Pearland Independent School District

District Improvement Plan

2022-2023

Accountability Rating: A

Board Approval Date: November 8, 2022
Public Presentation Date: February 7, 2023

Mission Statement

In partnership with the community, families, and students, Pearland ISD prepares all learners to achieve their highest potential.

Vision

Pearland ISD will empower, inspire, and develop courageous, confident individuals who excel in a global society.

Core Beliefs

PEARLAND ISD BELIEFS:

-We believe students come first.

-We believe all learners are unique, valuable, and teachable.

-We believe a successful education includes engaged students, staff, families, and community.

-We believe that a positive culture and safe learning environment are critical for the success of all learners.

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District Overview

Through all the years of growth in Pearland, the school district has consistently been the heart of the town. The first school, built in 1893, was a one-room wood structure with a wood-burning stove and 23 students taught by Miss Nannie Rogers. More than a century later, the district has 23 campuses, 1,393 teachers and more than 21,500 students.

Pearland ISD strives to offer a world-class education that develops every child's unique gifts and talents. Our diverse programs challenge and equip students for future success:

- Gifted and Talented Academy
- Dual Language Program (dual English/Spanish classrooms)
- Robert Turner College and Career High School
- Career and Technical Education workforce learning and career pathways
- Dual credit/dual degrees through local colleges
- Associate degrees
- Professional certifications
- Championship athletic programs
- Premier drama, choral, band and art programs
- Special Olympics

Student Ethnic Distribution

Hispanic	**37.39%**
White	**32.37%**
Black-African American	**14.65%**
Asian	**11.33%**
Two-or-more	**3.92%**
American Indian-Alaskan Native	**0.21%**
Native Hawaiian-Pacific Islander	**0.11%**

Student Information

Student/Teacher Ratio: 16.1 to 1
Attendance Rate: 97.2 percent
Dropout Rate: 0.1 percent
Pearland ISD completed the 2021-2022 school year with 21,145 students enrolled.

Pearland ISD Student % by Program &/or Indicators

Dyslexia	5.16%
Gifted and Talented	11.22%
Section 504	8.06%
Special Education	10.67%
Emergent Bilingual	7.83%
Bilingual	7.83%
English as a Second Language	3.22%
Homelesss (as defined by McKinney Vento)	0.50%
Military Conncencted	6.61%
At-Risk	37.38%
Foster Care	0.37%

Personnel Facts

Pearland ISD is the largest employer in Pearland, with approximately 2,736 full-time employees. All employees are encouraged to further their education through staff development programs and workshops and continuing education programs.

Administrative/Professional: 365
Teacher: 1,339(Avg. Years of Teaching Experience: 12)
Paraprofessional: 379
Auxiliary: 652

Teacher Salary

Beginning Teacher: $59,600
Average Teacher: $64,373 (Based on standard 185 day contract)

Demographics Strengths

Pealrland ISD has a diverse student population.

Student Learning

Student Learning Summary

Student Assessment and Learning

Students in Pearland ISD are assessed for multiple forms of learning, including:

- State of Texas Academic Assessment and Readiness (STAAR)
- SAT/ACT
- Advanced Placement (AP)
- ASVAB
- CTE Certifications

2022 Texas Accountability Rating for Pearland ISD: A

Texas Education Agency
2022 Accountability Ratings Overall Summary
PEARLAND ISD (020908) - BRAZORIA COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		93	A
STAAR Performance	65	91	
College, Career and Military Readiness	75	94	
Graduation Rate	99.8	95	
School Progress		92	A
Academic Growth	80	92	A
Relative Performance (Eco Dis: 32.9%)	70	91	A
Closing the Gaps	96	96	A

Texas Education Agency
2022 STAAR Performance
PEARLAND ISD (020908) - BRAZORIA COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	13,209	11,108	5,055	3,396	32,768	
Approaches GL or Above	11,505	9,640	4,497	2,923	28,565	87%
Meets GL or Above	9,330	6,984	3,461	2,196	21,971	67%
Masters GL	5,387	4,154	2,106	1,527	13,174	40%
Total Percentage Points						194%
Component Score						65

Texas Education Agency
2022 College, Career, and Military Readiness
PEARLAND ISD (020908) - BRAZORIA COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	1,650	
Total credit for CCMR criteria	1,232	75%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	840	51%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	1,085	66%
Met TSI assessment criteria	449	27%
Met ACT criteria	126	8%
Met SAT criteria	770	47%
Earned credit for a college prep course	109	7%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	885	54%
Met TSI assessment criteria	318	19%
Met ACT criteria	125	8%
Met SAT criteria	597	36%
Earned credit for a college prep course	98	6%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	603	37%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	453	28%
Industry-Based Certifications		
Earned an industry-based certification from approved list	317	19%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	3	0%
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	107	7%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	44	3%
Special Ed with Advanced Diploma Plan		

Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	71	4%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2022 Graduation Rate
PEARLAND ISD (020908) - BRAZORIA COUNTY

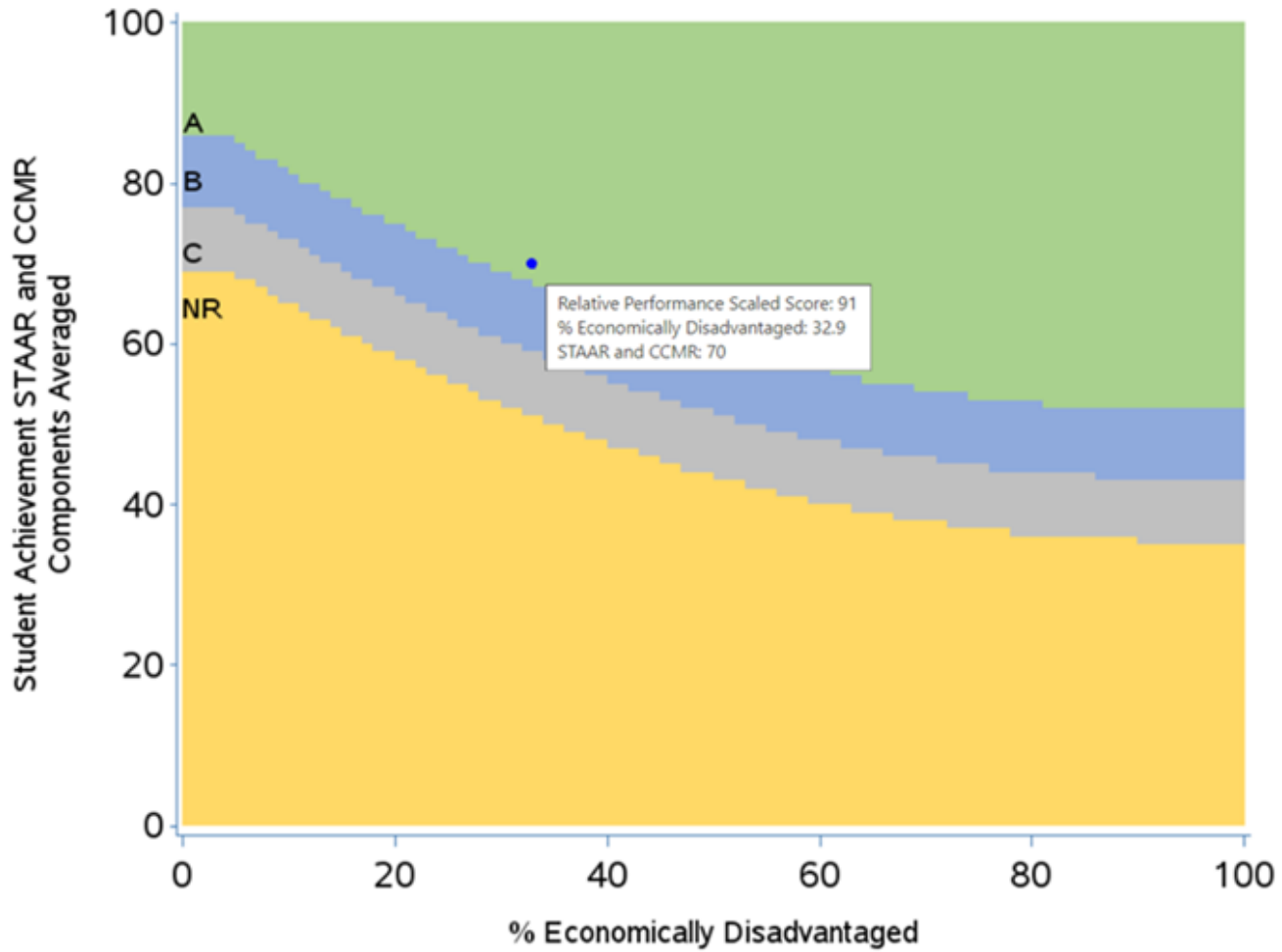|	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	99.0%	98.9%	98.6%	99.3%	100.0%	100.0%	*	98.1%	97.0%	96.0%	97.6%
# Graduated	1,627	274	548	554	**	185	*	52	388	48	122
Total in Class	1,643	277	556	558	**	185	*	53	400	50	125
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	99.8%	100.0%	99.8%	99.7%	100.0%	100.0%	*	100.0%	99.5%	97.6%	100.0%
# Graduated	1,698	290	523	642	**	191	*	38	432	40	170
Total in Class	1,701	290	524	644	**	191	*	38	434	41	170
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.4%	100.0%	99.0%	99.2%	100.0%	100.0%	*	100.0%	98.7%	97.6%	97.8%
# Graduated	1,638	299	493	584	**	207	*	41	448	40	135
Total in Class	1,648	299	498	589	**	207	*	41	454	41	138
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%
% Dropped Out - Conversion	99.0%										
# Dropped Out	4	2	1	1	0	0	0	0	3	0	1
# of Students	7,048	1,192	2,398	2,419	28	775	9	227	2,028	241	763

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 Academic Growth
PEARLAND ISD (020908) - BRAZORIA COUNTY

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	2,633	0.0	1,356	678.0	12,667	12,667.0	13,345.0	16,656	80
Reading / ELA	1,133	0.0	608	304.0	6,950	6,950.0	7,254.0	8,691	83
Mathematics	1,500	0.0	748	374.0	5,717	5,717.0	6,091.0	7,965	76

Relative Performance Scaled Score: 91
% Economically Disadvantaged: 32.9
STAAR and CCMR: 70

Y-axis: Student Achievement STAAR and CCMR Components Averaged

X-axis: % Economically Disadvantaged

Texas Education Agency
2022 Closing the Gaps
PEARLAND ISD (020908) - BRAZORIA COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	25	25	100%	50%	50.0
Graduation Status	5	9	56%	10%	5.6
ELP Status	1	1	100%	10%	10.0
School Quality Status	11	11	100%	30%	30.0
Closing the Gaps Score					**96**

English Language Proficiency Status											
Target						36%					
Target Met						Yes					
TELPAS Progress Rate						44%					
TELPAS Progress						836					
TELPAS Total						1,879					
Total Indicators										1	1

Texas Education Agency
2022 Distinction Designation Summary
Postsecondary Readiness
PEARLAND ISD (020908) - BRAZORIA COUNTY

Campus Type	Indicator	# of Indicators in Q1	# of Eligible Indicators
Elementary	Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	6	11
	Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	6	11
Middle School	Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	4	8
	Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	5	8
High School	Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	1	3
	Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	0	0
	Four-Year Longitudinal Graduation Rate	3	3
	Four-Year Longitudinal Graduation Plan Rate	0	3
	TSI Criteria Graduates	1	3
	College, Career, and Military Ready Graduates	1	3
	SAT/ACT Participation	0	3
	AP/IB Examination Participation: Any Subject	1	3
	Total Indicators for Postsecondary Readiness	28	59

District Distinction Outcome: 28 of 59 eligible indicators in the Top Quartile (Q1)

28 of 59 = 47%

Distinction Target: 55% or higher

NO DISTINCTION EARNED

TEA | School Programs | Assessment and Reporting | Performance Reporting

Student Learning Strengths

Pearland ISD was rated an A in all areas including Student Achievement, Academic Growth, Relative Performance, and Closing the Gaps.

Pearland ISD had 18 campuses that earned an A rating and 4 campuses that earned a B rating. These ratings improved compared to the 2019 ratings of 14 campuses earning an A, 7 campuses earning a B, and 1 campus earning a C.

Pearland ISD earned a total of 69 distinctions across the 23 campuses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance of Current Special Education Students in the Closing the Gap Domain of State Accountability, STAAR Performance Status at Meets Grade Level or Above Standard in Mathematics is below the 23% target at 11 of the 23 campuses.

Problem Statement 2 (Prioritized): Performance of Current Emergent Bilingual Students in the Closing the Gap Domain of State Accountability, English Language Proficiency Status is below the 36% target at 6 of the 23 campuses.

Problem Statement 3 (Prioritized): In Relative Performance under the School Progress Domain II of State Accountability only 2 of the 23 campuses received an A rating.

Problem Statement 4 (Prioritized): In the Results Driven Accountability (RDA), the district Emergent Bilingual and Special Education STAAR EOC Passing Rate is at a Performance Level 2 for ELA 1 and ELA 2.

Problem Statement 5 (Prioritized): In the Results Driven Accountability (RDA), SPED STAAR 3-8 Passing Rate is at a Performance Level 2 for Mathematics and a Level 3 for Social Studies.

District Processes & Programs

District Processes & Programs Summary

5 Area Plans for Student Success

In Pearland ISD, student achievement and progress are at the center of everything the district does. Under the new superintendent, Mr. Berger, the district sees the Pearland ISD community as a triangulation of support – a three-sided partnership of parents, teachers, and administration – with the student in the middle. These partnerships will rely on empowered and engaged relationships. Mr. Berger has posted his 5-Area Plans highlighting these parternships at https://www.pearlandisd.org/Page/241.

Curriculum

The comprehensive academic program in grades K-12 provides students the opportunity to reach their full potential. Special Programs, Bilingual/ESL, Gifted and Talented and Pre-K services are offered to students who qualify.

At the secondary level (grades 7-12), the Pre-AP/AP programs serve as the GT program in addition to a GT Academy option for students in grades 5-8. With the State Board of Education-approved Texas Essential Knowledge and Skills (TEKS), the entire K-12 curriculum has real-life application and integrates technology. The district also has an extensive Career and Technical Education program that makes connections with the business community.

Food Service

Food Service serves more than 12,500 nutritious breakfasts and lunches per day. Pearland ISD offers free and reduced-price meals under the National School Lunch and Breakfast Program. Parents may pre-pay for meals and review purchases through www.SchoolCafe.com.

Transportation

School bus transportation is provided free of charge to students who live two-or-more miles from their school of attendance.

Transportation may be available in some areas for a fee for those students living less than two miles from their school of attendance.

RISE Mentoring

Pearland ISD has a student mentoring program called RISE Mentoring. RISE stands for Reach, Inspire, Support, and Empower. RISE is a school-based program in which committed, caring adults from the community help students rise above obstacles and succeed in school and life. Mentors receive training and on-going support so that they can appropriately mentor their students.

ESSA Programs

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

Pearland ISD has nine campuses that qualify to recieve Title I services for students based on their percentage of economically disadvantaged students, as determined by the Free and Reduced Lunch Report. All nine campuses are are serviced as School-Wide Title I campuses. These are the School-Wide Title I campuses and their percentage of Economically Disadvantaged students:
E. A. Lawhon Elementary (56.84%)
H. C. Carleston Elementary (56.60%)
C. J. Harris Elementary (47.18%)
Leon Sablatura Middle School (46.86%)
Pearland Junior High West (46.86%)
Pearland Junior High South (46.75%)
Sam Jamison Middle School (43.14%)
Magnolia Elementary (37.77%)
Barbara Cockrell Elementary (35.86%)

The district applied for $1,728,833 in Title I funds with 32.06% Economically Disadvantaged out of a population of 21,013. Percentages and enrollment are based on the October 29, 2021 snapshot date. The basis of eligibility for Title I campuses are by enrollment except for Leon Sablatura Middle School and Pearland Junior High West. After conducting outreach to other campuses in the same grade band and receiving their approval, the economically disadvantaged percentage for Title I eligibility for Leon Sablatura Middle School and Pearland Junior High West, was calculated using the allowable Feeder Band Rule due to the presence of the GT Academies.

The district reserved $31,560 in Title I funds for the required Parent and Family Engagement, services for McKinney Vento students, and identified Districtwide Professional Development activities for designated Title I campuses. The rest of the funding is distributed to Title I campuses, prioritized by % Economically Disadvantaged and campus priority academic needs as identified in their Comprehensive Campus Needs Assessment.

Title I funding at campuses is focused on providing intervention services such as tutoring and extra instruction time for students who are at risk of meeting the state's academic standards on the State of Texas Assessments of Academic Readiness (STAAR) assessments. These students are identified based on benchmark assessments, reading level, and performance on prior year STAAR assessments.

Campuses provide support for students transitioning into Kindergarten and 1st grade, as well as between grade bands through campus events such as Fish Camp, Course Registration, and Campus Orientations. Campuses provide support for college and career transitions through campus events such as College Nights and College & Career Fairs.

The district does not use Title I funds to assist school GT &/or library programs. The district has no campuses identifed for School Support and Improvement, nor does it have any facilities for neglected or delinquent children and youth. If such facilities open during the school year, these students will be provided

services through appropriate Title I schools.

The district Human Resources Services department monitors and reviews teacher assignment data and hiring data to ensure there are no disparities that result in low-income students and minority students are being taught at higher rates than other students by ineffective, inexperiences, or out-of-field teachers.

After timely and meaningful consultation, the district has no Private School participation for equitable services in Title I, Part A.

Title II, Part A: Teacher and Principal Training and Recruiting
The supplemental financial assistance that Title II, Part A provides for school districts, including Pearland ISD, enables them to improve teacher and principal quality through evidence-based professional development in order to increase student academic achievement. Title II, Part A also holds school districts and schools accountable for improving student achievement. The district will ensure that Professional Development services provided under Title II, Part A, will be aligned with the challenging State academic standards as set by STAAR and the state accountability systems. The district prioritizes its Title II, Part A funds in content areas and campuses most in need of support to meet the challenging State academic standards.

After timely and meaningful consultation, the district has two Private Schools participating for equitable services in Title II, Part A.

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
The supplemental Title III, Part A funding that Pearland ISD receives is used to support the development and impelmentation of Language Instruction Educational Programs; parent, family, and community engagement, and supplemental professional development for instructional strategies for English Learners.

Title IV, Part A: Student Support and Academic Enrichment
Title IV, Part A has three areas of focus: well-rounded education, student health and safety, and supporting the effective use of technology. The supplemental Title IV, Part A funding that Pearland ISD receives allows for evidence-based training and supplies and resources for science, math, languages other than English, and civics teachers in identified focus areas; a multi-tiered framework to social, emotional, and behavioral student support systems; supplemental training and support for district counselors; and professional development for educators in implementing new technology strategies for high-needs students.

After timely and meaningful consultation, the district has two Private Schools participating for equitable services in Title IV, Part A.

District of Innovation

Pearland ISD's District of Innovation Plan was developed as a result of House Bill 1942, which allows district to adopt a plan that allows them to be exempted from cumberson state laws and increases opportunities for innovation. Pearland ISD's purpose is to avoid fully and partially unfunded mandates that interfere with effective, efficient use of taxpayer dollars for educating students.

Foremost, the District of Innovation Plan seeks to enhance the environment and capabilities of teachers and staff. The District Education Improvement Council that approved this plan substantially comprises teachers. Thus, exemptions included in the plan are primarily those that boost teacher productivity and morale.

The purpose of the plan is to advance:

- Innovative curriculum
- Instructional methods
- Community participation
- Governance of campuses
- Parental involvement

District Education Improvement Council (DEIC)

The District-Wide Education Improvement Council is an advisory committee that reviews Pearland ISD's educational goals, objectives and major district-wide classroom instructional programs identified by the board of trustees or a designee. Membership consists of a predetermined number of campus- and district-level professional staff, parents, business representatives and community members. This committee meets approximately every other month, with a two meetings a year being mandatory. This committee is responsible for providing input and approving in the district's Needs Assessment and Improvement Plan processes, as well as the Title I Translation Policy and Title I Parent and Family Engagement Policy.

The Chief Academic Officer is the chair of the committee.

Student Health Advisory Committe (SHAC)

A school health advisory council (SHAC) is a group appointed by the school district to serve at the district level. Members of the SHAC come from different areas of the community and from within the school district. The majority of members must be parents who are not employed by the district. Texas law (Texas Education Code, Title 2, Subtitle F, Chapter 28, Subchapter A, §28.004) requires the establishment of a SHAC for every school district.

SHAC assists the district in ensuring that local community values are reflected in health education instruction. Additionally, the SHAC can help a district meet performance goals and alleviate financial constraints. SHACs play an important role in strengthening the connection between health and learning. They can help parents and community stakeholders reinforce the health knowledge and skills children need to stay healthy for a lifetime. SHAC meets four times a year and all meetings are held virutally and agendas, minutes, and audio recordings are posted on the district website.

The Assistant Superintendent of Educational Services is the chair.

Perceptions

Perceptions Summary

Pearland ISD is Recognized as a Top-Performing District in Houston Area

Numerous local, state, and national organizations and programs have recognized Pearland ISD as a top-performing district in the Houston area. These recognizations include:

- 2022 Niche ratings
- Advanced Placement (AP) Scholar Award Winners
- National African-American and National Hispanic AP Scholar Award Winners
- National Merit Scholarship Finalists
- College Board Scholarship Winner
- Two campuses, Rogers Middle School and Berry Miller Junior High, rreceived national recogonition as Schools to Watch
- Campus Principals recognized as Outstanding Administrators by Texas Music Eudcators Association
- Academic, Athletic, and Fine Arts UIL programs and Career and Technology Education programs that compete in region and state competitions
- Business Office has been recognized for outstanding finanicial practices by several different organizations.

As well, Pearland ISD hosts its own Livestock Show and Career Exposition.

Priority Problem Statements

Problem Statement 1: Performance of Current Special Education Students in the Closing the Gap Domain of State Accountability, STAAR Performance Status at Meets Grade Level or Above Standard in Mathematics is below the 23% target at 11 of the 23 campuses.
Root Cause 1:
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Performance of Current Emergent Bilingual Students in the Closing the Gap Domain of State Accountability, English Language Proficiency Status is below the 36% target at 6 of the 23 campuses.
Root Cause 2:
Problem Statement 2 Areas: Student Learning

Problem Statement 3: In Relative Performance under the School Progress Domain II of State Accountability only 2 of the 23 campuses received an A rating.
Root Cause 3:
Problem Statement 3 Areas: Student Learning

Problem Statement 4: In the Results Driven Accountability (RDA), the district Emergent Bilingual and Special Education STAAR EOC Passing Rate is at a Performance Level 2 for ELA 1 and ELA 2.
Root Cause 4:
Problem Statement 4 Areas: Student Learning

Problem Statement 5: In the Results Driven Accountability (RDA), SPED STAAR 3-8 Passing Rate is at a Performance Level 2 for Mathematics and a Level 3 for Social Studies.
Root Cause 5:
Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

* T-TESS data

Parent/Community Data

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

Support Systems and Other Data

* Organizational structure data
* Processes and procedures for teaching and learning, including program implementation
* Budgets/entitlements and expenditures data
* Other additional data

Goals

Revised/Approved: September 13, 2022

Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 1: Continue to develop the physical safety plan to harden all campuses and district facilities

    Evaluation Data Sources: District Plans, Monitoring Reports, Safety Drill Reports, Reporting Documentation, Sign-In Sheets

Strategy 1 Details

Strategy 1: Continue to monitor bullying/cyberbulllying anonymous reporting from students, parents, and the community via the district and campus websites.
    Strategy's Expected Result/Impact: Campus administrators investigate all reports of bullying/ cyberbullying received
    Staff Responsible for Monitoring: Principals

Strategy 2 Details

Strategy 2: Train students and teachers on various programs and formats regarding digital citizenship and social media literacy.
    Strategy's Expected Result/Impact: Increase in digital citizenship and social media literacy for teachers and students.
    Staff Responsible for Monitoring: Director of Instructional Technology, Principals

Strategy 3 Details

Strategy 3: Develop a reunification plan in case of an emergency that requires moving students and staff to another location.
    Strategy's Expected Result/Impact: Safe and efficient reunification of students and staff in the event of an emergency.
    Staff Responsible for Monitoring: Director of Safe and Secure Schools

Strategy 4 Details

Strategy 4: Develop a threat assessment team at each campus and a district safety committee
    Strategy's Expected Result/Impact: 1. District Safety Committee and Campus Threat Assessment Teams established.
2. Staff participation in required trainings.
    Staff Responsible for Monitoring: Director of Safe and Secure Schools
Principals

Strategy 5 Details

Strategy 5: Monitor physical safety measures and schedule safety drills at all campuses on a regular basis

Strategy's Expected Result/Impact: 1. Maintain campus security at all times.
2. Provide required safety training to all staff and students.
3. Documentation of two (2) Lockdown drills per year, four (4) Fire Drills per year, one (1) Secure Drill per year, one (1) Shelter in Place for Hazmat drill per year, one (1) Shelter in Place of Severe Weather drill per year and one (1) Evacuate drill per year.

Staff Responsible for Monitoring: Director of Safe and Secure Schools
Principals

Strategy 6 Details

Strategy 6: Provide for School Resource Officers to work with district and campus administration to ensure schools are safe places for students to learn.

Strategy's Expected Result/Impact: 1. Support comprehensive safety plan.
2. Provide internal dispute mediation, detention and arrests, personal and property searches, school patrols, and advanced safety functions, as appropriate.

Staff Responsible for Monitoring: Director of Safe and Secure Schools

Strategy 7 Details

Strategy 7: Monitor and document that all campus exterior doors are closed, locked and latched during the instructional day

Strategy's Expected Result/Impact: 1. Maintain campus security at all times.
2. Weekly documentation that all campus doors have been checked.
3. Ensure that campuses are not easily accessible.

Staff Responsible for Monitoring: Director of Safe and Secure Schools
Principals

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 1: Provide rigorous, innovative, engaging, and relevant learning opportunities to ensure every student achieves growth.

High Priority

Evaluation Data Sources: STAAR Scores, A- F Accountability, AP/SAT/ACT/TSI Scores, Certification Exams, BAS/EDL Results, TELPAS Scores, District Benchmark Scores, RDA, PEIMS reports, UIL Evaluations, TMEA Results

Strategy 1 Details
Strategy 1: Utilize effective instructional strategies and interventions to ensure student progress toward measurable goals for all students, including at-risk learners.
Strategy's Expected Result/Impact: 1. Students will demonstrate yearly academic progress based upon individual needs. 2. Reading/Math Intervention instruction provided for identified students at Title I campuses. 3. Intervention instruction and/or tutoring provided for identified at-risk students for STAAR success in all tested subject areas, and as required by HB4545 4. Intervention instruction, tutoring, and specialized instructional supports provided for MV students in all subject areas not required by HB4545. 5. Accelerated Learning Committees provided as required by HB4545. 6. Staff Development provided for teachers for evidence-based instructional strategies to ensure student academic progress in all content areas. 7. Staff Development provided to teachers and administrators for District Initiatives, including instructional changes due to HB 4545, and Reading Academies. 8. Provide push-in or pull-out support for Emergent Bilingual Students to show progress on TELPAS. **Staff Responsible for Monitoring:** Directors of Instructional-Based Programs, Chief Academic Officer **Funding Sources:** Intervention Teachers, Tutors, Substitutes, Staff Development, Supplies, Resources - 211 - Title I, Part A, Tutors, Intervention Strategies/Materials - 199 - State Comp Ed, Professional Development, including substitutes for teachers attending PD - 255 - Title II, Part A, TPTR, Professional Development, with resources, for Well-Rounded Education and Technology Integration - 267 - Title IV, Part A, Specialized instructional support services and school supplies for MV students - 206 - TEHCY TX Education Homeless Children/Youth

Strategy 2 Details
Strategy 2: Provide assessments aligned to state and national standards with the appropriate level of rigor.
Strategy's Expected Result/Impact: 1. Regularly administered assessments, at least 3-4 times per year, that may be cumulative in nature. 2. Common assessments designed with the intent to be delivered across all grade level/content classrooms. 3. Assessments are aligned to the standards with the same prioritization and rigor as the top-line assessment (STAAR, SAT/ACT, AP, etc) in alignment with the scope and sequence. 4. Assessments reflects the format and type of questions from the top-line assessment. 5. Provide technology-based support aligned to assessment expectations. 6. Yearly technology skills assessment administered at required grade levels. 7. Assessment of UIL evaluations, TMEA results, V.A.S.E. and Junior V.A.S.E. results, competition evaluations, and performance evaluations. 8. Linguistic accommodations are provided on formative and summative assessments for Emergent Bilingual students. **Staff Responsible for Monitoring:** Directors of Instructional-Based Programs, Chief Academic Officer

Strategy 3 Details

Strategy 3: Provide instructional materials that support and meet the individual needs of all learners.

Strategy's Expected Result/Impact: 1. Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area, including priority math and science concepts.
2. Instructional materials and technology tools are implemented with fidelity in all classrooms
3. Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners
4. Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students
5. High quality resources are provided to support language acquisition of Emergent Bilingual students in Dual Language and ESL programs.
6. Evidence-based high quality resources are provided for Title I campuses, as allowable.

Staff Responsible for Monitoring: Directors of Instructional-Based Programs,
Chief Academic Officer

Funding Sources: - 410 - State Textbook Allotment, - 263 - Title III - LEP, Math, Science, Social Studies, LOTE lessons, resources, and Staff Development - 267 - Title IV, Part A, Intervention resources and learning materials - 211 - Title I, Part A

Strategy 4 Details

Strategy 4: Provide instructional support and strategies through purposeful planning for all learners and all content areas.

Strategy's Expected Result/Impact: 1. Lesson strategies include content and language objectives, opening/closing activities, pacing, instructional activities (with differentiation), and formative assessments.
2. Strategies are curriculum-driven and aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output
3. Data discussion strategies are driven by student data.
4. Purposeful planning meeting agendas are developed utilizing a common protocol
5. Purposeful planning meetings include discussion of formative and interim student data, technology integration and effective instructional strategies, and possible adjustments to instructional delivery.
6. Purposeful planning meetings/pull-outs includes unpacking the standard into knowledge and skills
7. Lead team members are trained to use agendas and tracking tools for their instructional responsibilities including observations/feedback cycles, PLC's and data meetings.

Staff Responsible for Monitoring: Chief Academic Officer,
Directors of Instructional-Based Programs

Strategy 5 Details

Strategy 5: Implement high fidelity professional development for staff that provide introductory and on-going content focused, job-embedded training.

    Strategy's Expected Result/Impact: 1. Individualized professional development plans are developed and implemented to support all staff.

    2. Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching.

    3. District calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials.

    4. Coaching and support of teachers is informed by data.

    5. Systematic training to support teacher technology proficiencies and classroom integration.

    6. Support teachers in obtaining Bilingual/ESL supplemental endorsements.

    7. Train core teachers in ESL strategies and sheltered instruction (SIOP) strategies.

    8. Provide training for teachers and administrators in effective Dual Language program implementation.

    Staff Responsible for Monitoring: Chief Academic Officer,

Directors of Instructional-Based Programs

    Funding Sources: Staff development, coaching, curriculum development - 255 - Title II, Part A, TPTR, - 263 - Title III - LEP, Professional Development and Coaching - 267 - Title IV, Part A

Strategy 6 Details

Strategy 6: Provide support framework for campus instructional leaders to demonstrate high expectations and shared ownership for student success.

    Strategy's Expected Result/Impact: 1. Campus administration improve campus leaders through regularly scheduled job-embedded professional development.

    2. Professional development opportunities are consistent with best practices for adult learning in the areas of instruction, technology, differentiation, etc. through deliberate modeling, observation, and feedback cycles.

    3. Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students.

    4. Administrators and teachers demonstrate high expectations around performance, challenges, and strategies to ensure all students succeed.

    5. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

    Staff Responsible for Monitoring: Chief Academic Officer,

Directors of Instructional-Based Programs

Strategy 7 Details

Strategy 7: Increase inclusive practices at all campuses by implementing research-based collaborative teaching models for students in grades EE - 4.

    Strategy's Expected Result/Impact: Provide opportunities for special education students to participate in the general education setting for at least part of the school day.

    Staff Responsible for Monitoring: Director of Special Programs,

Coordinator of Special Programs - Elementary

    Funding Sources: - 224 - IDEA B, Formula SpEd, - 225 - IDEA B, PreSchool

Strategy 8 Details

Strategy 8: Students receiving special education and/or Bilingual/ESL services will meet the RDA academic achievement targets in all content areas.

Strategy's Expected Result/Impact: 1. SPED STAAR Passing Rate for all grades and subjects (Reading, Writing, Mathematics, Science & Social Studies) tested will receive a Performance Level Indicator of a 0 or 1. If greater than 1, the Performance Level Indicator will improve over the previous year.
2. LEP STAAR Passing Rate for all grades and subjects tested (Reading, Writing, Mathematics, Science, & Social Studies) will receive a Performance Level Indicator of a 0 or 1. If greater than 1, the Performance Level Indicator will improve over the previous year.

Staff Responsible for Monitoring: Assistant Superintendent of Educational Services
Director of Special Programs
Director of Bilingual Education

Results Driven Accountability

Strategy 9 Details

Strategy 9: Provide attendance/drop-out prevention and recovery training for staff, assistant principals, and attendance clerks.

Strategy's Expected Result/Impact: Student attendance will maintain or exceed 95% attendance rate.

Staff Responsible for Monitoring: Director of Outreach & Attendance

Strategy 10 Details

Strategy 10: Monitor attendance of students and provide campus truancy prevention measures (conference with parent/student, attendance letters, incentives, discipline).

Strategy's Expected Result/Impact: Student attendance will maintain or exceed 95% attendance rate.

Staff Responsible for Monitoring: Campus Administrators

Strategy 11 Details

Strategy 11: Continue support of SAT Prep class

Strategy's Expected Result/Impact: 1. Increased participation in SAT Prep class.
2. Increased number of students scoring at or above college readiness level on SAT.

Staff Responsible for Monitoring: Advanced Academics,
Campus AP Coordinators

Strategy 12 Details

Strategy 12: Provide instructional support in PAP/AP classes.

Strategy's Expected Result/Impact: 1. Coaching and mentoring for purposeful planning and instructional delivery
2. Observation with timely, meaningful feedback on instructional practices
3. Collaboration with teachers on implementation of best practices to improve student instruction

Staff Responsible for Monitoring: Advanced Academics Director
Advanced Academics Coordinator
Advanced Academics Specialists

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 2: Recruit, develop, support, and retain talented staff.

    Evaluation Data Sources: New Hire Reports, Employee Stay Survey, Skyward Discipline Data

Strategy 1 Details
Strategy 1: Campus and district administrators will participate in the recruitment of high quality diverse talent through job fairs, conferences and media outlets.
Strategy's Expected Result/Impact: 1. Increase numbers of diverse applicants. 2. Increase numbers of qualified Bilingual/ESL teachers.
Staff Responsible for Monitoring: Executive Director of Human Resources, Director of Human Resource Services, Department Directors, Campus Principals

Strategy 2 Details
Strategy 2: Plan a formal multilevel mentoring program for the development of beginning teachers.
Strategy's Expected Result/Impact: Production and dissemination of a formalized district-wide mentor plan.
Staff Responsible for Monitoring: Executive Director of Human Resource Services, Teacher Services Specialist, Directors of Instructional-Based Programs, Campus Principals

Strategy 3 Details
Strategy 3: Provide opportunities to support the refinement of skills in all staff.
Strategy's Expected Result/Impact: Increase numbers of internal promotions.
Staff Responsible for Monitoring: Executive Director of Human Resource Services, Department Directors, Campus Principals

Strategy 4 Details
Strategy 4: Increase retention of talented staff through a climate of collaboration and the actions of supportive leadership.
Strategy's Expected Result/Impact: High retention of talented staff.
Staff Responsible for Monitoring: Executive Director of Human Resources, Director of Human Resource Services, Department Directors, Campus Principals

Strategy 5 Details

Strategy 5: Provide staff development for teachers on developing standards based IEPs and PLAAPS for students receiving special education services.

    Strategy's Expected Result/Impact: Annual training provided to all special education case managers.

    Staff Responsible for Monitoring: Special Programs Coordinators

Directors of Special Programs

    Funding Sources: - 224 - IDEA B, Formula SpEd

Strategy 6 Details

Strategy 6: Provide support and training to campus staff on intervention strategies for students whose behavior significantly interferes with learning.

    Strategy's Expected Result/Impact: 1. Reduction in the number of referrals for special education for Behavior/Psychological Evaluations.
2. Reduction in exclusionary discipline assignments (ISS/OSS).

    Staff Responsible for Monitoring: Director of Special Programs,
Special Programs Behavior Specialists

    Funding Sources: - 224 - IDEA B, Formula SpEd

Strategy 7 Details

Strategy 7: Provide professional development for teachers to equip them to meet the needs of students receiving special education services.

    Strategy's Expected Result/Impact: 1. Provide one (1) day of professional development focused on special education students (August Back-to-School Day).
2. Provide multiple opportunities throughout the school year for training focused on the needs of students receiving special education services.

    Staff Responsible for Monitoring: Director of Special Programs

    Funding Sources: - 224 - IDEA B, Formula SpEd

Strategy 8 Details

Strategy 8: Provide ongoing training to campus staff on accommodations, individual health plans, and other services for students receiving Section 504 services.

    Strategy's Expected Result/Impact: 1. Provide one (1) day of professional development focused on Section 504 services (August Back-to-School Day).
2. Provide multiple opportunities throughout the school year for training focused on the needs of Section 504 services for Section 504 Campus Coordinators and teachers.

    Staff Responsible for Monitoring: Director of Special Programs,
504/Dyslexia Support Specialist

Strategy 9 Details

Strategy 9: Provide ongoing training and support for teachers of Dyslexia students for implementation of Reading by Design, as a systematic, explicit, and intensive reading intervention program.

   Strategy's Expected Result/Impact: 1. Equip staff for the delivery of best practices in dyslexia instruction.
   2. Improve the reading ability of dyslexic students.

   Staff Responsible for Monitoring: Director of Special Programs,
   504/Dyslexia Specialist

   Funding Sources: - 199 - PIC 37 Dyslexia

Strategy 10 Details

Strategy 10: Provide professional development for teachers to equip them to meet the needs of Emergent Bilingual students receiving Bilingual/ESL services.

   Strategy's Expected Result/Impact: Provide multiple opportunities throughout the school year for training focused on the needs o fEmergent Bilingual students receiving Bilingual/ESL services.

   Staff Responsible for Monitoring: Director of Bilingual Education
   DL/ESL Specialists

   Funding Sources: - 263 - Title III - LEP

Strategy 11 Details

Strategy 11: Provide ongoing training to campus staff on linguistic accommodations and LPAC compliance requirements.

   Strategy's Expected Result/Impact: Provide multiple opportunities throughout the school year for training teachers and administrators focused on the LPAC compliance requirements for students receiving Bilingual/ESL services.

   Staff Responsible for Monitoring: Director of Bilingual Education
   DL/ESL Specialists
   LPAC Specialist/LPAC Facilitators

Strategy 12 Details

Strategy 12: Provide professional learning opportunities for teachers of Advanced and GT students.

   Strategy's Expected Result/Impact: 1. Provide multiple, ongoing professional learning opportunities to teachers, counselors, and administrators.
   2. Campus and district compliance with TEA requirements for GT professional learning.
   3. Improved instructional delivery of high level instruction.
   4. Increased mastery level of STAAR, EOC, and AP scores.

   Staff Responsible for Monitoring: Advanced Academics, Campus Principals

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 3: Provide high quality instructional and support programs to meet individual student needs and ensure college, career, or military readiness for all students.

High Priority

Evaluation Data Sources: PEIMS Reports, CCMR Performance Data, RDA, Program Evaluations, Stakeholder Surveys, Advisory Committee Member Feedback, Perkins Grant Requirements, CTE Teachers Needs Analysis, Fine Arts Teachers Needs Analysis, UIL Evaluations, TMEA results

Strategy 1 Details
Strategy 1: Provide career / industry based training opportunities for CTE teachers.
Strategy's Expected Result/Impact: Provide high quality instruction to increase students' college, career, and military preparedness.
Staff Responsible for Monitoring: Director of CTE,   CTE Coordinator,   CTE Specialists
Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 2 Details
Strategy 2: Expand the number of IBCs through experiential activities that include performance based demonstrations and / or on-site learning: practicums, internships, and other work-based learning experiences for students.
Strategy's Expected Result/Impact: 1. Increase the number of student-earned career/ industry based certifications.   2. Implement new Industry Based Certification (IBC) opportunities to through CTE courses and Programs of Study (POS)
Staff Responsible for Monitoring: Director of CTE   CTE Coordinator,   CTE Specialists
Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE), - 244 - Perkins Career & Technical Ed

Strategy 3 Details
Strategy 3: Continue implementation of online CTE curriculum integration, including core CTE courses, through technology platforms (Canvas, BrainBuffet, GMetrix, etc.)
Strategy's Expected Result/Impact: Increased effectiveness of instruction in CTE program areas.
Staff Responsible for Monitoring: Director of CTE.   CTE Coordinator   CTE Specialists
Funding Sources: - 244 - Perkins Career & Technical Ed, - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 4 Details

Strategy 4: Provide career awareness training opportunities for counselors.

    Strategy's Expected Result/Impact: Increase student enrollment in CTE nontraditional career courses.

    Staff Responsible for Monitoring: Director of CTE,
CTE Coordinator,
CTE Specialists

    Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE), - 244 - Perkins Career & Technical Ed

Strategy 5 Details

Strategy 5: Continue to offer industry certifications and licenses for all CTE career clusters. Continue to seek meaningful certifications that correlate with regional workforce data.

    Strategy's Expected Result/Impact: Increase in number of industry certifications and licenses.

    Staff Responsible for Monitoring: Director of CTE
CTE Coordinator
CTE Specialists

    Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 6 Details

Strategy 6: Continue monitoring safety routines and procedures in each CTE and Fine Arts program area. Provide safety training to CTE students in CTE classrooms, industrial-based classes, and health science classes; provide safety training to Fine Arts students in Fine Arts programs, as appropriate.

    Strategy's Expected Result/Impact: Students will learn in a safe manner in Fine Arts and CTE classrooms.

    Staff Responsible for Monitoring: Directors of CTE and Fine Arts,
CTE Coordinator,
CTE Specialists

    Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 7 Details

Strategy 7: Develop and implement revisions in the State Plan for the Education of Gifted and Talented Students.

    Strategy's Expected Result/Impact: 1. Increased student diversity in advanced programs by 1%.
2. Increased success rate of diverse populations on Advanced Placement exams.
3. Establish a committee for fidelity review of G/T state plan implementation.

    Staff Responsible for Monitoring: Directors of Advanced Academics, Elementary Education, and Secondary Education,
Campus Principals

    Funding Sources: - 199 - General Fund

Strategy 8 Details

Strategy 8: Develop and Implement services to address the social and emotional needs of gifted and talented (G/T) students.

Strategy's Expected Result/Impact: 1. Develop a curriculum framework for the social and emotional needs of G/T students.
2. Provide district wide professional learning in the social and emotional needs of G/T students.
3. Provide periodic communications to teachers and counselors with suggested supports for G/T students.
4. Create and implement communications to parents for the social and emotional support of G/T students.

Staff Responsible for Monitoring: Director of Advanced Academics

Funding Sources: - 199 - General Fund

Strategy 9 Details

Strategy 9: Improve the equity of representation of all district students in advanced classes.

Strategy's Expected Result/Impact: 1. More equitable participation in GT/PAP/AP classes by all Pearland ISD students
2. Intentional and timely invitation of all students
3. Collaboration with teachers on best practices for support of all students

Staff Responsible for Monitoring: Advanced Academics Director,
Advanced Academics Coordinator,
Advanced Academics Specialists,
Campus Administrators,
Counselors

Strategy 10 Details

Strategy 10: Comply with federal grant requirements by transitioning from Perkins Grant IV to Perkins Grant V to drive CTE program improvement.

Strategy's Expected Result/Impact: Implementation of the Programs of Study (POS) to align with the state's POS model.

Staff Responsible for Monitoring: Director of CTE

Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE), - 244 - Perkins Career & Technical Ed

Strategy 11 Details

Strategy 11: Provide supports to address needs of McKinney-Vento (MV) homeless students.

    Strategy's Expected Result/Impact: Increase attendance of MV homeless students through removing barriers to attending school.

Increase academic success, graduation, and post-secondary readiness of MV homeless students.

    Staff Responsible for Monitoring: District Homeless Liaison,

Director of Outreach & Attendance,

Directors of Instruction,

Federal Programs/Grants Administrator

    Funding Sources: MV Academic Intervention, School Supplies, Case Management, School of Origin Transportation - 206 - TEHCY TX Education Homeless Children/Youth , MV School Supplies, Case Management, Academic Resources, School of Origin Transportation - 211 - Title I, Part A, MV Wrap-around Support Services (Grief/Trauma Counseling Support) - 278 - ARP Homeless I, MV Academic Intervention, School Supplies, Case Management, Emergency Clothing/Hygiene Supplies, Wrap Around Support, Case Management - 280 - ARP Homeless II

Strategy 12 Details

Strategy 12: Identify and serve homeless students and students in conservatorship of the state (foster care).

    Strategy's Expected Result/Impact: Increase attendance and increased academic growth for identified students.

    Staff Responsible for Monitoring: Coordinator of Guidance Services/Foster Liaison

Strategy 13 Details

Strategy 13: Identify and monitor at-risk students for signs of disengagement.

    Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

    Staff Responsible for Monitoring: Campus Administrators,

Counselors,

Outreach Attendance Office Staff

Strategy 14 Details

Strategy 14: Provide alternative learning settings for potential drop-outs through the district Alternative Center for Education (ACE).

    Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

    Staff Responsible for Monitoring: Executive Director of High Schools,

High School Administrators

    Funding Sources: Personnel, supplies, materials, PD - 199 - State Comp Ed

Strategy 15 Details

Strategy 15: Provide accelerated instruction and tutorials for at-risk students, and for students identified as in need of intervention, including as defined in HB4545.

    Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

    Staff Responsible for Monitoring: Directors of Instructional Programs.

Campus Administrators

Strategy 16 Details

Strategy 16: Provide Pregnancy Related Services (PRS) to support teen parents.

    Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

    Staff Responsible for Monitoring: Director of CTE

PRS Teacher

Strategy 17 Details

Strategy 17: Provide opportunities for credit recovery (after school, summer school, computer-assisted instruction).

    Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

    Staff Responsible for Monitoring: Campus Administrators

Strategy 18 Details

Strategy 18: Monitor attendance of students and provide truancy prevention measures on campuses (conference with parent/student, attendance letters, incentives, discipline).

    Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

    Staff Responsible for Monitoring: Campus Administrators,

Counselors,

Outreach Case Managers,

Attendance Clerks

Strategy 19 Details

Strategy 19: Provide training to staff, attendance clerks, registrars, counselors, and administrators for attendance, dropout strategies, prevention, and intervention techniques.

    Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

Maintain a 95% attendance rate.

    Staff Responsible for Monitoring: Directors of Instructional Programs,

Director of Testing,

Director of Outreach & Attendance

Strategy 20 Details

Strategy 20: Provide services for students and families through the partnership with Communities in School (CIS), ACE 21st Century Learning Centers, Premier Academies, and other school-based and community resources.

Strategy's Expected Result/Impact: 1. Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].
2. Maintain a 95% attendance rate.

Staff Responsible for Monitoring: Executive Directors of Schools,
Campus Administrators,
Counselors

Strategy 21 Details

Strategy 21: Utilize District Completion Committee to identify potential drop-outs and recommend programs and services for them.

Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

Staff Responsible for Monitoring: Executive Director of High Schools,
Executive Director of Intermediate Schools,
Director of Outreach & Attendance

Strategy 22 Details

Strategy 22: After all campus truancy prevention measures have been exhausted, refer attendance/dropout concerns to the Outreach Attendance Office for further intervention (home visits, community resources, court).

Strategy's Expected Result/Impact: Maintain a 95% attendance rate.

Staff Responsible for Monitoring: Campus Administrators

Strategy 23 Details

Strategy 23: Monitor and manage court cases; monitor and manage students who are high risk of dropping out of school.

Strategy's Expected Result/Impact: Maintain a 95% attendance rate.
Maintain a 99% completion rate.

Staff Responsible for Monitoring: Director of Outreach & Attendance

Strategy 24 Details

Strategy 24: Provide Disciplinary Alternative Education Program (DAEP) for students in grade 7-12.

Strategy's Expected Result/Impact: Provide intensive support and intervention for students whose behavior significantly interferes with learning.

Staff Responsible for Monitoring: Superintendent,
Grade Level Executive Directors,
Principals

Funding Sources: Personnel, classroom supplies and resources, staff development - 199 - State Comp Ed

Strategy 25 Details

Strategy 25: Provide higher education admissions processes and requirements and financial aid opportunities information and resources to students, parents, counselors and teachers to students in middle school, junior high, and high school for post-high school success.

    Strategy's Expected Result/Impact: 1. Provide information on the Texas grant program and Teach for Texas grant program.
    2. Provide information higher education admissions and financial aid opportunities.
    3. Provide information for students to make informed course choices for post-high school success.
    Staff Responsible for Monitoring: Coordinator of Guidance Services

Strategy 26 Details

Strategy 26: Maximize the district's ability to provide high quality educational staffing, services, and resources to its domestic students by requesting state waiver from the Texas Education Agency to limit the number of Foreign Exchange Students it is required to admit due to the additional cost to educate Foreign Exchange Students.

    Strategy's Expected Result/Impact: Limit the number of foreign exchange students admitted to 5 per high school campus.
    Staff Responsible for Monitoring: Chief Academic Officer, Executive Director of High Schools

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 4: Develop and maintain authentic staff/student relationships to create respectful, caring, and culturally responsive learning environments.

    Evaluation Data Sources: Surveys, Skyward, PEIMS data, Progress Monitoring

Strategy 1 Details
Strategy 1: Implement an instructional approach for behavior using the evidence-based Positive Behavior Intervention and Support Framework (PBIS) in grades PK- 4.
Strategy's Expected Result/Impact: 1. Establish a common set of school-wide behavior expectations that are a brief, memorable set of positively-stated expectations creating a school culture that is clear, positive, and consistent.   2. Provide staff development on teaching school-wide expectations, acknowledging appropriate behavior, correcting errors, requesting assistance, and restorative practices.   **Staff Responsible for Monitoring:** Chief Academic Officers,   Directors of Instructional-Based Programs,   Director of Special Programs   **Funding Sources:** PBIS Resources, Professional Development, and Program Review (PK-4) - 267 - Title IV, Part A

Strategy 2 Details
Strategy 2: Research and develop a behavior implementation plan to support safe and conducive learning environments in grades 5-12.
Strategy's Expected Result/Impact: 1. Establish a common set of school-wide behavior expectations that are a brief, memorable set of positively-stated expectations creating a school culture that is clear, positive, and consistent.   2. Provide staff development on teaching school-wide expectations, acknowledging appropriate behavior, correcting errors, requesting assistance, and restorative practices.   **Staff Responsible for Monitoring:** Chief Academic Officer,   Directors of Curriculum-Based Programs,   Director of Special Programs

Strategy 3 Details
Strategy 3: Implement cultural responsive practices to foster a positive learning environment.
Strategy's Expected Result/Impact: 1. Provide multiple opportunities throughout the school year for training teachers and administrators on cultural responsive practices.   2. Host district and/or campus events to celebrate diversity.   **Staff Responsible for Monitoring:** Cultural Responsive Council   Principals   Directors of Instructional Programs   **Funding Sources:** - 263 - Title III - LEP

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 5: Implement and enhance the effectiveness of student learning, instructional strategies, and professional development through the use of technology.

   Evaluation Data Sources: Type 2 Learn Monthly Reports, Digital Citizenship Vocabulary, Campus Presentations, and Observations, Learning Management System Reports, Office 365 Reports

Strategy 1 Details
Strategy 1: Deployment and Implementation of a One to One Student Device Initiative
Strategy's Expected Result/Impact: 1. All students grades PK-1 will receive an iPad for student instructional use. 2. All students grades 2-12 will receive a Dell tablet for student instructional use. 3. All students, parents, and teachers will receiving training on using the grade-level device. 4. All devices will have technology support. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Educational Technology **Funding Sources:** Devices - 282 - ARP ESSER III, Devices - 281 - CRSSA ESSER II

Strategy 2 Details
Strategy 2: Utilize learning management systems and portfolio tools, such as Instructure Canvas and Seesaw for Schools, to provide students with a working knowledge of online tools and meet their individual needs as learners.
Strategy's Expected Result/Impact: 1. District Educational Technology Specialists will train all elementary teachers on Seesaw for Schools system with an ongoing technology training calendar. 2. All elementary teachers will use Seesaw for Schools system to provide access to materials and activities for all students to prepare students college and career opportunities. 3. All students grades PK-4 will use the tools within Seesaw to complete assignments, assessments, and collaboration. 4. C & I Specialists and ETS collaborate to develop Seesaw and Canvas course structures for specific courses. 5. C & I Specialists and key lead teachers develop key Seesaw and Canvas lessons/modules. 6. Educational Technology department will develop, train, monitor, and evaluated based on teacher proficiencies to continually provide up-to-date and necessary professional development to promote Seesaw for Schools and Canvas LMS. 7. Ongoing professional development in Seesaw and Canvas will be provided by the Educational Technology Specialists. 8. Provide parent access codes for Seesaw courses and parent pairing access for Canvas courses via parent codes. Information will be posted on the parent tab of the district website. **Staff Responsible for Monitoring:** Director of Educational Technology Directors of Instructional-Based Programs

Strategy 3 Details

Strategy 3: Provide interactivity through the use of district provided technologies, such as teacher tablets and short-throw projectors.

Strategy's Expected Result/Impact: 1. District Education Technology Specialists will train teachers how to use the interactive short throw projectors and software to provide simulations and multi-media content to all students with an ongoing technology training calendar.

2. District Education Technology Specialists will train teachers to use the teacher tablet and all of the features to untether from their teacher computer and freely move about the classroom with an ongoing technology training calendar.

Staff Responsible for Monitoring: Director of Educational Technology
Educational Technology Specialists

Strategy 4 Details

Strategy 4: Provide diverse learning opportunities to meet the individualized needs of students through the use of Microsoft Office 365 Apps.

Strategy's Expected Result/Impact: 1. District Education Technology Specialists will train all teachers to use Microsoft 365 Apps with an ongoing technology training calendar.

2. All teachers will use Microsoft 365 Apps to provide collaborative opportunities for all students to prepare students for college and career readiness.

3. Students will be trained to use Microsoft 365 Apps and all of the available productivity and collaboration tools.

All teachers will use TEAMS as the video conferencing software to meet and collaborate with students, staff, and parents.

Ongoing professional development in Microsoft 365 Apps will be provided by the Education Technology Specialists.

Staff Responsible for Monitoring: Director of Educational Technology
Educational Technology Specialists

Strategy 5 Details

Strategy 5: Implement a keyboarding program to promote proficiency (75% accuracy) by the end of fourth grade. Students will demonstrate yearly academic progress using Type to Learn.
End of year accuracy:
K - 25% (begins 2nd semester)
1st - 35%
2nd - 55%
3rd - 65%
4th - 75%

Strategy's Expected Result/Impact: 1. District Education Technology Specialists will train K-4 teachers on Type to Learn Software on campus technology training calendar offerings.

2. Teachers will ensure that a t least one Type to Learn lesson is completed each week.

3. Students will complete Type to Learn lessons weekly. (The program is internet-based and is available at home.)

Staff Responsible for Monitoring: Director of Educational Technology
Educational Technology Specialists

Strategy 6 Details

Strategy 6: Promote Digital Citizenship for all students through a district-wide commitment by participating responsibly, respectfully, and appropriately online.

Strategy's Expected Result/Impact: 1. Relevant digital citizenship vocabulary will be created by district Education Technology Specialists (ETS). The ETS will share the vocabulary with teachers and students through weekly focus words consistent on every elementary campus.

2. The ETS, Librarian, &/or Counselor will conduct grade-appropriate presentations conducted with students at middle school camps at the beginning of each school year.

3. All students will connect their devices to the district wi-fi.

4. All teachers at all grade levels will discuss proper behavior when using technology during virtual, remote and on-campus learning environments.

5. All students will sign the Acceptable Use Policy.

Staff Responsible for Monitoring: Director of Educational Technology
Directors of Instructional-Based Programs
Educational Technology Specialists

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1: Meet the physical, social, and emotional needs of students.

Evaluation Data Sources: Skyward Guidance Module Reports, Curriculum Documents, Fitness Gram, Campus Calendars of Events, Annual Child Builder Lesson Report, Meeting Sign-in Sheets, Service Reports, RISE Mentor Sign-in Sheets

Strategy 1 Details
Strategy 1: Increase availability of staff for developmental counseling and mental health support to students at all levels.
Strategy's Expected Result/Impact: Provide developmental counseling and mental health supports to students. Provide Character Strong Lessons K-12 for social/emotional health curriculum.
Staff Responsible for Monitoring: Assistant Superintendent for Educational Services, Coordinator of Guidance Services, Executive Director of Human Resources
Funding Sources: Counselor Professional Development - 267 - Title IV, Part A

Strategy 2 Details
Strategy 2: Analyze current programs and develop vertically aligned social and emotional health curriculum and provide for delivery of curriculum to students, staff, and parents, as appropriate.
Strategy's Expected Result/Impact: Students will receive age-appropriate education on suicide prevention, drug awareness, sexual harassment and abuse prevention, dating violence, GenTex, anti-bullying, stress/time management, and trauma-informed care. Parents will have the opportunity for grade-level appropriate mental health topics through monthly Coffee with the Counselors meetings.
Staff Responsible for Monitoring: Coordinator of Guidance Services, School Counselors

Strategy 3 Details
Strategy 3: Ensure students in eighth grade and higher receive human trafficking awareness training.
Strategy's Expected Result/Impact: Present one (1) school-wide presentation separating students by gender and grade (as appropriate).
Staff Responsible for Monitoring: Principals, School Counselors, Coordinator of Guidance Services

Strategy 4 Details
Strategy 4: Ensure students in elementary and middle schools receive anti-victimization guidance lessons, as grade level appropriate.
Strategy's Expected Result/Impact: Implement Stand Strong Stay Safe curriculum through regularly scheduled classroom guidance lessons.
Staff Responsible for Monitoring: School Counselors, Coordinator of Guidance Services

Strategy 5 Details

Strategy 5: Continue to integrate suicide awareness and prevention lessons/activities at all campuses.

    Strategy's Expected Result/Impact: 1. Continue to schedule and coordinate the #iwillASK program annually.

2. Continue to support the four high schools in their student-lead campus suicide prevention task force.

3. Comply with parent or guardian district notification procedures.

    Staff Responsible for Monitoring: School Counselors,

Coordinator of Guidance Services

Strategy 6 Details

Strategy 6: Continue current community counseling partnerships with and pursue other opportunities with local mental health agencies.

    Strategy's Expected Result/Impact: 1. Maintain continued partnerships with Youth and Family Counseling Services, BACODA, and TCHATT.

    Staff Responsible for Monitoring: Assistant Superintendent of Educational Services

Coordinator of Guidance Services

Strategy 7 Details

Strategy 7: Provide students safe, enjoyable and developmentally appropriate fitness activities that improve their fitness levels.

    Strategy's Expected Result/Impact: Improve fitness and healthy lifestyle choices for students.

    Staff Responsible for Monitoring: Assistant Athletic Director

Strategy 8 Details

Strategy 8: Provide at least two (2) opportunities for students to participate in physical activity and promote a healthy lifestyle.

    Strategy's Expected Result/Impact: Increased awareness for physical activity to promote a healthy lifestyle.

    Staff Responsible for Monitoring: Principals

Strategy 9 Details

Strategy 9: Maintain RISE Mentoring Program.

    Strategy's Expected Result/Impact: 1. Pair identified students with an adult mentor.

2. Provide mentors and students the space and support for a meeting for 30 minutes one time per week

    Staff Responsible for Monitoring: Student Mentor Specialist

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 2: Support safe and conducive learning environments and enhance the culture of responsive discipline.

Evaluation Data Sources: Skyward Discipline Data, PBIS Implementation Evaluations, Restorative Practices Implementation Evaluations

Strategy 1 Details
Strategy 1: Continue implementation Positive Behavior Intervention Support to classroom teachers in grades K - 4.
Strategy's Expected Result/Impact: 1. Positive, predictable, safe environments for everyone in school settings. 2. Provide at least one training per year for PBIS campus teams.
Staff Responsible for Monitoring: Director of Elementary Education
Funding Sources: PBIS Staff Development & Associated Resources (K-4) - 267 - Title IV, Part A

Strategy 2 Details
Strategy 2: Continue implementing district framework for Positive Behavior Intervention & Support (PBIS) and Restorative Practices for grades 5 - 12.
Strategy's Expected Result/Impact: 1. District Framework including action steps. 2. Each campus will organize a Campus Behavior Leadership Team. 3. Campus Leadership Team will develop, implement, and/or monitor school-wide behavior expectations, District Behavior Leadership Team will collaborate with the Culturally Responsive Council to develop culturally responsive disciplinary practices and conflict resolution.
Staff Responsible for Monitoring: Director of Secondary Instruction Assistant Superintendent of Educational Services
Funding Sources: PBIS Staff Development and Associated Resources (5-12) - 267 - Title IV, Part A

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 3: Provide training for staff, parents, and community members to address student physical, social, and emotional health.

    Evaluation Data Sources: Training Documentation, Meeting Documentation, District & Campus Websites

Strategy 1 Details

Strategy 1: A comprehensive program to train teachers, counselors and administrators on the social and emotional health needs of the students will be offered on a regular schedule.
    Strategy's Expected Result/Impact: Training may include Mental Health First Aid (8 hour in-person training), ASK Training (2 hour in person training) or Kognito (online training).
    Staff Responsible for Monitoring: Coordinator of Guidance Services

Strategy 2 Details

Strategy 2: Provide parent education of social and emotional needs through parent information sessions on the campus and district level.
    Strategy's Expected Result/Impact: Increased parent education on the social and emotional needs of students.
    Staff Responsible for Monitoring: Coordinator of Guidance Services,
School Counselors

Strategy 3 Details

Strategy 3: Provide mental health and safety resources to parents and community
    Strategy's Expected Result/Impact: 1. Maintain district Counseling Resource list for dissemination on website and district publications,
Annual Carousel of Resources Event.
2. Provide parent education of firearm safety presentation provided by Pearland Police Department.
3. Provide parent education on the dangers of e-cigarettes or vaping and substance abuse (such as tobacco, drugs, and alcohol).
    Staff Responsible for Monitoring: Coordinator of Guidance Services
Principals
Assistant Superintendent for Educational Services

Strategy 4 Details

Strategy 4: Implement a quarterly electronic newsletter created by the student support counselors - to include postings on the Guidance and campus websites.
    Strategy's Expected Result/Impact: Electronic Newsletter posted quarterly
    Staff Responsible for Monitoring: Coordinator of Guidance Services,
Student Support Counselors

Strategy 5 Details

Strategy 5: Continue to train staff on signs of human trafficking and child abuse (including sexual abuse) awareness.
    Strategy's Expected Result/Impact: All staff required to annually participate in online training.
    Staff Responsible for Monitoring: Human Resource Services

Strategy 6 Details

Strategy 6: Provide for district-wide employee physical activity and wellness participation.
    Strategy's Expected Result/Impact: Pearland ISD Wellness Fair
    Staff Responsible for Monitoring: Human Resource Services
Communication Department

Strategy 7 Details

Strategy 7: Provide Social Media/Digital Citizenship training for students, staff, and families.
    Strategy's Expected Result/Impact: 1. Increased awareness of the importance of protecting students as they navigate technology.
2. Students will be taught how to make safe, smart, and ethical decisions in the digital world.
3. Use of commonsensemedia.org curriculum for digital citizenship
4. Staff will be trained on expectations for appropriate use of Social Media
    Staff Responsible for Monitoring: Director of Instructional Technology, Principals, Counselors, Executive Director of Human Resource Services and Communications

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 4: Provide supports and activities that are necessary to continue to employ existing staff as a response to Covid-19 pandemic.

    Evaluation Data Sources: Staff attendance, retention

Strategy 1 Details

Strategy 1: Continue health and safety protocols to minimize exposure to Covid-19 in facilities.
    Strategy's Expected Result/Impact: Increased staff health and staff retention
    Staff Responsible for Monitoring: Director of Maintenance and Operations

Goal 4: Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: Build and promote an authentic identity that reflects the district's beliefs, vision and mission.

Strategy 1 Details
Strategy 1: Develop and implement a rebrand of the district's visual identity.
Strategy's Expected Result/Impact: Launch rebrand process with branding/advertising agency to create new district/department logos, electronic/print design templates and brand manual to ensure a cohesive district brand.
Staff Responsible for Monitoring: Director of Communications

Strategy 2 Details
Strategy 2: Attract positive media coverage that highlights students and staff.
Strategy's Expected Result/Impact: Work with principals, campus, and district staff to expand campus and district communicator network and explain process for attracting positive media coverage.
Staff Responsible for Monitoring: Director of Communication

Strategy 3 Details
Strategy 3: Intentionally tell stories to exhibit an accurate and compelling representation of the district.
Strategy's Expected Result/Impact: Provide guidance and resources for campus and district leadership to identify students and staff to be highlighted.
Staff Responsible for Monitoring: Director of Communications, Directors, Principals

Strategy 4 Details
Strategy 4: Maximize communication through various forms of technology, digital platforms and video.
Strategy's Expected Result/Impact: 1. Create a district-level digital multimedia communications position to manage digital communication and video platforms. 2. Consider implementation of high school student video intern through practicum course.
Staff Responsible for Monitoring: Director of Communications

Goal 4: Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 2: Develop meaningful partnerships to engage and collaborate across a diverse community for the benefit of every student.

    Evaluation Data Sources: Meeting Sign-in Sheets, Agendas

Strategy 1 Details
Strategy 1: Formalize a Partners in Education program to expand business partnership opportunities.
Strategy's Expected Result/Impact: 1. Form an advisory committee including campus/department representatives to determine partnership needs of schools/district. 2. Implement an Adopt-a-School/Adopt-a-Department program for businesses and community organizations.   **Staff Responsible for Monitoring:** Director of Communications, Directors, Principals

Strategy 2 Details
Strategy 2: Collaborate with families and the community to create awareness of opportunities for involvement in the district.
Strategy's Expected Result/Impact: 1. Create a district-level webpage with engagement opportunities through events/activities such as #iwillASK, United for Kids, JoinIn, Partners in Education, board meeting attendance and more. 2. Provide parents and families the opportunity for input and collaboration through campus/district parent nights, serving on campus/district committees and attending campus/district meetings and events. 3. Make district meetings, such as United for Kids and Town Halls, more accessible to the community and parents. 4. Have district ambassadors attend community events to share information about the district. 5. Implement Peachjar or similar service/process to engage stakeholders through a district bulletin board.   **Staff Responsible for Monitoring:** Director of Communications, Principals

Strategy 3 Details
Strategy 3: Maintain parental input for Special Programs by continuing parent training opportunities and parent meetings.
Strategy's Expected Result/Impact: 1. Provide parent trainings to include orientation to the special education process, legislative updates and other topics related to students with disabilities. 2. Continue meeting with the Special Programs Parent Advisory Committee. 3. Provide Parent Resource Binder to families of students receiving special education services.   **Staff Responsible for Monitoring:** Director of Special Programs

Strategy 4 Details
Strategy 4: Continue Special Programs' district-level Dyslexia Parent Advisory committee meetings.
Strategy's Expected Result/Impact: District committee will meet at least three (3) times per year.   **Staff Responsible for Monitoring:** 504/Dyslexia Support Specialist

Strategy 5 Details

Strategy 5: Provide for parent and family input for Parent and Family Engagement as a part of the Title I, Part A program through parent advisory meetings at the district and campus level.

> **Strategy's Expected Result/Impact:** Increase involvement by parents and families of students served by Title I, Part A program to increase students' academic success through series of meetings each semester.
> **Staff Responsible for Monitoring:** Federal Programs/Grants Administrator
>
> **Funding Sources:** PFE Advisory Committee Translation, Snacks - 211 - Title I, Part A

Strategy 6 Details

Strategy 6: Build capacity for parents and family members to be involved in their students' education through campus events such as literacy nights, technology nights, etc.

> **Strategy's Expected Result/Impact:** Increase involvement by parents and families of students served by Title I, Part A program to increase students' academic success.
> **Staff Responsible for Monitoring:** Federal Programs/Grants Administrator
>
> **Funding Sources:** PFE Translation Services, Supplies, Materials, Snacks (Campus) - 211 - Title I, Part A

Strategy 7 Details

Strategy 7: Provide translation services for required Title I, Part A documents and parent and family communication at the district and campus level.

> **Strategy's Expected Result/Impact:** 1. Provide District Translation Policy.
> 2. Written and oral translation, as appropriate, for required documents and communications for Title I, Part A compliance.
> **Staff Responsible for Monitoring:** Elementary Director of Curriculum & Instruction,
> Secondary Director of Curriculum & Instruction
>
> **Funding Sources:** Translation Services for Documents - 211 - Title I, Part A

Strategy 8 Details

Strategy 8: Provide for parent, family, and community engagement as part of Title III requirements.

> **Strategy's Expected Result/Impact:** 1. Host district and/or campus-level events throughout the year such as biliteracy night, multicultural parent, family, and community engagement events, etc.
> 2. Create and disseminate parent newsletters with best practices to support Emergent Bilingual students.
> 3. Provide parent resources in English and Spanish that include information, tips, and advice for parents based on their child's grade level.
> **Staff Responsible for Monitoring:** Director of Bilingual Education
>
> **Funding Sources:** - 263 - Title III - LEP

Goal 4: Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 3: Utilize comprehensive and effective communication systems to inform, educate and connect.

Strategy 1 Details
Strategy 1: 3.1 Implement a tailored crisis communications approach both internally and externally.
Strategy's Expected Result/Impact: 1. Partner with PPD/emergency responders on messaging during emergencies, when necessary. 2. Employ a cohesive crisis communication plan across campuses and the district. **Staff Responsible for Monitoring:** Director of Communications

Strategy 2 Details
Strategy 2: Expand campus and department social media presence.
Strategy's Expected Result/Impact: Enhance the district's social media network through campus/departments maintaining and actively engaging in Twitter. **Staff Responsible for Monitoring:** Director of Communications

Strategy 3 Details
Strategy 3: Enhance communication to engage internal stakeholders.
Strategy's Expected Result/Impact: 1. Restructure employee Intranet. 2. Improve communication with Spanish-speaking employees 3. Create internal employee e-newsletter. 4. Ensure employees are the first to know regarding crisis communications. 5. Evaluate possible implementation of Workplace by Facebook for internal communications. **Staff Responsible for Monitoring:** Director of Communications

Goal 5: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1: Maximize funding to design a budget that ensures a strong financial position.

    Evaluation Data Sources: Increase in revenues; positive ending fund balance, successful TRE election; savings on non-payroll costs; superior ratings on FIRST report.

Strategy 1 Details
Strategy 1: Research the necessity for a Tax Ratification Election (TRE) and call for a TRE
Strategy's Expected Result/Impact: Maximize local and state funding which will impact all students.
Staff Responsible for Monitoring: Chief Financial Officer

Strategy 2 Details
Strategy 2: Continue pursuing an aggressive investment strategy and debt management opportunities
Strategy's Expected Result/Impact: Maximize investment earnings and reduce the amount of debt.
Staff Responsible for Monitoring: Chief Financial Officer

Strategy 3 Details
Strategy 3: Maximize funding opportunities (e.g. grant awards, SHARS reimbursements)
Strategy's Expected Result/Impact: Successful grant awards and increase in SHARS reimbursements.
Staff Responsible for Monitoring: Chief Financial Officer Director of Accounting Federal Programs/Grants Administrator Coordinator of Special Programs

Strategy 4 Details
Strategy 4: Analyze revenue generating contracts to ensure profitability
Strategy's Expected Result/Impact: Centralize contract processing to ensure that contracts with outside individuals/entities who use our facilities, equipment, and/or services are in the best interest of the district and profitable.
Staff Responsible for Monitoring: Chief Financial Officer

Strategy 5 Details
Strategy 5: Achieve the most effective use of taxpayer dollars
Strategy's Expected Result/Impact: Implement strategies that identify cost savings and/or cost avoidance opportunities.
Staff Responsible for Monitoring: Chief Financial Officer

Goal 5: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 2: Educate our community to advocate for optimal resources to achieve overall student success.

    Evaluation Data Sources: Successful TRE; meeting logs; transparency star awards; accounting/budget awards; published information on website

Strategy 1 Details
Strategy 1: Develop a communications plan for the successful passage of a TRE, should an election be required
Strategy's Expected Result/Impact: Educate the District's community on the need for a TRE and the impact on student learning and opportunities.
Staff Responsible for Monitoring: Chief Financial Officer Exec. Dir. of Communications

Strategy 2 Details
Strategy 2: Maximize and sustain influential and effective communication with federal, state, local, and private sectors on all issues affecting the district.
Strategy's Expected Result/Impact: 1. Collaborate with District representatives so they can clearly understand, communicate and legislate in favor of our district regarding decisions affecting funding and operations and unfunded mandates. 2. Participate at community organizational meetings to enhance the public's knowledge of District finances and operations.
Staff Responsible for Monitoring: Superintendent Chief Financial Officer

Strategy 3 Details
Strategy 3: Communicate with and educate all stakeholders regarding the financial system of public education, as well as the fiscal responsibility and stability of the District
Strategy's Expected Result/Impact: Continue providing financial transparency and increasing the public's knowledge of district finances and support.
Staff Responsible for Monitoring: Chief Financial Officer

Goal 5: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 3: Provide financial support for capital needs, contingencies, and a competitive employment compensation plan.

    Evaluation Data Sources: Capital renewal plan; board meetings; HRS metrics; TASB HR services; budget documents; financial reports.

Strategy 1 Details
Strategy 1: Establish a Capital Renewal Plan Committee (CPRC) to review/update the District's 10-Year CRP on an annual basis and prioritize project funding
Strategy's Expected Result/Impact: 1. Extend the life cycle of facilities and equipment by maintaining them operational and in good working condition. 2. Anticipate replacement needs based on a life cycle/replacement schedule.
Staff Responsible for Monitoring: Chief Financial Officer Members of CRP

Strategy 2 Details
Strategy 2: Plan for and maintain a budget for capital improvements to fund ongoing facility and equipment repairs and upgrades
Strategy's Expected Result/Impact: Establish a funding mechanism to proactively fund capital expenditures.
Staff Responsible for Monitoring: Chief Financial Officer

Strategy 3 Details
Strategy 3: Adjust control points/midpoints of current pay grades no less than half of the General Pay Increase percent annually; moving towards the top quartile of market value amongst competing districts.
Strategy's Expected Result/Impact: Provide competitive paygrade midpoints.
Staff Responsible for Monitoring: Human Resources Services

Strategy 4 Details
Strategy 4: Utilize salary adjustments annually to improve internal pay equity.
Strategy's Expected Result/Impact: Provide more evenly distributed pay grades with salaries closer to market values.
Staff Responsible for Monitoring: Human Resources Services

Strategy 5 Details
Strategy 5: Increase the district's contribution toward employee medical insurance by $600 per year over the next two years.
Strategy's Expected Result/Impact: Provide benefit supports so that by 2022, annual benefit contributions will be $4,200.
Staff Responsible for Monitoring: Human Resource Services

Strategy 6 Details
Strategy 6: Evaluate campuses and departments funding allocations and methodologies
Strategy's Expected Result/Impact: Ensure an equitable distribution of funding resources based on campus demographics.
Staff Responsible for Monitoring: Chief Financial Officer
Director of Budget and Compliance

Strategy 7 Details
Strategy 7: Ensure fund balance is within established policy.
Strategy's Expected Result/Impact: Stay within fund balance requirements to be able to meet financial needs in the event of a crisis, state funding uncertainties, fluctuating enrollment, etc.
Staff Responsible for Monitoring: Chief Financial Officer

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 1: Special Education programs, supports and services will meet or exceed compliance requirements.

Evaluation Data Sources: State Performance Plan (SPP) Indicator 11, SuccessEd Documentation, Six Week Skyward Discipline Reports, RDA Report

Strategy 1 Details
Strategy 1: All students suspected of having a disability will be evaluated within the state established timelines after receiving informed, written parental consent to evaluate. **Strategy's Expected Result/Impact:** 100% Compliance on SPP Indicator 11. **Staff Responsible for Monitoring:** Director of Special Programs, Coordinator of Special Programs - Evaluation **Funding Sources:** - 224 - IDEA B, Formula SpEd

Strategy 2 Details
Strategy 2: The district will monitor and reduce the number of special education disciplinary placements. **Strategy's Expected Result/Impact:** The rate of disciplinary actions for special education students will be consistent with the disciplinary placement rates of all students. **Staff Responsible for Monitoring:** Assistant Superintendent of Educational Services, Director of Special Programs, Special Programs Coordinators

Strategy 3 Details
Strategy 3: The district will meet State and Federal targets for SPED Representation. **Strategy's Expected Result/Impact:** The significant disproportionality risk ratio will be less than the state established threshold. **Staff Responsible for Monitoring:** Assistant Superintendent of Educational Services **Funding Sources:** - 224 - IDEA B, Formula SpEd

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 2: CTE programs, supports and services will meet or exceed compliance requirements.

  Evaluation Data Sources: Perkins Reports

Strategy 1 Details

Strategy 1: CTE will provide leadership, guidance, services, and actions, that ensure compliance with Perkins Grant.
  Strategy's Expected Result/Impact: 100% Compliance on all Perkins Grant program requirements.
  Staff Responsible for Monitoring: Director of CTE

Strategy 2 Details

Strategy 2: CTE will implement TEA's Program of Study to comply with federal requirements.
  Strategy's Expected Result/Impact: 100% Compliance on all TEA and Federal requirements
  Staff Responsible for Monitoring: Director of CTE

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 3: ESSA funded programs, supports and services will meet or exceed compliance requirements.

    Evaluation Data Sources: STAAR Reports, Federal Accountability Reports

Strategy 1 Details
Strategy 1: Curriculum and Instruction and Bilingual/ESL Departments will provide leadership, guidance, services, and actions, that ensure compliance with ESSA fund requirements.
Strategy's Expected Result/Impact: 100% Compliance on all TEA and federal ESSA program requirements.
Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction,   Director of Bilingual Education

Strategy 2 Details
Strategy 2: Curriculum and Instruction and Bilingual/ESL Departments will ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children.
Strategy's Expected Result/Impact: All eligible migratory and formerly migratory children receive services on same basis as other children.
Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction,   Director of Bilingual Education

Strategy 3 Details
Strategy 3: Curriculum and Instruction Department will provide services to eligible children attending private schools and provide timely and meaningful consultation with private school officials and equitable services, in accordance with Title I, Title II, Title III, and Title IV statutory requirements.
Strategy's Expected Result/Impact: Eligible students attending participating Private/Non-Profit schools will receive compliant equitable services.
Staff Responsible for Monitoring: Federal Programs/Grants Administrator
Funding Sources: PNP Contracted Services through Pearland ISD - 255 - Title II, Part A, TPTR, PNP Supplies and Materials through Pearland ISD - 267 - Title IV, Part A

Strategy 4 Details
Strategy 4: Pearland ISD students will participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8.
Strategy's Expected Result/Impact: If selected, grades 4 & 8 Pearland ISD students will participate in National Assessment of Educational Progress in reading and math.
Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction   Director of Assessment and Accountability   Chief Academic Officer

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 4: Bilingual/ESL programs will meet or exceed compliance requirements.

Evaluation Data Sources: Project ELL documentation, LPAC folders, PBMAS/RDA Report

Strategy 1 Details
Strategy 1: The district will increase the number of Emergent Bilingual students meeting reclassification.
Strategy's Expected Result/Impact: 1. Monitor Emergent Bilingual students performance on STAAR and TELPAS. 2. Provide TELPAS trainings for teachers and administrators. 3. Use TELPAS data to monitor student progress. **Staff Responsible for Monitoring:** Director of Bilingual Education Director of Testing Principals

Strategy 2 Details
Strategy 2: The district will meet state and federal requirements for Bilingual/ESL services.
Strategy's Expected Result/Impact: 1. Monitor Dual Language program implementation. 2. Monitor ESL program implementation. 3. Audit LPAC folders throughout the year and provide feedback to campuses. **Staff Responsible for Monitoring:** Director of Bilingual Education DL/ESL Specialists Principals Emergent Bilingual Compliance Facilitator

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 5: The district's COVID response will meet or exceed compliance requirements for the CRRSA ESSER II, ARP ESSER III Acts.

    Evaluation Data Sources: Program and compliance Reports

Strategy 1 Details
Strategy 1: Provide meaningful consultation with ARP ESSER III Stakeholders for RIPICS through School Board Public Comment opportunities and SHAC Committee.
Strategy's Expected Result/Impact: Stakeholder Input
Staff Responsible for Monitoring: Federal Programs/Grants Administrator

Strategy 2 Details
Strategy 2: Provide review of ARP ESSER III RIPICS plan every 6 months.
Strategy's Expected Result/Impact: RIPICS Review and Revisions as needed
Staff Responsible for Monitoring: Federal Programs/Grants Administrator

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 6: The district's instruction on abuse, dating violence, and sex trafficking prevention will comply with Senate Bill 9 requirements.

Evaluation Data Sources: PEIMS/Discipline Reports

Strategy 1 Details
Strategy 1: Pearland ISD does not tolerate dating violence. School Board Policy FFH (Local) defines dating violence as when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offence.
Strategy's Expected Result/Impact: Transparency regarding the district policy (School Board Policy FFH (Local)) states that dating violence is not tolerated in the district.
Staff Responsible for Monitoring: Cabinet Administrators

Strategy 2 Details
Strategy 2: Pearland ISD has reporting procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator of dating violence. Reports may be made to a teacher, school counselor, principal, appropriate District official (Title IX Coordinator, ADA/Section 504 Coordinator, or Superintendent), or other District employee. School Board Policy FFH (Local) provides more details on reporting by a student, an employee, and alternative reporting procedures.
Strategy's Expected Result/Impact: Increase transparency on dating violence reporting procedures.
Staff Responsible for Monitoring: Cabinet Administrators.

Strategy 3 Details
Strategy 3: Parent Notification: The district official or designee shall notify a parent immediately if a report identifies a student as an alleged victim or perpetrator. School Board Policy FFH (Local) also specifies that the District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
Strategy's Expected Result/Impact: Increase transparency on dating violence reporting procedures
Staff Responsible for Monitoring: Cabinet Administrators.

Strategy 4 Details
Strategy 4: Pearland ISD has guidelines for students who are victims of dating violence. These include: 1) Students who believe they are victims of dating violence should immediately report the alleged act(s) to a teacher, school counselor, principal, appropriate District official (Title IX Coordinator, ADA/Section 504 Coordinator, or Superintendent), or other district employee. 2) Reports of prohibited conducts shall be made as soon as possible after the alleged act or knowledge of the alleged act to ensure the District's prompt investigation. 3) The District's procedures include prompt investigation, reporting, confidentiality, and appeals, and shall follow policy as outlined in School Board Policy FFH (Local) as appropriate to the dating violence allegation. FFH (Local) provides that information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices. 4) Victims of dating violence may request to be moved to another campus.
Strategy's Expected Result/Impact: Transparency in district guidelines for students who are victims of dating violence.
Staff Responsible for Monitoring: Cabinet Administrators.

Strategy 5 Details

Strategy 5: Any parent or guardian that has a religious, moral, ethical, or reasonable objection to the district procedures have the right to contact the campus, appropriate District official (Title IX Coordinator, ADA/Section 504 Coordinator, or Superintendent), or other District employee to discuss additional options.
    Strategy's Expected Result/Impact: Transparency in district guidelines for students who are victims of dating violence.
    Staff Responsible for Monitoring: Cabinet Administrators.

Strategy 6 Details

Strategy 6: Pearland ISD Guidance Services will provide campus counselors age-appropriate student materials on the dangers of dating violence and resources.
    Strategy's Expected Result/Impact: Increase awareness and capacity for students regarding the dangers of dating violence
    Staff Responsible for Monitoring: Coordinator of Guidance Services.

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Nyla Watson	Committee Chair
District-level Professional	Donna Tate	District Member
Classroom Teacher	Yasmin Gonzales	Carleston Member
Classroom Teacher	Kristin Freund	Challenger Member
Classroom Teacher	Naletta Galbraith	Cockrell Member
Classroom Teacher	Monica Escobeda	Harris Member
Classroom Teacher	Faith Winslow	Lawhon Member
Classroom Teacher	Sierra Wilturner	Magnolia Member
Non-classroom Professional	Karen Gilmore	Massey Ranch Representative
Classroom Teacher	Laurie Maxcey	Massey Ranch Member
Classroom Teacher	Sara Johnson	Rustic Oak Member
Classroom Teacher	Marie Allison	Shadycrest Member
Classroom Teacher	Tina Benavidez	Silvercrest Member
Classroom Teacher	Kelly Berkenpas	Silverlake Member
Classroom Teacher	Elesha Alexander	Alexander Member
Classroom Teacher	Lynn Odnovyun	Jamison Member
Non-classroom Professional	Debbie McCombs	Jamison Member
Classroom Teacher	Carrie Martin	Rogers Member
Non-classroom Professional	Jamie Sebring	Sablatura Member
Classroom Teacher	Marion Clark	JH East Member
Classroom Teacher	Kristin Edwards	JH South Member
Classroom Teacher	Christa George	JH West Member
Classroom Teacher	Amanda Lee	Dawson HS Member
Classroom Teacher	Sholanda Metz	Pearland HS Member
Classroom Teacher	Robert Hoffman	Turner HS Member
Classroom Teacher	Rae Lynn Rowe	PACE Member
Community Representative	Leah Whitton	Community Member
Community Representative	Brandon Knauth	Community Member

Committee Role	Name	Position
Community Representative	Dr. Richard Bradley	Community Member
Parent	Jenny Darcy	Parent Member
Parent	Lisa Cast Sheffield	Parent Member
Parent	Mathew Koshy	Parent Member
Parent	Ana Almaguer	T1 Parent Member
Parent	Samantha Vela	T1 Parent Member
Parent	Kara LaVictoire	Parent Member
Parent	Beth Sanborne	Parent Member
Business Representative	Christy Bulerez	Business Member
Business Representative	Taryn Melgoza	Business Member
Business Representative	Cynthia Rodriguez Gomez	Business Member
Business Representative	Mark Collins	Business Member
Paraprofessional	Rebecca Phillips	Para Member
Paraprofessional	Dana Williams	Para Member
Parent	Febe Prado	Parent Member
Parent	Jeremy Beeson	Parent Member