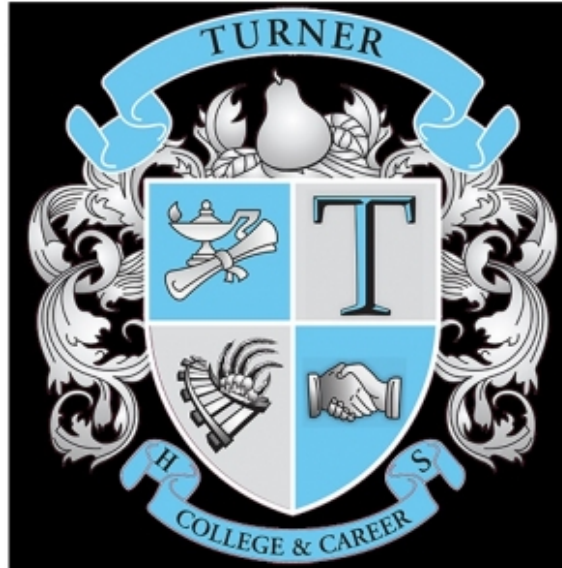


Pearland Independent School District

Robert Turner College & Career High School

2024-2025



Board Approval Date: February 11, 2025
Public Presentation Date: February 11, 2025

Mission Statement

To build relationships with students, parents, and business partners to foster relevant learning experiences.

Vision

All students will have a carer opportunity and/or educational placement when they graduate from Turner College and Career High School.

Table of Contents

Comprehensive Needs Assessment Data Documentation 3

Goals 5

 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. 5

 Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority. 7

 Goal 3: Pearland ISD will provide for the physical and mental well being of all students and staff. 24

 Goal 4: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community. 26

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 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
- Alternative Education Accountability (AEA) 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
- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: February 11, 2025

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: To implement, communicate, evaluate and train safety protocols through consistent campus audits, campus drills and continuous professional development.

High Priority

Evaluation Data Sources: Professional Development materials and sign-in logs, exterior door audit documentation, THS Drill Day Agendas, etc.

Strategy 1 Details

Strategy 1: Train all THS Faculty and Staff on campus emergency protocols, including the Standard Response Protocol, prior to the first day of the school year.

Strategy's Expected Result/Impact: Communicate campus safety expectations and protocols to all faculty and staff.

Staff Responsible for Monitoring: Principal

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: THS will implement a Campus Drill Day prior to the third week of school. The Drill Day will consist of THS administrators and faculty teaching the student body about the Standard Response Protocols. During the day the campus will discuss purposes and protocols for each of the following drills: Evacuation/Fire, Secure, Hold, Shelter/Tornado, Shelter/ Hazmat and Lockdown. Once the students have received instructions about how to proceed that campus will practice each of the drills discuss.

Strategy's Expected Result/Impact: To inform students of how to proceed in various emergency situations, and to give them an opportunity to rehearse emergency drills.

Staff Responsible for Monitoring: THS administrators, Faculty and Staff

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: All THS Faculty will be given CPR/AED training.

Strategy's Expected Result/Impact: To increase the number of CPR/AED certified individuals on campus.

Staff Responsible for Monitoring: Principal, Health Science Theory teachers (CPR trainers)

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Performance Objective 1: Increase Algebra overall score to 97% Approaches, 60% Meets and 27% Masters on the STAAR Algebra I End of Course Exam.

High Priority

Evaluation Data Sources: The following common assessments will be entered into the Aware Math Data View Bank Template:

- 8th Grade Math STAAR
- District created Common Assessment
- 1. Unit 2 Solving Equations and Inequalities (A.12E, A. 5A, A.5B)
- 2. Unit 3 Multiple Representations (A.12A, A.12B, A.2A)
- 3. Unit 5 Linear Equations (A.2B, A.2C, A.3C, A.2D)
- 4. Unit 7 Exponential Functions (A.9A, A.9B, A.9C, A.9D, A.9E)
- 5. Unit 12 Intro to Quadratics (A.6B, A.6C, A.7C, A.8B)
- District Benchmarks (start of Term 2 for T1 TEKS)
- Final exam- (Term 1 and Term 2 TEKS)
- STAAR simulation (All TEKS taught up to this test date)
- Teacher created formative assessments

Strategy 1 Details
<p>Strategy 1: Create a Data View Bank template in Aware that tracks each student's 8th grade STAAR MATH score. Once created, we will add this year's district common assessments, benchmarks and simulations as they are completed to monitor student performance level indicators.</p> <p>Strategy's Expected Result/Impact: CBA data, EOC testing history, math course grade history (AWARE)</p> <p>Staff Responsible for Monitoring: Math Assistant Principal, THS Algebra teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Strategy 2 Details
<p>Strategy 2: Algebra Teachers will analyze student achievement data from the Algebra Data View Bank template to evaluate how each student's current CBA data compares to the student's historical STAAR performance data. Teachers will monitor growth and intervene if the data suggests that students are not progressing as expected.</p> <p>Strategy's Expected Result/Impact: Increases in Alg. 1 Common Assessment, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Algebra I Teachers, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Strategy 3 Details

Strategy 3: During Department and Team meetings teachers will evaluate and discuss emergent patterns from the Data View Bank Template and plan interventions for students who are not progressing at a satisfactory rate.

Strategy's Expected Result/Impact: Increased STAAR results in Approaches, Meets and Masters as measured on the 2025 STAAR Algebra I EOC.

Staff Responsible for Monitoring: ALL Math Teachers, Math Assistant Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Develop language objectives collectively as content teams/department to build academic vocabulary, engagement with subject matter, communication skills, and equity in learning by diversifying the supports given to all students while targeting emergent bilingual students.

Strategy's Expected Result/Impact: Increased STAAR results in Approaches, Meets and Masters as measured on the 2025 STAAR Algebra I EOC.

Staff Responsible for Monitoring: Math Assistant Principal, Algebra Teachers, Algebraic Reasoning Teachers.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Dis-aggregate student assessment data from CBA's (Common Assessments) and their math course history from Junior High to identify targeted students. Those students who failed the 8th Grade Math STAAR test will be placed in a content specific advisory period to receive targeted math intervention (HB1416) from one of the Algebra I instructors.

Strategy's Expected Result/Impact: Increases in Math Department Common Assessments, Benchmark, STAAR data

Staff Responsible for Monitoring: Math Assistant Principal, Math Department Teachers.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Strategy 6 Details

Strategy 6: Students will be taught on-line testing strategies as well as how to utilize the accessibility supports embedded within the STAAR testing software. This will include training on the use of N-Spire Calculators and Desmos.

Strategy's Expected Result/Impact: Increased STAAR results in Approaches, Meets and Masters as measured on the 2025 STAAR Algebra I EOC.

Staff Responsible for Monitoring: Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: Over a series of class periods, specifically selected questions on the on-line STAAR released practice tests will be administered using accessibility features and designated supports that will be made available on the state assessment. Students will be given tutorials by teachers on test-taking strategies, using accessibility features or designated supports.

Strategy's Expected Result/Impact: Increased STAAR results in Approaches, Meets and Masters as measured on the 2025 STAAR Algebra I EOC.

Staff Responsible for Monitoring: Assistant Principal.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: The Math department teachers will create common assessments/warm-up activities designed to develop students' "number sense" and its application to real-world math concepts.

Strategy's Expected Result/Impact: Increased STAAR results in Approaches, Meets and Masters as measured on the 2025 STAAR Algebra I EOC.

Staff Responsible for Monitoring: Algebra I Teachers, ESL Teacher, Administrator/Master Scheduler

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 9 Details

Strategy 9: Implement Math ARCS to spiral review previously learned concepts.

Strategy's Expected Result/Impact: Increased STAAR results in Approaches, Meets and Masters as measured on the 2025 STAAR Algebra I EOC.

Staff Responsible for Monitoring: Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 10 Details

Strategy 10: Conduct bi-monthly PLC meetings for commonly planned assessments and enter test questions into AWARE by TEKS. Teachers will dis-aggregate data to improve and identify commonly misunderstood concepts.

Strategy's Expected Result/Impact: Increased STAAR results in Approaches, Meets and Masters as measured on the 2025 STAAR Algebra I EOC.

Staff Responsible for Monitoring: Assistant Principals

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 11 Details

Strategy 11: Assistant Principals will monitor the students' 1st and 3rd Nine-weeks grades for the following courses: Algebra I, Geometry, Algebraic Reasoning and Algebra II. Students who receive a failing grade after the 1st or 3rd Nine-week report card will be invited to participate in our Summer School Now/Grade Repair Program.

Strategy's Expected Result/Impact: Increased STAAR results in Approaches, Meets and Masters as measured on the 2025 STAAR Algebra I EOC.

Staff Responsible for Monitoring: Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

Performance Objective 2: Increase the overall ELA I average ECR score from 6.4 to 6.8, and to increase the overall ELA II average ECR score from 6.42 to 6.67.

HB3 Goal

Evaluation Data Sources: The following assessments will be entered into AWARE for data disaggregation.

- 1. District Term 1 Literary Common Assessment (ECR)
- 2. District Term 2 Informational Common Assessment (ECR)
- 3. Semester Exam (including one revising passage and one editing passage)
- 4. The 2023 STAAR released test will be taken as a simulation.
- 5. Lowman Warm-ups will be provided to ELA I and II and be disaggregated through Aware.

Strategy 1 Details
<p>Strategy 1: Create a Data View Bank template in Aware that tracks each student's 8th grade STAAR ELAR score. Once created, we will add this year's district common assessments, benchmarks practice ECR samples and simulations as they are completed to monitor student performance level indicators.</p> <p>Strategy's Expected Result/Impact: An increase in the average ECR score on the ELA I and ELA II EOC's.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: English Teachers will analyze student achievement data from the ELA I and II Data View Bank templates to evaluate how each student's current CBA data compares to historical STAAR performance data. Teachers will monitor growth and intervene if data suggests that students aren't progressing as expected.</p> <p>Strategy's Expected Result/Impact: An increase in the average ECR score on the ELA I and ELA II EOC's.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Strategy 3 Details

Strategy 3: During Department and Team meetings teachers will evaluate and discuss emergent patterns from the Data View Bank Template and plan interventions for students who are not progressing at a satisfactory rate.

Strategy's Expected Result/Impact: An increase in the average ECR score on the ELA I and ELA II EOC's.

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Develop language objectives collectively as content teams/department to build academic vocabulary, engagement with subject matter, communication skills, and equity in learning by diversifying the supports given to all students while targeting emergent bilingual students.

Strategy's Expected Result/Impact: An increase in the average ECR score on the ELA I and ELA II EOC's

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Teachers, who will have been given access to their current students' ECR submissions on last year's STAAR test, will analyze the samples to evaluate their students' proficiency level and develop instruction and interventions accordingly.

Strategy's Expected Result/Impact: An increase in the average ECR score on the ELA I and ELA II EOC's.

Staff Responsible for Monitoring: Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Dis-aggregate student assessment data from CBA's and their ELA course history from Junior High to identify targeted students. Those who failed the 8th Grade ELA STAAR test will be placed in a content specific advisory to receive targeted math intervention (HB1416) from one of the ELA I instructors.

Strategy's Expected Result/Impact: An increase in the average ECR score on the ELA I and ELA II EOC's.

Staff Responsible for Monitoring: Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Strategy 7 Details

Strategy 7: Use of the Q12345 structure for organization of ECR.

Strategy's Expected Result/Impact: An increase in the average ECR score on the ELA I and ELA II EOC's.

Staff Responsible for Monitoring: Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 3: Increase US History overall score to 100% Approaches, 92% Meets and 60% Masters as measured on the STAAR US History End of Course Exam.

- Evaluation Data Sources:**
1. All Unit District Common Assessments 2-12
 2. December Benchmark (Term 1 and Term 2 TEKS)
 3. STAAR Simulation (TEKs taught up to date)
 4. Teacher created formative assessments

Strategy 1 Details

Strategy 1: Create a Data View Bank template in Aware that tracks individual student data. Once created, we will add this year's district common assessments, benchmarks and simulations as they are completed to monitor student performance level indicators.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR US History EOC.

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: US History Teachers will analyze student achievement data from the US History Data View Bank template to evaluate how each student's current CBA data compares to the student's historical performance data. Teachers will monitor growth and intervene if the data suggests that students are not progressing as expected.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR US History EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: During Department and Team meetings teachers will evaluate and discuss emergent patterns from the Data View Bank Template and plan interventions for students who are not progressing at a satisfactory rate.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR US History EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Conduct weekly PLC meetings lead by content team members to collaboratively develop lessons while utilizing backward design principles to meet specific learning goals.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR US History EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Teachers will review assessment data from previous academic year to provide insights into instructional implications such as: student performance trends, student misconceptions, resource allocation, pacing, and revision or development of formative assessments for immediate student feedback.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR US History EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Develop language objectives collectively as content teams/department to build academic vocabulary, engagement with subject matter, communication skills, and equity in learning by diversifying the supports given to all students while targeting emergent bilingual students.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR US History EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: Ensure students are taught how to use accessibility features through testing all assessments in Aware and appropriately assigning accommodations such as Text to speech and content clarifiers.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR US History EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: US History STAAR Review Blitz activities will be designed to be both engaging and interactive ensuring students are involved in the learning process. Each student will be provided with their assessment performance of each assessment from the year organized by reporting categories to target specific learning/skill gaps for individual students.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR US History EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

Performance Objective 4: Objective/Goal: TELPAS- Greater than 48% of our EB students will make progress toward achieving English language proficiency.

Evaluation Data Sources: 2021-22 School Report Card, TELPAS test results.

Strategy 1 Details
<p>Strategy 1: Core Teachers will collect one writing sample per month for all students- EB students that will be taking the TELPAS in February of 2025 will be given specific feedback on their writing prompts to help them better prepare for the written section of the TELPAS test.</p> <p>Strategy's Expected Result/Impact: Collect one writing sample per EL student, per core content area, per month (November, December, January). = 12 samples</p> <p>Staff Responsible for Monitoring: Assistant Principal of English Language Learners (ELL). THS ELL teacher. All content teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: THS Leadership Team Meeting (Administrators & Department Heads). Focus of the meeting will be to analyze our TELPAS processes. Create a plan to address Speaking across the curriculum/TELPAS Speaking Rubrics. Strategy's Expected Result/Impact: TELPAS DATA, written current TELPAS Procedures, meeting minutes.</p> <p>Strategy's Expected Result/Impact: To help faculty and staff better understand the TELPAS process.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: The ESL teacher will meet with all EB students to review each student's previous TELPAS testing data, discuss strengths and weaknesses, and review instructional/testing strategies.</p> <p>Strategy's Expected Result/Impact: To help students analyze and evaluate their own academic strengths and weaknesses.</p> <p>Staff Responsible for Monitoring: ESL teacher, assistant principal</p>

Strategy 4 Details

Strategy 4: THS will offer sheltered sections of ELA I exclusively intended for EB students. The curriculum will be supplemented by an accelerated literacy and language development program. The program is adapted based on student progress and readiness.

Strategy's Expected Result/Impact: To better prepare EB students for the TELPAS assessment.

Staff Responsible for Monitoring: ESL/ELA teacher, Assistant Principal.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

Performance Objective 5: Increase Biology overall score to 100% Approaches, 92% Meets and 50% Masters on the STAAR Biology End of Course Exam.

- Evaluation Data Sources:** - 8th Grade Science STAAR Data
- All Unit District Common Assessments 1-11
 - December Benchmark (Term 1 and Term 2 TEKS)
 - STAAR Simulation (TEKs taught up to date)
 - Teacher created formative assessments

Strategy 1 Details
<p>Strategy 1: Create a Data View Bank template in Aware that tracks each student's 8th grade STAAR Science score. Once created, we will add this year's district common assessments, benchmarks and simulations as they are completed to monitor student performance level indicators.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR Biology EOC.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Biology Teachers will analyze student achievement data from the Biology Data View Bank template to evaluate how each student's current CBA data compares to the student's historical STAAR performance data. Teachers will monitor growth and intervene if the data suggests that students are not progressing as expected.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR Biology EOC.</p> <p>Staff Responsible for Monitoring: Teachers, Team Leads, Assistant Principals, Social Studies Specialist.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: During Department and Team meetings teachers will evaluate and discuss emergent patterns from the Data View Bank Template and plan interventions for students who are not progressing at a satisfactory rate.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR Biology EOC.</p> <p>Staff Responsible for Monitoring: US History Team and Social Studies Specialist.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Strategy 4 Details

Strategy 4: Conduct weekly PLC meetings lead by content team members to collaboratively develop lessons while utilizing backward design principles to meet specific learning goals.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR Biology EOC.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Teachers will review assessment data from previous academic year to provide insights into instructional implications such as: student performance trends, student misconceptions, resource allocation, pacing, and revision or development of formative assessments for immediate student feedback.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR Biology EOC.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Develop language objectives collectively as content teams/department to build academic vocabulary, engagement with subject matter, communication skills, and equity in learning by diversifying the supports given to all students while targeting emergent bilingual students.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR Biology EOC.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: Ensure students are taught how to use accessibility features through testing all assessments in Aware and appropriately assigning accommodations such as Text to speech and content clarifiers.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR Biology EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: Biology STAAR Review Blitz activities will be designed to be both engaging and interactive ensuring students are involved in the learning process. Each student will be provided with their assessment performance of each assessment from the year organized by reporting categories to target specific learning/skill gaps for individual students.

Strategy's Expected Result/Impact: Increased STAAR results in Masters Performance Indicator as measured on the 2025 STAAR Biology EOC.

Staff Responsible for Monitoring: Assistant Principals

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 6: To increase the percentage of THS graduates recognized as College, Career or Military Ready (as defined by the TEA) from 92% to 97%.

Evaluation Data Sources: Annual TEA School Report Card/ CCMR Table.

Strategy 1 Details
<p>Strategy 1: Increase the percentage of THS students who meet the CCMR measure in both Reading and Math on either the TSIA, SAT or ACT college entrance exams-</p> <ol style="list-style-type: none">1. ELA III and IV teachers will implement SAT Strategies into its curriculum to increase the number of juniors and seniors who meet the qualifying score on the SAT/AP Exam.2. 10th and 11th Grade Math teachers will align SAT Practice questions to their respective scope and sequence and incorporate them into their warm-up activities for each unit. <p>Strategy's Expected Result/Impact: Increased participation rates on the SAT and an increase in the number of graduating seniors who earn a CCMR point via exceeding the minimum SAT CCMR criteria for Reading and Math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Identify those seniors who have yet to earn a CCMR point in the beginning of the year (38 students as of 9/13/24) and enact the following interventions to help them earn a CCMR point prior to graduation.</p> <ol style="list-style-type: none">1. Invite the students to take the TSIA II test during the instructional school day. The school will cover the cost of the exam.2. Imbed the Texas College Bridge curriculum into all ELA IV sections to ensure that all seniors fulfill the ELAR requirement prior to graduation.3. Create an advisory section specifically dedicated to implement the Math curriculum of Texas College Bridge for those seniors who have yet to earn a CCMR Point, excluding students who will receive the CCMR point via Special Education Criteria. <p>Strategy's Expected Result/Impact: An increased percentage of graduating seniors who have earned a CCMR designation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>

Strategy 3 Details

Strategy 3: Continue to offer students the instruction and the ability to study for and take an Industrial Based Certification (IBC).

Strategy's Expected Result/Impact: An increased percentage of graduating seniors who have earned a CCMR designation.

Staff Responsible for Monitoring: Assistant Principal, Principal

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Track seniors who have been identified as a student receiving Special Education services and monitor their progress throughout the year. If any are in jeopardy of not graduating with an endorsement (thus endangering their chances of earning a CCMR point), place them in the CCMR advisory at the beginning of the second semester to ensure they can earn CCMR credit through Texas College Bridge.

Strategy's Expected Result/Impact: An increased percentage of graduating seniors who have earned a CCMR designation.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

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

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

Strategy 1 Details
<p>Strategy 1: We will provide a series of Mental Health lessons to our students during homeroom classes. The mental health lessons will be aligned to monthly themes such as Suicide Prevention month, self-help/self/care month, dating violence etc.. We will hang posters throughout the building that align with each month's theme.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students who visit their counselors to seek help. We will collect data from student surveys.</p> <p>Staff Responsible for Monitoring: Principal, Student Support Counselor, Homeroom Teachers.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: We will host a series of "meet the counselor events" where students can come and socialize with the counselors in an informal setting. These events include various "Counselor Connect" activities hosted by counselors during the lunch/homeroom period. The activities are designed to equip students with the skills necessary to cope with stress and to interact with others in a group format.</p> <p>Strategy's Expected Result/Impact: This will increase the counselors' visibility on campus and increase the likelihood that the students will seek out a counselor when they need help.</p> <p>Staff Responsible for Monitoring: Counseling Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: The counseling team will meet with students individually, and facilitate groups (i.e., restorative circles, mindfulness skills-based- curriculum etc.) to address the students' social and emotional needs. They will conduct risk assessments, and make referrals to outside agencies when a student is in crisis or as circumstances deem appropriate.</p> <p>Strategy's Expected Result/Impact: Data will be evaluated on a case by case basis.</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

Strategy 4 Details

Strategy 4: The THS Counselors and Administrators meet monthly to discuss counseling services and evaluate the supports that have been put in place for each targeted student.

Strategy's Expected Result/Impact: When students' needs are met we will see better student performance data and attendance rates., and decreases in the number of visits to the counselors office, students referred into RTI or for an evaluation in Special Programs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Students participate in safe, enjoyable and developmentally appropriate fitness activities that improve their fitness level.

Strategy's Expected Result/Impact: Measured by Fitness Gram Assessment.

Staff Responsible for Monitoring: Assistant Athletic Director

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Performance Objective 1: Develop meaningful partnerships to engage and collaborate across a diverse community for the benefit of every student.

Evaluation Data Sources: Meeting Sign-in Sheets, Professional Development agendas

Strategy 1 Details
<p>Strategy 1: THS will hold Open House/ Parent nights for the parents of all THS students. The sessions cover topics such as: helping parents understand educational technology, SAT,ACT, TSI prep, filling out the FAFSA, navigating Dual Enrollment courses, Advance Placement class resources.</p> <p>Strategy's Expected Result/Impact: To increase communication with parents. To be measured by parent feedback, sign in sheets.</p> <p>Staff Responsible for Monitoring: THS Administrators and Counselors.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: THS will host multiple open house/recruitment nights for prospective students. These nights are designed to allow prospective students, their families and the community to come and learn more about our school.</p> <p>Strategy's Expected Result/Impact: To recruit students for the 2020-21 School Year. To be measured by the number of applicants who apply.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: THIS administrators will send students, parents, and community stakeholders a monthly newsletter discussing important news, accomplishments, and upcoming events.</p> <p>Strategy's Expected Result/Impact: Increase engagement of students, parents, and community stakeholders.</p> <p>Staff Responsible for Monitoring: Principal</p>

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

Performance Objective 2: THS will utilize a clearly defined communication system to promote a high attendance rate and student achievement.

Evaluation Data Sources: Skyward Student Management System, AttendTrack, PEIMS Attendance Reports

Strategy 1 Details
<p>Strategy 1: Parents will be notified every time a student is marked absent via an automated call-out and an automated email. Attendance Clerks will also send letters home to the parents or guardians of students when they accumulate 3 absences, 7 absences and when the student has been absent for greater than 10% of the total school days.</p> <p>Strategy's Expected Result/Impact: Increased communication will foster increased attendance rates.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: A Truancy Officer will meet with students who accrue greater than 5 unexcused absences to discuss their absences and to have the students sign an attendance behavior contract.</p> <p>Strategy's Expected Result/Impact: Increased communication will foster increased attendance rates.</p> <p>Staff Responsible for Monitoring: Assistant principal, Truancy Officer</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>
Strategy 3 Details
<p>Strategy 3: Assistant Principals will meet with students who have excessive absences and propose interventions.</p> <p>Strategy's Expected Result/Impact: Increased communication will foster increased attendance rates.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>
Strategy 4 Details
<p>Strategy 4: Administrators meet quarterly with student who have been failing three or more courses. They discuss grades, attendance, and the students' goals. In some cases they will facilitate Individual Graduation Committees (IGC's) to review student progress and discuss interventions that need to be put in place as dropout prevention measures.</p> <p>Strategy's Expected Result/Impact: As measured by Graduation rates.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

Performance Objective 3: THS administrators will provide ongoing communications with students, parents, and community stakeholders to keep everyone informed about campus activities and programs and build ties with all stakeholders.

Evaluation Data Sources: Skyward Data Management System

Strategy 1 Details
<p>Strategy 1: THS administrators will send students, parents and community stakeholders a monthly newsletter discussing important news, accomplishments and upcoming events.</p> <p>Strategy's Expected Result/Impact: Improved communications with stakeholders</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>