

Pearland Independent School District

District Improvement Plan

2024-2025



Board Approval Date: November 5, 2024

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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Comprehensive Needs Assessment

Revised/Approved: November 12, 2024

Demographics

Demographics Summary

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 21,000 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 Ethnicity and Race Distribution:

Hispanic-Latino	38.72%
American Indian-Alaskan Native	0.19%
Asian	12.02%
Black-African American	15.12%
Native Hawaiian-Pacific Islander	0.09%
White	29.70%
Two-or-more	4.15%

Student Information

Student/Teacher Ratio: 16.1 to 1

Attendance Rate: 97.2 percent

Dropout Rate: 0.1 percent

Pearland ISD completed the 2023-2024 school year with 21,122 students enrolled.

Pearland ISD Student % by Program &/or Indicators:

Dyslexia	5.30%
Gifted and Talented	12.21%
Section 504	8.33%
Special Education	12.56%
Emergent Bilingual	13.79%
Bilingual	7.08%
English as a Second Language	7.68%
Homeless (as defined by McKinney Vento)	0.71%
Military Connected	8.14%
At-Risk	35.05%
Foster Care	0.28%
Economic Disadvantaged	37.72%

Personnel Facts

Pearland ISD is the largest employer in Pearland, with approximately 2,670 employees. All employees are encouraged to further their education through staff development programs and workshops and continuing education programs. As of 2023-2024, the district employed:

Administrative Support: 392 (14.68%)

Teacher: 1,296 (48.54%)

Educational Aide: 201 (7.53%)

Auxiliary: 781 (29.25%)

Teacher Salary

Beginning Teacher: \$59,600

Average Teacher: \$64,373 (Based on standard 185 day contract)

Student Learning

Student Learning Summary

Over the spring and summer of 2024, Pearland ISD has undergone a district-wide curriculum management audit specifically to identify deficits to target for improvement. This process included contracting with an independent audit firm who reviewed numerous district documents, analyzed samples of student work, interviewed district personnel and community members, and conducted surveys with teachers, administrators, and parents. Findings and recommendations focused on five areas: District Vision and Accountability, Curriculum, Consistency and Equity, Feedback, and Productivity.

Types of Student Assessment:

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

2024 Texas Accountability Rating for Pearland ISD: Currently on hold by TEA pending lawsuit.

District Processes & Programs

District Processes & Programs Summary

In Pearland ISD, student achievement and progress are at the center of everything the district does. Dr. Berger, Superintendent, 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. Over the past year Dr. Berger and the district School Board have conducted Listening Circles focused on hearing the perspectives, including concerns of all district stakeholders: teachers, staff, parents, students, and the community. They are using this process to better advocate and build for the district.

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 receive 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 serviced as School-Wide Title I campuses. These are the School-Wide Title I campuses and their percentage of Economically Disadvantaged students:

H. C. Carleston Elementary (67.67%)
E. A. Lawhon Elementary (63.51%)
Sam Jamison Middle School (53.89%)
Leon Sablatura Middle School (52.71%)
Pearland Junior High West (52.71%)
C. J. Harris Elementary (49.75%)
Pearland Junior High South (47.48%)
Barbara Cockrell Elementary (43.55%)
Massey Ranch Elementary (43.51%)

The district applied for \$1,933,038 in Title I funds with 37.72% Economically Disadvantaged out of a population of 21,109. Percentages and enrollment are based on the October 27, 2023 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 \$134,411 in Title I funds for the required Parent and Family Engagement, services for McKinney Vento students, foster care transportation, and coordinated services (Summer School, Districtwide Professional Development activities for designated Title I campuses, etc.). The rest of the funding is distributed to Title I campuses, prioritized by % Economically Disadvantaged, grade bands, and campus priority academic needs as identified in their Comprehensive Campus Needs Assessment.

Title I funding at campuses is focused primarily on providing intervention services in math and reading 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 criteria such as district benchmark assessments, reading levels, 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 identified 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, inexperienced, 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 (ELA) & Immigrant

The supplemental Title III, Part A ELA funding that Pearland ISD receives is used to support the development and implementation of Language Instruction Educational Programs; parent, family, and community engagement, and supplemental professional development for instructional strategies for English Learners. The Title III, Part A Immigrant funding will be used to support summer programming for newcomer students.

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 English language arts, 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 supports for Positive Behavior Intervention Supports; 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 cumbersome 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 required federal documents and processes.

The Executive Director of Curriculum and Instruction is the chair of the committee.

Student Health Advisory Council (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 in person. Agendas, minutes, and audio recordings are posted on the district website.

The Assistant Superintendent of Educational Services is the chair.

District Safety and Security

Pearland ISD routinely reviews district security protocols and has priority actions to meet or exceed the Commissioner of Education's new statutes for hardening schools. The Executive Director of Safe and Secure Schools oversees district safety and security. All campuses have a campus safety team that meets regularly to review safety and security procedures on the campus.

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 recognitions include:

- 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, received national recognition as Schools to Watch
- Campus Principals recognized as Outstanding Administrators by Texas Music Educators 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 financial practices by several different organizations.

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

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

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: Maintain and improve the physical safety plan to harden all campuses and district facilities

Evaluation Data Sources: District Plans, Monitoring Reports, Safety Drill Reports, Sign-In Sheets, State Sentinel Reporting, Quarterly Campus Safety Audit Checks

Strategy 1 Details

Strategy 1: 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: Executive Director of Safe and Secure Schools
Principals

Strategy 2 Details

Strategy 2: Implement and maintain safety and security measures to meet or exceed state requirements (TEC 37.117).

Strategy's Expected Result/Impact: Safe and secure schools.

Staff Responsible for Monitoring: Executive Director Safe and Secure Schools

Funding Sources: - 429-School Safety & Security Formula Grant, - 429 - SAFE Cycle 2, Supplemental emergency response supplies - 267 - Title IV, Part A

Strategy 3 Details

Strategy 3: Monitor and document that all campus exterior doors are closed, locked and latched during the instructional day to maintain student and staff safety.

Strategy's Expected Result/Impact: 1. Maintain campus security at all times.

2. Weekly documentation that all campus doors have been checked and any needed maintenance/repairs are reported.

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

Strategy 4 Details

Strategy 4: Review annually, and revise as needed, the district's reunification plan in case of an emergency that requires moving students and staff to another location. This will include collaboration with the city of Pearland's First Responders.

Strategy's Expected Result/Impact: Safe and efficient reunification of students and staff in the event of an emergency.

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

Strategy 5 Details

Strategy 5: Maintain a threat assessment team at each campus that will effectively review reports of threats.

Strategy's Expected Result/Impact: 1. Provide support for students in need.

2. Staff participation in required trainings.

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 the district's 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: Executive Director of Safe and Secure Schools

Strategy 7 Details

Strategy 7: Monitor bullying/cyberbullying 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 reports received and follow up as required.

Staff Responsible for Monitoring: Principals

Strategy 8 Details

Strategy 8: Train students and teachers on various programs and formats regarding digital citizenship and social media literacy.

Strategy's Expected Result/Impact: 1. Increase in digital citizenship and social media literacy for teachers and students.

2. All students will sign the Acceptable Use Policy.

Staff Responsible for Monitoring: Director of Instructional Technology, Principals, Executive Director of Safe and Secure Schools

Strategy 9 Details

Strategy 9: Maintain District Safety Committee to review and make recommendations for district safety standards.

Strategy's Expected Result/Impact: 1. Committee will meet a minimum of three times per year.

2. Committee will review results of safety audits and make recommendations.

3. Committee will review district emergency operations plan and make recommendations.

Staff Responsible for Monitoring: Executive Director Safe and Secure Schools

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

Performance Objective 1: By the end of the 2024-2025 school year, Pearland ISD will maintain or increase STAAR performance across all campuses.

Evaluation Data Sources: District benchmarks, STAAR Simulation, STAAR data

Strategy 1 Details
<p>Strategy 1: Provide accelerated instruction and tutorials for at-risk students, and for students identified as in need of intervention due to STAAR failure, including as defined in HB1416.</p> <p>Strategy's Expected Result/Impact: Increased STAAR performance</p> <p>Staff Responsible for Monitoring: Directors of Instructional Programs. Campus Administrators</p> <p>Funding Sources: Tutors, supplemental materials, campus staff - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed, Supplemental resources-LASO MSC grant licenses - LASO Cycle 2 Math Supplemental Curriculum Digital , Supplemental instructional resources - 410 - State Textbook Allotment</p>
Strategy 2 Details
<p>Strategy 2: Provide high fidelity professional development to build capacity of staff to provide evidence-based instructional strategies aligned to district Top Priorities to ensure ensure student academic progress in all content areas.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on state assessments; on-going content-focused, purposeful job-embedded training.</p> <p>Staff Responsible for Monitoring: Directors of Instructional Programs</p> <p>Funding Sources: Substitutes, supplemental duty pay, contracted services, training materials - 255 - Title II, Part A, TPTR, Supplemental duty pay, supplemental resources - 263 - Title III - ELA, Contracted services, training resources - 267 - Title IV, Part A</p>
Strategy 3 Details
<p>Strategy 3: Provide district assessments and teacher training on assessment design and rigor that align to state and national assessments.</p> <p>Strategy's Expected Result/Impact: Increase rigor of instruction to improve student performance.</p> <p>Staff Responsible for Monitoring: Directors of Instructional-based Programs</p> <p>Funding Sources: Supplemental duty pay, contracted services, supplemental resources - 255 - Title II, Part A, TPTR, Supplemental resources - 267 - Title IV, Part A</p>

Strategy 4 Details

Strategy 4: Provide supplemental materials for selected Science, Math, English Language Arts & Reading, and LOTE classrooms.

Strategy's Expected Result/Impact: Increase capacity to provide well-rounded education to all students.

Increase STAAR results in Science, Math, ELAR

Increase numbers of students completing 3 years of LOTE

Staff Responsible for Monitoring: Directors of Curriculum and Instruction

Director of Multilingual Programs

Funding Sources: Supplemental resources, supplies, materials; supplemental contracted services - 267 - Title IV, Part A

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

Performance Objective 2: By the end of the 2024-2025 school year, Pearland ISD will increase STAAR scores for students receiving special education services and for emergent bilingual students by 3% at elementary and secondary campuses.

Strategy 1 Details
<p>Strategy 1: Provide support and training to campus staff on intervention strategies for students whose behavior significantly interferes with learning.</p> <p>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).</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Special Programs Behavior Specialists</p>
Strategy 2 Details
<p>Strategy 2: Provide professional development for teachers to equip them to meet the needs of students receiving special education services, such as professional development on strategies and methods for differentiating instruction, including scaffolds, accommodations, and modifications.</p> <p>Strategy's Expected Result/Impact: 1. Provide professional development focused on special education students. 2. Provide multiple opportunities throughout the school year for training focused on the needs of students receiving special education services.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Educational Services Director of Special Programs</p> <p>Funding Sources: Contracted Services - 224 - IDEA B, Formula SpEd, Contracted Services, Supplies for Trainings - 255 - Title II, Part A, TPTR</p>
Strategy 3 Details
<p>Strategy 3: Provide ongoing training to campus staff on accommodations, individual health plans, and other services for students receiving Section 504 services.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, 504/Dyslexia Support Specialist</p>
Strategy 4 Details
<p>Strategy 4: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, 504/Dyslexia Specialist</p>

Strategy 5 Details

Strategy 5: 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 of Emergent Bilingual students receiving Bilingual/ESL services.

Staff Responsible for Monitoring: Director of Multilingual Programs
Multilingual Specialists
Directors of Curriculum & Instruction

Funding Sources: Contracted services, supplies, supplemental duty pay - 199-PIC 25, Bilingual Education Allotment, Contracted services, supplies, supplemental duty pay, specialists positions - 263 - Title III - ELA, Contracted services, supplies, supplemental duty pay - 255 - Title II, Part A, TPTR

Strategy 6 Details

Strategy 6: 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 Multilingual Programs
Multilingual Specialists
LPAC Coordinator/LPAC Facilitators

Funding Sources: LPAC Facilitators - 199-PIC 25, Bilingual Education Allotment

Strategy 7 Details

Strategy 7: Provide intervention and supplemental resources in reading and math for struggling special education and emergent bilingual students.

Strategy's Expected Result/Impact: Increase STAAR performance

Staff Responsible for Monitoring: Directors of Special Programs, Multilingual Programs, and Curriculum & Instruction

Funding Sources: Supplemental individualized learning resources - 267 - Title IV, Part A, Supplemental reading instructional materials - 410 - State Textbook Allotment, Supplemental instructional materials, supplemental classroom paras - 263 - Title III - ELA

Strategy 8 Details

Strategy 8: Provide targeted intervention for struggling special education and emergent bilingual students to meet requirements of HB1416.

Strategy's Expected Result/Impact: Increase STAAR performance.

Staff Responsible for Monitoring: Directors of Special Programs, Multilingual, and Curriculum & Instruction

Funding Sources: Intervention Tutoring and Resources - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 9 Details

Strategy 9: Provide supplemental instructional coaches for elementary campuses

Strategy's Expected Result/Impact: Improve effective classroom instruction, build capacity of teachers

Staff Responsible for Monitoring: Directors of Curriculum & Instruction, Director of Multilingual Programs

Funding Sources: Dual Language Instructional Coach - 263 - Title III - ELA

Strategy 10 Details

Strategy 10: 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: Contracted Services - 255 - Title II, Part A, TPTR

Strategy 11 Details

Strategy 11: 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 Multilingual Programs

Results Driven Accountability

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

Performance Objective 3: By the end of the 2024-2025 school year, Pearland ISD will reduce the number of below-level readers by 10% in elementary schools.

Evaluation Data Sources: Student performance data; BOY/MOY/EOY assessments, district benchmarks, student progress monitoring, reading level summative data.

Strategy 1 Details

Strategy 1: Selected elementary reading teachers will be trained using Behind the Glass Reading Lessons modeled by elementary instructional coaches and specialists.

Strategy's Expected Result/Impact: Build capacity of teachers in district best practices.

Below-level readers will improve reading level.

Staff Responsible for Monitoring: Executive Director of Elementary Schools

Strategy 2 Details

Strategy 2: Elementary reading teachers will be provided instructional component training by elementary instructional coaches and specialists.

Strategy's Expected Result/Impact: Build capacity of teachers in district best practices.

Below-level readers will improve reading level.

Staff Responsible for Monitoring: Executive Director of Elementary Schools

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

Performance Objective 4: By the end of the 2024-2025 school year, Pearland ISD will ensure that 95% of graduating seniors meet CCMR standards at each high school.

Evaluation Data Sources: CCMR data

Strategy 1 Details
<p>Strategy 1: Provide CTE teachers with career/industry based training opportunities.</p> <p>Strategy's Expected Result/Impact: Provide high quality instruction to increase students' college, career, and military preparedness.</p> <p>Staff Responsible for Monitoring: Director of CTE, CTE Coordinator, CTE Specialists</p> <p>Funding Sources: Contracted services, training supplies and materials - 244 - Perkins Career & Technical Ed, Contracted services, training supplies and materials - 199 - PIC 22 State Career & Technical Ed (CTE)</p>
Strategy 2 Details
<p>Strategy 2: Provide students access to an expanded number of IBCs through experiential activities that include performance based demonstrations and/or on-site learning, practicums, internships, and other work-based learning experiences.</p> <p>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)</p> <p>Staff Responsible for Monitoring: Director of CTE, CTE Coordinator, CTE Specialists</p> <p>Funding Sources: Contracted services, supplies and materials, misc. expenses, salaries, supplemental duty pay - 244 - Perkins Career & Technical Ed, Contracted services, supplies and materials, misc. expenses - 199 - PIC 22 State Career & Technical Ed (CTE)</p>
Strategy 3 Details
<p>Strategy 3: Provide CTE curriculum and its integration through technology platforms such as Canvas, BrainBuffet, GMetrix, etc.</p> <p>Strategy's Expected Result/Impact: Increased effectiveness of instruction in CTE program areas.</p> <p>Staff Responsible for Monitoring: Director of CTE, CTE Coordinator, CTE Specialists</p> <p>Funding Sources: Supplies and materials - 244 - Perkins Career & Technical Ed, Supplies and materials - 199 - PIC 22 State Career & Technical Ed (CTE)</p>

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: Contracted services, supplies for training - 199 - PIC 22 State Career & Technical Ed (CTE), Contracted services, supplies for training - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 5 Details

Strategy 5: Provide students with the opportunity to earn industry certifications and licenses for all CTE career clusters, as applicable.

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: Supplies and materials for certifications and testing - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 6 Details

Strategy 6: Provide safety training to CTE students in CTE classrooms, industrial-based classes, and health science classes and monitor safety routines and procedures in each CTE Program of Study, as appropriate.

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

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

Funding Sources: Supplies and materials - 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 - PIC 21 State Gifted and Talented (G/T)

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 - PIC 21 State Gifted and Talented (G/T)

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: 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

Funding Sources: - 199 - PIC 21 State Gifted and Talented (G/T)

Strategy 11 Details

Strategy 11: 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 12 Details

Strategy 12: 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: Executive Director of Curriculum and Instruction, Deputy Superintendent

Strategy 13 Details

Strategy 13: 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 14 Details

Strategy 14: 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 5: By the end of 2024-2025 school year, Pearland ISD will increase to a 96% attendance rate and maintain a 99% completion rate.

Evaluation Data Sources: Attendance reports, graduation data, PEIMS data reports, Average Daily Attendance, chronic absentees

Strategy 1 Details
<p>Strategy 1: Provide training to staff, attendance clerks, registrars, counselors, and administrators for attendance, dropout strategies, prevention, and intervention techniques.</p> <p>Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255]. Increase to 96% attendance rate.</p> <p>Staff Responsible for Monitoring: Directors of Instructional Programs, Director of Testing, Director of Outreach & Attendance</p>
Strategy 2 Details
<p>Strategy 2: Monitor attendance of students and provide truancy prevention measures on campuses (conference with parent/student, attendance letters, incentives, discipline).</p> <p>Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Outreach Case Manager, Attendance Officer, Attendance Clerks</p> <p>Funding Sources: Outreach staff - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed</p>
Strategy 3 Details
<p>Strategy 3: Provide supports to address needs of McKinney-Vento (MV) homeless students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: District Homeless Liaison, Director of Outreach & Attendance, Directors of Instruction, Federal Programs/Grants Administrator</p> <p>Funding Sources: Supplies, School of Origin Transportation, Contracted Services, Supplemental Duty Pay, Course Fees - 211 - Title I, Part A</p>

Strategy 4 Details

Strategy 4: 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, McKinney Vento (MV) Homeless Liaison, Director of Outreach & Attendance

Funding Sources: Out of District excess transportation costs, as allowed - 211 - Title I, Part A

Strategy 5 Details

Strategy 5: 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 6 Details

Strategy 6: 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: Deputy Superintendent
High School Administrators

Funding Sources: Staff - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 7 Details

Strategy 7: 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: Staff - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 8 Details

Strategy 8: 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 9 Details

Strategy 9: 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 10 Details

Strategy 10: 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 11 Details

Strategy 11: 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 96% attendance rate.

Staff Responsible for Monitoring: Campus Administrators

Strategy 12 Details

Strategy 12: Monitor and manage court cases; monitor and manage students who are high risk of dropping out of school.

Strategy's Expected Result/Impact: Increase to 96% attendance rate.
Maintain a 99% completion rate.

Staff Responsible for Monitoring: Director of Outreach & Attendance

Strategy 13 Details

Strategy 13: Provide services for students and families through the partnership with Communities in School (CIS), Boys & Girls Club, ACE 21st Century Learning Centers, YMCA, 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. Increase to 96% attendance rate.

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

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

Performance Objective 6: In Pearland ISD, the percent of students showing growth in math will increase by 2% as measured by growth on Gr 6 Math-Algebra 1 EOC.

Evaluation Data Sources: District Benchmarks, STAAR Math in Gr 6-Alg 1 EOC

Strategy 1 Details
<p>Strategy 1: Pearland ISD will provide supplemental instructional materials as learning supports for students in math grades 6-12 as part of a well-rounded education in STEM subjects.</p> <p>Strategy's Expected Result/Impact: The percent of students demonstrating growth on Gr 6 STAAR Math through Algebra 1 EOC STAAR will increase from 68.32% to 70.32%.</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction</p> <p>Funding Sources: Supplemental Math Skills Instructional Materials - 267 - Title IV, Part A</p>

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

Performance Objective 7: Implement and enhance the effectiveness of student learning, instructional strategies, and professional development through the use of technology.

Evaluation Data Sources: Typing Agent Monthly Reports, Digital Citizenship Vocabulary, Campus Presentations, and Observations, Learning Management System Reports, Office 365 Reports

Strategy 1 Details

Strategy 1: Utilize learning management systems and portfolio tools, such as Instructure Canvas, to provide students with a working knowledge of online tools and meet their individual needs as learners.

Strategy's Expected Result/Impact: 1. 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 Canvas LMS.

2. Ongoing professional development in Canvas will be provided by the Educational Technology Specialists.

3. Provide parent access for Canvas courses. 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 2 Details

Strategy 2: 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.

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

5. 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 3 Details

Strategy 3: Implement a keyboarding program to promote proficiency (75% accuracy) by the end of fourth grade. Students will demonstrate yearly academic progress using Typing Agent.

Strategy's Expected Result/Impact: 1. District Education Technology Specialists will train K-8 teachers on Typing Agent Software on campus technology training calendar offerings.

2. Teachers will ensure that at least one Typing Agent lesson is completed each week.

3. Students will complete Typing Agent lessons weekly. (The program is internet-based and is available at home.)

4. End of year accuracy:

K - 25% (begins 2nd semester)

1st - 35%

2nd - 55%

3rd - 65%

4th - 75%

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

Strategy 4 Details

Strategy 4: Provide professional development for digital instructional leaders for effective use of classroom technology.

Strategy's Expected Result/Impact: Increase in-district capacity to grow classroom instruction with integrated technology

Staff Responsible for Monitoring: Directors of Curriculum and Instruction

Funding Sources: - 267 - Title IV, Part A

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

Performance Objective 8: By the end of the 2024-2025 school year, Pearland ISD will provide extended language development opportunities to Newcomers.

Evaluation Data Sources: Grade reports, attendance, TELPAS scores

Strategy 1 Details
<p>Strategy 1: Provide summer program to immigrant students to support their second language acquisition.</p> <p>Strategy's Expected Result/Impact: Increase in immigrant TELPAS scores, grades, and attendance.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Programs, Multilingual Specialists</p> <p>Funding Sources: Supplies and materials, supplemental duty pay - 263 - Title III - Immigrant</p>

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

Performance Objective 9: Recruit, develop, support, and retain talented staff.

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

Strategy 1 Details
<p>Strategy 1: Campus and district administrators will participate in the recruitment of high quality diverse talent through job fairs, conferences and media outlets.</p> <p>Strategy's Expected Result/Impact: 1. Increase numbers of diverse applicants. 2. Increase numbers of qualified Bilingual/ESL teachers.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources, Director of Human Resource Services, Department Directors, Campus Principals</p>
Strategy 2 Details
<p>Strategy 2: Plan a formal multilevel mentoring program for the development of beginning teachers.</p> <p>Strategy's Expected Result/Impact: Production and dissemination of a formalized district-wide mentor plan.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resource Services, Teacher Services Specialist, Directors of Instructional-Based Programs, Campus Principals</p>
Strategy 3 Details
<p>Strategy 3: Provide opportunities to support the refinement of skills in all staff.</p> <p>Strategy's Expected Result/Impact: Increase numbers of internal promotions.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resource Services, Department Directors, Campus Principals</p>
Strategy 4 Details
<p>Strategy 4: Increase retention of talented staff through a climate of collaboration and the actions of supportive leadership.</p> <p>Strategy's Expected Result/Impact: High retention of talented staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources, Director of Human Resource Services, Department Directors, Campus Principals</p>

Strategy 5 Details

Strategy 5: Provide support framework for campus instructional leaders to demonstrate high expectations and shared ownership for student success.

Strategy's Expected Result/Impact: Administrators and teacher leaders improve skills for high expectations around performance, challenges, and strategies to ensure all students succeed.

Staff Responsible for Monitoring: Directors of Instructional-based Programs, CLT

Funding Sources: Substitutes, supplemental duty pay, contracted services, supplemental resources - 255 - Title II, Part A, TPTR

Strategy 6 Details

Strategy 6: Develop and improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders.

Strategy's Expected Result/Impact: Increased support for teachers who meet evaluation targets.

Staff Responsible for Monitoring: Directors of Curriculum and Instruction

Funding Sources: Contracted Services - 255 - Title II, Part A, TPTR

Strategy 7 Details

Strategy 7: Provide evidence-based, high quality, personalized professional development for teachers, instructional leadership teams, principals, or other school leaders that builds educator capacity to provide teaching for student learning and achievement.

Strategy's Expected Result/Impact: Build capacity of all educators

Staff Responsible for Monitoring: Directors of Instructional Programs

Funding Sources: Contracted services, supplemental duty pay, training materials - 255 - Title II, Part A, TPTR

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

Performance Objective 1: By the end of the 2024-2025 school year, Pearland ISD will increase the percentage of students showing improvement in academic and behavioral performance through Multi-Tiered Systems of Supports (MTSS) interventions by 15% as compared to the 2023-2024 school year.

Evaluation Data Sources: MTSS intervention data

Strategy 1 Details
<p>Strategy 1: Provide consistent, targeted professional development for district and campus staff to create classrooms where behavior and learning support student success.</p> <p>Strategy's Expected Result/Impact: Improve campus staff capacity to meet student academic and behavioral needs.</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction, Multilingual, and Special Programs</p> <p>Funding Sources: Professional Development for staff (contracted services, supplemental resources, supplemental duty pay) - 255 - Title II, Part A, TPTR</p>
Strategy 2 Details
<p>Strategy 2: Provide consistent district classroom expectations for teachers and campus staff.</p> <p>Strategy's Expected Result/Impact: Improve campus staff capacity to meet student academic and behavioral needs.</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction, Multilingual, and Special Programs</p>
Strategy 3 Details
<p>Strategy 3: Implement district MTSS systems of supports and provide staff development on systems of supports.</p> <p>Strategy's Expected Result/Impact: Consistent, district-wide MTSS systems.</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instruction, Multilingual, and Special Programs</p>
Strategy 4 Details
<p>Strategy 4: Implement an instructional approach for behavior using the evidence-based Positive Behavior Intervention and Support Framework (PBIS) in grades PK- 4.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Directors of Instructional-Based Programs, Director of Special Programs</p>

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

Performance Objective 2: Pearland ISD student discipline referrals in grades K-12 will decrease by 2% by May 2025

Evaluation Data Sources: Discipline referrals

Strategy 1 Details
<p>Strategy 1: Pearland ISD students in grades K-4 will be provided a Positive Behavior Intervention and Support program to support safe and healthy learning environment.</p> <p>Strategy's Expected Result/Impact: K-4 student discipline referrals will decrease by 2% by May 22, 2025.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Assistant Superintendent of Educational Services</p> <p>Funding Sources: PBIS Instructional Materials and Contracted Services - 267 - Title IV, Part A</p>
Strategy 2 Details
<p>Strategy 2: Provide supplemental counselor professional development.</p> <p>Strategy's Expected Result/Impact: Increased mental health and behavioral supports for students and teachers.</p> <p>Staff Responsible for Monitoring: Coordinator of Guidance Services</p>
Strategy 3 Details
<p>Strategy 3: Provide supplemental professional development and instructional resources to Physical Education teachers.</p> <p>Strategy's Expected Result/Impact: Increase capacity of Physical Education teachers to support student safety and positive behaviors.</p> <p>Staff Responsible for Monitoring: Directors of Athletics</p> <p>Funding Sources: Contracted services, supplies and materials - 267 - Title IV, Part A</p>

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

Performance Objective 3: 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
<p>Strategy 1: Increase availability of staff for developmental counseling and mental health support to students at all levels.</p> <p>Strategy's Expected Result/Impact: Provide developmental counseling and mental health supports to students. Provide character development lessons K-12 for social/emotional health curriculum.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Education Services, Coordinator of Guidance Services, Executive Director of Human Resources</p> <p>Funding Sources: Counselor Professional Development - 267 - Title IV, Part A</p>
Strategy 2 Details
<p>Strategy 2: Provide vertically aligned social and emotional health curriculum and provide for delivery of curriculum to students, staff, and parents, as appropriate.</p> <p>Strategy's Expected Result/Impact: Students will receive age-appropriate education on suicide prevention, drug awareness (including Fentanyl Poisoning 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.</p> <p>Staff Responsible for Monitoring: Coordinator of Guidance Services, School Counselors</p> <p>Funding Sources: Contracted Services - 267 - Title IV, Part A</p>
Strategy 3 Details
<p>Strategy 3: Ensure students in eighth grade and higher receive human trafficking awareness training.</p> <p>Strategy's Expected Result/Impact: Present one (1) school-wide presentation separating students by gender and grade (as appropriate).</p> <p>Staff Responsible for Monitoring: Principals, School Counselors, Coordinator of Guidance Services</p>

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 anti-victimization 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 agencies such as Youth and Family Counseling Services and TCHAT.

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

Strategy 10 Details

Strategy 10: Provide supplemental professional development and resources to Physical Education teachers to improve health and fitness instruction for safe and healthy students.

Strategy's Expected Result/Impact: Provide students safe, enjoyable and developmentally appropriate fitness activities that improve their fitness levels.

Staff Responsible for Monitoring: Assistant Athletic Director

Funding Sources: Contracted services, supplies - 267 - Title IV, Part A

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

Performance Objective 4: Support safe and conducive learning environments to improve academic and behavioral performance.

Evaluation Data Sources: Skyward Discipline Data, PBIS Implementation Evaluations, MTSS reports

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 5: 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
<p>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.</p> <p>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).</p> <p>Staff Responsible for Monitoring: Coordinator of Guidance Services</p>
Strategy 2 Details
<p>Strategy 2: Provide mental health and safety resources to parents and community</p> <p>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).</p> <p>Staff Responsible for Monitoring: Coordinator of Guidance Services Principals Assistant Superintendent for Educational Services</p>
Strategy 3 Details
<p>Strategy 3: Implement a quarterly electronic newsletter created by the student support counselors - to include postings on the Guidance and campus websites.</p> <p>Strategy's Expected Result/Impact: Electronic Newsletter posted quarterly</p> <p>Staff Responsible for Monitoring: Coordinator of Guidance Services, Student Support Counselors</p>
Strategy 4 Details
<p>Strategy 4: Continue to train staff on signs of human trafficking and child abuse (including sexual abuse) awareness.</p> <p>Strategy's Expected Result/Impact: All staff required to annually participate in online training.</p> <p>Staff Responsible for Monitoring: Human Resource Services</p>

Strategy 5 Details

Strategy 5: 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 6 Details

Strategy 6: 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 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
<p>Strategy 1: Develop and implement a rebrand of the district's visual identity.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Communications</p>
Strategy 2 Details
<p>Strategy 2: Attract positive media coverage that highlights students and staff.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Communication</p>
Strategy 3 Details
<p>Strategy 3: Intentionally tell stories to exhibit an accurate and compelling representation of the district.</p> <p>Strategy's Expected Result/Impact: Provide guidance and resources for campus and district leadership to identify students and staff to be highlighted.</p> <p>Staff Responsible for Monitoring: Director of Communications, Directors, Principals</p>
Strategy 4 Details
<p>Strategy 4: Maximize communication through various forms of technology, digital platforms and video.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Communications</p>

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
<p>Strategy 1: Formalize a Partners in Education program to expand business partnership opportunities.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Communications, Directors, Principals</p>
Strategy 2 Details
<p>Strategy 2: Collaborate with families and the community to create awareness of opportunities for involvement in the district.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Communications, Principals</p>
Strategy 3 Details
<p>Strategy 3: Maintain parental input for Special Programs by continuing parent training opportunities and parent meetings.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Special Programs</p>
Strategy 4 Details
<p>Strategy 4: Continue Special Programs' district-level Dyslexia Parent Advisory committee meetings.</p> <p>Strategy's Expected Result/Impact: District committee will meet at least three (3) times per year.</p> <p>Staff Responsible for Monitoring: 504/Dyslexia Support Specialist</p>

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, TELPAS parent 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 Multilingual Programs

Funding Sources: Supplies, snacks - 263 - Title III - ELA

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
<p>Strategy 1: 3.1 Implement a tailored crisis communications approach both internally and externally.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Communications</p>
Strategy 2 Details
<p>Strategy 2: Expand campus and department social media presence.</p> <p>Strategy's Expected Result/Impact: Enhance the district's social media network through campus/departments maintaining and actively engaging in Twitter.</p> <p>Staff Responsible for Monitoring: Director of Communications</p>
Strategy 3 Details
<p>Strategy 3: Enhance communication to engage internal stakeholders.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Communications</p>

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
<p>Strategy 1: 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: Executive Director of Business Services</p>
Strategy 2 Details
<p>Strategy 2: 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: Executive Director of Business Services Director of Accounting Federal Programs/Grants Administrator Coordinator of Special Programs</p>
Strategy 3 Details
<p>Strategy 3: 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: Executive Director of Business Services</p>
Strategy 4 Details
<p>Strategy 4: 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: Executive Director of Business Services</p>

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
<p>Strategy 1: Maximize and sustain influential and effective communication with federal, state, local, and private sectors on all issues affecting the district.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Superintendent Executive Director of Business Services</p>
Strategy 2 Details
<p>Strategy 2: Communicate with and educate all stakeholders regarding the financial system of public education, as well as the fiscal responsibility and stability of the District</p> <p>Strategy's Expected Result/Impact: Continue providing financial transparency and increasing the public's knowledge of district finances and support.</p> <p>Staff Responsible for Monitoring: Executive Director of Business Services</p>

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
<p>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</p> <p>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.</p> <p>Staff Responsible for Monitoring: Executive Director of Business Services Members of CRP</p>
Strategy 2 Details
<p>Strategy 2: Plan for and maintain a budget for capital improvements to fund ongoing facility and equipment repairs and upgrades</p> <p>Strategy's Expected Result/Impact: Establish a funding mechanism to proactively fund capital expenditures.</p> <p>Staff Responsible for Monitoring: Executive Director of Business Services</p>
Strategy 3 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Provide competitive paygrade midpoints.</p> <p>Staff Responsible for Monitoring: Human Resources Services</p>
Strategy 4 Details
<p>Strategy 4: Utilize salary adjustments annually to improve internal pay equity.</p> <p>Strategy's Expected Result/Impact: Provide more evenly distributed pay grades with salaries closer to market values.</p> <p>Staff Responsible for Monitoring: Human Resources Services</p>
Strategy 5 Details
<p>Strategy 5: Evaluate campuses and departments funding allocations and methodologies.</p> <p>Strategy's Expected Result/Impact: Ensure an equitable distribution of funding resources based on campus demographics.</p> <p>Staff Responsible for Monitoring: Executive Director of Business Services Director of Finance</p>

Strategy 6 Details

Strategy 6: 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: Executive Director of Business Services

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
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% Compliance on SPP Indicator 11.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Coordinator of Special Programs - Evaluation</p> <p>Funding Sources: Contracted Services, Supplemental Duty Pay, Supplies - 224 - IDEA B, Formula SpEd</p>
Strategy 2 Details
<p>Strategy 2: The district will monitor and reduce the number of special education disciplinary placements.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Educational Services, Director of Special Programs, Special Programs Coordinators</p>
Strategy 3 Details
<p>Strategy 3: The district will meet State and Federal targets for SPED Representation.</p> <p>Strategy's Expected Result/Impact: The significant disproportionality risk ratio will be less than the state established threshold.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Educational Services</p> <p>Funding Sources: Contracted Services, Supplemental Duty Pay, Supplies - 224 - IDEA B, Formula SpEd</p>

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
<p>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</p>
Strategy 2 Details
<p>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</p>

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
<p>Strategy 1: Curriculum and Instruction and Bilingual/ESL Departments will provide leadership, guidance, services, and actions, that ensure compliance with ESSA fund requirements.</p> <p>Strategy's Expected Result/Impact: 100% Compliance on all TEA and federal ESSA program requirements.</p> <p>Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction, Director of Bilingual Education</p>
Strategy 2 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: All eligible migratory and formerly migratory children receive services on same basis as other children.</p> <p>Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction, Director of Bilingual Education</p>
Strategy 3 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Eligible students attending participating Private/Non-Profit schools will receive compliant equitable services.</p> <p>Staff Responsible for Monitoring: Federal Programs/Grants Administrator</p> <p>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</p>
Strategy 4 Details
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction Director of Assessment and Accountability</p>

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: LPAC management platform 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 Multilingual Programs
Director of Testing
Principals

Funding Sources: Multilingual Specialists - 199-PIC 25, Bilingual Education Allotment

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 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
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Cabinet Administrators</p>
Strategy 2 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase transparency on dating violence reporting procedures.</p> <p>Staff Responsible for Monitoring: Cabinet Administrators.</p>
Strategy 3 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase transparency on dating violence reporting procedures</p> <p>Staff Responsible for Monitoring: Cabinet Administrators.</p>
Strategy 4 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Transparency in district guidelines for students who are victims of dating violence.</p> <p>Staff Responsible for Monitoring: Cabinet Administrators.</p>

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 Funding Summary

199 - PIC 21 State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	7			\$0.00
2	4	8			\$0.00
2	4	10			\$0.00
Sub-Total					\$0.00
199 - PIC 22 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Contracted services, training supplies and materials		\$0.00
2	4	2	Contracted services, supplies and materials, misc. expenses		\$0.00
2	4	3	Supplies and materials		\$0.00
2	4	4	Contracted services, supplies for training		\$0.00
2	4	4	Contracted services, supplies for training		\$0.00
2	4	5	Supplies and materials for certifications and testing		\$0.00
2	4	6	Supplies and materials		\$0.00
Sub-Total					\$0.00
199 - PIC 24, 26, 28, &/or 30, State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Tutors, supplemental materials, campus staff		\$0.00
2	2	8	Intervention Tutoring and Resources		\$0.00
2	5	2	Outreach staff		\$0.00
2	5	6	Staff		\$0.00
2	5	7	Staff		\$0.00
Sub-Total					\$0.00
199-PIC 25, Bilingual Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Contracted services, supplies, supplemental duty pay		\$0.00
2	2	6	LPAC Facilitators		\$0.00

199-PIC 25, Bilingual Education Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	1	Multilingual Specialists		\$0.00
Sub-Total					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	3	Supplies, School of Origin Transportation, Contracted Services, Supplemental Duty Pay, Course Fees		\$0.00
2	5	4	Out of District excess transportation costs, as allowed		\$0.00
4	2	5	PFE Advisory Committee Translation, Snacks		\$0.00
4	2	6	PFE Translation Services, Supplies, Materials, Snacks (Campus)		\$0.00
4	2	7	Translation Services for Documents		\$0.00
Sub-Total					\$0.00

224 - IDEA B, Formula SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Contracted Services		\$0.00
6	1	1	Contracted Services, Supplemental Duty Pay, Supplies		\$0.00
6	1	3	Contracted Services, Supplemental Duty Pay, Supplies		\$0.00
Sub-Total					\$0.00

244 - Perkins Career & Technical Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Contracted services, training supplies and materials		\$0.00
2	4	2	Contracted services, supplies and materials, misc. expenses, salaries, supplemental duty pay		\$0.00
2	4	3	Supplies and materials		\$0.00
Sub-Total					\$0.00

255 - Title II, Part A, TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Substitutes, supplemental duty pay, contracted services, training materials		\$0.00
2	1	3	Supplemental duty pay, contracted services, supplemental resources		\$0.00
2	2	2	Contracted Services, Supplies for Trainings		\$0.00
2	2	5	Contracted services, supplies, supplemental duty pay		\$0.00

255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	10	Contracted Services		\$0.00
2	9	5	Substitutes, supplemental duty pay, contracted services, supplemental resources		\$0.00
2	9	6	Contracted Services		\$0.00
2	9	7	Contracted services, supplemental duty pay, training materials		\$0.00
3	1	1	Professional Development for staff (contracted services, supplemental resources, supplemental duty pay)		\$0.00
6	3	3	PNP Contracted Services through Pearland ISD		\$0.00
Sub-Total					\$0.00
263 - Title III - ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supplemental duty pay, supplemental resources		\$0.00
2	2	5	Contracted services, supplies, supplemental duty pay, specialists positions		\$0.00
2	2	7	Supplemental instructional materials, supplemental classroom paras		\$0.00
2	2	9	Dual Language Instructional Coach		\$0.00
4	2	8	Supplies, snacks		\$0.00
Sub-Total					\$0.00
263 - Title III - Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	1	Supplies and materials, supplemental duty pay		\$0.00
Sub-Total					\$0.00
267 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental emergency response supplies		\$0.00
2	1	2	Contracted services, training resources		\$0.00
2	1	3	Supplemental resources		\$0.00
2	1	4	Supplemental resources, supplies, materials; supplemental contracted services		\$0.00
2	2	7	Supplemental individualized learning resources		\$0.00
2	6	1	Supplemental Math Skills Instructional Materials		\$0.00
2	7	4			\$0.00
3	2	1	PBIS Instructional Materials and Contracted Services		\$0.00

267 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Contracted services, supplies and materials		\$0.00
3	3	1	Counselor Professional Development		\$0.00
3	3	2	Contracted Services		\$0.00
3	3	10	Contracted services, supplies		\$0.00
3	4	1	PBIS Staff Development & Associated Resources (K-4)		\$0.00
3	4	2	PBIS Staff Development and Associated Resources (5-12)		\$0.00
6	3	3	PNP Supplies and Materials through Pearland ISD		\$0.00
Sub-Total					\$0.00
410 - State Textbook Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional resources		\$0.00
2	2	7	Supplemental reading instructional materials		\$0.00
Sub-Total					\$0.00
429-School Safety & Security Formula Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
429 - SAFE Cycle 2					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
LASO Cycle 2 Math Supplemental Curriculum Digital					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental resources-LASO MSC grant licenses		\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the 24-25 DIP for Posting:

Title	Person Responsible	Review Date	Addressed By	Addressed On
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Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action	
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	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 shall be readily available at each campus and the District's administrative offices.

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

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**Removal Under
Student Code of
Conduct**

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

**Mandatory
Placement in DAEP**

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement, subject to the requirements of Education Code 37.009(a) [see Process for Removal and Mitigating Factors, below]. *Education Code 37.006*

[For additional factors that must be considered in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), see FO and the Student Code of Conduct.]

**School-Related
Misconduct**

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony.
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
 - a. A controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq., excluding marijuana, as defined by Health and Safety Code 481.002, or tetrahydrocannabinol, as defined by Department of Public Safety rule;
 - b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marijuana or tetrahydrocannabinol, as defined above;

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5. Possesses, uses, sells, gives, or delivers to another person an e-cigarette, as defined by Health and Safety Code 161.081 [see FNCD];
6. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.
7. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.
8. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.
9. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.
10. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

Education Code 37.006(a)

Exception

Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

Retaliation

Except where a student engages in retaliatory acts against a district employee for which expulsion is mandatory [see FOD], a student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property containing the elements of retaliation under Penal Code 36.06, against any school employee. *Education Code 37.006(b)*

Conduct Unrelated to School

In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03;
2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03; or

3. The superintendent or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03.

Education Code 37.006(c)

*Reasonable
Belief*

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, a superintendent or a superintendent's designee may consider all available information and must consider the information furnished under Code of Criminal Procedure Article 15.27 other than information requested under Code of Criminal Procedure Article 15.27(k-1). *Education Code 37.006(e); Code of Criminal Procedure 15.27(a)* [See GRAA]

Title 5 Felonies

The following are felony offenses listed in Penal Code, Title 5, Offenses Against the Person.

1. Murder. *Penal Code 19.02*
2. Capital Murder. *Penal Code 19.03*
3. Manslaughter. *Penal Code 19.04*
4. Criminally Negligent Homicide. *Penal Code 19.05*
5. Unlawful Restraint, if:
 - a. The person restrained was younger than 17 years of age; or
 - b. The actor recklessly exposes the victim to a substantial risk of serious bodily injury; restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty; or while in custody restrains any other person. *Penal Code 20.02*
6. Kidnapping. *Penal Code 20.03*
7. Aggravated Kidnapping. *Penal Code 20.04*
8. Smuggling of Persons. *Penal Code 20.05*
9. Continuous Smuggling of Persons. *Penal Code 20.06*
10. Trafficking of Persons. *Penal Code 20A.02*
11. Continuous Trafficking of Persons. *Penal Code 20A.03*

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12. Continuous Sexual Abuse of Young Child or Disabled Individual. *Penal Code 21.02*
13. Bestiality. *Penal Code 21.09*
14. Indecency with a Child. *Penal Code 21.11*
15. Improper Relationship between Educator and Student. *Penal Code 21.12*
16. Invasive Visual Recording. *Penal Code 21.15*
17. Unlawful Disclosure or Promotion of Intimate Visual Material. *Penal Code 21.16*
18. Voyeurism, if the victim was younger than 14 years of age at the time of the offense. *Penal Code 21.17*
19. Sexual Coercion. *Penal Code 21.18*
20. Assault, if the offense is punishable as a felony. *Penal Code 22.01*
21. Sexual Assault. *Penal Code 22.011*
22. Aggravated Assault. *Penal Code 22.02*
23. Aggravated Sexual Assault. *Penal Code 22.021*
24. Injury to a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.04*
25. Abandoning or Endangering a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.041*
26. Deadly Conduct, if the person knowingly discharges a firearm at or in the direction of one or more individuals, or at or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied. *Penal Code 22.05*
27. Terroristic Threat, if the actor threatens to commit any offense involving violence to any person or property with intent to:
 - a. Place any person in fear of imminent serious bodily injury if the actor knows the person is a peace officer or judge;
 - b. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public

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place if the prevention or interruption causes pecuniary loss of \$1,500 or more to the owner;

- c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- d. Place the public or a substantial group of the public in fear of serious bodily injury; or
- e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*

28. Aiding Suicide, if the conduct causes suicide or attempted suicide that results in serious bodily injury. *Penal Code 22.08*

29. Tampering with Consumer Product. *Penal Code 22.09*

30. Harassment by Persons in Certain Facilities or of Public Servant. *Penal Code 22.11*

Sexual Assault of
Another Student

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

- 1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;
- 2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and
- 3. There is only one campus in a district serving the grade level in which the student is enrolled.

Education Code 25.0341, 37.0051(a) [See FDE at Sexual Assault Transfer—Transfer of Assailant]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

Permissive Removal
Non-Title 5 Felony

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

- 1. The superintendent or designee has a reasonable belief [see Reasonable Belief, above] that the student has engaged in

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conduct defined as a felony offense other than aggravated robbery under Penal Code 29.03, or those offenses listed in Penal Code Title 5 [see above at Title 5 Felonies]; and

2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Education Code 37.006(d)-(e)

Bullying

A student may be removed from class and placed in a DAEP if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;
2. Incites violence against a student through group bullying; or
3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

Definitions

Bullying

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Intimate Visual
Material

"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.

Education Code 37.0052

**One Year After
Conduct**

A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. *Education Code 37.006(n)*

Certain
Organization and
Gang Membership
and Solicitation

A board or an educator shall recommend placing in DAEP any student who commits the misdemeanor offenses described in Education Code 37.121(a) and (c), regarding membership in or solicitation to join a public school fraternity, sorority, secret society, or gang [see FNCC]. *Education Code 37.121(b)*

Older Students

A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a DAEP if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, the

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	district shall revoke the student's admission. <i>Education Code 25.001(b-1)</i>
Placement of Younger Students	A student who is younger than 10 shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. <i>Education Code 37.006(f), .007(e)</i> [See FOD]
Students Younger Than Six	Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. <i>Education Code 37.006(l), .007(e)(2)</i>
Process for Removal Conference	Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.
Mitigating Factors	Before ordering removal, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.
Order	Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.
Appeal	If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed. <i>Education Code 37.009(a)</i> [See Student Code of Conduct]

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**Right to Request a
Special Education
Evaluation**

On the placement of a student in a DAEP, the district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under Education Code 29.004 [see EHBAA]. *Education Code 37.006(p)*

Term of Removal

The period of the placement after removal may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees. *Education Code 37.009(a)*

A board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement in a DAEP may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees or extended placement is in the best interest of the student. *Education Code 37.009(d)*

Beyond Grading
Period or 60 Days

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before a board or designee.

No Appeal

Any decision of a board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.

Education Code 37.009(b)

Beyond End of
School Year

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, a board or designee must determine that:

1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

Education Code 37.009(c)

Order of Removal

A board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. *Education Code 37.009(g)*

Not later than the second business day after the date of the removal conference, a board or designee shall deliver a copy of the order placing the student in a DAEP and any information required

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under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. *Education Code 37.010(a)*

Activities

The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.006(g)*

In addition to any notice required under Code of Criminal Procedure 15.27 [see GRAA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

Education Code 37.006(o)

DAEP at Capacity

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.006(a)(2)(C-1) (possession or use of marijuana), (C-2) (possession, use, delivery of an e-cigarette), (D) (delivery of alcohol), or (E) (abuse of volatile chemical), the student shall be placed in in-school suspension; and if a position becomes available in the program before the expiration of the period of the placement, transferred to the program for the remainder of the period.

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.007 that constitutes violent conduct, as defined by commissioner rule, a student who has been placed in the program for conduct described under Education Code 37.006(a)(2)(C-1), (C-2), (D), or (E) (above) may be removed from the program and placed in in-school suspension to make a position in the program available for the student who engaged in violent conduct. If removed from the program and a position in the program becomes available before the expiration of the period of the placement, the student shall be returned to the program for the remainder of the period.

Education Code 37.009(a-1)-(a-2)

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**Completion of
Proceedings Upon
Withdrawal**

If a student withdraws from a district before an order for placement in a DAEP is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the district the same or subsequent school year, the district may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

**Enrollment in
Another District**

If a student placed in a DAEP enrolls in another district before the expiration of the placement, a board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes without completing the period of placement. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the district a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:
 - a. The out-of-state district provides a copy of the placement order; and
 - b. The grounds for placement are the same as grounds for placement in the enrolling district.

Education Code 37.008(j)

**Out-of-State
Placement**

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

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1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student.

Education Code 37.008(j-1)

Court-Ordered Placement

Unless a board and the juvenile board for the county in which a district's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation department's role in supervising and providing other support services for students in DAEP programs:

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;
2. A court may not order a student to attend a DAEP without a district's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

Education Code 37.010(c)-(d)

School Activities

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(e)*

Placement After Court Disposition

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission into the public schools. A district may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

**Not Guilty/
Insufficient
Evidence/Charges
Dropped**

The office of the prosecuting attorney or the office or official designated by the juvenile board shall, within two working days, notify the school district that removed a student to a DAEP under Education Code 37.006 if:

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1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or
2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice, the superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

Education Code 37.006(h); Code of Criminal Procedure 15.27(g)

Appeal After
Placement Upheld

The student or the student's parent or guardian may appeal a superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. A board shall, at the next scheduled meeting, review the notice provided by the office of the prosecuting attorney or the office or official designated by the juvenile board; receive information from the student, the student's parent or guardian, and the superintendent or designee; and confirm or reverse the superintendent's decision. The board shall make a record of the proceedings.

If a board confirms the decision, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner of education. The student may not be returned to the regular classroom pending the appeal to the commissioner.

Education Code 37.006(i)-(j)

120-Day Review of
Status

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by a board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide a course in the DAEP, except as required by

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LEGAL)

Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent. *Education Code 37.009(e)*

**Additional
Proceedings**

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

Reporting

A district may include the number of students removed to a DAEP in its annual performance report. *Education Code 39.306(e)(5)*
[See AIB]

Note: See FOF for provisions concerning students with disabilities.

**Planning and
Decision-Making
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

**Federal
Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services
Arrangement for
DAEP Services

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, with a disability who receive special education services, or receiving limited English proficiency/English learner services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b) [See FOCA]

District
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

*Availability to
TEA*

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must

make the plan available to TEA on request. *Education Code 11.252(b)*

*Required
Provisions*

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Evidence-based practices that address the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
 - f. Staff development for professional staff of a district.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
 - i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]
4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
- a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.
 - b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - c. Sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]
10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law
Enforcement
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.081(d)(1)* [See CKE]

Discipline
Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.083(a)* [See FNC]

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. <i>Education Code 37.0831</i> [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. <i>Education Code 37.0832(d)(2)</i> [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. <i>Education Code 38.351(k)(2)</i> [See FFEB]
Campus-Level Plan	<p>Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. <i>Education Code 11.253(c)</i></p> <p>Each campus improvement plan must:</p> <ol style="list-style-type: none">1. Assess the academic achievement for each student in the school using the achievement indicator system.2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.3. Identify how the campus goals will be met for each student.4. Determine the resources needed to implement the plan.5. Identify staff needed to implement the plan.6. Set timelines for reaching the goals.7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.8. Include goals and methods for violence prevention and intervention on campus.9. Provide for a program to encourage parental involvement at the campus.

10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

**Armed Security
Officer Required**

The board shall determine the appropriate number of armed security officers for each district campus. The board must ensure that at least one armed security officer is present during regular school hours at each district campus.

For this purpose, a security officer must be:

1. A school district peace officer;
2. A school resource officer; or
3. A commissioned peace officer employed as security personnel under Education Code 37.081.

**Good Cause
Exception**

If the board is unable to comply with this requirement, the board may claim a good cause exception if the district's noncompliance is due to the availability of funding or personnel who qualify to serve as a security officer.

**Alternative
Standard**

A board that claims a good cause exception must develop an alternative standard with which the district is able to comply, which may include providing a person to act as a security officer who is:

1. A school marshal; or
2. A school district employee or a person with whom the district contracts who:
 - a. Has completed school safety training provided by a qualified handgun instructor certified in school safety under Government Code 411.1901; and
 - b. Carries a handgun on school premises in accordance with written regulations or written authorization of the district under Penal Code 46.03(a)(1)(A).

Documentation

The board must develop and maintain documentation of the district's implementation of and compliance with this requirement, including documentation related to a good cause exception and shall, if requested by the Texas Education Agency (TEA), provide that documentation in the manner prescribed by TEA.

Education Code 37.0814

**School District
Peace Officers,
School Resource
Officers, and
Security Personnel**

To carry out Education Code Chapter 37, Subchapter C (Law and Order), the board may:

1. Employ or contract with security personnel, including contracting with a licensed security services contractor for the provision of a commissioned security officer who has completed the Level II or III training course required by the Department of Public Safety;

2. Enter into a memorandum of understanding with a local law enforcement agency or a county or municipality that is the employing political subdivision of commissioned peace officers for the provision of school resource officers; and
3. Commission peace officers.

Jurisdiction

The jurisdiction of a peace officer, a school resource officer, or security personnel shall be determined by the board and may include all territory in the boundaries of the district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the district and the board that employ or contract with, as applicable, the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

Education Code 37.081(a), (a-1)

Duties

The board shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

1. The district improvement plan under Education Code 11.252 [see BQ];
2. The student code of conduct adopted under Education Code 37.001 [see FO];
3. Any memorandum of understanding providing for a school resource officer; and
4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.

In determining the law enforcement duties, the board shall coordinate with district campus behavior coordinators and other district employees to ensure that district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

Education Code 37.081(d), (d-1), (d-4)

<i>Prohibited Duties</i>	<p>A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel:</p> <ol style="list-style-type: none">1. Routine student discipline or school administrative tasks; or2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel. <p>This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:</p> <ol style="list-style-type: none">1. The assigned duties of the officer or security personnel; or2. An incident involving student behavior or law enforcement. <p><i>Education Code 37.081(d-2), (d-3)</i></p>
Refusal or Removal from District Property	<p>A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105. <i>Education Code 37.105(a); 19 TAC 103.1207 [See GKA]</i></p>
Active Shooter Response Training	<p>A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE) at least once in each four-year period.</p> <p>A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263.</p> <p>A district may not contract for the provision of active shooter response training unless the training provider is certified under Occupations Code 1701.2515 to provide the training.</p> <p><i>Education Code 37.0812</i></p>
School-Based Law Enforcement Proficiency	<p>School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. <i>37 TAC 218.3(d)(5); Occupations Code 1701.263(b)</i></p>
Officer Providing Volunteer Security Services	<p>A peace officer providing volunteer security services on premises where an event sponsored or sanctioned by a public primary or secondary school is taking place may:</p> <ol style="list-style-type: none">1. With the consent of the head of the employing or appointing law enforcement agency, wear the uniform of the agency; or

2. Wear another uniform or badge that gives the person the appearance of being a peace officer.

Occupations Code 1702.333(d)

**Immunity from
Liability**

“Retired peace officer” has the meaning assigned by Occupations Code 1701.3161.

“Security personnel” includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and
4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

A district is immune from liability for any damages resulting from any reasonable action taken by security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

A district is immune from liability as provided above for any damages resulting from any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

Any security personnel employed by a district is immune from liability for any damages resulting from any reasonable action taken by the security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

The statutory immunity provided by these provisions is in addition to and does not preempt the common law doctrine of official and governmental immunity. To the extent that another statute provides greater immunity to a district than these provisions, that statute prevails.

Education Code 37.087

**Notice of Exposure
to Communicable
Disease**

A district that employs emergency medical service employees, paramedics, firefighters, law enforcement officers or correctional officers must post the required notice regarding work-related exposure to communicable disease in its workplace to inform employees about Health and Safety Code requirements which may affect qualifying for workers' compensation benefits following a work-related exposure to a reportable communicable disease. *28 TAC 110.108*

**Authorized
Handguns**

Under Education Code 11.151(b), a board may promulgate written regulations and authorization as provided by Penal Code 46.03(a)(1) (exception to places where weapons are prohibited).
Atty. Gen. Op. GA-1051 (2014)

Role of Persons
Carrying a Firearm

A person permitted to carry a firearm on the campus of a school district may not perform the routine law enforcement duties of a peace officer, including making arrests, unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, school district employee, or other individual at the district campus.

This prohibition does not apply to a commissioned peace officer who is assigned law enforcement duties that are included in campus and district documents describing the role of peace officers in the district as required by Education Code 37.081(d) [see Duties, above].

Education Code 37.089



District Title I Parent Engagement

Pearland ISD, 2024-2025

Title I Parent and Family Engagement (PFE) Program Overview

What is it?

Pearland ISD is committed to our vision: Build Pearland Proud. This means that every student matters. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and community. One way we continue to do this is by participation in the Title I, Part A State Program. This program provides funding for schools with high percentages of educationally disadvantaged students. In return, the district promises to meet the expectations laid out for us by the Texas Education Agency (TEA) and the United States Department of Education (USDE). The schools in Pearland ISD that receive supplemental Title I funding are: HC Carleston Elementary, Barbara Cockrell Elementary, C J Harris Elementary, E A Lawhon Elementary, Massey Ranch Elementary, Sam Jamison Middle School, Leon Sablatura Middle School, Pearland Junior High South, and Pearland Junior High West.

Funding

The district sets aside the required 1% of Title I funds for parent and family engagement for T1 schools. These programs, activities, and procedures will be planned and implemented with meaningful collaboration with families of students at Title I schools.

Review

Funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the need of the PFE program.

Parent and Family Opportunities

Parent Meetings

Parent and family meetings and activities offer a time for the school and family to communicate necessary information.

Each Title I campus holds an Annual Title I meeting. They will offer this meeting 2 different ways. Most Title I campuses hold one of their Annual Title I meeting as a specific portion of their annual Meet Your Teacher Night in the fall. The campuses may hold a second meeting in person on a different date or time, or through a virtual meeting on another day and time. Please contact your student's campus to learn more about their Annual Title I Meeting.

How to be Involved

Parents are encouraged to become involved in their student's education. Parents, guardians, and adult family members can:

- volunteer in Pearland ISD, by filling out the volunteer application on the Pearland ISD website. [LINK](#)
- attend Title I family meeting and family trainings/activities at their child's school.
- talk to your child's teacher about how to help/volunteer in the classroom.

Family Supports /Activities

Pearland ISD will support its Title I campuses by providing support and coordination to plan and implement effective family engagement and parental involvement so together we can improve student academic achievement. Please refer to your student's campus for their specific activities.

The district also offers events for all parents. District Guidance Services offers parent and community events such as #IWILLASK, Carousel of Resources Night, Forever 15, and monthly Coffee with the Counselors online meetings (more information can be found on the [district's Guidance Services Webpage](#))

Pearland ISD also holds parent and community events such as the Pearland Agricultural Expo, Special Education Expo, College Nights (often in collaboration with other districts), as well as Career & Technical Education Events.

The [district event calendar](#) has a monthly listing of all district events.

Please note that a Title I campus is not required to have all of the events listed above (they all hold the Annual Title I Meeting, as required).

Ways to Request a Meeting:

Parents and families may request a meeting with their student's teacher by contacting the teacher or the campus principal. Campus websites can be found on the [district webpage](#).

If you have a question for the district about Title I, please contact Donna Tate, Federal Programs/Grants Administrator, by email to tated@pearlandisd.org or call 281-485-3203 X74949.

District Title I Parent Advisory Committee (PAC)

If your student attends a Title I school, you may join the Pearland ISD Title I Parent Advisory Committee (PAC) by completing [this form](#). The district Title I PAC serves to provide Title I school parents input on campus and district parent and family engagement programs. This committee

meets in person at the beginning and end of each school year and may have other communications via email or an online meeting throughout the year.

Academic and Assessment Information

Curriculum

All Pearland ISD Title I schools utilize high-quality curriculum that supports student success. In all subjects, teachers use the Texas Essential Knowledge and Skills (TEKS) as the foundation for all classroom curricula. The TEKS for all grades and subjects can be found [here](#).

Forms of Academic Assessments

All Title I schools in Pearland have common formative and summative assessments that every teacher gives. All assessments are aligned to the grade level and subject area TEKS and are modeled after the summative [State of Texas Assessments of Academic Readiness or STAAR test](#) (if applicable). Some grade levels and subject areas have Beginning of Year Assessments and End of Year Assessments. Please check with your student's campus if there are questions about assessments.

Expected Achievement Levels on State Academic Assessments:

All students in grades 3-8 take the Reading and Math STAAR test. Science has a STAAR test in grades 5 and 8 and Social Studies STAAR is given to students in grade 8. End of course STAAR tests are administered in English Language Arts I, English Language Arts II, Algebra I, Biology, and US History.

Information on the State's STAAR Test and Performance Standards can be found on this [website](#).

The Texas English Language Proficiency Assessment System ([TELPAS](#)) is a state assessment aligned to the Texas English Language Proficiency Standards (ELPS). The ELPS serve as the curriculum standard for teachers to support the learning for Emergent Bilingual (EB) students. EB students at Title I campuses take TELPAS in the spring of each school year. Information on the testing standards for TELPAS are on [this website](#).

Evaluation

Around spring break, the campus will reach out to parents and families to conduct an annual evaluation of the content and effectiveness of the district and campus Parent and Family Engagement Program and Policies. A survey link will be emailed via Skyward to all parents and guardians of all students at Title I schools. Feedback will be used to create a more effective Parent and Family Engagement program for the campus following school year and improve the district and campus Parent and Family Engagement policies.

Required Translation

Pearland ISD has procedures for the translation and interpretation of required Title I documents for families of student who attend Title I schools. When a student first enrolls at their campus, the family completes a Home Language Survey. This information is used to identify languages spoken by families within the district for the purpose of Title I translation compliance. When at least 10% of the students across all Title I schools speak the same language as reported on the Home Language Survey, the district will provide the district Parent and Family Engagement Policy and the District Improvement Plan in that language. These documents are already provided in both English

and Spanish. For home languages that do not meet the 10% threshold, the district will provide oral translation Title I documents upon request.

Also, the district website can be translated by selecting the language from a drop-down menu on the website.

Feedback Form

You can provide feedback and input on this policy or the parent and family engagement activities at the district or school at any time using [this link](#). The feedback form is anonymous, but you will have the option to leave your contact information if you want the district to contact you.

Traducción al español

*Si requiere ayuda en traducir este documento, por favor hable al 281-485-3203, X74949 o mande correo electrónico a tated@pearlandisd.

Pearland ISD Federal Programs Contact Information

Donna Tate, Federal Programs/Grants Administrator

Phone: 281-485-3203 X74949

Email: tated@pearlandisd.org

Website: [Pearland ISD Federal Grants Program](#)



Donna Tate

Donna is using Smore to create beautiful newsletters



Participación de los padres en el programa Título I del Distrito

Distrito Escolar Independiente de Pearland, 2024-2025

Descripción general del programa de participación de padres y familias (PFE) del Título I

¿Qué es?

El Distrito Escolar Independiente de Pearland está comprometido con nuestra visión: Construir un Pearland orgulloso. Esto significa que cada estudiante importa. Nos esforzamos por brindar una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y el mantenimiento de relaciones con las familias y la comunidad. Una forma en que continuamos haciendo esto es mediante la participación en el Programa Estatal Título I, Parte A. Este programa proporciona fondos para escuelas con altos porcentajes de estudiantes con desventajas educativas. A cambio, el distrito promete cumplir con las expectativas establecidas para nosotros por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos (USDE). Las escuelas en el Distrito Escolar Independiente de Pearland que reciben fondos complementarios del Título I son: HC Carlestone Elementary, Barbara Cockrell Elementary, CJ Harris Elementary, EA Lawhon Elementary, Massey Ranch Elementary, Sam Jamison Middle School, Leon Sablatura Middle School, Pearland Junior High South y Pearland Junior High West.

Fondos

El distrito reserva el 1 % requerido de los fondos del Título I para la participación de los padres y las familias en las escuelas T1. Estos programas, actividades y procedimientos se planificarán e implementarán con la colaboración significativa de las familias de los estudiantes en las escuelas del Título I.

Revisar

La Agencia de Educación de Texas puede revisar los fondos y las actividades a pedido para garantizar que satisfagan las necesidades del programa PFE.

Oportunidades para padres y familias

Reuniones de padres

Las reuniones y actividades de padres y familiares ofrecen un momento para que la escuela y la familia se comuniquen la información necesaria.

Cada campus del Título I lleva a cabo una reunión anual del Título I. Ofrecerán esta reunión de 2 maneras diferentes. La mayoría de los campus del Título I llevan a cabo una de sus reuniones anuales del Título I como parte específica de su Noche anual de conocer a su maestro en el otoño. Los campus pueden llevar a cabo una segunda reunión en persona en una fecha u hora diferente, o mediante una reunión virtual en otro día y hora. Comuníquese con el campus de su estudiante para obtener más información sobre su reunión anual del Título I.

Cómo participar

Se anima a los padres a participar en la educación de sus hijos. Los padres, tutores y miembros adultos de la familia pueden:

-sea voluntario en Pearland ISD, completando la solicitud de voluntariado en el sitio web de Pearland ISD. [ENLACE](#)

-asistir a las reuniones familiares del Título I y a las capacitaciones/actividades familiares en la escuela de su hijo.

-Hable con el maestro de su hijo sobre cómo ayudar/ser voluntario en el aula.

Apoyos/Actividades familiares

El distrito escolar independiente de Pearland apoyará a sus campus del Título I brindándoles apoyo y coordinación para planificar e implementar una participación familiar y una participación de los padres efectivas, de modo que juntos podamos mejorar el rendimiento académico de los estudiantes. Consulte el campus de su estudiante para conocer sus actividades específicas.

El distrito también ofrece eventos para todos los padres. Los Servicios de Orientación del Distrito ofrecen eventos para padres y la comunidad como #IWILLASK, Carousel of Resources Night, Forever 15 y reuniones mensuales en línea de Coffee with the Counselors (puede encontrar más información en la [página web de los Servicios de Orientación del distrito](#)).

Pearland ISD también organiza eventos para padres y comunidad como la Exposición Agrícola de Pearland, la Exposición de Educación Especial, Noches Universitarias (a menudo en colaboración con otros distritos), así como eventos de educación profesional y técnica.

El [calendario de eventos del distrito](#) tiene una lista mensual de todos los eventos del distrito.

Tenga en cuenta que no es necesario que un campus del Título I tenga todos los eventos enumerados anteriormente (todos celebran la Reunión Anual del Título I, según sea necesario).

Formas de solicitar una reunión:

Los padres y las familias pueden solicitar una reunión con el maestro de su estudiante comunicándose con el maestro o el director del campus. Los sitios web del campus se pueden encontrar en la [página web del distrito](#).

Si tiene alguna pregunta para el distrito sobre el Título I, comuníquese con Donna Tate, Administradora de Programas/Subvenciones Federales, por correo electrónico a tated@pearlandisd.org o llame al 281-485-3203 X74949.

Comité Asesor de Padres del Título I del Distrito (PAC)

Si su estudiante asiste a una escuela de Título I, puede unirse al Comité Asesor de Padres (PAC) de Título I de Pearland ISD completando [este formulario](#). El PAC de Título I del distrito sirve para

brindar a los padres de las escuelas de Título I información sobre los programas de participación de padres y familias del campus y del distrito. Este comité se reúne en persona al principio y al final de cada año escolar y puede tener otras comunicaciones por correo electrónico o una reunión en línea durante el año.

Información académica y de evaluación

Plan de estudios

Todas las escuelas Título I de Pearland ISD utilizan un plan de estudios de alta calidad que respalda el éxito de los estudiantes. En todas las materias, los maestros utilizan los Conocimientos y habilidades esenciales de Texas (TEKS) como base para todos los planes de estudio del aula. Los TEKS para todos los grados y materias se pueden encontrar [aquí](#).

Formas de evaluación académica

Todas las escuelas de Título I en Pearland tienen evaluaciones formativas y sumativas comunes que todos los maestros administran. Todas las evaluaciones están alineadas con los TEKS del nivel de grado y el área temática y se basan en las [Evaluaciones sumativas de preparación académica del estado de Texas o la prueba STAAR](#) (si corresponde). Algunos niveles de grado y áreas temáticas tienen evaluaciones de inicio de año y evaluaciones de fin de año. Consulte con el campus de su estudiante si tiene preguntas sobre las evaluaciones.

Niveles de logro esperados en las evaluaciones académicas estatales:

Todos los estudiantes de 3.º a 8.º grado toman el examen STAAR de lectura y matemáticas. En ciencias, se realiza el examen STAAR en 5.º y 8.º grado, y en estudios sociales, se realiza el examen STAAR a los estudiantes de 8.º grado. Los exámenes STAAR de fin de curso se administran en Lengua y literatura inglesas I, Lengua y literatura inglesas II, Álgebra I, Biología e Historia de los Estados Unidos.

[En este sitio web](#) se puede encontrar información sobre los estándares de desempeño y la prueba STAAR del estado. El Sistema de evaluación de la competencia en el idioma inglés de Texas ([TELPAS](#)) es una evaluación estatal alineada con los Estándares de competencia en el idioma inglés de Texas (ELPS). Los ELPS sirven como estándar curricular para que los maestros apoyen el aprendizaje de los estudiantes bilingües emergentes (EB). Los estudiantes EB en los campus del Título I toman la prueba TELPAS en la primavera de cada año escolar. En [este sitio web](#) se puede encontrar información sobre los estándares de evaluación para TELPAS.

Evaluación

Alrededor de las vacaciones de primavera, el campus se pondrá en contacto con los padres y las familias para realizar una evaluación anual del contenido y la eficacia del Programa y las Políticas de Participación de Padres y Familias del distrito y del campus. Se enviará un enlace de la encuesta por correo electrónico a través de Skyward a todos los padres y tutores de todos los estudiantes de las escuelas del Título I. Los comentarios se utilizarán para crear un programa de Participación de Padres y Familias más eficaz para el campus después del año escolar y para mejorar las políticas de Participación de Padres y Familias del distrito y del campus.

Traducción requerida

El Distrito Escolar Independiente de Pearland tiene procedimientos para la traducción e interpretación de los documentos requeridos por el Título I para las familias de los estudiantes que asisten a las escuelas del Título I. Cuando un estudiante se inscribe por primera vez en su campus, la familia completa una Encuesta sobre el idioma que se habla en el hogar. Esta información se utiliza para identificar los idiomas que hablan las familias dentro del distrito con el propósito de cumplir con la traducción del Título I. Cuando al menos el 10% de los estudiantes en todas las escuelas del Título I hablan el mismo idioma que se informa en la Encuesta sobre el idioma que se habla en el hogar, el distrito proporcionará la Política de participación de padres y familias del distrito y el Plan de mejora del distrito en ese idioma. Estos documentos ya se proporcionan tanto en inglés como en español. Para los idiomas que se hablan en el hogar que no cumplen con el umbral del 10%, el distrito proporcionará documentos del Título I traducidos oralmente si se lo solicita.

Además, el sitio web del distrito se puede traducir seleccionando el idioma en un menú desplegable en el sitio web.

Formulario de comentarios

Puede brindar comentarios y sugerencias sobre esta política o las actividades de participación de padres y familias en el distrito o la escuela en cualquier momento mediante [este enlace](#) . El formulario de comentarios es anónimo, pero tendrá la opción de dejar su información de contacto si desea que el distrito se comunique con usted.

Traducción al español

*Si requiere ayuda en traducir este documento, por favor hable al 281-485-3203, X74949 o mande correo electrónico a tated@pearlandisd.

Información de contacto de los programas federales de Pearland ISD

Donna Tate, administradora de programas y subvenciones federales

Teléfono: 281-485-3203 X74949

Correo electrónico: tated@pearlandisd.org

Sitio web: [Programa de subvenciones federales de Pearland ISD](#)