: 2.6 - Population: SPED Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1, 2, 4 - Student Learning 1, 4, 5 - School Processes & Programs 3, 5, 12				
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Performance Objective 7 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Need Statement 2: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 6: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

Student Learning

Need Statement 1: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause: Teachers are needed for all populations

Need Statement 3: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. **Data Analysis/Root Cause**: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Student Learning

Need Statement 5: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 10: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

School Processes & Programs

Need Statement 2: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 3: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 5: All Special Population (SPED, Bilingual, and At-Risk) scores need to increase on state assessments. Data Analysis/Root Cause: SPED, LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 12: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause: Teachers are needed for all populations

Need Statement 13: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

Perceptions

Need Statement 2: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. **Data Analysis/Root Cause**: Low socioeconomic- parents are working and students want more independence from parents. **Goal 1:** Pace students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 8: Increase community service projects that are aligned with student interests

Evaluation Data Sources: Social-Emotional Learning

Strategy 1 Details	Reviews			
Strategy 1: All Clubs and Organizations will participate in the Big Event as part of a community service drive.		Formative		Summative
Milestone's/Strategy's Expected Results/Impact: Formative: Information on various types of service projects	Oct	Jan	Mar	June
Summative: Increase in social-emotional development Staff Personsible for Monitoring: Administration				
Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: May 27, 2021	70%	65%	70%	
Topulation. ALL STODENTS - Start Date. August 12, 2020 - End Date. May 27, 2021				
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Goal 2: Pace, in collaboration with Administration, Parents, and Community, will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Campus facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 3)

Evaluation Data Sources: New Energy Plan adopted by campus, updated Five-year facilities renovation plan

Strategy 1 Details		Rev	iews	
Strategy 1: Pace ECHS will purposely promote energy savings activities on the campus to support implementation of		Formative		Summative
 the district's energy savings plan. Examples of these activities will include: facilities lights/electronic equipment monitoring, use of one area for tutorial/PLOs. All outside lights in working condition around gym and field house area. Milestone's/Strategy's Expected Results/Impact: Formative: Draft of Energy Plan Summative: Energy yearly average comparison Staff Responsible for Monitoring: Assistant Principal, maintenance supervisor, and night head custodian ESF Levers: Lever 3: Positive School Culture - Population: All Stakeholders - Start Date: July 1, 2020 - End Date: June 30, 2021 Need Statements: Perceptions 4 	Oct 70%	Jan 80%	Mar 85%	June
Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-51-6399-00-003-Y-99-000-Y - \$1,000, SUPPLIES FOR MAINTENCE/OPERATIONS-CUST - 199 Local funds - 199-51-63-15-00-003-Y-99-000-Y - \$11,502, EXTRA DUTY PAY/OVERTIME SUP PE - 199 Local funds - 199-51-6121-46-003-Y-99-000-Y - \$200, EXTRA DUTY PAY/OVERTIME SUP PE - 199 Local funds - 199-51-6121-47-003-Y-99-000-Y - \$200 Strategy 2 Details		Rev	iews	
Strategy 2: Create and implement a systematic approach to the reposition/ungrade/improvement of facilities to		Formativa		Summativa
include prioritizing based on safety and needs of the campus.	0.4	TUIMative	М	Jummative
Milestone's/Strategy's Expected Results/Impact: Formative: Facilities Improvement Plan	Oct	Jan	Mar	June
Summative: EOY Renovation Schedules Staff Responsible for Monitoring: Assistant Principal, maintenance supervisor, and night head custodian ESF Levers: Lever 3: Positive School Culture - Population: All Stakeholders - Start Date: July 1, 2020 - End Date: June 30, 2021 Need Statements: Perceptions 4	80%	85%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the	Formative			Summative
support of community, parents and students.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green	75%	85%	85%	
 Summative impact: +improved campus survey data about facilities more parental involvement opportunities Staff Responsible for Monitoring: Administration Program Staff ESF Levers: Lever 3: Positive School Culture - Population: All Stakeholders - Start Date: July 1, 2020 - End Date: June 30, 2021 Need Statements: Perceptions 4 				
Strategy 4 Details		Rev	iews	
Strategy 4: 4. The campus will continue upgrading gyms, library, and the auditorium so they can continue being used		Formative		Summative
for multi-purposes in order to meet the needs of the campus and community.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Showcases the campus Perception of the services offered at Pace	75%	70%	90%	
Summative:				
Staff Responsible for Monitoring: Administration Coaches Fine Arts ESF Levers: Lever 3: Positive School Culture - Population: All Stakeholders - Start Date: August 5, 2020 - End Date: June 30, 2021 Need Statements: Perceptions 4				
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Performance Objective 1 Need Statements:

Perceptions

Need Statement 4: Update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works. **Data Analysis/Root Cause**: Older buildings do not attract students.

Goal 3: Pace will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Campus Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: The campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for campus, internal and external audit reports and FIRST ratings

Strategy 1 Details	Reviews			
Strategy 1: The Campus will support program and campuses in an effective and efficient use of 100% of available	Formative			Summative
budgeted funds based on the needs assessments. Departments will be directly involved in budget moves and changes.	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: end of year expenditure reports Staff Responsible for Monitoring: Campus Administration Dean of Instruction Population: Campus Teachers and Staff - Start Date: July 1, 2020 - End Date: July 1, 2021 Need Statements: Demographics 1 	80%	80%	85%	
0% No Progress 100% Accomplished Continue/Modify	X Discor	ntinue		1

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Goal 3: Pace will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Campus Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: The campus will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, campus climate surveys

Strategy 1 Details	Reviews			
Strategy 1: Pace ECHS will maintain staff morale and teacher retention rates through: Back To School Breakfast,		Formative		Summative
Thanksgiving Luncheon, December Tamalada, Teacher Appreciation Week, Teacher of the Year Award, Apple Award, teacher attendance, teacher of the week/year, and sponsorships	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Newsletter and Announcement Summative: Mid-Term and EOY Recognition	80%	85%	85%	
Staff Responsible for Monitoring: Principal, Dean of Instruction, and Assistant Principals.				
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Population: Pace Faculty and Staff - Start Date: July 1, 2020 - End Date: July 1, 2020				
Need Statements: Student Learning 12 - School Processes & Programs 10 - Perceptions 6				
Funding Sources: AWARDS 199 Local funds - 199-11-6498-00-003-Y-11-000-Y - \$4,000, MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-23-6499-53-003-Y-99-000-Y - \$1,000				
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Performance Objective 2 Need Statements:

Student Learning				
Need Statement 12: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.				
School Processes & Programs				
Need Statement 10 : Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause : Student apathy and staff attendance issues especially during COVID-19 pandemic.				
Perceptions				
Need Statement 6 : Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause : Student apathy and staff attendance issues especially during COVID-19 pandemic.				

Goal 4: Pace will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Campus Goal 4)

Performance Objective 1: Pace will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Media records with Public Information Office, enrollment data, campus web site

Strategy 1 Details	Reviews			
Strategy 1: Pace will continue updating its websites and social media to promote Pace and showcase campus/program		Formative		Summative
activities and successes and supply the Public Information Office with news of campus accomplishments.	Oct	Jan	Mar	June
Summative: Increased involvement of Pace students and parents;	80%	80%	90%	
Increased enrollment				
Stall Responsible for Monitoring: Campus Administration Population: All Stakeholders Start Date: July 1, 2020, End Date: July 1, 2021				
Need Statements: Demographics 1, 6, 7 - Student Learning 10, 11, 12 - School Processes & Programs 10, 13, 14 - Perceptions 1, 2, 6				
Funding Sources: MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-11-6499-53-003- Y-11-000-Y - \$4,000				
Strategy 2 Details	Reviews			
Strategy 2: Pace administration will provide feature articles, current and prior students, parents, staff recognition,		Formative		Summative
co/extra-curricular activities, and parent/community events to BISD Public Information Office or K-BISD.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.	85%	75%	85%	
showcases.				
Summative: annual compilation of articles and presentation/ showcases				
Staff Responsible for Monitoring: Administration				
Population: All Stakeholders - Start Date: July 1, 2020 - End Date: July 1, 2021				
Need Statements: Demographics 1, 6, 7 - Student Learning 10, 11, 12 - School Processes & Programs 10, 13, 14 - Perceptions 1, 2, 6				



100%

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Need Statement 6: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. **Data Analysis/Root Cause**: Low socioeconomic- parents are working and students want more independence from parents.

Need Statement 7: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Student Learning

Need Statement 10: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. **Data Analysis/Root Cause**: Low socioeconomic- parents are working and students want more independence from parents.

Need Statement 11: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Need Statement 12: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

School Processes & Programs

Need Statement 10: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Need Statement 13: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

Need Statement 14: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Perceptions

Need Statement 1: Increase student participation in co/extra-curricular activities Data Analysis/Root Cause: Students have to work or have other family obligations

Need Statement 2: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. **Data Analysis/Root Cause**: Low socioeconomic- parents are working and students want more independence from parents.

Need Statement 6: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Sources: BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, eSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements.

Strategy 1 Details	Reviews				
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have		Formative			Summative
access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.	Oct	Jan	Mar	June	
Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by district and campus.	75%	80%	80%		
Staff Responsible for Monitoring: Administration					
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021					
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3					

Strategy 2 Details	Reviews			
Strategy 2: Pace will continue implementing RTI behavior interventions upon transitioning to their home campus and		Formative		Summative
Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Pace will continue using	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: RTI documentation from teachers and other stakeholders, Counselor meeting logs,	80%	80%	85%	
Summative Impact: -eSchool discipline report data				
 -Decrease the number of repeated referrals to BAC by implementing RTI behavior interventions for students transitioning to their home campus from BAC. Staff Responsible for Monitoring: RTI Administration Teachers Counselors ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3 				
Strategy 3 Details		Rev	iews	
Strategy 3: Instructional Strategies / Character Building		Formative		Summative
Provide classroom character education and/or instructional strategies to keep students engaged and away from	Oct	Jan	Mar	June
 discipline issues. 2) Increase the number of student clubs and organizations 3) Keep at-risk students in school through programs and support services provided by campus Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs 	70%	80%	80%	
Summative: Reduction in discipline referrals. EOY Reports				
Staff Responsible for Monitoring: Principal, Assistant Principals, Security, Lead teacher Counselors Nurses				
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				

Strategy 4 Details	Reviews			
Strategy 4: A probation officer will collaborate with administration, faculty, and staff in providing support services to		Formative		Summative
students on probation to improve academic achievement.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: eSchool PLUS At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Recidvism Rate, Dropout Rate, Graduation Rate, Completion Rate Staff Responsible for Manitoring: Grade Level Administrator: Administrator for State Compensatory Education	65%	90%	90%	
ESE Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End				
Date: May 27, 2021				
Strategy 5 Details		Rev	iews	
Strategy 5: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and		Formative		Summative
deescalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive	Oct	Jan	Mar	June
Model at each campus				
Milestone's/Strategy's Expected Results/Impact: Formative Results:	75%	80%	80%	
Student sign-in sheets, Counselor's logs, Audits,				
Evaluation sheets,				
Training sign-in sheets				
Summative Impact: Disaming DEIMS Report Data reflecting a reduction to DAER				
+Discipline PEINS Report Data renecting a reduction to DAEP.				
Guidance and Counseling				
Campus Behavior				
Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
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Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

School Processes & Programs

Need Statement 11: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Perceptions

Need Statement 3: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Goal 5: Pace will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population

Evaluation Data Sources: ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool, behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
Strategy 1: Campuses will provide all new teachers training and refreshers for all faculty on the use of district software		Formative		Summative
at the beginning of the school year to document discipline and how to prepare and monitor behavior RTI plans.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool discipline reports and RTI plans	70%	65%	75%	
Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.				
Staff Responsible for Monitoring: RTI Administrator				
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management		Formative		Summative
and safe environments.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports			80%	
Summative Impact: +Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.	70%	75%	00%	
Summative Impact: +Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. Staff Responsible for Monitoring: Administration	70%	75%	00%	
 Summative Impact: +Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021 	70%	75%	00%	

Strategy 3 Details	Reviews			
Strategy 3: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with		Formative		Summative
greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the distrrict level	70%	80%	85%	
Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease				
Staff Responsible for Monitoring: RTI Administrator Counselors Police and Security				
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
Strategy 4 Details		Rev	iews	-
Strategy 4: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-	Formative			Summative
related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Current Mental Health (including stress, anxiety, coping skills, suicide, self-harm threats). Interpersonal and	Oct	Jan	Mar	June
Intrapersonal Effectiveness, Personal health and safety, violence and school safety, suicide prevention, intervention, and postvention, school-age pregnancy, child abuse and neglect, safety-related trends and conflict, and character education	70%	80%	85%	
Summative: Decrease in number of student discipline and adult absenteeism				
Staff Responsible for Monitoring: Administration and Campus Police and Security and Counselors				
ESF Levers: Lever 3: Positive School Culture - Population: 9-12 Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
Funding Sources: GENERAL SUPPLIES - 211 Title I-A - 211-33-6399-00-003-Y-30-0F2-Y - \$2,000, GENERAL SUPPLIES - 199 Local funds - 199-33-6399-00-003-Y-99-000-Y - \$1,500				

Strategy 5 Details	Reviews			
Strategy 5: In School Suspension	Formative			Summative
ISS will be restructured to meet the needs of students and bring in implementation of Computer based instructions, and other district approved educational programs. Access to computers.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs	70%	75%	75%	
Summative: ISS Attendance Rates				
Staff Responsible for Monitoring: Principal, Assistant Principals				
ESF Levers: Lever 3: Positive School Culture - Population: 9-12 Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Image: No Progress Image: Accomplished Image: Continue/Modify	X Disco	ntinue		

Performance Objective 2 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

School Processes & Programs

Need Statement 11: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Perceptions

Need Statement 3: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Goal 5: Pace will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Strategy 1 Details	Reviews			
Strategy 1: Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor		Formative		Summative
to view cameras throughout the day.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Increased coordination between security, BISD Campus Police and administration Summative: Reduction in vandalism	70%	65%	75%	
Staff Responsible for Monitoring: Principal, Assistant Principals, Security Monitor, BISD campus police				
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
Strategy 2 Details		Rev	iews	
Strategy 2: 2) Place and assign security officers and police officers throughout the year in strategic locations around the	Formative			Summative
high school and perimeter.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Security Officers and Police Officers work schedule assignments	75%	75%	75%	
Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place				
Staff Responsible for Monitoring: Administration Special Services				
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Campus Administration, Security Staff, Counselors,	Formative			Summative
and community/non-profit organizations, will address	Oct	Jan	Mar	June
current safety-related trends and conflict resolution	00	Jan	Iviai	June
through presentations with students, parents, campus				
faculty and staff on:	75%	75%	75%	
Gang Awareness, Bullying/harassment,				
Dating Violence, Senate Bill 30- Community Safety Act,				
Unwanted physical/verbal aggression,				
Sexual Harassment, Suicide Awareness, David's Law, I-Guardian,				
Guardian Internet Safety,				
Drug, Alcohol and Tobacco Awareness,				
Gun Safety,				
Teen Community Emergency Response Team (CERT),				
Truancy,				
Emergency Operations Plan (EOP)-Safety Procedures				
Milestone's/Strategy's Expected Results/Impact: Formative results:				
Completed Parental Involvement Policies, Campuses S-PS				
Compacts				
Campus Visitation Reports, Campus Websites, Fliers,				
Meeting Agendas				
Summative Impact:				
100% Completed Title I-A Parental Involvement				
Compliance Checklist				
100% Signed S-P-S Compact				
Training Session Evaluations				
Staff Responsible for Monitoring: Parent and Family				
Engagement				
Coordinator and				
Staff				
Counselors				
ESF Levers: Lever 3: Positive School Culture - Population: All Stakeholders - Start Date: August 27, 2020 - End Date: May 27, 2021				
Nord Statements: Demographics 1 School Processes & Dragrams 11 Dercentions ?				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				

Strategy 4 Details	Reviews			
Strategy 4: Pace or other approved BISD professionals, will conduct Active Shooter or other hazardous lock down		Formative		Summative
drills at least twice per semester.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas	25%	25%	40%	
Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year Staff Responsible for Monitoring: Security Services Administration, Guidance and Counseling Administration, and Campus Administration ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 27, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
Strategy 5 Details		Rev	iews	
Strategy 5: Counselors, CIS, and student organizations will promoting Red Ribbon Educational Activities, Anti-	Formative			Summative
Bullying, and character education events in order to raise awareness and behavioral changes.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative results: Educate students and bring awareness	70%	70%	70%	
Summauve. Decrease the number of students drug related discipline incidents compared to prior school year				
Staff Responsible for Monitoring: Administration Teachers				
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
Image: No Progress Image: Accomplished Image: Continue/Modify	X Discor	ntinue		

Performance Objective 3 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

School Processes & Programs

Need Statement 11: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Perceptions

Need Statement 3: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Goal 5: Pace will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 4: Implement district COVID-19 Reentry plan for students and staff safety in transitioning back to school.

Evaluation Data Sources: Rampant rise of COVID-19 cases in the county; safety measures must be in place for all stakeholders;

Strategy 1 Details	Reviews			
Strategy 1: Check faculty and staff as they are coming in the building; constant building checks and maintenance of the	Formative			Summative
building;	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Healthy school environment Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture - Population: ALL STAKEHOLDERS - Start Date: August 10, 2020 - End Date: May 31, 2021 Need Statements: Demographics 1 - Student Learning 12 - School Processes & Programs 10 - Perceptions 6 	70%	90%	95%	
Image: No Progress Image: Accomplished Image: Continue/Modify	X Disco	ntinue		

Performance Objective 4 Need Statements:

Demographics			
Need Statement 1 : Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. Data Analysis/Root Cause : The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.			
Student Learning			
Need Statement 12 : Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause : Student apathy and staff attendance issues especially during COVID-19 pandemic.			
School Processes & Programs			
Need Statement 10. Immerse student attendance and staff mergie by maviding a cafe anvironment for all states alders. Date An alwis/Deat Cause, Student anothy and staff			

Need Statement 10: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Perceptions

Need Statement 6: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Goal 6: Pace Administration, Parents, and Community, will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020 -2021.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
Strategy 1: Pace will provide workshops and seminars to parents/guardians at flexible meeting times, in both English		Formative		Summative
and Spanish, to improve healthy parent/guardian-student relationships and improve school-parent/guardian relationships.	Oct	Jan	Mar	June
Provide a calendar of workshops and seminars to all parents - separate from the school and/or teacher newsletter. Population: parents/guardians	70%	75%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative: Parent Trainer Documentation including campus visitation reports, weekly reports, contact logs, monthly calendar, peer review audits; Parental feedback				
Summative:				
Training session evaluation scores; Increase in Parent Participation Rates for meetings; Increase in Graduation Rates;				
Staff Responsible for Monitoring: Dean of Instruction; Principal; Program Specialist; Parental Liaison, clubs, dyslexia, IDEA				
Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2				
Funding Sources: Title I CS- PACE CMP ALLO General Supplies - 211 Title I-A - 211-61-6399-00-003- Y-30-0F2-Y - \$900				

Strategy 2 Details	Reviews				
Strategy 2: Conduct the following annual Title I-A required activities:		Formative		Summative	
Disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A	Oct	Jan	Mar	June	
 students and post on campus website in both English and Spanish. *As a Title I-A campus, Pace will provide a School-Parent-Student Compact that outlines how the parents, the entire school staff, students, and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop partnership to help children achieve the State's highest standards. Milestone's/Strategy's Expected Results/Impact: Formative: School-Parent-Student Compacts and Policy distribution documentation Summative: Composite of End of Year Survey; Website; Title I-A Parental; Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals; 100% SPS Compact Training Sessions Evaluations Staff Responsible for Monitoring: Principal; Dean of Instruction; Parent Liaisons, Counselors, Assistant Principal Title I Schoolwide Elements: 3.1 - Population: All Parents - Start Date: August 5, 2020 - End Date: May 27, 2021 Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2 	70%	80%	85%		
Strategy 3 Details		Rev	iews		
Strategy 3: SBDM and parent participants will review and revise the Parent Compact and Parent Engagement Policy in		Formative		Summative	
English and Spanish for the years 2021-2022.	Oct	Jan	Mar	June	
Milestone's/Strategy's Expected Results/Impact: Formative: District and Campus Policy and Compact meeting documentation Summative: Parent Survey; Title I-A Parental Involvement Compliance; Checklist; STAAR Results; Attendance Rate; Discipline Referrals;	70%	75%	85%		
Staff Responsible for Monitoring:					
Assistant Principal; Parent Liaisons Title I Schoolwide Elements: 3.1 - Population: All Parents - Start Date: August 5, 2020 - End Date: May 27, 2021					
Need Statements: Demographics 1, 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2					

Strategy 4 Details	Reviews			
Strategy 4: Convene the annual Title I-A Meetings to notify parents in English and Spanish of their school's	arents in English and Spanish of their school's Formative			Summative
articipation in the Title I-A program; to explain the program requirements; and to inform parents of their right to be	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Sign Ins; Usage/Attendance of Parental Involvement Summative: Parent Survey; Website; Title I-A Parental Involvement; Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals	70%	85%	90%	
Staff Responsible for Monitoring: Principal; Assistant Principal; Parent Liaisons				
Title I Schoolwide Elements: 3.2 - Population: All Parents - Start Date: August 5, 2020 - End Date: May 12, 2020				
Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2				
Strategy 5 Details		Rev	iews	
Strategy 5: Conduct Parent Consultation/survey in English and Spanish to evaluate the effectiveness of the campus		Formative		Summative
Parent and Family Engagement program	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting Attendance Summative: Parent Survey Results; Title I-A Parental Involvement; Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals	70%	75%	85%	
Staff Responsible for Monitoring: Principal; Assistant Principal; Parent Liaisons Population: All Parenta, Start Data: August 5, 2020, End Data: May 27, 2021				
Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Percentions 2				
Strategy 6 Details		Rev	iews	
Strategy 6 . Parent Liaison will visit homes of parents in working to form a strong Parental Involvement center		Formative		Summative
Parent Liaison will communicate, in English and Spanish, consistently with parents and ensure that they receive	Oct	Ion	Mar	Juno
information from the school and students report to class. Introduce Parent Liaisons to teacher. Meet/Greet - so the teachers feel comfortable with the Parent Liaison.		Jan		June
 Milestone's/Strategy's Expected Results/Impact: Formative: Survey Results; Job Description Summative: Parent Survey Results; Parent Liaison Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results Staff Responsible for Monitoring: Principal; Assistant Principal; Parent Liaisons, Teachers, Probation Officer. Title I Schoolwide Elements: 3.2 - Population: All Parents - Start Date: August 5, 2020 - End Date: May 27, 2021 	70%	75%	85%	
Funding Sources: MISCELLANEOUS COSTS - 199 Local funds - 199-6164-9953-003-Y-99-000-Y - \$1,000, GENERAL SUPPLIES - 199 Local funds - 199-61-6399-00-003-Y-99-000-Y - \$2,000, EMPLOYEE TRAVEL - 199 Local funds - 199-61-6411-00-003-Y-99-000-Y - \$1,000				

Strategy 7 Details	Reviews			
Strategy 7: Educate campus administrators and teachers during faculty and grade level meetings as to the academic and	Formative			Summative
non-academic benefits of a strong parent-school partnership. Milestone's/Strategy's Expected Posults/Impact: Instruction: Formative: Sign In Sheets	Oct	Jan	Mar	June
Summative: Session Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals	70%	70%	75%	
Staff Responsible for Monitoring: Principal; Dean of Instruction				
Population: All Parents - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2				
Strategy 8 Details		Rev	iews	
Strategy 8: Provide ample Parent Education opportunities through parent conferences and parent training sessions, in	Formative			Summative
English and Spanish, at campus Parent Center to disseminate information, services and/or referrals to community and/or social agencies that address the needs in the following areas: Effective teaching strategies. Health Education	Oct	Jan	Mar	June
Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education), Building Capacity, College Readiness, Drop-out and Violence Prevention, Community agencies, organizations, RtI Process, and Texas Workforce.	70%	80%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative: Parent Survey Results Summative: Parent Liaison Eval; Session Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
Staff Responsible for Monitoring: Principal; Assistant Principal; Parent Liaisons, Teachers				
Title I Schoolwide Elements: 3.2 - Population: All Parents - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2				
Funding Sources: EQUIPMENT UNDER \$5,000 - 211 Title I-A - 211-61-6398-65-003-Y-30-0F2-Y - \$920, MISC. OPERATING COSTS: Parent Meeting Refreshments - 211 Title I-A - 211-61-6499-53-003-Y-30-0F2-Y - \$900				
Strategy 9 Details	Reviews			
Strategy 9: Parents will be involved in the shared decision making through SBDM and will serve as Campus Parent		Formative		Summative
Representatives.	Oct	Jan	Mar	June
Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals	75%	85%	90%	
Staff Responsible for Monitoring: Principal; Dean of Instruction; Parent Liaison, Teachers				
Population: All Parents - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2				

Strategy 10 Details	Reviews			
Strategy 10: Parents will learn how to create healthy meals & practical items for the home. Stimulating creativity and	Formative			Summative
perseverance. Modeling these types of skills to help students imitate or to be included in the activity.	Oct	Jan	Mar	June
Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals	75%	75%	90%	
Staff Responsible for Monitoring: Parent Liaison				
Population: All Parents - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2				
Strategy 11 Details		Rev	iews	
Strategy 11: Migrant teacher will plan and organize two parent meetings with presenters to inform and educate parents		Formative		Summative
on specific topics consistent with Migrant post-transition needs in order to improve student/parent participation and	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Flyer; Sign In; Agenda	75%	75%	70%	
Summative: Minutes, Title I-A, Parental Involvement				
Staff Responsible for Monitoring: Assistant Principal and Migrant Lab Teacher				
Population: Migrant Parents - Start Date: August 5, 2020 - End Date: July 1, 2021				
Need Statements: Demographics 6 - Student Learning 10 - School Processes & Programs 13 - Perceptions 2				
Funding Sources: Migrant - 212 Title I-C (Migrant)				
Strategy 12 Details		Rev	iews	
Strategy 12: Educate parents of seniors on graduation requirements for high school, senior clearance requirements;		Formative		Summative
senior events, college transition topics, CCMR, FAFSA night, high school standings/credit checks/ meningitis shots,	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative: Flyer; Sign In; Agenda Summative: Minutes; Increase in senior Attendance Rate; decrease in Discipline Referrals; increase in graduation rates Staff Responsible for Monitoring: Campus Administration Parent Liaisons 	75%	70%	75%	
TEA Priorities: Connect high school to career and college - Population: All Parents - Start Date: August 5, 2020 - End Date: May 27, 2021				
No Progress Complished -> Continue/Modify	X Discor	ntinue		

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Need Statement 6: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. **Data Analysis/Root Cause**: Low socioeconomic- parents are working and students want more independence from parents.

Student Learning

Need Statement 10: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

School Processes & Programs

Need Statement 13: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. Data Analysis/Root Cause: Low socioeconomic- parents are working and students want more independence from parents.

Perceptions

Need Statement 2: Need to increase parent participation and community involvement at all levels particularly Special Education, Migrant, and Bilingual. **Data Analysis/Root Cause**: Low socioeconomic- parents are working and students want more independence from parents.
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve all staff's effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Strategy 1 Details		Rev	riews	
Strategy 1: Provide opportunities for certified staff to attend national, state, regional, and in-district professional		Formative		Summative
development or to present professional development in the areas of: technology, state assessments, accountability,	Oct	Jan	Mar	June
Interacy, RTI, SIOP, EOC, and content instructional practices including knowledge, rigor, alignment, academic - vocabulary, and scaffolding, differentiated instruction, common instructional framework (CIF), oral language skills that increase listening/speaking and reading and writing proficiency in all content areas; core area content; dyslexia, Pre- AP/AP/GT, CTE, and other academic areas.	65%	65%	80%	
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation				
Staff Responsible for Monitoring: Principal; Dean of Instruction; Technology Specialist				
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
Funding Sources: GENERAL SUPPLIES-COMPUTER EQUIPMENT FOR NON-INSTRUCTION - 199 Local funds - 199-23-6399-65-003-Y-99-000-Y - \$500, SUPPLIES & MATERIALS-SOFTWARE - 199 Local funds - 199-23-6395-65-003-Y-99-000-Y - \$110, RENTALS/OPERATING LEASES - 199 Local funds - 199-13-6269-00-003-Y-99-000-Y - \$1,400, TRAVEL- ADMINISTRATORS - 211 Title I-A - 211-23-6411-23-003-Y-30-0F2-Y - \$5,000, EMPLOYEE TRAVEL - 199 Local funds - 199-13-6411-23-003- Y-11-000-Y - \$500, EMPLOYEE TRAVEL - 199 Local funds - 199-13-6411-23-003-Y-99-000-Y - \$500, MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-13-6419-53-003-Y-99-000-Y - \$500, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-00-003-Y-99-000-Y - \$500, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-00-003-Y-99-000-Y - \$500, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-00-003-Y-99-000-Y - \$500, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-00-003-Y-99-000-Y - \$500, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-00-003-Y-99-000-Y - \$500, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-23-003-Y-99-000-Y - \$5,000, EMPLOYEE TRAVEL - 211 Title I-A - 211-13-6411-23-003-Y-30-0F2-Y - \$15,000, EQUIPMENT UNDER 5000 - 199 Local funds - 199-23-6398-00-003-Y-99-000-Y - \$5,000, GENERAL SUPPLIES-FURNITURE - 199 Local funds - 199-23-6398-00-003-Y-99-000-Y - \$4,000, SAL/WAGES FOR SUBSTITUTE TEACHERS/FRINGES - 211 Title I-A - 211-13-6112-18-003-Y-30-AYP-Y - \$3,551, EQUIPMENT UNDER 5000 - 199 Local funds - 199-23-6398-65-003-Y-99-000-Y - \$6,000, EMPLOYEE TRAVEL - 211 Title I-A - 211-13-6411-00-003- Y-30-0F2-Y - \$5,000, MISCELLANEOUS CONTRACTED SERVICES - 211 Title I-A - 211-136411-00-003- Y-30-0F2-Y - \$10,000, RENTALS OPERATING LEASES - 199 Local funds - 199-11-6269-00-003-Y-11-000-Y				

Strategy 2 Details		Rev	iews	
Strategy 2: Develop traditional and online Professional Learning Communities that are based on both content and		Formative		Summative
pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TELPAS, TERRANOVA Staff Responsible for Monitoring: Administration Dean Department Heads ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Student Learning 3 - School Processes & Programs 2 	65%	85%	85%	
Strategy 3 Details		Rev	iews	
Strategy 3: Migrant Education program instructional staff will be provided professional development to improve		Formative		Summative
migrant students' reading and math skills and specific supports for secondary migrant students and OSY.	Oct	Jan	Mar	June
Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments.	65%	70%	80%	
Staff Responsible for Monitoring: Administration				
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: Migrant - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				

Strategy 4 Details		Rev	iews	
Strategy 4: Professional development opportunities will be provided to campus personnel to enhance the provision of		Formative		Summative
services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease	Oct	Jan	Mar	June
-Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance	70%	85%	85%	
 Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention Staff Responsible for Monitoring: Administration Dean Population: Teachers - Start Date: August 12, 2020 - End Date: May 27, 2021 				
Stratements: Demographics 1 - Student Learning 5 - School Processes & Programs 2		 Dov	iows	
Strategy 5 Details		Formative		Summativa
participate in research based professional development, Turn-Around-Trainings, and curriculum writing, or make/take	Oct	Jan	Mar	June
sessions that produce instructional materials based on student performances on formative and summative assessments. Teachers will order resources they created through media center to include booklets, banners, and laminated instructional posters as part of their planned instruction. Milestone's/Strategy's Expected Results/Impact: Formative: Completion of instructional materials and curriculum including exams, quizzes, and group activities.	70%	75%	90%	June
Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS;				
Staff Responsible for Monitoring: Principal; Dean of Instruction; Teachers				
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well- Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: Teachers - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2				
Funding Sources: Copy paper - 162 State Compensatory - 162-11-6396-00-003-Y-30-000-Y - \$10,000, SCE-IN-PACE-TITLE 1 PT A-Sal/Wages For Subst Teachers - 162 State Compensatory - 162-11-6112-18-003- Y-30-000-Y - \$14,000				
Image: Weight of the second	X Discor	ntinue		

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Student Learning

Need Statement 3: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

School Processes & Programs

Need Statement 2: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 11: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Perceptions

Need Statement 3: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended leaning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

Strategy 1 Details		Rev	iews	
Strategy 1: Campus CTE teachers and support staff will attend professional development opportunities in the areas of		Formative		Summative
technology, state assessments, accountability, and EOC instructional practices including knowledge, rigor, alignment, academic vocabulary and scaffolding and shadowing opportunities within the Region One area	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation	70%	100%	100%	
Staff Responsible for Monitoring: Principal; Dean of Instruction; Technology Specialist				
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: CTE Teachers - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2				
Strategy 2 Details		Rev	iews	
Strategy 2: Project Lead the Way (PLTW) and career cluster		Formative		Summative
alignment trainings will enhance teacher effectiveness in	Oct	Jan	Mar	June
 providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement. Milestone's/Strategy's Expected Results/Impact: Formative Results: lesson plans, walkthroughs and observations including trainings and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways Staff Responsible for Monitoring: CTE Department Administration ESF Levers: Lever 3: Positive School Culture - Population: CTE Teachers - Start Date: August 12, 2020 - End Date: May 27, 2021 	70%	70%	75%	
Image: Weight of the second	X Disco	ntinue	1	1

Performance Objective 2 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Student Learning

Need Statement 3: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

School Processes & Programs

Need Statement 2: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 3: Social emotional related professional development will improve staff effectiveness in providing a safe student centered environment.

Evaluation Data Sources: Formative: Sign-in Sheets; Summative: Evaluation reports

Strategy 1 Details		Rev	iews	
Strategy 1: Professional development opportunities will be provided to campus personnel to enhance the provision of		Formative		Summative
services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease	Oct	Jan	Mar	June
related issues, safety issues, diversity, cultural competence, managing stress and student behavior issues, and other social-emotional learning competencies. Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets; Summative: Less discipline referrals:	70%	55%	80%	
Staff Responsible for Monitoring: Dean of Instruction				
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Population: All Faculty and Staff - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3				
Funding Sources: EMPLOYEE TRAVEL - 211 Title I-A - 211-31-6411-23-003-Y-30-0F2-Y - \$2,800				
Image: No Progress Image: Accomplished Image: Continue/Modify	X Disco	ntinue		

Performance Objective 3 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

School Processes & Programs

Need Statement 11: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Perceptions

Need Statement 3: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 4: All campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Evaluation Data Sources: Training records for campus implementation/documentation

Strategy 1 Details		Rev	iews	
Strategy 1: All teachers, principals, and counselors will complete trauma-informed care training from a state approved		Formative		Summative
program to increase awareness and implement best practices to support students well-being and apply interventions for academic and emotional support. (Policy FFBA).	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Training Records; Summative end of year reports Staff Responsible for Monitoring: Guidance/Administration; Police and Security; Campus Threat Team Leaders Population: All faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: December 15, 2020	80%	80%	85%	
Need Statements: Demographics 1 - Student Learning 3, 12 - School Processes & Programs 2, 10, 11 - Perceptions 3, 6				
Strategy 2 Details		Rev	iews	
Strategy 2: Pace will have a trained Threat Assessment Team that will develop a safe and supportive school program		Formative		Summative
and enforce the district's multi-hazard emergency operation plan in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may nose a	Oct	Jan	Mar	June
 threat to the school community or individual(s). Milestone's/Strategy's Expected Results/Impact: Training records; more awareness and proactive approaches; Staff Responsible for Monitoring: Guidance/counseling;; Administration; Police and Security Service Administrators; Campus Threat Assessment Team Leaders; Population: All Staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: December 15, 2020 Need Statements: Demographics 1 - Student Learning 3, 12 - School Processes & Programs 2, 10, 11 - Perceptions 3, 6 	70%	80%	90%	
Strategy 3 Details		Rev	iews	
Strategy 3: Pace will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children.		Formative		Summative
Each campus shall provide a child abuse, anti-victimization program that includes presentations to students and campus staff (Policy FFG)	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative: Training Records; Summative: End of Year trainings; Awareness Staff Responsible for Monitoring: Guidance and Counseling; Police and Security Administrators; Campus Threat Assessment Team Leaders; 	75%	80%	90%	
Population: All faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: December 15, 2020				



100%



Performance Objective 4 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Student Learning

Need Statement 3: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 12: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

School Processes & Programs

Need Statement 2: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 10: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Need Statement 11: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Perceptions

Need Statement 3: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Need Statement 6: Improve student attendance and staff morale by providing a safe environment for all stakeholders. **Data Analysis/Root Cause**: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible, and supplemental learning will increase when compared to comparable data for 2019-2020 (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: EOY Student grades, electronic portfolios, T-TESS, Professional Development System Summary Reports

Strategy 1 Details		Rev	iews	
Strategy 1: Purchase calculators, desktops, MOBI's, printers, chrome books, laptops, I-PADS, desktop computers and		Formative		Summative
any relevant software programs needed to build labs, COWS, or mini labs for teachers to use instructionally in their classrooms, and students to use for credit recovery, testing, written and oral language development, instruction	Oct	Jan	Mar	June
remediation and research/reports				
Milestone's/Strategy's Expected Results/Impact: Student usage reports and grades as provided through the following software: Edgenuity A+ Learning	85%	85%	90%	
Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate				
Staff Responsible for Monitoring: Assistant Principals; Dean of Instruction; Campus Technology Support; Computer Lab Teachers.				
ESF Levers: Lever 4: High-Quality Curriculum - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 3 - Student Learning 2, 6 - School Processes & Programs 1, 6 - Perceptions 4				
Funding Sources: EQUIPMENT UNDER \$5,000 - 162 State Compensatory - 162-23-6398-62-003-Y-30-000-Y				
- \$2,500, EQUIPMENT UNDER \$5,000 - 211 Title I-A - 211-11-6398-62-003-Y-30-0F2-Y - \$25,000, SCE-IN- PACE-IT-FOLUPMENT-SUPPLIES & MATERIALS-LCL DEFL - 162 State Compensatory -				
162-11-6398-62-003-Y-30-000-Y - \$112,720, SUPPLIES & MATERIALS-SOFTWARE - 211 Title I-A -				
211-11-6395-62-003-Y-0F2-Y - \$7,000, COMPUTER SUPPLIES FOR INSTRUCTION - 211 Title I-A -				
211-11-6399-62-003-Y-30-0F2-Y - \$14,000				

Strategy 2 Details		Rev	iews	
Strategy 2:		Formative		Summative
Provide technology: routers, hardware, replacement adapters, speakers, microphones, remote presenters, I-Pad covers, cables, computers, scanners, printers, toners, screens, projectors, and materials necessary to build and maintain infrastructure in classrooms of all sizes and other areas of the school for instruction, administration, and staff, including,	Oct	Jan	Mar	June
 but not limited to the cafeteria, gym and the library. Milestone's/Strategy's Expected Results/Impact: Formative: Student usage reports and grades as provided through the following software: Edgenuity, AWARE, , EL software; 	85%	85%	90%	
Increased efficiency in providing services to all stakeholders				
Summative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate				
Increased efficiency in providing services to all stakeholders				
Staff Responsible for Monitoring: Assistant Principals; Dean of Instruction; Campus Technology Support; Computer Lab Teachers.				
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 3 - Student Learning 2, 6 - School Processes & Programs 1, 6				
Funding Sources: GENERAL SUPPLIES COMPUTERS FOR INSTRUCTION - 162 State Compensatory -				
162-11-6399-62-003-Y-30-000-Y - \$20,000, EQUIPMENT UNDER \$5,000 - 211 Title I-A -				
211-23-6398-62-003-Y-30-0F2-Y - \$7,700, CONTRACTED MAINTENANCE & REPAIR - 199 Local funds - 199-11-6249-62-003-Y-11-000-Y - \$525				
Stratemy 3 Details		Rev	iews	
Strategy of Details		Formativa		Summativa
sequence lesson and activities into the curriculum to improve student performance along with high interest digital	Oat	Tormative	Man	Juna
resources and print books. Students will also have access to digital textbooks, print books, and any supplemental digital	Oci	Jan	Mar	June
and/or non-digital materials.	0.01	OFW	0.00	
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate	80%	85%	90%	
Staff Responsible for Monitoring: Dean of Instruction				
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 3 - Student Learning 2, 6 - School Processes & Programs 1, 6 - Perceptions 4				

Strategy 4 Details		Rev	iews	
Strategy 4: Teachers and school leaders will participate in a minimum of 12 hours of professional development in		Formative		Summative
technology and other resources for technology to improve teacher use of media and computer programs /software and projectors to ensure improved teacher effectiveness and improve student performance and to support personalized	Oct	Jan	Mar	June
flexible, blended learning across all content areas.				
Milestone's/Strategy's Expected Results/Impact: More technological instruction in the classrooms and improved	85%	80%	80%	
scores in all areas: Formative: Benchmarks, Projects				
Summative: Standardized tests, surveys, digital portfolios				
Staff Responsible for Monitoring: Dean of Instruction, TST				
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: All Teachers - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 3 - Student Learning 2, 6 - School Processes & Programs 1, 6 - Perceptions 4				
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Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.
Student Learning
Need Statement 2 : Supplemental Materials, including technology, will be purchased to aid teachers, counselors, support staff, and administrators in implementing curriculum traditionally or virtually as well providing instructional and non-instructional services to all stakeholders. Data Analysis/Root Cause: Students need to be performing at the Masters Level and materials will enable classes to be more rigorous.
Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.
School Processes & Programs
Need Statement 1 : Supplemental Materials, including technology, will be purchased to aid teachers, counselors, support staff, and administrators in implementing curriculum traditionally or virtually as well providing instructional and non-instructional services to all stakeholders. Data Analysis/Root Cause : Students need to be performing at the Masters Level and materials will enable classes to be more rigorous.
Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.
Perceptions

Need Statement 4: Update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works. **Data Analysis/Root Cause**: Older buildings do not attract students.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 2: Provide competency and research-based professional development, develop Professional Learning Communities, and provide technology resources and Professional Development that support personalized, flexible, blended learning across all content areas.

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers and school leaders will participate in a minimum of 12 hours of professional development in		Formative		Summative
technology and other resources for technology to improve teacher use of media and computer programs /software and projectors to ensure improved teacher effectiveness and improve student performance and to support personalized	Oct	Jan	Mar	June
flexible, blended learning across all content areas.				
Milestone's/Strategy's Expected Results/Impact: More technological instruction in the classrooms and improved scores in all areas:	80%	85%	85%	
Summative: Standardized tests, surveys, digital portfolios				
Staff Responsible for Monitoring: Dean of Instruction, TST				
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Population: All Teachers - Start Date: August 5, 2020 - End Date: May 27, 2021				
Strategy 2 Details		Rev	iews	
Strategy 2 Details Strategy 2: TST will have adequate time daily to support teachers/campus int he integration of technology into		Rev Formative	iews	Summative
Strategy 2 Details Strategy 2: TST will have adequate time daily to support teachers/campus int he integration of technology into instruction.	Oct	Rev Formative Jan	iews Mar	Summative June
Strategy 2 Details Strategy 2: TST will have adequate time daily to support teachers/campus int he integration of technology into instruction. Milestone's/Strategy's Expected Results/Impact: More technological instruction in the classrooms and improved scores in all areas: Formative: Benchmarks, Projects, Summative: Standardized tests, surveys, digital portfolios	Oct 85%	Revi Formative Jan 70%	Mar 80%	Summative June
Strategy 2 Details Strategy 2: TST will have adequate time daily to support teachers/campus int he integration of technology into instruction. Milestone's/Strategy's Expected Results/Impact: More technological instruction in the classrooms and improved scores in all areas: Formative: Benchmarks, Projects, Summative: Standardized tests, surveys, digital portfolios Staff Responsible for Monitoring: Principal Dean of Instruction	Oct 85%	Revi Formative Jan 70%	Mar 80%	Summative June
Strategy 2 Details Strategy 2: TST will have adequate time daily to support teachers/campus int he integration of technology into instruction. Milestone's/Strategy's Expected Results/Impact: More technological instruction in the classrooms and improved scores in all areas: Formative: Benchmarks, Projects, Summative: Standardized tests, surveys, digital portfolios Staff Responsible for Monitoring: Principal Dean of Instruction ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: 9-12 Teachers - Start Date: August 5, 2020 - End Date: May 27, 2021	Oct 85%	Revi Formative Jan 70%	Mar 80%	Summative June

Strategy 3 Details		Rev	iews	
Strategy 3: Campus personnel will have opportunities to attend national, state, regional, and local conferences to		Formative		Summative
engage in research-based professional development that will support transformational reform strategies, best practices, and student learning.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, Projects, Summative: Standardized tests, surveys, digital portfolios	75%	85%	85%	
Staff Responsible for Monitoring: Principal and Dean of Instruction				
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Population: Teachers 9-12 - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Student Learning 3 - School Processes & Programs 2				
Strategy 4 Details		Rev	iews	
Strategy 4: Develop traditional and virtual Professional Learning Communities that are based on content and pedagogy		Formative		Summative
Strategy 4: Develop traditional and virtual Professional Learning Communities that are based on content and pedagogy to build instructional capacity starting at the individual classroom level.	Oct	Formative Jan	Mar	Summative June
 Strategy 4: Develop traditional and virtual Professional Learning Communities that are based on content and pedagogy to build instructional capacity starting at the individual classroom level. Milestone's/Strategy's Expected Results/Impact: Formative Results: PLC, meeting agendas, sign-in-sheets, PDS session rosters and evaluations; BISD Instructional Feedback Reports, PD Session Evaluations; Summative: Improved STAAR scores 	Oct 80%	Formative Jan 80%	Mar 90%	Summative June
 Strategy 4: Develop traditional and virtual Professional Learning Communities that are based on content and pedagogy to build instructional capacity starting at the individual classroom level. Milestone's/Strategy's Expected Results/Impact: Formative Results: PLC, meeting agendas, sign-in-sheets, PDS session rosters and evaluations; BISD Instructional Feedback Reports, PD Session Evaluations; Summative: Improved STAAR scores Staff Responsible for Monitoring: Principal, Dean of Instruction, Administrators, Department Heads 	Oct 80%	Formative Jan 80%	Mar 90%	Summative June
 Strategy 4: Develop traditional and virtual Professional Learning Communities that are based on content and pedagogy to build instructional capacity starting at the individual classroom level. Milestone's/Strategy's Expected Results/Impact: Formative Results: PLC, meeting agendas, sign-in-sheets, PDS session rosters and evaluations; BISD Instructional Feedback Reports, PD Session Evaluations; Summative: Improved STAAR scores Staff Responsible for Monitoring: Principal, Dean of Instruction, Administrators, Department Heads ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Population: All Teachers - Start Date: August 5, 2020 - End Date: May 27, 2021 	Oct 80%	Formative Jan 80%	Mar 90%	Summative June
 Strategy 4: Develop traditional and virtual Professional Learning Communities that are based on content and pedagogy to build instructional capacity starting at the individual classroom level. Milestone's/Strategy's Expected Results/Impact: Formative Results: PLC, meeting agendas, sign-in-sheets, PDS session rosters and evaluations; BISD Instructional Feedback Reports, PD Session Evaluations; Summative: Improved STAAR scores Staff Responsible for Monitoring: Principal, Dean of Instruction, Administrators, Department Heads ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: All Teachers - Start Date: August 5, 2020 - End Date: May 27, 2021 Need Statements: Student Learning 3 - School Processes & Programs 2 	Oct 80%	Formative Jan 80%	Mar 90%	Summative June

Performance Objective 2 Need Statements:

Demographics
Need Statement 3: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.
Student Learning
Need Statement 3 : Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. Data Analysis/Root Cause : Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

School Processes & Programs

Need Statement 2: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Perceptions

Need Statement 4: Update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works. **Data Analysis/Root Cause**: Older buildings do not attract students.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96.8% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Targeted or ESF High Priority

Evaluation Data Sources: campus attendance rates, At-Risk Student Attendance

Strategy 1 Details		Rev	iews	
Strategy 1: Provide teachers and staff the district attendance rate goals in the Campus Improvement Plan by providing a		Formative		Summative
plan including procedures, roles, and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS Reports of Attendance Weekly Rates; Parent Truancy Court Notice; No Credit Process; Student Attendance Plans Summative: PEIMS District and Campus Attendance Percentage Rates	80%	100%	100%	
Staff Responsible for Monitoring: PEIMS Administrator and Campus Faculty and Staff Parent Liaisons ; Dropout Program Specialist CIS				
ESF Levers: Lever 3: Positive School Culture - Population: All Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 12 - School Processes & Programs 10 - Perceptions 6				
Strategy 2 Details		Rev	iews	
Strategy 2: To better support student achievement and improve student attendance, campus Parent Liaisons will be		Formative		Summative
proactive by monitoring student attendance through daily, weekly, and six weeks attendance reports. Parents of students with excessive policy as per district policy will be issued warning polices no credit letters, and/or court policy as	Oct	Jan	Mar	June
 needed. Milestone's/Strategy's Expected Results/Impact: Formative: School Messenger System Reports; e school Attendance Reports, District Attendance, Truancy Court Sworn Affadavits Filed; No Credit Letters Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate 	75%	90%	90%	
Staff Responsible for Monitoring: Program Specialist; At-Risk Counselor CIS				
ESF Levers: Lever 3: Positive School Culture - Population: All Students - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 12 - School Processes & Programs 10 - Perceptions 6				

Strategy 3 Details		Rev	iews	
Strategy 3: Campus incentives at the end of the semester to students who meet attendance goals		Formative		Summative
Milestone's/Strategy's Expected Results/Impact: Formative Results: Published list of students receiving incentives;	Oct	Jan	Mar	June
Summative Impact: PEIMS District Attendance Percentage Rates	70%	75%	90%	
Staff Responsible for Monitoring: Principal, PEIMS Assistant Principal ESE Levers Lever 2: Desitive School Culture Derevlation: All Students Start Date: Avenut 5, 2020, End				
Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 12 - School Processes & Programs 10 - Perceptions 6				
Funding Sources: AWARDS - 211 Title I-A - 211-11-6498-00-003-Y-30-0F2-Y - \$1,000, AWARDS - 199 Local funds - 199-23-6498-00-003-Y-99-000-Y - \$16,000				
Strategy 4 Details		Rev	iews	
Strategy 4: Training on the implementation of new TSDS statewide system for Student Accounting will be provided to		Formative		Summative
campus teachers .	Oct	Jan	Mar	June
Professional Development Session Evaluation Report Summative Report: Reports with no errors	70%	75%	90%	
Staff Responsible for Monitoring: PEIMS Administrator; Campus Grade Level Administrators				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Population: All Teachers and Staff - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 12 - School Processes & Programs 10 - Perceptions 6				
Strategy 5 Details		Rev	iews	
Strategy 5: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after		Formative		Summative
the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance" Plan" to the parent and student during parent conferences held at school to prevent further student absences	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance Reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: PEIMS Attendance Data	70%	85%	90%	
Staff Responsible for Monitoring: PEIMS Administration, Campus Administration, Campus Nurses, Counselors, Parent Liaison				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Population: All Students, Teachers, and Staff - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 12 - School Processes & Programs 10 - Perceptions 6				

Strategy 6 Details		Rev	iews	
Strategy 6: NGS Migrant clerks will: encode all required data into the NGS System and conduct all required activities,		Formative		Summative
utilize the Migrant Student Information Exchange System to promote interstate coordination and timely records	Oct	Jan	Mar	June
from BISD who may attend out-of-state schools.	80%	80%	90%	
One Audit Results	00%	U UN	50%	
Summative: Increase in numbers of students enrolled in MSIX and referrals to TMIP.				
Staff Responsible for Monitoring: Campus Migrant Clerks; NGS Data Specialist				
ESF Levers: Lever 3: Positive School Culture - Population: All Migrant Students - Start Date: August 5, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
Image: No Progress Image: Accomplished Image: Continue/Modify	X Disco	ntinue		

Performance Objective 1 Need Statements:

Demographics Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. Data Analysis/Root Cause: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Student Learning

Need Statement 12: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

School Processes & Programs

Need Statement 10: Improve student attendance and staff morale by providing a safe environment for all stakeholders. Data Analysis/Root Cause: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Perceptions

Need Statement 6: Improve student attendance and staff morale by providing a safe environment for all stakeholders. **Data Analysis/Root Cause**: Student apathy and staff attendance issues especially during COVID-19 pandemic.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Reduce the Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

Evaluation Data Sources: Drop-out and Graduation rate reports.

Strategy 1 Details		Rev	iews		
Strategy 1: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery		Formative		Summative	
efforts that include: Walk for the Future,	Oct	Jan	Mar	June	
and decrease the retention rate and dropout rate					
Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session Attendance and Evaluation	70%	75%	80%		
Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports					
Summative Impact: increased At-risk Retention, Graduation, and Completion Rates; +Decreased dropout rate					
Staff Responsible for Monitoring: Administration, Drop-Out Specialist, At-Risk Counselor					
ESF Levers: Lever 3: Positive School Culture - Population: At-Risk Population - Start Date: August 5, 2020 - End Date: May 27, 2021					
Need Statements: Demographics 1					
Funding Sources: Walk for the Future - 162 State Compensatory - \$400					
Strategy 2 Details		Rev	iews		
Strategy 2: Provide A Program specialist to monitor and coordinate dropout intervention programs for students in order		Formative	ve Summativ		
to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate.	Oct	Jan	Mar	June	
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report,	80%	90%	90%		
eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores					
Summative Impact: +Increased STAAR/FOC At-risk Retention Graduation and Completion Rates					
+Decreased dropout rate, +Increased Dual enrollment credits earned					
Staff Responsible for Monitoring: Principal:					
Dean of Instruction; Assistant Principal; Campus Dropout Program Specialist					
Dean of Instruction; Assistant Principal; Campus Dropout Program Specialist ESF Levers: Lever 3: Positive School Culture - Population: At-Risk Students - Start Date: August 5, 2020 - End Date: May 27, 2021					

Strategy 3 Details		Rev	iews	
Strategy 3: Provide an At-Risk Counselor/Supplemental Counselor/Transitional Counselor who will monitor and		Formative		Summative
coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate, +Increased Dual enrollment credits earned Staff Responsible for Monitoring: Dean of Instruction; Administrator for State Compensatory Education At-Risk Counselor TEA Priorities: Connect high school to career and college - Population: At-Risk Students - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1 	70%	80%	85%	
Strategy 4 Details		Rev	iews	
Strategy 4: A Communities in Schools Site Coordinator will work with At-Risk students by providing guidance and		Formative		Summative
available information about programs and resources including pregnancy related services in order to improve at-risk student achievement attendance graduation rate completion rate and decrease	Oct	Jan	Mar	June
 the retention rates and dropout rate. Milestone's/Strategy's Expected Results/Impact: Results/Impact Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate, +Increased Dual enrollment credits earned Staff Responsible for Monitoring: Dean of Instruction; Administrator for State Compensatory Education At-Risk Counselor ESF Levers: Lever 3: Positive School Culture - Population: At-Risk Students - Start Date: August 12, 2020 - End Date: May 27, 2021 	75%	75%	85%	
Need Statements: Demographics 1				

Strategy 5 Details		Rev	iews	
Strategy 5: Provide pregnant and teen parents Pregnancy Related Services, Compensatory Home Instruction, and day		Formative		Summative
care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention and dropout rate.	Oct	Jan	Mar	June
 Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate Staff Responsible for Monitoring: Dean of Instruction Drop Out Specialist Counselors ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021 	75%	85%	85%	
Strategy 6 Details		Rev	iews	
Strategy 6: A food pantry and clothes closet may be implemented at campuses to provide identified at-risk, homeless,		Formative		Summative
and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate	80%	85%	85%	
Staff Responsible for Monitoring: Dean of Instruction, Drop-Out Prevention Specialist, CIS				
ESF Levers: Lever 3: Positive School Culture - Population: All Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				

Strategy 7 Details		Rev	iews	
Strategy 7: The Campus Migrant Counselor will provide supplemental support services to migrant students in the		Formative		Summative
 * Graduation plans; * Development of Individual Migrant Student Action Plans; * Coordination for leadership opportunities, Inter-state and intra-state (TMIP) activities; * Monitoring of course completion for PFS students, and late entry/early withdrawals for all migrant students; * Credit accrual opportunities; * Provide timely information and assistance to migrant students and parents regarding on-time; Graduation and post-secondary education; Milestone's/Strategy's Expected Results/Impact: Formative: Monthly reports on credit completion Summative: PBMAS Report; +Increased on-time graduation and on-time promotion and decreased dropout rate Staff Responsible for Monitoring: Counselors; Campus Administrator over Migrant Services ESF Levers: Lever 3: Positive School Culture - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021 	Oct 70%	Jan 75%	Mar 85%	June
Need Statements: Demographics 1				
Strategy 8 Details		Rev	iews	
Strategy 8: Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to		Formative		Summative
team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with	Oct	Jan	Mar	June
adjustments done if needed. *High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual/ Recovery programs to ensure on time graduation. *A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded. *Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg.	80%	80%	90%	
Milestone's/Strategy's Expected Results/Impact: Formative: Desk audit of migrant files Summative: +increased On-time promotion and on-time graduation; +Decreased dropout rates +PBMAS improved staging				
Staff Responsible for Monitoring: Administration, Migrant Teacher, Migrant Clerk				
ESF Levers: Lever 3: Positive School Culture - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
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Performance Objective 2 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Campus will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students; increased graduation rates; decreased dropout rates; decreased outcries by at-risk students

Strategy 1 Details		Rev	iews	
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or		Formative		Summative
year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports, Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students	80%	90%	85%	
Staff Responsible for Monitoring: Dean of Instruction; STARS Teachers Title I Schoolwide Elements: 2.5 - ESE Levers: Lever 3: Positive School Culture - Population: Students 9-12 -				
Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1, 4 - Student Learning 4 - School Processes & Programs 3				
Funding Sources: Extra duty pay - 162 State Compensatory - 162-11-6118-00-003-Y-24-EOC-Y - \$6,000				
Strategy 2 Details		Rev	iews	
Strategy 2: Additional core teachers will offer supplemental instruction to At-risk students in order to improve student		Formative		Summative
achievement, attendance, graduation rate, completion rate, and reduce the retention and drop-out rate.	Oct	Jan	Mar	June
Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress; Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate	75%	80%	85%	
Staff Responsible for Monitoring: Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education				
Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				

Strategy 3 Details		Rev	iews	
Strategy 3: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve		Formative		Summative
student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule. Teacher	Oct	Jan	Mar	June
Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY, + decreased Retention Rate compared to prior year	80%	75%	85%	
Staff Responsible for Monitoring: Dyslexia Teacher				
ESF Levers: Lever 3: Positive School Culture - Population: Dyslexic Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 12				
Strategy 4 Details		Rev	iews	_
Strategy 4: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to	Formative			Summative
improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, ComputerLab Schedule, Software Usage Reports, TeacherLesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student ProgressReportsSummative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, RetentionRate, Dropout Rate, Graduation Rate, and Completion Rate	80%	85%	90%	
Staff Responsible for Monitoring: Dean of Instruction, STARS Teacher				
Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1, 3 - Student Learning 3, 6 - School Processes & Programs 2, 6				
Strategy 5 Details		Rev	iews	
Strategy 5: In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the		Formative		Summative
monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to	Oct	Jan	Mar	June
migrant students. Milestone's/Strategy's Expected Results/Impact: Campus Principals Dean of Instruction	55%	80%	85%	
Staff Responsible for Monitoring: Formative: PFS Monitoring Tools, Assessment Results, Placement into				
Interventions				
Summative: Improved EOY Assessment Results, STAAR, PBMAS Report Performance and Staging				
ESF Levers: Levers: Positive School Culture - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
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Performance Objective 3 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

Need Statement 3: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Student Learning

Need Statement 1: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. **Data Analysis/Root Cause**: Teachers are needed for all populations

Need Statement 3: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

School Processes & Programs

Need Statement 2: Professional development on effective literacy strategies, differentiated instruction, curriculum alignment, technology, literacy strategies, and meeting the emotional and academic needs of special population students will be a major focus. **Data Analysis/Root Cause**: Students need to be performing at the Masters Level, increasing of students passing AP Tests and Dual Enrollment Classes.

Need Statement 3: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth for all populations and Masters Level needs to be at 30%,

Need Statement 6: Improve access to technology and supplemental resources for students to complete coursework. Data Analysis/Root Cause: Significant gaps exist between those who have access to technology due to low socioeconomic status.

Need Statement 12: Certified teachers in all areas will be recruited and utilized to meet the needs of student s to ensure that academic progress is attanined and gaps are closed. Data Analysis/Root Cause: Teachers are needed for all populations

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports

Strategy 1 Details		Rev	iews	
Strategy 1: To promote physically and emotionally healthy students, the campus will utilize the		Formative		Summative
-PAPA (Parenting and Paternity Awareness) curriculum; -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee)	Oct	Jan	Mar	June
to address areas including Prevention of Dating Violence and sexual abuse of children.				
Milestone's/Strategy's Expected Results/Impact: Health Screenings Formative: Daily Screening reports Summative: Year comparison on results.	85%	85%	85%	
Staff Responsible for Monitoring: Assistant Principal Dean of Instruction				
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
Funding Sources: GENERAL SUPPLIES-PE - 199 Local funds - 199-11-6399-51-003-Y-11-000-Y - \$2,000, EXTRA DUTY PAY OVERTIME - 199 Local funds - 199-33-6118-00-003-Y-99-000-Y - \$180				
Strategy 2 Details		Rev	iews	
Strategy 2: The UTRGV Mobile Unit will be providing clinical care services to BISD students.		Formative		Summative
Milestone's/Strategy's Expected Results/Impact: Formative: Agendas/sign in sheets	Oct	Jan	Mar	June
Summative: Fitness results will improve and CATCH Binder evaluation score will improve	80%	75%	QE 04	
Staff Responsible for Monitoring: Principal and Assistant Principal	80%	7.5%	0.5%	
ESF Levers: Lever 3: Positive School Culture - Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				

Strategy 3 Details		Rev	iews	
Strategy 3: Pace PE teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate		Formative		Summative
activities with the Adapted PE Teachers to address CATCH, IEP's, and ELPS in lesson plans.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: To include more activities for the Adapted PE students,	90%	90%	90%	
Summative: Eitness Desults will improve for all students and CATCH Dinder evaluation score will improve				
Staff Responsible for Monitoring: Administration Special Education and PE Department Heads and Teachers				
ESF Levers: Lever 3: Positive School Culture - Population: SPED Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021				
Need Statements: Demographics 1				
Strategy 4 Details		Rev	iews	
Strategy 4 Details Strategy 4: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular,		Rev Formative	iews	Summative
Strategy 4 Details Strategy 4: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior.	Oct	Rev Formative Jan	iews Mar	Summative June
Strategy 4 Details Strategy 4: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior. Materials needed would be computer goggles to demonstrate effects of alcohol and drunk driving and crying dolls. Community speakers will also be invited to speak to students along with coordination with the counseling center. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans	Oct 75%	Revi Formative Jan 85%	ews Mar 85%	Summative June
Strategy 4 Details Strategy 4: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior. Materials needed would be computer goggles to demonstrate effects of alcohol and drunk driving and crying dolls. Community speakers will also be invited to speak to students along with coordination with the counseling center. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Less incidences on campus of illegal behavior	Oct 75%	Revi Formative Jan 85%	Mar 85%	Summative June
Strategy 4 Details Strategy 4: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior. Materials needed would be computer goggles to demonstrate effects of alcohol and drunk driving and crying dolls. Community speakers will also be invited to speak to students along with coordination with the counseling center. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Less incidences on campus of illegal behavior Staff Responsible for Monitoring: Administration Teachers	Oct 75%	Revi Formative Jan 85%	Mar 85%	Summative June
Strategy 4 Details Strategy 4: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior. Materials needed would be computer goggles to demonstrate effects of alcohol and drunk driving and crying dolls. Community speakers will also be invited to speak to students along with coordination with the counseling center. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Less incidences on campus of illegal behavior Staff Responsible for Monitoring: Administration Teachers Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021	Oct 75%	Revi Formative Jan 85%	Mar 85%	Summative June
Strategy 4 Details Strategy 4: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior. Materials needed would be computer goggles to demonstrate effects of alcohol and drunk driving and crying dolls. Community speakers will also be invited to speak to students along with coordination with the counseling center. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Less incidences on campus of illegal behavior Staff Responsible for Monitoring: Administration Teachers Population: Students 9-12 - Start Date: August 12, 2020 - End Date: May 27, 2021 Need Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 3	Oct 75%	Revi Formative Jan 85%	Mar 85%	Summative June

Performance Objective 4 Need Statements:

Demographics

Need Statement 1: Improve academic, social, health, and emotional support services in order to graduate with their cohort and be prepared for college, military, and career pathways. **Data Analysis/Root Cause**: The at-risk population, English Learners, and special education population tends to perform lower compared to the rest of the population and are sent to ISS, OSS, and DAEP.

School Processes & Programs

Need Statement 11: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. Data Analysis/Root Cause: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

Perceptions

Need Statement 3: Provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated and Pace had the most outcries of all high school campuses in 2019-2020.

State Compensatory

Personnel for Pace Early College High School

Name	Position	Program	FTE
Adriana Lopez	Counselor-At-Risk	State Compensatory	1
Blanca Pena	Program Drop Out Specialist	State Compensatory	1
Efrain Lopez	Credit Recovery Teacher	State Compensatory	1
Larissa Macias	Science Teacher	State Compensatory	1
Lisa Howell	Dean of Instruction	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Pace ECHS continuously reviews data to assess and rea-assess progress towards meeting district and campus goals and performance objectives. Campus, staff, parent, and student needs assessment perceptual surveys and comprehensive needs assessment surveys by departments are conducted every spring. Data from these campus and district surveys are used as part of our needs assessment. The Department heads submitted their CNA in March 2020 and the SBDM met and reviewed the Campus Improvement Plan on April 22, 2020 to determine campus strenghts and needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was refined late April 2020 before adjourning for the summer. Nominations for SBDM members will be held in late August when we come back to school.

The lists of the Pace SBDM and Department Chairs and roles are located at the end of the Campus Improvement Plan. More people will be added throughout the year as needed.

2.2: Regular monitoring and revision

The Campus Improvement Plan strategies are monitored quarterly and revised by the SBDM supported by facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The 2019-2020 Plan was approved by members on April 2020. The plan was reviewed quarterly on the following months as a whole: October, December, and February.

The summative evaluations were completed for our April 22nd meeting.

2.3: Available to parents and community in an understandable format and language

CIP is made available to the public, parents and TEA through the BISD and Pace ECHS websites as well as hard copies available on campus in English. Through parental involvement meetings, presentations, and open house, parents are provided information regarding the Campus Improvement Plan activities in both English and Spanish. The CIP information is translated to Spanish by campus staff upon request. We are currently looking to see how we can the CIP translated into Spanish, which is the dominant language for the region aside from English. A hard copy is available upon request.

2.4: Opportunities for all children to meet State standards

Pace ECHS has included strategies in Goal 1 and Goal 9 to provides students, in particular students at-risk and those provided special services, with opportunities to meet state standards through challenging classroom instruction that includes appropriate instructional materials, campus developed and state assessments, and access to core area instructional intervention and accelerated instruction activities. We also use small group instruction in and out of the classroom. This also includes increasing time after school to work on STARS. We also work with the Program Specialist, the At-Risk Counselor and the Communities in School staff member to make sure that all our students are being serviced.

2.5: Increased learning time and well-rounded education

The campus increases the learning time and accelerated instruction to strengthen the academic programs throughout the year by offering before and after school Pace Learning Opportunities, Saturday academies, and accelerated instruction in all core academic areas for at-risk students. The campus also offers after-school accelerated credit recovery Graduation Assistance Program (GAP) and Students Taught in Alternative Routes to Success (STARS) programs which students use Edgenuity to earn credits. The campus also developed a modified block schedule for the week to increase the learning time for students. Algebra I and English I are on block schedules all year long. This will allow our at-risk students to concentrate on the EOC and advanced tiering will be done throughout the year based on class and test data.

2.6: Address needs of all students, particularly at-risk

Pace ECHS students are provided opportunities in all core areas for accelerated instruction in academic areas. They are also provided with extended day and week regaining of credit opportunities through computer-based and modular instructional resources. The campus ensures that qualified and highly effective teachers, including Special Education teachers are assigned to teach and support At-Risk and students served through Special Programs (SPED, EL, and Migrant). Pace At-Risk students have a counselor dedicated to servicing at-risk students; small group instruction is used during the day and in tutorials and also outside resources from Communities in Service.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents reviewed and revised the School-Parent-Student Compact and Parent and Family Engagement Policy for 2020-2021 on March 3, 2020. After meeting as a parent group, the parents presented the revised Compact and Parent Engagement Policy to the SBDM on April 22, 2020 for final review and revisions. We will be adding a component covering COVID. The Parent-Student Compact and the Parent Family Engagement Policy are available on the Pace website for parents to view and download in both English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Pace ECHS offers weekly Parent sessions on Tuesday mornings from 9:30 am to 11:30 am at the campus parent center (C124) that include informational meetings and parent education opportunities provided by the Campus Parental Liaison, Parental Involvement Trainer and guest presenters. There will also be parent meetings the first Monday of every month in the evenings in the Parent Center to reiterate the information learned in the morning. Other outreaches to parents include evening sessions such as the FAFSA Spaghetti Night, Dual and AP enrollment and college readiness information, and Career and Technical Education program information. The Parent Liaison and Attendance Liaison will continue conducting Home visits to support student attendance, academic performance, and other program information. Pace ECHS faculty and staff also provide sessions and seminars in English and Spanish to increase parental involvement at all functions. Moreover, at Open House the campus provides child care through the Career and Technical Education Teacher student organization. We want all major stakeholders at Pace to feel included and valued. The required Title I Meetings will be scheduled between August-October.

Title I Personnel

Name	Position	Program	FTE
Alfia Gracia	Teacher	Teacher	1
Amanda Hinojosa	Library Aide	Library	1
Ana Trevino	Parental Liaison	Parental Involvement	1
Antonio Reyes	Teacher	Teacher	1
Cathy Ayala	Teacher	Teacher	1
Claudia Gonzalez	Techer	Teacher	1
Ismael Garcia	Teacher	Teacher	1
Jacqueline Moreno	Nurse	Nurse	.4
Jessica Proa	Teacher	Teacher	1
Nancy Garcia	Teacher	Teacher	1
Ofelia Garza	Parental Involvement	Parental Involvement	1
Raquel Lopez	Nurse	Nurse	.4
Samantha Contreras	Teacher	Teacher	1
VACANCY	Counselor Aide	Counselor Aide	1

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Anna Gabbert	Classroom Teacher
Classroom Teacher	Dora Lopez	Classroom Teacher
Classroom Teacher	Ismael Garcia	Classroom Teacher
Other	Ana Trevino	Parent Liaison
Meeting Facilitator	Lisa Howell	Dean of Instruction
Parent	Marisol Martinez	Parent
Parent	Sandra Gonzalez	Parent
Non-classroom Professional	Brad Binder	Testing Coordinator
Business Representative	Rita Hernandez	Charter School
Classroom Teacher	Juana Garcia	Classroom Teacher
Community Representative	Amador Tapia	Community
Community Representative	Graciela Tapia	Community
Classroom Teacher	Rita Tyler-Aguilar	Classroom Teacher
Classroom Teacher	Larissa Macias	Classroom Teacher
Classroom Teacher	Marlane Rodriguez	Classroom Teacher
Classroom Teacher	Major Luis Gomez	Classroom Teacher
Classroom Teacher	Gavin Rudder	Classroom Teacher
Classroom Teacher	Elizabeth Black	Classroom Teacher
Classroom Teacher	Carlos Garza	Classroom Teacher
Classroom Teacher	Raul Ramirez	Classroom Teacher
Classroom Teacher	Norma Lomeli	Classroom Teacher
Classroom Teacher	Oniel Cuevas	Classroom Teacher
Non-classroom Professional	Jessica Cantu	Counselor
Non-classroom Professional	Adam Shoupe	Technical Support
Counselor	Elva Compean-Ramirez	Counselor
Non-classroom Professional	Blanca Pena	Dropout Specialist
Paraprofessional	Patricia Galvan	Paraprofessional

Committee Role	Name	Position
Paraprofessional	Beatriz Gonzalez	Paraprofessional
Community Representative	Seargeant Ian Logsdon	Community Representative US Army Recruiter
Community Representative	Tito Mata	Community Representative
Business Representative	Sandra Park	Business Representative Jostens
District-level Professional	Marhoun Donna	District Level Professional
Administrator	Joel Wood	Administrator
District-level Professional	Shirley Munoz	District Member
Other	Doloroes Emerson	Administrator for C&I- Elementary
Campus Funding Summary

	199 Local funds												
Goal	Objective	Strategy	Resources Needed	Account Code	Amount								
1	1	1	COPY PAPER	199-11`-6396-00-003-Y-11-000-Y	\$2,250.00								
1	1	1	CUSTODIAL SUPPLIES	199-51-6319-00-003-Y-99-000-Y	\$700.00								
1	1	2	COPY PAPER	199-11-6396-00-003-Y-11-000-Y	\$750.00								
1	1	2	TEXTBOOKS	199-11-6321-00-003-Y-11-000-Y	\$750.00								
1	1	6	SALARY WAGES FOR SUBSTITUTE TEACHERS	199-11-6112-18-003-Y-99-000-Y	\$2,000.00								
1	1	8	GENERAL SUPPLIES	199-11-6399-00-003-Y-11-000-Y	\$10,000.00								
1	1	8	GENERAL SUPPLIES MEDIA CENTER	199-11-6399-16-003-Y-11-002-Y	\$4,000.00								
1	1	8	READING MATERIALS/INSTRUCTIONAL MATERIALS	199-12-6329-00-003-Y-99-000-Y	\$1,000.00								
1	2	6	GENERAL SUPPLIES	199-31-6399-00-003-Y-99-000-Y	\$500.00								
1	6	1	FURNITURE, EQUIPMENT &SOFTWARE	199-36-6639-00-003-Y-99-000-Y	\$3,000.00								
1	6	1	TRAVEL AND SUBSISTENCE-STUDENTS	199-36-6412-00-003-Y-99-020-Y	\$2,500.00								
1	6	1	EXTRA DUTY PAY-SUP PE	199-23-6121-08-003-Y-99-000-Y	\$6,500.00								
1	6	1	RECLASSIFIED TRANSPORTATION EXPENSES	199-36-6494-00-003-Y-99-020-Y	\$3,000.00								
1	6	1	RECLASSIFIED TRANSPORTATION EXPENSES	199-36-6494-00-003-Y-99-019-Y	\$1,000.00								
1	6	1	TRAVEL AND SUBSISTENCE-STUDENTS	199-36-6412-00-003-Y-99-000-Y	\$8,500.00								
1	6	1	GENERAL SUPPLIES	199-36-6399-00-003-Y-910-42-Y	\$11,500.00								
1	6	1	STPENDS	199-36-6117-00-003-Y-99-020-Y	\$12,000.00								
1	6	1	TRAVEL AND SUBSISTENCE STUDENTS	199-11-6412-00-003-Y-11-000-Y	\$2,000.00								
1	6	1	GENERAL SUPPLIES	199-36-6399-00-003-Y-99-000-Y	\$4,500.00								
1	6	1	MISCELLANEOUS COPERATING COSTS-FEES	199-36-6497-00-003-Y-99-019-Y	\$1,000.00								
1	6	1	MISCELLANEOIUS OPERATING COSTS/FEES	199-36-6497-00-003-Y-99-000-Y	\$500.00								
1	6	1	TRAVEL AND SUBSISTENCE-STUDENTS	199-36-6412-00-003-Y-99-019-Y	\$4,000.00								
1	6	1	RECLASSIFIED TRANSPORTATION EXPENSES	199-36-6494-00-003-Y-99-OOO-Y	\$9,000.00								
1	6	1	GENERAL SUPPLIES	1990-36-6399-44-003-Y-99-000-Y	\$1,500.00								
1	6	1	MISCELLANEOUS COPERATING COSTS-FEES	199-36-6497-00-003-Y-99-020-Y	\$500.00								
2	1	1	GENERAL SUPPLIES	199-51-6399-00-003-Y-99-000-Y	\$1,000.00								

199 Local funds												
Goal	Objective	Strategy	Resources Needed	Account Code	Amount							
2	1	1	SUPPLIES FOR MAINTENCE/OPERATIONS-CUST	199-51-63-15-00-003-Y-99-000-Y	\$11,502.00							
2	1	1	EXTRA DUTY PAY/OVERTIME SUP PE	199-51-6121-46-003-Y-99-000-Y	\$200.00							
2	1	1	EXTRA DUTY PAY/OVERTIME SUP PE	199-51-6121-47-003-Y-99-000-Y	\$200.00							
3	2	1	AWARDS-	199-11-6498-00-003-Y-11-000-Y	\$4,000.00							
3	2	1	MISCELLANEOUS OPERATING COSTS	199-23-6499-53-003-Y-99-000-Y	\$1,000.00							
4	1	1	MISCELLANEOUS OPERATING COSTS	199-11-6499-53-003-Y-11-000-Y	\$4,000.00							
5	2	4	GENERAL SUPPLIES	199-33-6399-00-003-Y-99-000-Y	\$1,500.00							
6	1	6	MISCELLANEOUS COSTS	199-6164-9953-003-Y-99-000-Y	\$1,000.00							
6	1	6	GENERAL SUPPLIES	199-61-6399-00-003-Y-99-000-Y	\$2,000.00							
6	1	6	EMPLOYEE TRAVEL	199-61-6411-00-003-Y-99-000-Y	\$1,000.00							
7	1	1	GENERAL SUPPLIES-COMPUTER EQUIPMENT FOR NON- INSTRUCTION	199-23-6399-65-003-Y-99-000-Y	\$500.00							
7	1	1	SUPPLIES & MATERIALS-SOFTWARE	199-23-6395-65-003-Y-99-000-Y	\$110.00							
7	1	1	RENTALS/OPERATING LEASES	199-13-6269-00-003-Y-99-000-Y	\$1,400.00							
7	1	1	EMPLOYEE TRAVEL	199-13-6411-23-003-Y-11-000-Y	\$500.00							
7	1	1	EMPLOYEE TRAVEL	199-13-6411-23-003-Y-99-000-Y	\$500.00							
7	1	1	MISCELLANEOUS OPERATING COSTS	199-13-6499-53-003-Y-99-000-Y	\$500.00							
7	1	1	EMPLOYEE TRAVEL	199-23-6411-00-003-Y-99-000-Y	\$500.00							
7	1	1	EMPLOYEE TRAVEL	199-23-6411-23-003-Y-99-000-Y	\$5,000.00							
7	1	1	EQUIPMENT UNDER 5000	199-23-6398-00-003-Y-99-000-Y	\$5,000.00							
7	1	1	GENERAL SUPPLIES-FURNITURE	199-23-6399-45-003-Y-99-000-Y	\$4,000.00							
7	1	1	EQUIPMENT UNDER 5000	199-23-6398-65-003-Y-99-000-Y	\$6,000.00							
7	1	1	RENTALS OPERATING LEASES	199-11-6269-00-003-Y-11-000-Y	\$1,872.00							
7	1	1	GENERAL SUPPLIES	199-23-6399-00-003-Y-99-000-Y	\$6,000.00							
8	1	2	CONTRACTED MAINTENANCE & REPAIR	199-11-6249-62-003-Y-11-000-Y	\$525.00							
9	1	3	AWARDS	199-23-6498-00-003-Y-99-000-Y	\$16,000.00							
9	4	1	GENERAL SUPPLIES-PE	199-11-6399-51-003-Y-11-000-Y	\$2,000.00							
9	4	1	EXTRA DUTY PAY OVERTIME	199-33-6118-00-003-Y-99-000-Y	\$180.00							
				Sub-Total	\$170,939.00							

			199 Local funds									
Goal	Objective	Strategy	Resources Needed	Account Code	Amount							
				Budgeted Fund Source Amount	\$170,939.00							
				+/- Difference	\$0.00							
			162 State Compensatory									
Goal	Objective	Strategy	Resources Needed	Account Code	Amount							
1	1	1	PROFESSIONAL EXTRA DUTY PAY-TUTORIALS	162-11-6118-00-003-Y-24-EOC-Y	\$14,258.00							
1	1	1	PROFESSONAL DUTY PAY- NON EOC TUTORIALS	162-11-6118-00-003-Y-30-000-Y	\$6,000.00							
1	1	1	COPY PAPER	162-11-6396-00-003-Ү-30-000-Ү	\$15,000.00							
1	1	2	STIPENDS	162-13-6118-00-003-Y-30-000-Y	\$3,300.00							
1	1	4	MISCELLANEOUS CONTRACTED SERVICES-EDGENUITY	162-11-6299-62-003-Ү-30-000-Ү	\$33,000.00							
1	1	6	SALARY/WAGES FOR SUBSTITUTE TEACHERS	162-11-6112-18-003-Y-30-000-Y	\$14,000.00							
1	1	8	GENERAL SUPPLIES	162-11-6399-00-003-Ү-30-000-Ү	\$122,445.00							
1	1	10	COPY PAPER	162-11-6396-00-003-Ү-30-000-Ү	\$5,000.00							
1	1	10	SUPPLIES AND MATERIALS-SOFTWARE	162-11-6395-62-003-Ү-30-000-Ү	\$5,000.00							
1	1	10	GENERAL SUPPLIES	162-11-6399-00-003-Y-30-000-Y	\$5,000.00							
1	2	1	TUITION	162-11-6223-15-003-Ү-30-000-Ү	\$5,365.00							
1	2	2	MISCELLANEOUS CONTRACTED SERVICES	162-11-6299-15-003-Ү-30-000-Ү	\$45,900.00							
7	1	5	Copy paper	162-11-6396-00-003-Y-30-000-Y	\$10,000.00							
7	1	5	SCE-IN-PACE-TITLE 1 PT A-Sal/Wages For Subst Teachers	162-11-6112-18-003-Y-30-000-Y	\$14,000.00							
8	1	1	EQUIPMENT UNDER \$5,000	162-23-6398-62-003-Y-30-000-Y	\$2,500.00							
8	1	1	SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- LCL DEFI	162-11-6398-62-003-Y-30-000-Y	\$112,720.00							
8	1	2	GENERAL SUPPLIES COMPUTERS FOR INSTRUCTION	162-11-6399-62-003-Ү-30-000-Ү	\$20,000.00							
9	2	1	Walk for the Future		\$400.00							
9	3	1	Extra duty pay	162-11-6118-00-003-Y-24-EOC-Y	\$6,000.00							
				Sub-Total	\$439,888.00							
				Budgeted Fund Source Amount	\$439,888.00							
				+/- Difference	\$0.00							
	211 Title I-A											
Goal	Objective	Strategy	Resources Needed	Account Code	Amount							
1	1	1	RECLASSIFIED TRANSPORTATON EXPENSES	211-11-6494-00-003-Y-30-0F2	\$21,800.00							

	211 Title I-A												
Goal	Objective	Strategy	Resources Needed	Account Code	Amount								
1	1	2	READING MATERIALS	211-12=6329-00-003-Y-30-0F2-Y	\$2,000.00								
1	1	4	PROFESSIONAL EXTRA DUTY PAY SUMMER COHORT	211-11-6118-00-003-Y-30-BDG-Y	\$6,496.00								
1	1	5	DUES-AVID MEMBERSHIP	211-11-6495-00-003-Y-30-0F2	\$4,833.00								
1	1	5	PROFESSIONAL EXTRA DUTY PAY-SUMMER BRIDGE	211-11-6118-00-003-Y-30-BDG-Y	\$18,000.00								
1	1	6	SALARY WAGES FOR SUBSTITUTE TEACHERS	211-13-6112-00-003-Y-30-AYP-Y	\$3,500.00								
1	1	8	PRINTING-MEDIA CENTER	211-11-6399-16-003-Y-30-0F2-Y	\$3,500.00								
1	1	8	COPY PAPER	211-11-6396-00-003-Y-30-0F2-Y	\$8,310.00								
1	1	8	GENERAL SUPPLIES	211-11-6399-00-003-Y-30-0F2-Y	\$24,500.00								
1	2	1	TESTING MATERIALS FOR AP TEST	211-11-6399-00-003-Y-30-0F2-Y	\$37,244.00								
1	2	1	PROFESSOINAL DUTY EXTRA PAY-TUTORIALS	211-11-6118-00-003-Y-30-OF2-Y	\$5,000.00								
1	2	6	GENERAL SUPPLIES	211-31-6939-00-003-Y-30-0F2-Y	\$1,200.00								
1	2	6	EQUIPMENT UNDER \$5000	211-31-6398-62-003-Y-30-0F2-Y	\$6,718.00								
1	5	1	MISCELLANEOUS CONTRATCT SERVICES: ADVISE TEXAS	211-31-6299-00-003-Y-30-TUK-Y	\$10,000.00								
1	5	4	TESTING MATERIALS	211-11-6339-00-003-Y-30-0F2	\$5,000.00								
5	2	4	GENERAL SUPPLIES	211-33-6399-00-003-Y-30-0F2-Y	\$2,000.00								
6	1	1	Title I CS- PACE CMP ALLO General Supplies	211-61-6399-00-003-Y-30-0F2-Y	\$900.00								
6	1	8	EQUIPMENT UNDER \$5,000	211-61-6398-65-003-Y-30-0F2-Y	\$920.00								
6	1	8	MISC. OPERATING COSTS: Parent Meeting Refreshments	211-61-6499-53-003-Y-30-0F2-Y	\$900.00								
7	1	1	TRAVEL- ADMINISTRATORS	211-23-6411-23-003-Y-30-0F2-Y	\$5,000.00								
7	1	1	EMPLOYEE TRAVEL	211-13-6411-23-003-Y-30-0F2-Y	\$15,000.00								
7	1	1	SAL/WAGES FOR SUBSTITUTE TEACHERS/FRINGES	211-13-6112-18-003-Y-30-AYP-Y	\$3,551.00								
7	1	1	EMPLOYEE TRAVEL	211-13-6411-00-003-Y-30-0F2-Y	\$5,000.00								
7	1	1	MISCELLANEOUS CONTRACTED SERVICES	211-136411-00-003-Y-30-0F2-Y	\$10,000.00								
7	3	1	EMPLOYEE TRAVEL	211-31-6411-23-003-Y-30-0F2-Y	\$2,800.00								
8	1	1	EQUIPMENT UNDER \$5,000	211-11-6398-62-003-Y-30-0F2-Y	\$25,000.00								
8	1	1	SUPPLIES & MATERIALS-SOFTWARE	211-11-6395-62-003-Y-0F2-Y	\$7,000.00								
8	1	1	COMPUTER SUPPLIES FOR INSTRUCTION	211-11-6399-62-003-Y-30-0F2-Y	\$14,000.00								
8	1	2	EQUIPMENT UNDER \$5,000	211-23-6398-62-003-Y-30-0F2-Y	\$7,700.00								
9	1	3	AWARDS	211-11-6498-00-003-Y-30-0F2-Y	\$1,000.00								

211 Title I-A												
Goal	Objective	Strategy	Resources Needed	Account Code	Amount							
				Sub-Total	\$258,872.00							
				Budgeted Fund Source Amount	\$258,872.00							
				+/- Difference	\$0.00							
				Grand Total	\$869,699.00							

Addendums

Brownsville ISD 031901

STUDENT WELFARE FREEDOM FROM BULLYING

Definitions	"Bullying":									
Bullying	1.	. Means a single significant act or a pattern of acts by more students directed at another student that explo- balance of power and involves engaging in written of expression, expression through electronic means, or conduct that satisfies the applicability requirements that:								
		a.	Has the effect or will have the effect of physically harm- ing a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;							
		b.	Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threaten- ing, or abusive educational environment for a student;							
		C.	Materially and substantially disrupts the educational pro- cess or the orderly operation of a classroom or school; or							
		d.	Infringes on the rights of the victim at school; and							
	2.	Inclu	udes cyberbullying.							
Cyberbullying	"Cyl elec cellu ic m tion tion	berbu stronic ular o nail, in , an Ir tool.	Ilying" means bullying that is done through the use of any c communication device, including through the use of a r other type of telephone, a computer, a camera, electron- stant messaging, text messaging, a social media applica- nternet website, or any other Internet-based communica-							
Applicability	These provisions apply to:									
	1.	Bully the soff s	ying that occurs on or is delivered to school property or to site of a school-sponsored or school-related activity on or school property;							
	 Bullying that occurs on a publicly or privately owned bus or vehicle being used for transportation of stude from school or a school-sponsored or school-related and 									
	3.	Cyb scho ing:	erbullying that occurs off school property or outside of a pol-sponsored or school-related activity if the cyberbully-							
		a.	Interferes with a student's educational opportunities; or							

STUDENT WELFARE FREEDOM FROM BULLYING

		b.	Substantially disrupts the orderly operation of a class- room, school, or school-sponsored or school-related ac- tivity.
Policy	The dure	boarc s, cor	I shall adopt a policy, including any necessary proce- ncerning bullying that:
	1.	Proh	ibits the bullying of a student;
	2.	Proh witne matie	ibits retaliation against any person, including a victim, a ess, or another person, who in good faith provides infor- on concerning an incident of bullying;
	3.	Esta bully	blishes a procedure for providing notice of an incident of ing to:
		a.	A parent or guardian of the alleged victim on or before the third business day after the date the incident is re- ported; and
		b.	A parent or guardian of the alleged bully within a rea- sonable amount of time after the incident;
	4.	Esta tance	blishes the actions a student should take to obtain assis- e and intervention in response to bullying;
	5.	Sets a vic	out the available counseling options for a student who is tim of or a witness to bullying or who engages in bullying;
	6.	Esta inclu incid ing, a occu	blishes procedures for reporting an incident of bullying, ding procedures for a student to anonymously report an ent of bullying, investigating a reported incident of bully- and determining whether the reported incident of bullying rred;
	7.	Proh who, on th in res	ibits the imposition of a disciplinary measure on a student after an investigation, is found to be a victim of bullying, he basis of that student's use of reasonable self-defense sponse to the bullying; and
	8.	Requ ties of inclu U.S.0	uires that discipline for bullying of a student with disabili- comply with applicable requirements under federal law, ding the Individuals with Disabilities Education Act (20 C. Section 1400 et seq.).
	The ally i prove	policy n the emen	and any necessary procedures must be included annu- student and employee handbooks and in the district im- t plan under Education Code 11.252. [See BQ]
Internet Posting	The Inter	proce net N	dure for reporting bullying must be posted on a district's /eb site to the extent practicable.

Brownsville ISD 031901

STUDENT WELFARE FREEDOM FROM BULLYING

FFI (LEGAL)

Prevention and Mediation	A district may establish a district-wide policy to assist in the preven- tion and mediation of bullying incidents between students that:
	1. Interfere with a student's educational opportunities; or
	 Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.
	Education Code 37.0832

2018-19 Texas Academic Performance Report

District Name: BROWNSVILLE ISD

Campus Name: PACE EARLY COLLEGE H S

Campus Number: 031901003

2019 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & <u>Monitored)</u>
STAAR Performance Rates by Te	ested Gra	de, Sub	ject, and	Performa	nce Level												
End of Course English I																	
At Approaches Grade Level or	2010	C00/	C00/	740/		710/	*					220/	*	700/	CE0/	710/	
Above	2019	65%	65%	/ 1% 68%	-	71% 68%	*	-	-	-	-	32% 23%	75%	72%	05% 46%	71% 68%	50%
At Meets Grade Level or Above	2010	50%	49%	51%	_	51%	*	_	-	-	_	13%	*	54%	33%	50%	29%
	2018	44%	43%	47%	-	47%	*	-	*	*	-	10%	25%	49%	34%	46%	22%
At Masters Grade Level	2019 2018	11% 7%	10% 6%	8% 6%	-	8% 6%	*	-	- *	- *	-	1% 3%	* 13%	9% 6%	1% 1%	8% 6%	1% 1%
End of Course English II	_0.0		0,0	• / •		0,0						0,0		0,0	.,.	0,0	.,.
At Approaches Grade Level or																	
Above	2019	68%	67%	65%	-	65%	*	-	*	*	-	22%	*	69%	50%	65%	45%
	2018	67%	64%	67%	*	67%	40%	-	*	-	-	34%	*	72%	47%	67%	43%
At Meets Grade Level or Above	2019	49%	45%	46%	-	46%	*	-	*	*	-	8%	*	50%	29%	44%	20%
At Masters Grade Lovel	2018	48%	43%	44%	*	44%	40%	-	*	-	-	10% 10/	*	48%	30% 20%	44%	20%
At Masters Grade Level	2019	8%	5%	4 /0 5%	*	4%	0%	-	*	_	-	0%	*	5%	2%	4% 5%	0%
End of Course Algebra I	2010	070	570	3/0		370	070					070		370	570	370	070
At Approaches Grade Level or																	
Above	2019	85%	94%	99%	-	99%	*	-	-	-	-	94%	*	99%	100%	99%	99%
	2018	83%	90%	94%	-	94%	*	-	-	*	-	75%	*	95%	91%	94%	95%
At Meets Grade Level or Above	2019	61%	82%	93%	-	94%	*	-	-	-	-	77%	*	93%	94%	93%	91%
At Masters Crade Level	2018	55%	/1%	81%	-	82%	*	-	-	*	-	54%	*	83%	/5%	81%	//%
Al Masiers Grade Level	2019	37%	02% 48%	70% 67%	-	70% 67%	*	-	-	-	-	42% 33%	*	70% 67%	07% 65%	77% 67%	72% 60%
End of Course Biology	2010	5270	4070	07 /0		07 /0						5570		0770	0570	07 /0	0070
At Approaches Grade Level or																	
Above	2019	88%	90%	94%	-	94%	*	-	-	-	-	72%	*	95%	89%	93%	89%
	2018	87%	88%	89%	*	89%	60%	-	*	*	-	63%	60%	91%	82%	89%	83%
At Meets Grade Level or Above	2019	62%	60%	60%	-	60%	*	-	-	-	-	19%	*	65%	38%	59%	40%
At Masters Crade Lavel	2018	59%	55%	55%	*	55%	40%	-	*	*	-	23%	60%	57%	46%	55%	41%
At Masters Grade Level	2019	25% 24%	18% 16%	15%	-	15%	<u>^</u>	-	-	-	-	2% 3%	20%	1/% 1/%	8% 11%	15%	6%
End of Course U.S. History	2010	2470	1070	1370		1370	0 /0					J /0	2070	1470	1170	1370	070
At Approaches Grade Level or																	
Above	2019	93%	94%	92%	*	92%	*	-	*	-	-	66%	-	92%	89%	92%	84%
	2018	92%	92%	92%	-	92%	80%	-	*	-	-	67%	*	93%	89%	92%	85%
At Meets Grade Level or Above	2019	73%	72%	67%	*	67%	*	-	*	-	-	37%	-	68%	64%	68%	44%
	2018	70%	68%	62%	-	62%	60%	-	*	-	-	33%	*	65%	52%	62%	45%
At Masters Grade Level	2019	45%	40%	35%	*	35%	* 2004	-	*	-	-	11%	- *	36%	26%	35%	13%
	2010	40%	5570	Z4 70	-	2470	2070	-	•	-	-	1070		2470	2270	2470	1470
All Grades All Subjects																	
At Approaches Grade Level or																	
Above	2019	78%	81%	81%	*	81%	69%	-	*	*	-	52%	100%	83%	74%	81%	70%
	2018	77%	78%	80%	*	80%	64%	-	*	*	-	48%	77%	82%	68%	79%	65%
At Meets Grade Level or Above	2019	50%	52%	60%	*	60%	31%	-	*	*	-	26%	56%	63%	45%	59%	40%
At Masters Crade Level	2018	48%	49%	54%	*	54%	55%	-	*	*	-	24%	45%	5/%	43%	54%	36%
ALIVIASIELS GLADE LEVEL	2019	∠4%	23%	22%		22%	15%	-	- 6	Ŧ	-	9%	55%	23%	1/%	25%	14%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus STAAR Performance

															Non-		EL
											Two or	Special	Special	Continu-	Continu-		(Current
					African			American	1	Pacific	More	Ed	Ed	ously	ously	Econ	&
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	Enrolled	Enrolled	Disadv	Monitored)
	2018	22%	21%	17%	*	17%	14%	-	*	*	-	7%	18%	17%	15%	17%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or																	
Above	2019	75%	76%	68%	-	68%	60%	-	*	*	-	28%	100%	71%	56%	68%	50%
	2018	74%	74%	67%	*	67%	56%	-	*	*	-	29%	70%	72%	47%	67%	43%
At Meets Grade Level or Above	2019	48%	47%	48%	-	48%	0%	-	*	*	-	11%	40%	52%	30%	47%	24%
	2018	46%	44%	45%	*	45%	56%	-	*	*	-	14%	20%	49%	31%	45%	21%
At Masters Grade Level	2019	21%	18%	6%	-	6%	0%	-	*	*	-	1%	0%	7%	1%	6%	1%
	2018	19%	17%	5%	*	5%	0%	-	*	*	-	2%	10%	6%	2%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or																	
Above	2019	82%	86%	99 %	-	99%	*	-	-	-	-	94%	*	99%	100%	99%	99%
	2018	81%	85%	94%	-	94%	*	-	-	*	-	75%	*	95%	91%	94%	95%
At Meets Grade Level or Above	2019	52%	57%	93%	-	94%	*	-	-	-	-	77%	*	93%	94%	93%	91%
	2018	50%	55%	81%	-	82%	*	-	-	*	-	54%	*	83%	75%	81%	77%
At Masters Grade Level	2019	26%	31%	7 8 %	-	78%	*	-	-	-	-	42%	*	76%	87%	77%	72%
	2018	24%	28%	67%	-	67%	*	-	-	*	-	33%	*	67%	65%	67%	60%
All Grades Science																	
At Approaches Grade Level or																	
Above	2019	81%	84%	94%	-	94%	*	-	-	-	-	72%	*	95%	89%	93%	89%
	2018	80%	82%	89%	*	89%	60%	-	*	*	-	63%	60%	91%	82%	89%	83%
At Meets Grade Level or Above	2019	54%	55%	60%	-	60%	*	-	-	-	-	19%	*	65%	38%	59%	40%
	2018	51%	51%	55%	*	55%	40%	-	*	*	-	23%	60%	57%	46%	55%	41%
At Masters Grade Level	2019	25%	21%	15%	-	15%	*	-	-	-	-	2%	*	17%	8%	16%	6%
	2018	23%	19%	13%	*	13%	0%	-	*	*	-	3%	20%	14%	11%	13%	6%
All Grades Social Studies																	
At Approaches Grade Level or																	
Above	2019	81%	83%	92%	*	92%	*	-	*	-	-	66%	-	92%	89%	92%	84%
	2018	78%	80%	92%	-	92%	80%	-	*	-	-	67%	*	93%	89%	92%	85%
At Meets Grade Level or Above	2019	55%	54%	67%	*	67%	*	-	*	-	-	37%	-	68%	64%	68%	44%
	2018	53%	51%	62%	-	62%	60%	-	*	-	-	33%	*	65%	52%	62%	45%
At Masters Grade Level	2019	33%	29%	35%	*	35%	*	-	*	-	-	11%	-	36%	26%	35%	13%
	2018	31%	26%	24%	-	24%	20%	-	*	-	-	10%	*	24%	22%	24%	14%

TEXAS EDUCATION AGENCY Texas Academic Performance Report 2018-19 Campus Progress

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain -	Academi	c Growtł	n Score I	oy Grade a	nd Subject												
End of Course English II	2019 2018	69 67	68 69	69 71	- *	69 71	* *	-	*	* -	-	66 54	* -	68 70	71 72	69 71	70 62
End of Course Algebra I	2019 2018	75 72	91 85	97 94	-	97 94	*	-	-	- *	-	88 84	*	96 94	100 99	97 94	96 93
All Grades Both Subjects	2019 2018	69 69	69 71	80 78	- *	80 79	* 58	-	*	*	-	79 66	*	80 78	81 79	81 78	83 75
All Grades ELA/Reading	2019 2018	68 69	67 69	69 71	- *	69 71	*	-	*	* -	-	66 54	* -	68 70	71 72	69 71	70 62
All Grades Mathematics	2019 2018	70 70	71 72	97 94	-	97 94	*	-	-	- *	-	88 84	*	96 94	100 99	97 94	96 93

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Prior Year and Student Success Initiative

					African			American		Pacific	Two or More	Special	Econ	FI
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
Student Success Initiative														
Grade 8 Reading														
STAAR Non-Proficient Students Promote	d by Grade Plac	ement Cor	nmittee											
	2018	99%	95%	100%	-	100%	-	-	-	-	-	-	100%	100%
STAAR Met Standard (Non-Proficient in I	Previous Year)													
Promoted to Grade 9	2019	13%	15%	15%	-	15%	-	-	-	-	-	7%	15%	11%
Grade 8 Mathematics														
STAAR Non-Proficient Students Promote	d by Grade Plac	ement Cor	nmittee											
	2018	98%	90%	*	-	*	-	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in I	Previous Year)													
Promoted to Grade 9	2019	50%	75%	73%	-	73%	-	-	-	-	-	60%	73%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance Bilingual Education/English as a Second Language Total Students: 2,085 Grade Span: 09 - 12 (Current EL Students)

					Bilingual	BE-Trans	BE-Trans	BE-Dual	BE-Dual		ESL	ESL	LEP No	LEP with	Total
		State	District	Campus	Education	Early Exit	Late Exit	Two-Way	One-Way	ESL	Content	Pull-Out	Services	Services	EL
STAAR Performance Rate by Subject and Pe	erformance	Level		-											
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	81%	-	-	-	-	-	61%	24%	65%	63%	61%	61%
	2018	77%	78%	80%	-	-	-	-	-	56%	56%	-	44%	56%	56%
At Meets Grade Level or Above	2019	50%	52%	60%	-	-	-	-	-	29%	0%	31%	26%	29%	28%
	2018	48%	49%	54%	-	-	-	-	-	25%	25%	_	16%	25%	25%
At Masters Grade Level	2019	24%	23%	22%	-	-	-	-	-	11%	0%	12%	17%	11%	12%
	2018	22%	21%	17%	-	-	-	-	-	8%	8%	-	8%	8%	8%
All Grades ELA/Reading	_0.0	/*	2.70							0,0	0,0		0,0	0,0	0,0
At Approaches Grade Level or Above	2010	75%	76%	68%	_	_	_	_	_	30%	8%	13%	15%	30%	30%
ALAppidaciles Glade Level of Above	2019	7.0%	740/	67%						210/	210/	4370	4J70 270/	310/	210/
At Mosts Crada Loval or Abova	2010	/4/0	/4/0	400/	-	-	-	-	-	170/	00/	- 1 4 0/	Z7 70 E0/	170/	170/
At Meets Grade Level of Above	2019	40%	4/70	40%	-	-	-	-	-	1270	1.00/	1470	3% 70/	1270	1270
At Masters Created and	2018	46%	44%	45%	-	-	-	-	-	10%	10%	-	/%	10%	10%
At Masters Grade Level	2019	21%	18%	6%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
	2018	19%	1/%	5%	-	-	-	-	-	0%	0%	-	7%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	99%	-	-	-	-	-	99%	-	99%	100%	99%	99%
	2018	81%	85%	94%	-	-	-	-	-	95%	95%	-	*	95%	94%
At Meets Grade Level or Above	2019	52%	57%	93%	-	-	-	-	-	87%	-	87%	100%	87%	88%
	2018	50%	55%	81%	-	-	-	-	-	69%	69%	-	*	69%	68%
At Masters Grade Level	2019	26%	31%	78%	-	-	-	-	-	65%	-	65%	83%	65%	66%
	2018	24%	28%	67%	-	-	-	-	-	51%	51%	_	*	51%	49%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	94%	-	-	-	-	-	85%	71%	86%	80%	85%	85%
	2018	80%	82%	89%	_	_	-	_	-	79%	79%	-	60%	79%	78%
At Meets Grade Level or Above	2010	54%	55%	60%	_	_	_	_	_	74%	0%	25%	20%	74%	23%
A MICELS GIAde Level of Above	2015	51%	51%	55%			_	_		2470	31%	2370	20%	24/0	31%
At Masters Grade Lovel	2010	2504	210/	15%	-	-	-	-	-	D1/0	0%	20/-	2070	20/	20/
Al Maslers Grade Level	2019	2370	2170	13/0	-	-	-	-	-	Z /0 40/	40/	2 70	0%	2 70	2 70
All Crades Social Studios	2010	2370	1970	13%	-	-	-	-	-	470	470	-	0%	470	470
All Glades Social Studies	2010	010/	0.20/	070/						0.20/	*	010/	*	0.20/	0.20/
At Approaches Grade Level or Above	2019	81%	83%	92%	-	-	-	-	-	82%	* 010/	81%	*	82%	82%
	2018	/8%	80%	92%	-	-	-	-	-	81%	81%	-	*	81%	81%
At Meets Grade Level or Above	2019	55%	54%	67%	-	-	-	-	-	40%	*	42%	*	40%	39%
	2018	53%	51%	62%	-	-	-	-	-	34%	34%	-	*	34%	33%
At Masters Grade Level	2019	33%	29%	35%	-	-	-	-	-	13%	*	13%	*	13%	13%
	2018	31%	26%	24%	-	-	-	-	-	9%	9%	-	*	9%	9%
	~														
School Progress Domain - Academic Growth	1 Score	CO 0/	600/	000/						0.20/		020/	000/	0.20/	0.40/
All Grades Both Subjects	2019	69%	69%	80%	-	-	-	-	-	83%	-	83%	88%	83%	84%
	2018	69%	71%	78%	-	-	-	-	-	73%	73%		56%	73%	72%
All Grades ELA/Reading	2019	68%	67%	69%	-	-	-	-	-	71%	-	71%	*	71%	71%
	2018	69%	69%	71%	-	-	-	-	-	63%	63%	-	50%	63%	63%
All Grades Mathematics	2019	70%	71%	9 7%	-	-	-	-	-	95%	-	95%	100%	95%	96%
	2018	70%	72%	94%	-	-	-	-	-	91%	91%	-	*	91%	90%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus STAAR Participation

					Two or								
	.	<u> </u>	~	African			American		Pacific	More	Special	Econ	EL
2019 STAAR Participation (All Grades)	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
All Tests													
Assessment Participant Included in Accountability Not Included in Accountability	99% 94%	100% 95%	99% 91%	*	99% 91%	100% 100%	-	*	*	-	99% 93%	99% 92%	100% 81%
Mobile Other Exclusions	4% 1%	2% 2%	4% 4%	*	4% 4%	0% 0%	-	*	*	-	4% 2%	4% 4%	5% 14%
Not Tested Absent Other	1% 1% 0%	0% 0% 0%	1% 1% 0%	* * *	1% 1% 0%	0% 0% 0%	-	* * *	* * *	- -	1% 1% 0%	1% 1% 0%	0% 0% 0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant Included in Accountability	99% 94%	100% 95%	100% 92%	*	100% 92%	100% 85%	-	*	*	-	99% 94%	100% 92%	100% 81%
Mobile Other Exclusions	4% 1%	3% 2%	4% 3%	*	4% 3%	8% 8%	-	*	*	- -	3% 1%	4% 3%	5% 14%
Not Tested Absent Other	1% 1% 0%	0% 0% 0%	0% 0% 0%	* * *	0% 0% 0%	0% 0% 0%	- - -	* * *	* * *	-	1% 1% 0%	0% 0% 0%	0% 0% 0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Attendance, Graduation, and Dropout Rates

										Two or			
				African			American		Pacific	More	Special	Econ	EL
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
Attender of Date													
Attendance Rate	05 40/	05 40/	04.00/	*	04.00/	02 40/		*	*			04.00/	
2017-18	95.4%	95.4%	94.8%	*	94.8%	92.4%	-	*	*	-	93.6%	94.8%	95.0%
2016-17	95.7%	95.8%	95.1%	*	95.1%	94.8%	-	*	-	-	93.6%	95.1%	95.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Appual Dropout Data (Cr. 9, 12)													
2017 19	1 00/	1 10/	0.20/	*	0.20/	0.09/		0.00/	*		0.40/	0.20/	0.00/
2017-10	1.9%	1.170	0.5%	*	0.5%	0.0%	-	0.0%		-	0.4%	0.3%	0.0%
2016-17	1.9%	1.3%	0.6%	+	0.6%	0.0%	-	0.0%	-	-	0.7%	0.6%	1.0%
4-Year Longitudinal Rate (Gr 9-1) Class of 2018	2)												
Graduated	90.0%	92.8%	96.7%	-	96.8%	80.0%	-	*	-	-	84.5%	96.7%	94.6%
Received TxCHSE	0.4%	0.3%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	3.8%	3.0%	1.5%	-	1 3%	20.0%	-	*	-	-	12.1%	1 5%	0.0%
Dropped Out	5.7%	3.9%	19%	-	1 9%	0.0%	-	*	_	_	3.4%	1.9%	5.4%
Graduates and TxCHSE	90.4%	93.1%	96.7%	-	96.8%	80.0%	-	*	_	_	84.5%	96.7%	94.6%
Graduates, TxCHSE,	50.470	55.170	50.770		50.070	00.070					04.370	50.770	54.070
and Continuers	94.3%	96.1%	98.1%	-	98.1%	100.0%	-	*	-	-	96.6%	98.1%	94.6%
Class of 2017													
Graduated	89.7%	91.6%	93.4%	*	93.4%	*	-	*	-	-	90.9%	93.6%	78 9%
Received TxCHSE	0.4%	0.2%	0.0%	*	0.0%	*	-	*	_	_	0.0%	0.0%	0.0%
Continued HS	4.0%	4.8%	4.0%	*	4 1%	*	_	*	_	_	7 3%	4.0%	17.5%
Dropped Out	5.0%	3.4%	2.5%	*	2.6%	*		*			1.8%	7.0%	3 5%
Graduates and TyCHSE	00 1%	01.0%	03 /0/	*	02.0%	*		*			00.0%	03.6%	78 0%
Graduates, TxCHSE,	90.170	91.970	93.4 /0		93.470		-		-	-	90.970	93.070	70.970
and Continuers	94.1%	96.6%	97.5%	*	97.4%	*	-	*	-	-	98.2%	97.7%	96.5%
5-Year Extended Longitudinal Ra Class of 2017	ate (Gr 9-12)												
Graduated	92.0%	95.4%	96.8%	*	96.8%	*	-	*	-	-	96.4%	97.0%	96.5%
Received TxCHSE	0.6%	0.3%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1 1%	0.5%	0.4%	*	0.4%	*	-	*	-	-	1.8%	0.4%	0.0%
Dropped Out	6.3%	3.8%	2.7%	*	2.8%	*	-	*	-	-	1.8%	2.5%	3.5%
Graduates and TxCHSE	92.6%	95.7%	96.8%	*	96.8%	*	-	*	_	_	96.4%	97.0%	96.5%
Graduates, TxCHSE,	52.070	55.770	50.070		50.070						50.470	57.070	50.570
and Continuers	93.7%	96.2%	97.3%	*	97.2%	*	-	*	-	-	98.2%	97.5%	96.5%
Class of 2016													
Graduated	91.6%	94.7%	98.0%	*	98.0%	*	-	-	-	-	93.5%	98.0%	94.7%
Received TxCHSE	0.7%	0.3%	0.4%	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	1.2%	0.8%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.3%	1.6%	*	1.6%	*	_	_	_	_	6.5%	1.6%	5 3%
Graduates and TyCHSE	0.070	4.570	09.4%	*	08.4%	*					03.5%	08.40/	04 7%
Graduates, TxCHSE,	92.270	94.9%	90.470		90.470		-	-	-	-	95.5%	90.470	94.770
and Continuers	93.4%	95.7%	98.4%	*	98.4%	*	-	-	-	-	93.5%	98.4%	94.7%
6-Year Extended Longitudinal R	ate (Gr 9-12)												
Class of 2016													
Graduated	92.1%	95.4%	98.0%	*	98.0%	*	-	-	-	-	93.5%	98.0%	94.7%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Attendance, Graduation, and Dropout Rates

										Two or			
				African			American		Pacific	More	Special	Econ	EL
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
Received TxCHSE	0.8%	0.4%	0.4%	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	0.5%	0.1%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.2%	1.6%	*	1.6%	*	-	-	-	-	6.5%	1.6%	5.3%
Graduates and TxCHSE	92.9%	95.7%	98.4%	*	98.4%	*	-	-	-	-	93.5%	98.4%	94.7%
and Continuers	03 10%	05.8%	98 /1%	*	08 /0%	*	_	_	_	_	03 5%	08 /0%	0/ 7%
Class of 2015	95.470	95.070	50.470		90.470						95.570	50.470	34.770
Graduated	91.8%	95.2%	98.7%	-	98.7%	-	-	-	-	-	96.3%	98.7%	94.1%
Received TxCHSE	1.0%	0.3%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.3%	0.5%	-	0.5%	-	-	-	-	-	3.7%	0.5%	0.0%
Dropped Out	6.7%	4.2%	0.8%	-	0.8%	-	-	-	-	-	0.0%	0.8%	5.9%
Graduates and TxCHSE Graduates, TxCHSE,	92.8%	95.5%	98. 7%	-	98.7%	-	-	-	-	-	96.3%	98.7%	94.1%
and Continuers	93.3%	95.8%	99.2%	-	99.2%	-	-	-	-	-	100.0%	99.2%	94.1%
4-Year Federal Graduation Rate	e Without Exc	lusions (Gr 9	-12)										
Class of 2018	90.0%	91.9%	96.1%	-	96.4%	66.7%	-	*	-	-	81.7%	96.1%	94.6%
Class of 2017	89.7%	90.5%	92.8%	*	92.8%	*	-	*	-	-	87.7%	93.0%	78.9%
RHSP/DAP Graduates (Longitu	udinal Rate)												
Class of 2018	68.5%	85.7%	*	-	*	-	-	-	-	-	-	*	*
Class of 2017	88.5%	96.3%	97.0%	*	97.0%	*	-	*	-	-	73.5%	97.0%	97.8%
FHSP-E Graduates (Longitudir	nal Rate)												
Class of 2018	5.0%	3.6%	1.3%	-	1.3%	*	-	*	-	-	13.3%	1.3%	0.0%
Class of 2017	6.0%	13.2%	*	-	*	-	-	-	-	-	*	*	-
FHSP-DLA Graduates (Longitu	idinal Rate)												
Class of 2018	82.0%	93.2%	96.3%	-	96.5%	*	-	*	-	-	66.7%	96.3%	98.1%
Class of 2017	60.8%	73.7%	*	-	*	-	-	-	-	-	*	*	-
RHSP/DAP/FHSP-E/FHSP-DLA	Graduates (L	ongitudinal I	Rate)										
Class of 2018	86.8%	96.8%	97.6%	-	97.8%	*	-	*	-	-	80.0%	97.6%	98.1%
Class of 2017	85.9%	96.2%	96.8%	*	96.8%	*	-	*	-	-	72.0%	96.8%	97.8%
RHSP/DAP Graduates (Annual	Rate)												
2017-18	37.7%	58.8%	14.3%	-	14.3%	-	-	-	-	-	0.0%	0.0%	-
2016-17	87.2%	95.1%	95.6%	*	95.6%	*	-	*	-	-	65.5%	95.8%	97.7%
FHSP-E Graduates (Annual Ra	te)												
2017-18	4.9%	3.6%	1.4%	-	1.5%	0.0%	-	*	-	-	13.0%	1.4%	0.0%
2016-17	7.2%	24.2%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Annual	Rate)				00 = 1	00.001					<u> </u>	0.0 - 0.1	6 6 6 6
2017-18	81.5%	94.3%	96.3%	-	96.5%	80.0%	-	*	-	-	67.4%	96.5%	98.6%
2016-17	56.5%	52.7%	90.0%	-	90.0%	-	-	-	-	-	*	90.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA	Graduates (A	Annual Rate)			oc ==:/	00.001					74 004	00.001	
2017-18	85.1%	96.1%	96.6%	-	96.7%	80.0%	-	*	-	-	71.2%	96.8%	98.6%
2016-17	84.0%	94.1%	95.5%	*	95.5%	*	-	*	-	-	64.3%	95.7%	97.9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Graduation Profile

	Campus	Campus	District	State
	Count	Percent	Count	Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	500	100.0%	3,253	347,893
By Ethnicity:				
African American	0	0.0%	4	43,502
Hispanic	493	98.6%	3,215	173,272
White	5	1.0%	25	107,052
American Indian	0	0.0%	0	1,226
Asian	2	0.4%	9	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	0	0.0%	0	6,724
By Graduation Type:				
Minimum H.S. Program	6	1.2%	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	1	0.2%	87	3,538
Foundation H.S. Program (No Endorsement)	15	3.0%	113	49,432
Foundation H.S. Program (Endorsement)	7	1.4%	110	16,542
Foundation H.S. Program (DLA)	471	94.2%	2,882	272,526
Special Education Graduates	56	11.2%	286	25,962
Economically Disadvantaged Graduates	498	99.6%	3,134	166,956
LEP Graduates	73	14.6%	405	21,359
At-Risk Graduates	407	81.4%	1,769	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

										Two or			
				African			American		Pacific	More	Special	Fcon	FI
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Fd	Disady	(Current)
College Career and Military R	eady Graduate	es (Student A	Chievement) ***	mapanie	Winte	indian	Asian	Islander	Races		DISUUV	(current)
College, Career, and Military Ro	ady (Appual C	raduatas)	Active verification	/									
	auy (Annuar Gi	67 4%	97 70/		82 70/	80.0%		*			70 50/	83.0%	82.0%
2017-10	05.5%	07.470	02.7 %	-	02.770	00.0%	-		-	-	70.5%	05.0%	02.9%
College Ready Graduates ***													
College Ready (Annual Gradua	ates)												
2017-18	50.0%	51.9%	70.8%	-	70.8%	60.0%	-	*	-	-	23.2%	71.1%	71.2%
TSI Criteria Graduates (Annual English Language Arts	l Graduates)												
2017-18	58.2%	61 1%	72.6%	_	72 4%	80.0%	_	*	_	_	32.1%	72 9%	47 9%
Mathematics	50.270	01.170	72.070	_	72.470	00.070	_		-	-	52.170	72.970	47.970
2017-18	46.0%	49.9%	72.8%	-	72.8%	60.0%	-	*	-	-	35.7%	73.1%	67.1%
Both Subjects													
2017-18	42.1%	44.9%	60.6%	-	60.4%	60.0%	-	*	-	-	19.6%	60.8%	39.7%
Dual Course Credits (Annual G	Graduates)												
Any Subject			/										
2017-18	20.7%	20.1%	26.2%	-	26.0%	20.0%	-	*	-	-	12.5%	26.3%	13.7%
2016-17	19.9%	18.7%	23.7%	*	23.4%	*	-	*	-	-	5.4%	23.8%	14.6%
AP/IB Met Criteria in Any Subj Any Subject	ect (Annual Gra	aduates)											
2017-18	20.4%	18.6%	22.6%	-	22.7%	0.0%	-	*	-	-	1.8%	22.7%	45.2%
2016-17	20.1%	22.4%	32.3%	*	32.0%	*	-	*	-	-	1.8%	32.4%	64.6%
Associate's Degree													
Associate's Degree (Annual	Graduates)												
2017-18	1.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
OnRampsCourse Credits (Ann	nual Graduates))											
2017-18	1.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduate	es												
Career or Military Ready (Annu	ual Graduates)												
2017-18	28.7%	36.1%	44.7%	-	44.5%	50.0%	-	*	-	-	/0.5%	44.9%	37.7%
2016-17	13.2%	22.8%	22.6%	*	22.5%	*	-	*	-	-	24.1%	22.4%	12.5%
Approved Industry-Based Certi	ification (Annua	al Graduates)											
2017-18	4.8%	4.4%	4.0%	-	3.9%	0.0%	-	*	-	-	0.0%	4.0%	0.0%
2016-17	2.7%	4.0%	3.4%	*	3.2%	*	-	*	-	-	0.0%	3.4%	4.2%
Graduate with Completed IEP a	and Workforce	Readiness (A	nnual Gradua	ates)									
2017-18	1.7%	0.7%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	1.0%	0.4%	0.7%	*	0.7%	*	-	*	-	-	5.4%	0.5%	0.0%
CTE Coherent Sequence Cour	rsework Alianea	d with Industry	-Based Certif	ications (Annu	al Graduates)								
2017-18	38.7%	53.1%	69.0%	-	68.8%	80.0%	-	*	-	-	46.4%	69.3%	64.4%
2016-17	17.3%	37.2%	31.8%	*	31.8%	*	-	*	-	-	25.0%	32.0%	20.8%

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD Campus Name: PACE EARLY COLLEGE H S Campus Number: 031901003

Texas Academic Performance Report 2018-19 Campus College, Career, and Military Readiness (CCMR)

		African			American			Pacific More		Special	Econ	EL	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
U.S. Armed Forces Enlistm	ent (Annual Gradu	lates)											
2017-18	4.3%	4.1%	4.4%	-	4.3%	20.0%	-	*	-	-	3.6%	4.4%	4.1%
2016-17	2.2%	1.8%	4.5%	*	4.5%	*	-	*	-	-	7.1%	4.5%	0.0%
Graduates under an Advand	ced Degree Plan a	and Identified	as a current S	Special Educat	on Student (An	nual Graduate	es)						
2017-18	2.6%	4.9%	7.4%	-	7.5%	0.0%	-	*	-	-	66.1%	7.4%	1.4%
Graduates with Level I or Le	evel II Certificate (A	Annual Gradu	ates)										
2017-18	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus CCMR-Related Indicators

										Two or			
				African			American		Pacific	More	Special	Econ	EL
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
TSIA Results (Graduates >= C	Criterion) (Annu	ual Graduates	5)										<u> </u>
Reading													
2017-18	32.1%	54.8%	65.6%	-	65.5%	60.0%	-	*	-	-	32.1%	65.9%	32.9%
2016-17	23.4%	53.1%	57.1%	*	57.3%	*	-	*	-	-	14.3%	57.1%	18.8%
Mathematics													
2017-18	23.7%	44.4%	58.8%	-	58.6%	60.0%	-	*	-	-	21.4%	59.0%	47.9%
2016-17	19.8%	45.4%	43.8%	*	43.9%	*	-	*	-	-	7.1%	43.8%	27.1%
Both Subjects													
2017-18	18.1%	39.1%	49.6%	-	49.5%	40.0%	-	*	-	-	17.9%	49.8%	24.7%
2016-17	12.9%	39.0%	35.2%	*	35.2%	*	-	*	-	-	3.6%	35.1%	12.5%
CTE Coherent Sequence (Anr	nual Graduates)											
2017-18	58.4%	82.3%	88.4%	-	88.4%	80.0%	-	*	-	-	73.2%	88.8%	89.0%
2016-17	50.5%	81.8%	81.3%	*	81.6%	*	-	*	-	-	57.1%	81.4%	60.4%
Completed and Received Cred	dit for College I	Prep Courses	s (Annual Gra	aduates)									
English Language Arts	-	-											
2017-18	2.0%	1.7%	7.2%	-	7.1%	20.0%	-	*	-	-	1.8%	7.2%	20.5%
2016-17	0.8%	2.5%	9.5%	*	9.5%	*	-	*	-	-	5.4%	9.5%	18.8%
Mathematics													
2017-18	3.9%	4.6%	17. 0 %	-	17.2%	0.0%	-	*	-	-	14.3%	17.1%	32.9%
2016-17	1.4%	2.3%	7.4%	*	7.5%	*	-	*	-	-	1.8%	7.5%	12.5%
Both Subjects													
2017-18	0.9%	0.7%	3.6%	-	3.7%	0.0%	-	*	-	-	0.0%	3.6%	12.3%
2016-17	0.2%	0.2%	0.7%	*	0.7%	*	-	*	-	-	0.0%	0.7%	0.0%
AP/IB Results (Participation)	(Grades 11-12)												
All Subjects													
2018	25.8%	24.1%	22.3%	-	22.1%	25.0%	-	*	-	-	n/a	22.3%	n/a
_ 2017	26.2%	31.9%	49.6%	*	49.4%	40.0%	-	*	-	-	n/a	49.5%	n/a
English Language Arts		4 = 604			10.10/	10 - 11						10.00/	
2018	15.3%	15.6%	12.3%	-	12.1%	12.5%	-	*	-	-	n/a	12.3%	n/a
2017	15.9%	23.4%	37.6%	*	37.3%	40.0%	-	*	-	-	n/a	37.6%	n/a
Mathematics	7.00/	2.00/	4.00/		4 70/						,	1.00/	,
2018	7.3%	2.0%	1.9%	-	1.7%	12.5%	-	*	-	-	n/a	1.9%	n/a
2017	7.2%	3.3%	4.8%	*	4.8%	0.0%	-	*	-	-	n/a	4.8%	n/a
	10.00/	E E0/	E 60/		E E0/	0.00/		*			2/2	F 60/	2/2
2010	10.0%	5.5% 8.5%	5.0% 21.0%	-	5.5% 20.7%	0.0%	-	*	-	-	11/d n/a	5.0% 21.0%	n/a
Social Studies	10.970	0.5%	21.0 /0		20.7 70	40.070	-		-	-	n/a	21.070	n/a
2018	14 50/	12 60/	9 30/		8 30/	17 50/		*			n/a	8 30/	n/2
2010	14.3%	72.0%	3/ /%	- *	3/ 1%	12.3%	-	*	-	-	n/a	34.4%	n/a
2017	15.070	22.7 70	J-1-7/0		54.170	40.070					n/a	54.470	Π/a
AP/IB Results (Examinees >=	Criterion) (Gra	des 11-12)											
2018	50 7%	27.6%	40 1%		10.8%	*	_	*			n/2	10 104	n/2
2010	49 1%	27.0%	-+0.1 /0 21 7%	- *	21.3%	*	-	*	-	-	n/a	21.7%	n/a
English Language Arts		23.270	21.7 /0		21.370						n/a	21.770	n/a
2018	42 5%	14 7%	21.4%	-	21.9%	*	_	*	-	-	n/a	21 4%	n/a
2017	41.3%	8.5%	7.6%	*	7.2%	*	-	*	_	_	n/a	7.6%	n/a
Mathematics		0.070											
2018	52.8%	14.8%	25.0%	-	27.8%	*	-	*	-	-	n/a	25.0%	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus CCMR-Related Indicators

										Two or			
				African			American		Pacific	More	Special	Econ	EL
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
2017	51.3%	8.1%	6.4%	-	4.3%	-	-	*	-	-	n/a	6.4%	n/a
Science													
2018	38.0%	7.4%	11.7%	-	12.1%	-	-	*	-	-	n/a	11.7%	n/a
2017	38.3%	5.0%	2.4%	-	2.5%	*	-	*	-	-	n/a	2.4%	n/a
Social Studies													
2018	44.6%	11.7%	17.0%	-	17.2%	*	-	-	-	-	n/a	17.0%	n/a
2017	41.4%	6.9%	4.8%	*	4.5%	*	-	*	-	-	n/a	4.8%	n/a
SAT/ACT Results (Annual G	raduates) ***												
Tested													
2017-18	74.6%	76.9%	84.2%	-	84.4%	60.0%	-	*	-	-	n/a	84.0%	n/a
2016-17	73.5%	71.0%	71.7%	100.0%	71.5%	0.0%	-	100.0%	-	-	n/a	71.4%	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	14.0%	-	14.2%	*	-	*	-	-	n/a	13.8%	n/a
Average SAT Score (Annual	Graduates) ***												
All Subjects													
2017-18	1036	960	926	-	926	*	-	*	-	-	n/a	927	n/a
English Language Arts													
and Writing													
2017-18	521	489	473	-	473	*	-	*	-	-	n/a	473	n/a
Mathematics	021												
2017-18	515	472	453	-	453	*	-	*	-	-	n/a	453	n/a
Average ACT Score (Appual	Graduates) ***												
All Subjects	Graduates)												
2017-18	20.6	18 1	17 2	_	17.2	*	_	*	_	_	n/a	17 2	n/a
English Language Arts	20.0	10.1	17.2		17.2						n/a	17.2	n/a
2017 19	20.2	177	16.0		16.0	*		*			n/a	16.0	n/a
2017-10 Mathematics	20.5	17.7	10.0	-	10.0		-		-	-	II/a	10.0	II/d
2017 10	20 F	10 1	17 3		17 0	*		*			nla	17 1	n/n
2017-10 Science	20.6	10.1	17.2	-	17.2	4	-	*	-	-	n/a	17.1	n/a
	20.0	10 5	17 4		17 5	*		*			2/2	174	2/2
2017-10	20.9	18.5	17.4	-	17.5	7	-	Ŧ	-	-	n/a	17.4	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Other Postsecondary Indicators

Total Students: 2,085 Grade Span: 09 - 12 School Type: High School

								I WO OF					
				African			American		Pacific	More	Special	Econ	EL
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
Advanced Dual-Credit Course	e Completion (G	irades 9-12)											
Any Subject	• •												
2017-18	43.4%	49.1%	57.5%	*	57.5%	53.3%	-	100.0%	*	-	19.4%	58.6%	36.6%
2016-17	37.1%	47.1%	54.7%	*	54.9%	28.6%	-	80.0%	-	-	23.9%	55.5%	42.6%
English Language Arts													
2017-18	17.3%	26.5%	31.6%	*	31.5%	33.3%	-	80.0%	*	-	9.4%	32.1%	12.9%
2016-17	16.8%	29.4%	29.1%	*	29.1%	21.4%	-	60.0%	-	-	15.2%	29.2%	25.8%
Mathematics													
2017-18	20.7%	24.5%	27.2%	*	27.2%	23.1%	-	*	*	-	10.3%	27.7%	15.1%
2016-17	19.5%	19.8%	27.5%	*	27.5%	15.4%	-	40.0%	-	-	9.4%	27.8%	17.1%
Science													
2017-18	21.2%	18.3%	17.5%	*	17.4%	21.4%	-	60.0%	*	-	7.3%	17.8%	4.5%
2016-17	5.7%	2.5%	2.6%	*	2.6%	0.0%	-	20.0%	-	-	0.0%	2.7%	0.0%
Social Studies													
2017-18	22.8%	24.9%	40.7%	*	40.6%	38.5%	-	80.0%	*	-	1.5%	41.2%	10.5%
2016-17	21.8%	25.3%	35.6%	*	35.5%	33.3%	-	80.0%	-	-	3.9%	36.2%	7.1%
Graduates Enrolled in Texas	Institution of Hig	aher Educatio	on (TX IHE)										
2016-17	54.6%	59.3%	57.5%	*	57.6%	*	-	*	-	-	26.8%	57.6%	31.3%
2015-16	54.7%	56.8%	51.3%	*	51.6%	*	-	-	-	-	17.6%	51.5%	18.5%
Graduates in TX IHE Comple	ting One Year W	/ithout Enrol	Iment in a De	evelopmental	Education Cou	irse							
2016-17	59.2%	63.5%	61.3%	-	61.1%		-	*	-	-	13.3%	61.3%	53.3%
2015-16	55.7%	62.5%	56.6%	*	56.4%	-	-	-	-	-	0.0%	56.6%	20.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Student Information

	Ca	mpus		
Student Information	Count	Percent	District	State
Total Students	2,085	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	535	25.7%	8.2%	8.1%
Grade 10	521	25.0%	7.6%	7.4%
Grade 11	516	24.7%	7.6%	6.9%
Grade 12	513	24.6%	7.3%	6.5%
Ethnic Distribution:				
African American	1	0.0%	0.1%	12.6%
Hispanic	2,067	99.1%	98.3%	52.6%
White	13	0.6%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	3	0.1%	0.2%	4.5%
Pacific Islander	1	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	1,918	92.0%	88.5%	60.6%
Non-Educationally Disadvantaged	167	8.0%	11.5%	39.4%
Section 504 Students	146	7.0%	8.7%	6.5%
English Learners (EL)	397	19.0%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	58	2.6%	1.0%	1.4%
Students w/ Dyslexia	101	4.8%	5.4%	3.6%
At-Risk	1,557	74.7%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	231			
Students with Intellectual Disabilities	140	60.6%	55 3%	17 10/
Students with Physical Disabilities	*	*	55.570 11 50/	42.4% 21 00/
Students with Autism	**	**	10 70/	∠1.9% 13.70/
Students with Rehavioral Disabilities	E3	27 00/	12.270 19.00/	13.7% 20 E0/
Students with Non-Categorical Early Childhood	0	Δ <u>22.9</u> 70	יס. רע. דיס רע. דיס	∠U.U70 1 40/
	U	0.070	2.170	1.4%
Mobility (2017-18):	240	10.00/	15.00/	15 40/
I OLAI IVIODILE SLUCIENTS	240	10.9%	15.0%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Student Information

	Ca			
Student Information	Count	Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	237	10.7%		
White	3	0.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

	Non-S	pecial Education F	Rates	S	pecial Education F	Rates
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	4.0%	6.5%	7.2%	2.2%	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.2	18.9
Grade 1	-	17.8	18.8
Grade 2	-	17.8	18.7
Grade 3	-	19.2	18.9
Grade 4	-	21.6	19.2
Grade 5	-	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	15.4	17.0	16.6
Foreign Languages	19.3	20.8	18.9
Mathematics	23.3	19.9	17.8
Science	19.3	20.1	18.9
Social Studies	19.1	19.8	19.3

TEXAS EDUCATION AGENCY Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: BROWNSVILLE ISD Campus Name: PACE EARLY COLLEGE H S Campus Number: 031901003

	Ca	mpus		
Staff Information	Count/Average	Percent	District	State
Total Staff	190.5	100.0%	100.0%	100.0%
Professional Staff:	170.5	89.5%	56.5%	64.1%
Teachers	141.5	74.3%	44.0%	49.8%
Professional Support	21.0	11.0%	9.5%	10.1%
Campus Administration (School Leadership)	8.0	4.2%	2.9%	3.0%
Educational Aides:	20.0	10.5%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	6.0	n/a	149.0	12,433.0
Part-time	2.0	n/a	11.0	1,097.0
Total Minority Staff:	165.9	87.1%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	122.3	86.4%	90.3%	27.7%
White	18.3	12.9%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	1.0	0.7%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	67.3	47.5%	32.0%	23.8%
Females	74.3	52.5%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.1	3.6%	1.2%	1.4%
Bachelors	102.6	72.5%	79.4%	73.6%
Masters	33.9	23.9%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	11.0	7.8%	2.7%	7.0%
1-5 Years Experience	30.9	21.8%	14.3%	28.9%
6-10 Years Experience	34.1	24.1%	17.6%	19.0%
11-20 Years Experience	33.9	24.0%	39.3%	29.3%
Over 20 Years Experience	31.7	22.4%	26.0%	15.7%
Number of Students per Teacher	14.7	n/a	15.2	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Staff Information

District Name: BROWNSVILLE ISD Campus Name: PACE EARLY COLLEGE H S Campus Number: 031901003

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	15.0	88	63
Average Years Experience of Principals with District	15.0	84	5.4
Average Years Experience of Assistant Principals	5.5	84	53
Average Years Experience of Assistant Principals with District	5.5	8.2	4.7
Average Years Experience of Teachers:	12.4	15.1	11.1
Average Years Experience of Teachers with District:	11.4	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45.863	\$49.007	\$47.218
1-5 Years Experience	\$49.723	\$49.170	\$50.408
6-10 Years Experience	\$49.852	\$50.423	\$52,786
11-20 Years Experience	\$53,712	\$55.575	\$56.041
Over 20 Years Experience	\$65,688	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Average Actual Salaries (regular dulles only).	¢53.083	¢55.810	¢5/ 100
Professional Support	\$53,905 \$61,363	\$55,010 \$67,073	\$54,122 \$64,060
Compus Administration (School Loodershin)	\$01,505 \$20,077	\$07,073	\$04,009 \$78,047
	\$60,977	\$64,030	\$70,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-19 Campus Staff Information

District Name: BROWNSVILLE ISD Campus Name: PACE EARLY COLLEGE H S Campus Number: 031901003

Total Students: 2,085 Grade Span: 09 - 12 School Type: High School

	Ca	npus		
Program Information	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	379	18.2%	34.1%	19.7%
Career & Technical Education	2,022	97.0%	31.3%	26.3%
Gifted & Talented Education	303	14.5%	12.0%	8.1%
Special Education	231	11.1%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	1.1%	2.7%	6.4%
Career & Technical Education	23.0	16.3%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.1	0.0%	0.5%	2.0%
Regular Education	104.3	73.7%	78.8%	71.4%
Special Education	12.6	8.9%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

¹/⁴ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

* Indicates results are masked due to small numbers to protect student confidentiality.

^{***} When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report



Dr. René Gutiérrez Superintendent of Schools

> Brownsville Independent School District College, Career & Military Readiness

HB3 BOARD GOALS

Brownsville ISD Goals

		4	20	V Provinsi P		2024	2023	2022	2021	2020			œ،	20
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ercentage o				he percent		75%	73%	71%	69%	67%	Hispanic	COLUMN TWO IS NOT		
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earn at le				that mee		100%	100%	100%	100%	100%	Asian	osing the		
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of dual cr	ess Measu		irget Goal	ia for TSI v	ess Measu						Two or More Races	nt Groups		arget Goal
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rease from		53%	2023	from 45%		75%	73%	71%	%69	67%	Eco. Disadv.	ets	74%	2023
1 20% to 309			Service Se	to 55% by /		60%	58%	56%	54%	52%	Special Ed (Former)			
% by Augu				August 20		67%	65%	63%	61%	59%	щ			
ist 2024.		55%	2024	24.		78%	76%	74%	72%	70%	Cont. Enrolled		76%	2024
						63%	61%	59%	57%	55%	Non-Cont Enrolied			

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Dr. René Gutiérrez Superintendent of Schools

Brownsville Independent School District College, Career & Military Readiness

Pace Early College High School

HB3 BOARD GOALS

Non-Cont. Enrolled	Cont. Enrolled	ŧ =	Special Ed [Former]	Eco, Disadv.	Special Ed	Two or More Races	Pacific	Aslan	American Indian	White	Hispanic	African American		8
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45%	57%	32%	9%	56%	24%	1000 - 2010	1000-2072	100%	State - State	46%	55%		2022	327
43%	55%	30%	4%	54%	22%	North State	1000	100%	100 · 100	44%	\$3%	•	2021	1
41%	53%	28%	2%	52%	20%	100 · 100	の記念を読む	100%		42%	51%		2020	170
Non-Cont. Enrolled	Cont. Enrolled	æ	Special Ed	Eco. Disadv.	Special Ed	Two or More Races	Pacific Islander	Asian	American	White	Hispanic	African American		Ş
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'WG VQ EWTTGPV RWDNKE JGCNVJ EQPFKVKQPU %r5' YKNN DCUGF QP VJG &COGTQP &QWPV[,WFIG (FFKG 6TGXKPC %TQYPUXKNNG /C[QT 6TG[/GPFG\ OCPFCVG VJCV UEJQQN WPVKN 5GRVGODGT aa

)COKNKGU OC[EQPVKPWG VQ TGSWGUV TGOQVG NGCTPKPI H 6JG RCTGPVU OWUV EQOOKV VQ TGOQVG NGCTPKPI DGIKPPKF EQOOKVU VQ TGOQVG NGCTPKPI OC[PQV TGVWTP VQ HCEG UKZ YGGMU RGTKQF 5VWFGPVU YJQ CVVGPF HCEG VQ HCEG TGOQVG NGCTPKPI CNUQ CV VJG GPF QH GCEJ OCTMKPI RGT EQWTUG HQT RCTGPVU VKVNGF 8KTVWCN .GCTPKPI 1PNKPG RCTGPVU YJQ TGSWGUVJVKNGF 8KTVWCN .GCTPKPI 1PNKPG 6JG EQWTUG YKNN DG CXCKNCDNG QP \$WIWUV QP VJ

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6JG UEJQQN FKUVTKEV YKNN QHHGT HCEG VQ HCEG KPUVTWEV U[PEJTQPQWU CU[PEJTQPQWU 2CTGPVU ECP EJQQUG VQ U VJGO JQOG HQT FKUVCPEG NGCTPKPI 2CTGPVU YKNN PGGF V DGHQTG VJG UVCTV QH VJG UEJQQN [GCT 2CTGPVU YJQ EJQ VJGKT EJKNF VQ UYKVEJ VQ HCEG VQ HCEG NGCTPKPI VJG UV VJG OCTMKPI RGTKQF VQ EJCPIG VQ HCEG VQ HCEG NGCTPKPI

) DFH 7R) DFH , QVW 7R EH GHWHUPLQ	UXFWLRQSHPRWH /HDUQLQ HG	J
5 V W F G P V U Y K N N C F J G T G V O R T Q X K F G F D [V J G U E J Q Q N R J [U K E C N N [R T G U G P V K P V I W K F G F D [V J G V G C E J G T V J U W E J C U Y J Q N G I T Q W R N G O N G C T P K P I I W K F G F R T C E V K R T C E V K E G H Q N N Q Y K P I C N N O G C U W T G U a + [D T K F . G C T P K P I a V J * T C F G) C E G V Q H C E G K P U V T W E V K O	260, QUERIGUERING KROXFV U/EHIDEUWING QU CPF VJG [YKNN DGa JGUEGNCUWIKQOOD GOHF CTGa TOWIL OGYJOEU FPUYTWEVKOPDGVYGGP VG FPUYTWEVKOPDGVYGGP VG FPUYTWEVKOPGC VJCPEGRGPFGPVAGT QT FGXKEGU FWTKPI CVDRGEKH JGCNVJ CPF UCHGV[2 \$V\QFKURQRXV / HDUQLQ 3UH . WK * UDGH 1P FGOCPF KPUVTWEVKQP Y PUYWFG WVDG PSW WFG PVQH YKN	CEJGTU QVJG KEVKO J KNND NEQO
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4 G O Q V G \$ U [P E J T Q P Q W 6J (\$ P FUG/H KWPEG/UK Q/P) K U = C U K P U V T W E V K Q P JCXKPI VJG KPUVTWEVQT CPF UVWFGPV GPICIGF CV VJG UCO NGCTP HTQO KPUVTWEVKQP VJCV KU PQV PGEGUUCTKN[DGK V[RG QH KPUVTWEVKQP OC[KPENWFG XCTKQWU HQTOU QH F RTG TGEQTFGF XKFGQ NGUUQPU QT ICOG DCUGF NGCTPKPI V QYP CPF RTG CUUKIPGF YQTM CPF HQTOCVKXG CUUGUUOGP' RCRGT 6JG KPUVTWEVKQPCN OGVJQF OWUV CFFTGUU VJG T

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DGVYGGP VGCEJGTU CPF UVWFGPVU YJGP UVWFGPVU CTG PQ UVWFGPVU CTG TGSWKTGF VQ OGGV VJG HQNNQYKPI OKPWVG 2 M

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5 VWFGPVU YKNN UVCTV VJG UEJQQN [GCT VJTQWIJ TGOQVG VQ JCXG CEEGUU VQ VJG KPVGTPGV CPF C FGXKEG KP QTFGT VGCEJGT)QT CU[PEJTQPQWU NGCTPKPI UVWFGPVU PGGF V OCPCIGOGPV U[UVGO DWV ECP CNUQ RCTVKEKRCVG KP ENCU OGCPU QH EQOOWPKECVKQP a

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- 5VWFGPVU OWUV CFJGTG VQ C UEJGFWNG HQT GPICIGOG EQWPVGF RTGUGPV
- 2 C T G P V U O W U V EQOOKV VQ F K U V C P E G N G C T P K P Y T K 2 T Q I T G U U O Q P K V Q T K P I K U T G S W K T G F H Q T U [P E J T Q P Q W U 6 (\$ Y K N N P Q V C N N Q Y U [P E J T Q P Q W U N G C T P K P I H Q T 2 -

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- 6JG KPUVTWEVQT OWUV EQOOWPKECVG YKVJ UVWFGPV Q NGCTPKPI RNCVHQTO GVE
- 2TQITGUU OQPKVQTKPI KU TGSWKTGF HQT CNN CU[PEJTC 6(\$ CNNQYU CU[PEJTQPQWU NGCTPKPI HQT 2-

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2TKQT VQ ECORWUGU QRGPKPI WR VQ GORNQ[GGU RCTGPVU ECORWUGU YKNN DG VJQTQWIJN[FKUKPHGEVGF KP CEEQTFCI ECORWUGU YKNN CNUQ DG GSWKRRGF YKVJ VJG PGEGUUCT[RTQVGEVKXG GSWAAKROGPV RRG

5VWFGPVU YJQ RCTVKEKRCVG XKTVWCNN[U[PEJTQPQWU QT *QQING &NCUUTQQO CPF UWDOKV TGSWKTGF CUUKIPOGPVU DG OCTMGF CDUGPV 2GT 6GZCU (FWECVKQP &QFG 6(& VJG FC[C EQWTUG KU QHHGTGF YKVJ UQOG GZEGRVKQPU F

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%r5' KU YQTMKPI VQ FKIKVK\G EQORNGVKQP CPF UWDOK 5RQVU CTG UVKNN CXCKNCDNG HQT 2TG -KPFGTICTVGP <u>YYY DK</u>UF 2VQJT=GPVU UJQWNF EQPVCEV VJG TGSWGUVGF UEJQQN HQT CFFKVKQPCN KPHQTOCVKQP CP

YGDUKVG 2CTGPVU YJQ TGUKFG QWVUKFG QH %r5' DQWPFCTKGU C OC[HKNN QWV CP rPVGT 'KUVTKEV CRRNKECVKQP rPVGT 'KUVTKEV CRRNKECVKQPU CTG CXCKNCDNG CV YYY OQTG KPHQTOCVKQP QT VQ TGSWGUV CUUKUVCPEG [QW

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OGY UVWFGPV GPTQNNOGPV YK<u>YNYNY DDOK</u>UEFQO2VORUTN⊨GGPVVGUF EQ62PPNKTPGOCECJ^V FKTGEVN[VQ VJG TGSWGUVGF UEJQQN QH GPTQNNOGPV HQT

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2 CTVKEKRCVG XKC 5 GGUCY QT *QQING &NCUUTQQO CPF YQTM CUUKIPOGPVU rPVGTCEV YKVJ VGCEJGT XKTVWCNN[XKC 5 GGUCY QT *Q UOCNN ITQWR KPUVTWEVKQP &QORNGVG CPF UWDOKV CUUKIPOGPVU XKC 5 GGUCY QT * VQ UWDOKV XKC VJG .GCTPKPI /CPCIGOGPV 5[UVGO UV XKC GOCKNU RJQVQU RJQPG EQPHGTGPEG QT QVJGT HO

5 VWFGPVU YJQ JCXG RPODDNH OVG16GUCGVTNGGSOWUKVTGOGPVU D[VJG VKO YKNNA DG OCTMGF CDUGPV a

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'CVC U[UVGOU 6CPIQ CPF (FWRJQTKC YKNN DG WVKNK DGPEJOCTM FCVC HQT RTQITGUU OQPKVQTKPI

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6JG %TQYPUXKNNG rPFGRGPFGPV 5EJQQN 'KUVTKEV YKN QRRQTVWPKVKGU VQ VJG IGPGTCN UVWFGPV RQRWNCVK GPUWTG VJCV UVWFGPVU YKVJ FKUCDKNKVKGU CNUQ JC QRRQTVWPKVKGU KPENWFKPI VJG RTQXKUKQP QH)TGG)\$2(6JG FKUVTKEV YKNN GPUWTG VJCV VQ VJG ITG YKVJ C FKUCDKNKV[YKNN DG RTQXKFGF VJG URGEKCN (FWECVK)

5 VWFGPVU TGEGKXKPI URGEKCN RQRWNCVKQPU UGT VGEJPQNQI [UGTXKEGU CEEQOOQFCVKQPU CPF OC UVWFGPV÷U r(2 QT 5GEVKQP 2 N C P 6JG FKUVTKEV YKNN EQPVKPWG VQ KFGPVKH[NQE(QT OC[DG UWURGEVGF QH JCXKPI C FKUCDKNKV[C 6JG 5RGEKCN (FWECVKQP CPF 5GEVKQP 'GRCTV CWZKNKCT [KPUVTWEVKQP UWRRQTV UGTXKEGU CE UGTXKEGU XKC FKIKVCN NGCTPKPI RNCVHQTOU HQT \$4'QT 5GEVKQP &QOOKVVGGU YKNN EQPVKPWG KPFKXKFWCNK\GF GFWECVKQPCN PGGFU QH UVWFGP QT 5 GEVKQP 5 GTXKEGU 2 CTGPVU YKNN DG IKXGP VJG QRRQTVWPKV[VQ CV\ CPF YKNN TGEGKXG FKIKVCN QT JCTF EQRKGU QH V 2 CTGPVU QH UVWFGPVU UGTXGF D[URGEKCNK\GF U TGEGKXG KPFKXKFWCNK\GF UWRRQTV HTQO C URGEI GPUWTG VJGKT UVWFGPV÷U PGGFU CTG OGV 2 CTGPVU QH * KHVGF CPF 6 CNGPVGF UVWFGPVU YKN OGGVKPIU

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6JG *WKFCPEG CPF &QWPUGNKPI 'GRCTVOGPV YKNN EQPVKP' ITCFG NGXGNU QP VQRKEU VJCV KPENWFG OGPVCN JGCNVJ RQUV UGEQPFCT[TGCFKPGUU CPF RGTUQPCN JGCNVJ UCHG

.GUUQPU YKNN GORJCUK\G VGEJPKSWGU KP OKPFHWNPGI UVTGUU OCPCIGOGPV CPF QVJGT VQRKEU VJCV UWRRQTV QH UVWFGPVU

5 EJQQN & QWPUGNQTU YKNN EQPVKPWG VQ RTQOQVG OG UGTXKEGU CPF EQOOWPKV[OGPVCN JGCNVJ TGHGTTCNU UVWFGPVU CPF HCOKNKGU

(CEJ ECORWU KU GSWKRRGF YKVJ C UVWFGPV UWRRQTV TGURQPF VQ UVWFGPVU YJQ OCMG CP QWVET[QH JCTO UWRRQTV VGCO YKNN EQNNCDQTCVG YKVJ UVWFGPVU CP OGPVCN JGCNVJ UGTXKEGU CPF HQNNQY WR UWRRQTV & QWPUGNQTU YKNN RTQXKFG QWVTGCEJ UGTXKEGU VQ F EQWPUGNKPI YJKNG WVKNK\KPI QPNKPG RNCVHQTOU & QWPUGNQTU YKNN EQPVKPWG VQ RTQXKFG KPFKXKFWC KPVGTXGPVKQPU HQT RGTUQPCN CPF CECFGOKE FGXGNQF 2TQHGUUKQPCN 'GXGNQROGPV YKNN EQPVKPWG VQ DG Q UEJQQN CFOKPKUVTCVKQP EQWPUGNQTU VGCEJGTU CPF

& TKUKU RTQVQEQNU JCXG DGGP FGXGNQRGF HQT VGCEJG UWURGEVGF CDWUG QT JCTO VQ UVWFGPVU YJKNG KP C

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(PINKUJ NGCTPGTU YKNN EQPVKPWG TGEGKXKPI KPU %KNKPIWCN (5. KPUVTWEVKQPCN UVTCVGIKGU HQT 2TQHKEKGPE[\$UUGUUOGPV &QOOKVVGG .2\$& KPU YKVJ VGCEJGTU CPF EQPVKPWG VQ UWRRQTV (PINKU NCPIWCIG CESWKUKVKQP CPF CECFGOKE PGGFU (PINKUJ NGCTPGTU YKNN EQPVKPWG TGEGKXKPI UWI FKIKVCN RNCVHQTOU

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28& EQOOKVVGGU CPF VGCEJGTU QH (PINKUJ NGCT CPF OQPKVQT (PINKUJ NGCTPGT CECFGOKE RGTHQTO FKUEKRNKPG 6JG %KNKPIWCN (5. RTQITCO YKNN EQPVKPWG VQ (PINKUJ NGCTPGTU VQ TGXKGY UVWFGPV RNCEGOGP NCPIWCIG CESWKUKVKQP CPF CECFGOKE UWEEGUU

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UGUUKQPU KPFGRGPFGPVN['CVC EQNNGEVGF VJTQWIJ RCTGPV UWTXG[U YKNN J

2 CTGPVU YKNN RCTVKEKRCVG KP XKTVWCN VTCKPKP

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CKF CRRNKECVKQP & QWPUGNQTU CPF *Q & GPVGT EQNNGIG CEEGUU UVCH UVWFGPVU CPF HCOKNKGU VQ CUUKUV VJGO VJTQWIJ VJ %r5' EQPVKPWGU VQ RCTVPGT YKVJ KPUVKVWVKQPU QH UVWFGPV KP VJG EQNNGIG RNCPPKPI RTQEGUU KPENWFK UWDOKVVKPI C HKPCPEKCN CKF CRRNKECVKQP UEJQNCT

/KFFNG UEJQQN CPF JKIJ UEJQQN UVWFGPVU YKNN JCXG TGIKUVGT HQT EQNNGIG FWCN GPTQNNOGPV EQWTUGU VO EQOOQP EQTG RNCP CPF QT CP CUUQEKCVGU FGITGG (CEJ UVWFGPV YKNN RCTVKEKRCVG KP C UGPKQT KPVGTX RQUVUGEQPFCT[RNCPPKPI VQ KPENWFG EQORNGVKQP QF

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6JG & CTGGT 2NCEGOGPV 1HHKEGTU YKNN RTQXKFG QPIQ EQNNGIG ECTGGT GZRNQTCVKQP CPF RNCEGOGPV QRRQ RTQITCOU QH UVWF[EGTVKHKECVKQPU CPF KPVGTPUJKF

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/QPKVQT UVWFGPV CVVGPFCPEG VJTQWIJ FCKN[CVV EQPVCEV TGRQTVU &QPVKPWGF EQNNCDQTCVKQP YKVJ FKUVTKEV CPF E KPHQTOCVKQP QH TGUQWTEGU CXCKNCDNG VQ HCOK

& QPVKPWG VQ RTQXKFG ECORWU UVCHH YKVJ QPIQK RCTGPV IWCTFKCP UVWFGPV EQPVCEV QP G5EJQQNU 2CTGPV CPF \$VVGPFCPEG .KCKUQPU YKNN EQPVKPW CTGCU DWV PQV NKOKVGF VQ JQOG XKUKVU GOCH /QPKVQT UVWFGPV CVVGPFCPEG VJTQWIJ FCKN[CVV



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6 K O G	/ Q P F C	6 W G U F	9 G F P G U I	6 J W T U) Т К	6 K O G	
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D	^{UG} 3H	^{w ĸ} 3 H U	^{UG} 3H	^{w ĸ} 3 H U	^{UG} 3H	^{w ĸ} 3 H U	ΟLQ
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S	^{w ĸ} 3 H U	^{w ĸ} 3 H U	^{w ĸ} 3 H U	^{w ĸ} 3 H U	^{w ĸ} 3 H U	^{w ĸ} 3 H U	ΟLQ

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6JG %TQYPUXKNNG rrPFGRGPFGPV 5EJQQN 'KUVTKEV JCU RW &JTQOGDQQMU VQ CUUKUV VJG ECORWUGU YKVJ VGEJPQNQI[JCXG VCMGP CP KPXGPVQT[QH VJG CXCKNCDNG FGXKEGU CV FGRCTVOGPV ECP FKUVTKDWVG VJG CFFKVKQPCN FGXKEGU DO KPENWFG rRCFU CPF VCDNGVU 6JG FKUVTKEV YCU CYCTFGI YJKEJ JCU CUUKUVGF VJG FKUVTKEV KP FKUVTKDWVKPI JQVU

9JGP VJG FKUVTKEV ENQUGF FWG VQ VJG RCPFGOKE 6JG 5 KP OQFKH[KPI VJG ITCPV TGSWKTGOGPVU UQ VJG FKUVTKEV CPF OKFFNG UEJQQN UVWFGPVU CU VJG ITCPV YCU QPN[HQ URQVU RTQXKFGF VQ VJG JKIJ UEJQQNU FWTKPI VJG UGPV QWV 2- VJ ITCFG WRQP TGSWGUV 6JG TGUV YGTG 6JGUG JQVURQVU OC[DG MGRV D[VJG UVWFGPV HQT VJG T GFWECVKQP CPF QP VJTQWIJ EQNNGIG a

2CTGPVU YJQ CTG KP PGGF QH C VGEJPQNQI[FGXKEG UJQWI VQ VJG UVCTV QH VJG UEJQQN [GCT a a

6JG UEJQQN FKUVTKEV YKNN EQPVKPWG VQ UWRRQTV RCTGP 6JG ECORWUGU CNUQ JCXG C RGTUQP FGUKIPCVGF VQ CUUKI UQHVYCTG RTQITCO PGGFU 2NGCUG EQPVCEV VJG UEJQQN

1 PNKPG OQFWNGU VQ CUUKUV VJG VGCEJGTU RCTGPVU CPF DG HQWPF QP VJG FK<u>UYWTYKEDVK</u>UBFCKVPU ¥GDUKVG =

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\$U YG DGIKP VJG PGY UEJQQN [GCT CNN %r5')KPG \$TVU K RNCVHQTOU)KPG \$TVU GFWECVKQP RNC[U C ETKVKECN TQ PGGFU QH UVWFGPVU 1WT FKTGEVQTU CPF UVCHH YKNN E VQ GZRTGUU VJGOUGNXGU KP C UCHG CPF RQUKVKXG YC[a

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\$NN CVJNGVKE KPUVTWEVKQP YKNN EQPVKPWG WUKPI XKTVW YKVJ QWT CVJNGVGU QP URQTV UVTCVGI[UVTGPIVJ CPF EQ PWVTKVKQP &QCEJGU YKNN TGEGKXG KPUVTWEVKQP HTQO GPUWTG CNN UVCHH CPF UVWFGPVU TGOCKP JGCNVJ[CPF U

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\$NN (NGOGPVCT[& CORWUGU YKNN DG QRGP CPF QHHGT EWT 5VWFGPVU YKNN PQV PGGF VQ DG KP VJG XGJKENG %r5')O FWTKPI VJG UEJQQN [GCT 2CTGPVU YKNN TGEGKXG C JQV N DTKPI VJGKT GPTQNNGF EJKNF÷U DCTEQFGF r'NGVVGT RTQXN OWUV DG RTQOKPGPVN[FKURNC[GF QP VJG YKPFUJKGNF VQ XGTKH[GPTQNNOGPV CPF RTQXKFG EQPVCEVNGUU OGCNU VQ FQGU PQV JCXG VJGKT GPTQNNGF UVWFGPV÷U r'%CTEQFG Y UKFG VQ QDVCKP VJG UVWFGPV÷U PCOG r'PWODGT KH MPQ ECORWU CPF VT[CPF HKPF VJG UVWFGPV÷U r'%CTEQFG PWO CEEGUU VQ OGCNU VJG HQNNQYKPI FC[6JG RCTGPV YKNN F VJTGG EQORCTVOGPV VTC[CPF YKNN DG CNNQYGF VQ UGN HTWKV CPF UGEQPF XGIGVCDNG PQPG QH YJKEJ CTG TGSWK VJGP UECP VJG DCTEQFG KP QTFGT VQ OCKPVCKP VJG KPVGI %TGCMHCUV CPF .WPEJ RGT UVWFGPV a

6TCPURQTVCVKQP UWRRQTV RNCP CPF RTQVQEQNU a

2JCUG 5WRRQTV VJG FGNC[QH TGQRGPKPI QP ECORW KPUVTWEVKQPU D[RNCEKPI FTKXGTU VQ YQTM CV FKHF YKVJ KPVGTPGV +165216 NQECVKQPU CPF QT)QQF CPF CP[QVJGT NQECVKQP CU TGSWKTGF

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% r 5a ′ & U E Q O Oa K Va V G F V Q a G F W E 62 V K P I Ra C T Ga P V Ua U V W F G 4P V U a U V 62 F a 4 G Q Ra G P Ka P I a 2 N C P & K P a C F Xa C P Ea G 6Q H a V J G U V 02 T V Q a H V J 66 W Y K N N D G V T C P U N C V G F K P V Q 5 R C P K U J C P F F K U V T K D W V G F W U

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6JG 4GQRGPKPI 2NCP CPF CNN CUUQEKCVGF KPHQTOCVKQP FKUVTKEV÷Ua FGFKEC<u>VKGVFW46GQRZGPKPUV26C</u>XGV UHRSHQLQJ KWPO



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%r5' GORNQ[GGU YKNN EQPVKPWG VQ OGGV VJG YQTM G UWDLGEV VQ CP[CRRNKECDNG GORNQ[OGPV EQPVTCEV V 5EJQQN VGCEJGTU CPF UVCHH UJQWNF DG VTCKPGF URG VJKU FQEWOGPV CU KV KU KP CFJGTGPEG VQ 6(\$ IWKFG QHHGTU C HTGG EQWTUG QP 5RGEKCN &QPUKFGTCVKQPU &18r' 6JKU KU C JQWT EQWTUG KPVGPFGF VQ HTC RTKPEKRNGU CNUQ CRRN[VQ VJQUG YQTMKPI KP UEJQQI &CORWUGU UJQWNF CVVGORV VQ TGFWEG KP RGTUQP UV HQT UVCHH VQ EQPITGICVG 9JGP C OGGVKPI KU PGEGU NQECVKQPU YJGTG RGQRNG ECP UQEKCN FKUVCPEG CPF UJKGNF RTQVQEQNU 6T[CU OWEJ CU RQUUKDNG VQ JC

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5CHGV[2TQVQEQNU YKNN DG KORNGOGPVGF HQT VJG HCEG CTG TGSWKTGF CPF TGEQOOGPFGF RTCEVKEGU a

4 G S W KT G F RT Q V Q E Q N U Y K N N D G K P R N C E G r P Q T F G T V Q & 18 r' H Q T U V W F G P V U U V C H H C P F H C O K N K G U 6 J G U O K P K O W O N G X G N Q H K O R N G O G P V C V K Q P C P F V J G 'K U V T K I 4 G E Q O O G P F G F R T Q V Q E Q N U C T G C F F K V K Q P C N U V T C V G I K G V Q O K P K O K \ G V J G U R T G C F Q H & 18 r' O Q V C N N T G E Q C K P C N N U G V V K P I U C P F V J G T G H Q T G U J Q W N F D G V C K N Q T O N G X G N U G T X G F

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\$NN GORNQ[GGU UVWFGPVU RCTGPVU CPF GUUGPVKCN XK EQPFWEVGF D[UETGGPKPI OQPKVQTU YKVJKP GCEJ NQECVKQ KORNGOGPVGF VQ GPUWTG GHHGEVKXG UETGGPKPI CV UVCTV

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9JGP CUMKPI KPFKXKFWCNU KH VJG[JCXG U[ORVQOU QH & 1 PWTUGU OWUV QPN[TGSWKTG VJG KPFKXKFWCN VQ RTQXKFG UVCVGOGPV VJCV VJG[CTG U[ORVQOCVKE HQT & 18r' CU URGEKHKE U[ORVQO EQPHKTOCVKQP \$FFKVKQPCNN[CU RG GPVKVNGF VQ EQNNGEV KPHQTOCVKQP FWTKPI UETGGPKPI QI KPFKXKFWCN DG[QPF VJCV VJG[CTG U[ORVQOCVKE 5ETGGI

TH VJG UETGGPKPI [KGNFU C œ[GUß TGURQPUG VQ CP[U] DG UGPV JQOG CPF C UVWFGPV YKNN DG GUEQTVGF VQ C JQ IWCTFKCP KU CDNG VQ RKEM VJGO WR TH VJG GORNQ[GG VQ OGGV VJG ETKVGTKC HQT TG GPVT[\$NN QH VJG SWGUV GORNQ[GG YJQ JCU DGGP ENGCTGF VQ TG GPVGT VJG UEJQQ

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6GORGTCVWTG EJGEMU CPF U[ORVQO SWGUVKQPPCKTGU VQ GPVGTKPI VJG DWKNFKPI 5VWFGPVU VJCV CTG FKURNC[KPI U[ORVQOU YKNN PQV [CPF YKNN DG GUEQTVGF VQ VJG JQNFKPI TQQO

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6GCEJGTU 5VCHH CTG TGSWKTGF VQ UGNH UETGGP GXGT 6GORGTCVWTG EJGEMU YKNN DG EQPFWEVGF YKVJ CNN L SWGUVKQPPCKTGU

6GCEJGTU UVCHH FKURNC[KPI U[ORVQOU YKNN PQV DG (QPN[DG CNNQYGF DCEM YKVJ FQEVQT÷U ENGCTCPEG O 6GCEJGTU UVCHH YJQ JCXG VGUVGF RQUKVKXG HQT &18 VJG[OGGV VJG ETKVGTKC HQT TG GPVT[6GCEJGTU CP CFOKPKUVTCVKQP KH VJG[JCXG JCF ENQUG EQPVCEV YK NCD EQPHKTOGF YKVJ &18r' CU FGHKPGF NCVGT KP V QHH ECORWU WPVKN VJG VJ FC[KPEWDCVKQP RGTKQF

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6TCKPKPI RTQXKFGF HQT RCTGPVU VJTQWIJ RCTGPVCN K CPF UCHGV[RTQVQEQNU

2 CTGPVU YKNN PGGF VQ HKNN QWV C U[ORVQO SWGUVK CPF WPFGTIQ C VGORGTCVWTG EJGEM

\$ RCTGPV YJQ VGUVGF RQUKVKXG HQT & 18r' YKNN PC

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6GORGTCVWTG EJGEMU YKNN DG EQPFWEVGF HQT CNN X 5[ORVQO SWGUVKQPPCKTGU OWUV DG HKNNGF QWV \$ XKUKVQT YJQ JCU VGUVGF RQUKVKXG HQT &18r' YI DWKNFKPIU WPVKN VJG[JCXG OGV VJG ETKVGTKC HQT T OQP GUUGPVKCN XKUKVQTU YKNN PQV DG CNNQYGF KP V (ORNQ[GGU YJQ YQTM CV VJG EGPVTCN QHHKEG QT &\$% VJGKT YQTM NQECVKQP CPF YKNN PQV PGGF VQ DG TG L rH CP[EGPVTCN QHHKEG QT &\$% GORNQ[GG TGRQTVU FI VJG[YKNN DG TGSWKTGF VQ WPFGTIQ VJG UETGGPKPI C

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KXKFG GPVT[RQKPVU TCVJGT VJCP EJCPPGNKPI CNN UV GZKV URCEGU 2TQXKFG FCKN[HTGSWGPV TGOKPFGTU QH UQEKCN FKUV UQEKCN OGFKC



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/CUMU KPENWFG PQP OGFKECN ITCFG FKURQUCDNG HCE(VJG PQUG CPF OQWVJ QT HWNN HCEG UJKGNFU VQ RT(UJKGNFU OC[DG UWRGTKQT VQ ENQVJ HCEG EQXGTKPIU KORTQXGF CDKNKV[VQ UGG OQWVJ OQXGOGPVU CPF KOF 5 E J Q Q N U C T G T G S W K T G F V Q E Q O R N [Y K V J V J G * Q X G T P Q] TGICTFKPI VJG YGCTKPI QH HCEG OCUMU 5 VWFGPVU UVCHH RCTGPVU CPF CNN EQOOWPKV[OGO YJKNG KP CP[NQECVKQP QH FKUVTKEV ECORWUGU CPF (6JG 6GZCU (FWECVKQP \$IGPE[YKNN DG RTQXKFKPI OCU UVWFGPVU YJQ HQTIQV VQ DTKPI C OCUM VQ UEJQQN Q 5VWFGPVU CPF UVCHH CTG YGNEQOG VQ YGCT HCEG UJK RCTVKEKRCVKPI KP UQOG PQP 7r. CVJNGVKE QT GZVTCEV KORTCEVKECN HQT UQOG UVWFGPVU VQ YGCT OCUMU QT YGCT VJG HCEG OCUMU QT HCEG UJKGNFU YJGP GPVGTKI CTGCU CPF YJGP PQV CEVKXGN[GPICIGF KP VJQUG CEVK VQ TGOQXG VJGKT OCUMU QT HCEG UJKGNFU YJGP CEVK OCKPVCKP UQEKCN FKUVCPEKPI QT CV NGCUV UKZ HGGV VGCEJGTU QT UVCHH YJQ CTG PQV YGCTKPI OCUMU QT OWUV TGSWKTG UVWFGPVU VGCEJGTU CPF UVCHH VQ Y CTTCPIG VJGOUGNXGU KP RQUKVKQPU VJCV YKNN CNNQY

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(PUWTG VJG CXCKNCDKNKV[QH CRRTQRTKCVG UWRRNKG G I UQCR JCPF UCPKVK\GT RCRGT VQYGNU FKUKPH UVTCVGIKECNN[RNCEG UWRRNKGU KP CTGCU YJGTG VJG 'GXGNQR RTQEGUUGU VQ HTGSWGPVN[EJGEM CPF TGHKN JCPF UCPKVK\GT CXCKNCDNG PGCT UJCTGF GSWKROGPV GPVTCPEGU GZKVU GVE

% WKNF TQWVKPGU QH JCPF J[IKGPG KPVQ VJG FCKN[UE UVCHH KPENWFKPI JCPFYCUJKPI CPF UCPKVCVKQP DTGC CEVKXKVKGU

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RUJDQL]DWLRQ /LPLW QRQHVVHQWLDO YLVLWRUV DQG YROXQW

/LPLW WKH XVH RI VFKRRO IDFLOLWLHV E\ H[W

7 KHROOPFIK LHOFJNL OW LERVU VRY YJLXGLHGE DDOOCHGHOV V XWUKEDHW DWU DHNLOUJ SUHFDXWLRQDWASNUR HODOSWHADHUOHHYVLURIOR BUBY ODWAX GDHOOXOMWADHIPEHUV GXUWOKJH & 29,′ SDQGHPLF

5 H T X L U H P H Q W V

7KH FDPSXV LPSOHPHQWHG WKH %,6' 6WURQJ 6WD VFKRRO¶V

6 DIH 5 HRSHQLQJ 30 DQ

7(;\$6('8&\$7,21 \$*(1&<

3 O D Q V G H V F U L E L Q J H D F K R I W K H H Y H Q W V G H V

7 KH FDPSXV KDV SODQV WKDW GHVFULEH KRZ LW Z

ORQLWRURQ DZHHNO\EDVLV & 29,'

% URZQVYLOOH , QGHSHQGHQW 6FKRRO

\$ 3 3 (1 '\$, 3 3 (1 \$, 7 **%** \$ **%** \$+&Q () 1 766 b

+ L J K

JXLGD(

7 KH FDPSXV KDV DGHTXDWH VXSSOLHV DW KDQG WR EHKDYLRU LQFOXGLQJ VRDS WLVVXH IDFH FRYHULQJV

7 KH FDPSXV KDV GHYHORSHG SODQV WR WHDFK DQG IDFH FRYHULQJ PDVNV DQG IDFH VKLHOGV

- 'HYHORS URXWLQHV HQDEOLQJ VWXGHQWV DQG ZDVK WKHLU KDQGV DW VWDJJHUHG LQWHUYDOV
- 3 UHYHQW FRQJUHJDWLRQ LQ UHVWURRPV
- **3URYLGH SRVWHUV ZLWK YLVXDOV**
- 3URYLGH UHJXODU DQG IUHTXHQW DFFHVV WR K
- 7 KH FDPSXV KDV GHYHORSHG SODQV WR HQVXUH WKI WKHLU KDQGV RU XVH KDQG VDQLWL]HU IUHTXHQWO\ W
- WKRURXJKON DIWHU DSSOLFDWLRQ DQG XVH SDS 8VH VDQLWL]HU ZKHQ KDQGZDVKLQJ LV QRW SU
- VQHH]LQJ DIWHU EHLQJ RXWVLGH DQG EHIRUH UHVWURRP : DVK WKHLU KDQGV IRU VHFRQGV ZLWK VRDS
- HOERZ : DVK WKHLU KDQGV EHIRUH DQG DIWHU HDWLQJ
- 8VH WLVVXH WR ZLSH QRVH DQG FRXJK VQHH]H

DPRQJ VWXGHQWV DQG VWDII

7KH FDPSXV LV SUHSDUHG WR WHDFK DQG UHLQIRUF FRQWDFW ZLWK RQH¶V H\HV QRVH DQG PRXWK DQG F

- fi + DYH WKH LQDELOLW\ WR FRPPXQLFDWH V\
- GLVWDQFLQJ
- SUHYHQWLYH PHDVXUHV VXFK DV KDQG ZDV
- FRQWDFW ZLWK RWKHUV FI + DYH WURXEOH XQGHUVWDQGLQJ LQIRUPDW
- FODVVURRP HQYLURQPHQWV QHHGHG IRU JURXSV FI + DYH OLPLWHG PRELOLW\ RU UHTXLUH SUR(
- , GHQWLILFDWLRQ RI DGGLWLRQDO SUHSDUDWLR
- 5 HYLHZ H [LVWLQJ VWXGHQW KHDOWK SODQV W QHHG DGGLWLRQDO DFFRPPRGDWLRQV
- LOOQHVV

7KH FDPSXV LV SUHSDUHG WR VXSSRUW VWXGHQW QHHGV ZKR PD\ EH DW ULVN RI EHFRPLQJ LQIHFWH

5 (2 3 (1 , 1 * %,6′ 3 / §

- ":DLWLQJ IRU EXV WUDQVSRUWDWLRQ
- 7KH FDPSXV KDV GHYHORSHG SODQV WKDW GHVFULEH PDLQWDLQ VRFLDO GLVWDQFLQJ LQ WKH IROORZLQJ VHV IHHW LV QRW PDLQWDLQHG EHWZHHQ V GHWHUPLQHV IROORZLQJ VHWWLQJV WKH SODQ GHVFULEHV WKH UHD SUDFWLFDEOH IRU HDFK VHWWLQJ DQG GHVFULEHV WKH PD[LPL]H WKH VSDFH EHWZHHQ VWXGHQWV

 - 'XULQJ GDLO\ V\PSWRP DQG WHPSHUDWXUH VFI " : KLOH VWXGHQWV DUH HQWHULQJ FDPSXV DQG

6 W X G H Q W G H V N V & K D L U V

FODVV WR EHJLQ

'XULQJ PHDO SHULRGV

5 H V W U R R P V X U I D F H V

/LJKW VZLWFKHV 6LQN KDQGOHV

7 D E O H V

, PSOHPHQWLQJ 'LVWDQFH

- QRW OLPLWHG WR 'RRU KDQGOHV
- 7KH FDPSXV KDV GHYHORSHG SODQV WKDW GHVFULEH VXUIDFHV ZLWKLQ WKH VFKRRO ZLOO EH FOHDQHG DQG SUDFWLFDO IUHTXHQWO\ WKURXJKRXW WKH GD\

3 ULQFLSDOV HQVXUHV GULQNLQJ IRXQWDLQV KDYH EI UHFRPPHQG VWXGHQWV DQG VWDII EULQJ WKHLU SHUVR

,QWHQVLI\ &OHDQLQJ 'LVLQIHFWLRQ DQG 9HQWLODWI

3 ULQFLSDOV HQVXUHV VWDII XVHV IDFH FRYHULQJV SURWHFWLYH (TXLSPHQW 33(

) U H T

, PSOHPHQWLQJ 'LVWDQFH & RQWLQXHG

- ıı 'XULQJ SDVVLQJ SHULRG
- ıı & ODVVURRP LQVWUXFWLRQDO VSDFHV
- 5 H V W U R R P V
- :KLOH VWXGHQWV DUH H[LWLQJ WKH FDPSXV
- ([WUDFXUULFXODU DQG FR FXUULFXODU SURJU SHUWDLQV

7 KH VFKRRO SODQ XVHV WKH IROORZLQJ PHDVXUHV Z

- 6WDJJHU DUULYDO DQG GHSDUWXUH WLPHV DQC
- " 'HVLJQDWH URXWHV IRU HQWU\ DQG H[LW
- /XQFK VFKHGXOHV
- " 3 X W LQ SODFH RWKHU SURWRFROV WR OLPLW G PXFK DV SUDFWLFDO

" 'LVWDQFH WHDFKHU DQG RWKHU VWDII GHVNV I VWXGHQW¶V GHVNV LI SUDFWLFDO ,I LW LV Q FRQVLGHUHG ZD\V WR HVWDEOLVK VHSDUDWLR PHDQV VXFK DV EXW QRW OLPLWHG WR SDUWL PDUNLQJV RQ FODVVURRP IORRUV WR SURPRWH GHVNV LQ D ZD\ WKDW PLQLPL]HV IDFH WR IDF

LRYKH FDPSXV ZLOO GHYHORS SODQV WR PD[LPL]H VSD DQG GHVNV

JURXSV DW VDPH WLPH

- JURXS GLQLQJ URRPV ZKHUH SUDFWLFDO "/LPLW QRQHVVHQWLDO YLVLWRUV YROXQWHHU
- DQG GLVLQIHFW LQ EHWZHHQ XVHV " 6HUYH PHDOV LQ FODVVURRPV RU RXWGRRUV LO
- " /LPLW WKH XVH RI FRPPRQ DUHDV VXFK DV FDI URRPV ZKHUH SUDFWLFDO 6WDJJHU XVH SUR
- DV SUDFWLFDO UHVWURRPV HWF
- FRQWDFW "OLQLPL]H WKH FRQJUHJDWLRQ LQ PRYHPHQW W
- IXUQLWXUH DQG SOD\ VSDFHV WR PDLQWDLQ VI ", PSOHPHQW SURFHGXUHV IRU WXUQLQJ LQ DVVL
- "LOLQLPL]H PRYHPHQW RI VWXGHQWV DV PXFK DV "&RQVLGHU UHGHVLJQLQJ DFWLYLWLHV IRU VPDC
- " 6WXGHQWV UHPDLQ LQ WKH VDPH VSDFH DQG L FRQVLVWHQW DV SUDFWLFDO .HHS WKH VDPH VWDII ZLWK HDFK JURXS WR WKH JUHDWHVW H[

LRKH FDPSXV ZLOO HQVXUH WKH IROORZLQJ PHDVXUHV SUDFWLFDO + L J K 4 X D O L W \ , Q V W U X F W L R Q

& DPSXVHV KDYH FUHDWHG D QHZ UHPRWH HGXFDWLR DGGUHVV WKH IROORZLQJ

- * \$V\QFKURQRXV DQG 6\QFKURQRXV PRGHOV ZKH DWWHQGDQFH LV QRW SRVVLEOH RU LV OLPLWI LQWURGXFH D EOHQGHG PRGHO WKDW GLVWULE EHWZHHQ LQ SHUVRQ OHDUQLQJ DQG GLVWDQFH LQVWUXFWLRQ
- " \$JH DSSURSULDWH VWXGHQW OHDUQLQJ VFKHGX
- " 6WXGHQWV DQG HGXFDWRUV ZKR ODFN VXIILFL LQWHUQHW DQG KDUGZDUH KDYH EHHQ LGHQWL FULWLFDO QHHGV GHYHORS VROXWLRQV IRU HT YLUWXDO FRQQHFWLYLW\
- " 7HDFKHUV KDYH UHFHLYHG WKH DSSURSULDWH 'HYHORSPHQW EHIRUH WKH VFKRRO \HDU EHJLO WUDLQLQJ LQFOXGHV UHOHYDQW FRQWHQW EX' LQVWUXFWLRQDO HQYLURQPHQW DQG SUDFWLF
- " 6WXGHQW DVVHVVPHQW ZLOO EH HYDOXDWHG FORVH LQVWUXFWLRQDO JDSV 6SHFLDO HIIRUW DSSURSULDWH GLDJQRVLV RI VWXGHQWV¶ OHDU GXH WR WKH SDQGHPLF
- * \$VVHVVPHQWV DUH VWXGHQW IULHQGO\ DQG UH UHVRXUFHV DQG VXSSRUW ZLOO EH SURYLGHG WKH 7H[DV (VVHQWLDO .QRZOHGJH DQG 6NLOO LQVWUXFWLRQDO JDSV
- " 6SHFLDO SURJUDPV LQFOXGLQJ 6SHFLDO (GXF (FRQRPLFDOO\ 'LVDGYDQWDJHG (QJOLVK OHDU 7DOHQWHG DQG \$W 5LVN ZLOO EH SURYLGHG VHUYLFHV DQG UHVRXUFHV WR VWXGHQWV WR DQG OHDUQLQJ

/LPLW 6KDULQJ

& DPSXV ZLOO OLPLW WKH XVH RI VKDUHG REMHFWV XQDYRLGDEOH KRZ LWHPV ZLOO EH FOHDQHG DQG GLVL DUW VXSSOLHV DQG OLEUDU\ ERRNV HOHFWURQLF HTXI

.HHS WKH FKLOG¶V EHORQJLQJV VHSDUDWH DQG LQG FRQWDLQHUV FXEELHV RU RWKHU PHDQV %HORQJLQJV WR EH FOHDQHG ZKHQ SUDFWLFDO

%,6'5(23(1,1*3/\$[^]

%,6'5(23(1,1*3/\$

7KH FDPSXV KDV SODQV WKDW GHVFULEH KRZ LW ZLO SRVVLEOH H [SRVXUH DQG QRWLI \ WKH \$VVLVWDQW 6XS 5 H V R X U F H V D Q G , P P H G L D W H 6 X S H U Y L V R U

WHPSHUDWXUH VFUHHQLQJ RI DOO VWXGHQWV VWDII D WKH IDFLOLW\

" :LOO HQFRXUDJH DOO VWDII WR VHOI FKHFN EH " 6WXGHQWV ZKR DUH VLFN RU KDG FORVH FRQWI WHVWHG SRVLWLYH IRU & 29,' PXVW VWD\ KR " & RQGXFW YLVXDO ZHOOQHVV FKHFNV WKURXJKR DQG VWXGHQWV WKURXJKRXW IRU VLJQV RI LOO

7 KH FDPSXV KDV GHYHORSHG DQG LV UHDG\ WR LPSO

&KHFN IRU 6LJQV DQG 6\PSWRPV

7 R WKH JUHDWHVW H [WHQW SRVVLEOH WUDLQLQJ VI RSWLRQ LV SURYLGHG SK\VLFDO GLVWDQFLQJ IHHW

FRYHULQJV

- & 29, 'VSHFLILF V\PSWRP LGHQWLILFDWLRQ **3URSHU XVH UHPRYDO DQG ZDVKLQJ RI FORWK**
- 6FUHHQLQJ SUDFWLFHV
- 8VH RI IDFH FRYHULQJ
- 3K/VLFDO GLVWDQFLQJ JXLGHOLQHV DQG WKHL
- (QKDQFHG VDQLWDWLRQ SUDFWLFHV

7 KH FDPSXV KDV D SODQ WKDW GHVFULEHV KRZ LW Z SURYLGH HGXFDWLRQDO PDWHULDOV WR IDPLOLHV LQ W

7UDLQ DOO 67\$)) DQG (GXFDWH)DPLOLHV

%,6'5(23(1,1*3/\$

"ODLQWDLQ FRPPXQLFDWLRQ V\VWHPV WKDW DO IDPLOLHV WR VHOI UHSRUW V\PSWRPV DQG UHF QRWLILFDWLRQV RI H[SRVXUHV DQG VFKRRO FOF PDLQWDLQLQJ FRQILGHQWLDOLW\ DV UHTXLUHG ODZ UHODWHG WR SULYDF\ RI HGXFDWLRQDO UF & 29,' & RRUGLQDWRU

'HVLJQDWH D VWDII OLDLVRQ WR EH UHVSRQVLI
 FRQFHUQV
 & 29,'
 & RRUGLQDWRU
 ODLOWDLO ERPPXOLEDWLRO V\VWHPV WKDW DO

" ORQLWRU VWDII DWWHQGDQFH DQG KDYH DUR

7KH FDPSXV KDV SODQV WKDW GHVFULEH KRZ LW ZLO

ODLQWDLQ + HDOWK\ 2SHUDWLRQV

SHUVRQQHO

- DFFHVV WR LQVWUXFWLRQ ZKHQ RXW RI FODVV VWDWH ODZ
- 7 R UHGXFH H[SRVXUH LVRODWH DUHDV XVHG E QRW XVH XQWLO WKH\ DUH WKRURXJKO\ FOHDQ
 (QVXUH WKDW \$// VWXGHQWV LQFOXGLQJ VWX
- LQ DQ LVRODWLRQ DUHD XQWLO WKH\ FDQ EH V " \$GYLVH VLFN VWDII PHPEHUV QRW WR UHWXUQ FULWHULD DQG DUH UHOHDVHG E\ WKHLU PHGLI
- V\PSWRPV RI & 29,' " \$Q\ VWXGHQW RU VWDII H[KLELWLQJ V\PSWRPV
- " 8VH DQ LVRODWLRQ URRP RU DUHD WR VHSDUD

7KH FDPSXV KDV GHYHORSHG D SODQ IRU UHVSRQGLQ RU YLVLWRU EHFRPHV LOO 7KH SODQ GHVFULEHV KRZ

30DQ IRU : KHQ D 6WDII 0HPEHU & KLOG RU 9LVLWRU I