

Pearland Independent School District

Pearland High School

2024-2025



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

Mission Statement

*“Cultivating a culture of excellence
that nurtures our students’ empathy, education, and passion”*

Value Statement

We have **PRIDE** in everything that we do, we **HONOR** our traditions, and we pursue **SUCCESS** every day!

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

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
- 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 benchmark or common assessments data
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- 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
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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: Safety Measures, Drills, and Trainings:

Implement and conduct regular safety drills and training sessions for staff and students, including fire, lockdown, and evacuation drills, to ensure preparedness in case of emergencies.

High Priority

Evaluation Data Sources: Certifications, safety drill records, safety audit records

Strategy 1 Details
<p>Strategy 1: Coordinate with Pearland PD, Brazoria County Sheriff's Office, District Safety Management, and Campus Administration to ensure proper training and post orders are in place and ensure a properly trained security staff.</p> <p>Strategy's Expected Result/Impact: A more secure facility.</p> <p>Staff Responsible for Monitoring: AP over Security</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: Perform safety audits as required and monitor and secure exterior doors.</p> <p>Strategy's Expected Result/Impact: A more secure facility</p> <p>Staff Responsible for Monitoring: AP over Security</p>

Strategy 3 Details
<p>Strategy 3: Continue to maintain a significant security presence at each former main entrance.</p> <p>Strategy's Expected Result/Impact: Successful implementation of security measures.</p> <p>Staff Responsible for Monitoring: AP over Security</p>
Strategy 4 Details
<p>Strategy 4: Monitor and secure exterior doors at all times.</p> <p>Strategy's Expected Result/Impact: Increased safety of the campus with exterior doors being locked at a greater degree.</p> <p>Staff Responsible for Monitoring: Campus Administration, campus security officers, and campus resource officers.</p>
Strategy 5 Details
<p>Strategy 5: Maintain a significant security presence at each main entrance and restrict all entrances to the front of the school after the start of the school day.</p> <p>Strategy's Expected Result/Impact: Increased presence at each main entrance by campus security personnel limited mobility and options for intruders and students to leave campus.</p> <p>Staff Responsible for Monitoring: Admin and security personnel</p>

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 2: Methods for Addressing Violence Prevention and Intervention:

Provide staff training on violence prevention strategies, including early identification of at-risk students and intervention methods that focus on de-escalation, conflict resolution, and mental health support.

Evaluation Data Sources: Staff Training Records: Completion rates of violence prevention and intervention training programs for teachers and staff.
Disciplinary Data: Year-over-year comparison of violent incidents, including fights or threats, and analysis of incidents before and after implementing intervention strategies.
Referral Data: Number of students referred to mental health support services or counseling due to identified violent or at-risk behaviors.

Strategy 1 Details
<p>Strategy 1: Pearland High School will provide training to all staff on violence prevention, including early identification of at-risk students, de-escalation strategies, and conflict resolution.</p> <p>Strategy's Expected Result/Impact: A reduction in disciplinary referrals related to violent behavior, as incidents are de-escalated before they escalate into more severe conflicts. More referrals to mental health support services for at-risk students identified early through staff interventions.</p> <p>Staff Responsible for Monitoring: Administrators and staff</p>
Strategy 2 Details
<p>Strategy 2: The newly created PBIS (Positive Behavioral Interventions and Supports) team will lead staff training focused on understanding that behavior is often a symptom of underlying issues rather than the problem itself. Through this training, staff will be equipped to recognize the root causes of student behaviors, such as trauma, stress, or unmet social-emotional needs. The MTSS (Multi-Tiered System of Supports) framework will be utilized to ensure that students receive the appropriate interventions and support based on their individual needs.</p> <p>Strategy's Expected Result/Impact: Improved teacher-student relationships, as staff will approach behavior with empathy and a deeper understanding of the student's needs, leading to a more positive and inclusive school environment. A shift in staff mindset from punitive responses to behavior to supportive, intervention-based strategies that address the root causes of behavior.</p> <p>Staff Responsible for Monitoring: Principal</p>

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 3: Reduction in Vaping and Illicit Substance Use:
Implement targeted prevention programs, education campaigns, and disciplinary actions aimed at reducing vaping and the use of illicit substances on campus. This will include awareness campaigns for students and parents, along with consistent enforcement of policies related to substance use.

- Evaluation Data Sources:** Disciplinary Reports: Number of incidents related to vaping and illicit substance use, tracked monthly and compared to previous years.
- Health and Safety Campaign Participation: Data on student participation in substance use awareness campaigns, including pre- and post-campaign surveys on knowledge and attitudes.
- Gentec Alert Reports: Number of incidents related to vaping and illicit substance use, tracked monthly and compared to previous years.
- Intervention Program Records: Documentation of students referred to substance abuse prevention programs, with tracking of student progress and outcomes.

Strategy 1 Details
<p>Strategy 1: Monitor vape detector data daily to track student possession of illegal and dangerous substances on campus.</p> <p>Strategy's Expected Result/Impact: Reduction in vape sensors and students using THC and E-Cigarettes</p> <p>Staff Responsible for Monitoring: All administrators and security personnel.</p>
Strategy 2 Details
<p>Strategy 2: Each classroom will be assigned a specific color-coded bathroom pass, and students will only be permitted to use bathrooms designated for that color during class time. This system will allow staff to monitor and restrict student movement, preventing students from meeting in other areas of the campus to engage in vaping or other illicit activities.</p> <p>Strategy's Expected Result/Impact: A reduction in the number of vaping and substance-use incidents due to limited student movement and fewer opportunities for unsupervised gatherings.</p> <p>Improved supervision and monitoring of student movement throughout the campus, decreasing the number of students found outside their assigned areas.</p> <p>Increased accountability, as teachers and administrators can quickly identify when students are out of their designated zones.</p> <p>Fewer disciplinary referrals related to substance use, with an overall improvement in campus safety and student behavior.</p> <p>Staff Responsible for Monitoring: All staff</p>

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 4: Improving Campus Safety Through Supervision and Monitoring Systems:
Implement systems that ensure students remain in class and designated areas, minimizing opportunities for unsupervised activities. This will include the use of hall monitors, updated attendance systems, and strategic placement of staff in key areas to enhance supervision and support throughout the campus.

- Evaluation Data Sources:** Attendance Data: Monitoring attendance and tardiness records to evaluate how well students are staying in class and designated areas.
Hall Pass and Movement Logs: Use of hall passes or electronic tracking systems to record student movement during the school day, analyzing patterns of unsupervised time.
Supervision Reports: Documentation of staff supervision in key areas (hallways, restrooms, etc.), with feedback from hall monitors and administration on effectiveness.
Incident Reports: Analysis of the number of behavioral incidents occurring outside of supervised areas, compared year-over-year to assess improvements in supervision.

Strategy 1 Details
<p>Strategy 1: Provide beginning of year training "Building Basics" to inform staff about door policies, morning procedures, color coordinated restrooms and how to report suspicious activity. Additionally, promote the importance of CMAT and certain drills related to school safety.</p> <p>Strategy's Expected Result/Impact: Better knowledge by staff of what to look for and how to respond to incidents and undesired student behavior.</p> <p>Staff Responsible for Monitoring: Administration</p>
Strategy 2 Details
<p>Strategy 2: Conduct a "drill day" and schedule lockdown and other evacuation drills. Track success of those drills.</p> <p>Strategy's Expected Result/Impact: A better campus wide understanding of how to respond in emergency situations.</p> <p>Staff Responsible for Monitoring: Principal and AP over Safety</p>

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

Performance Objective 1: By the end of the 2024-2025 school year, reduce the number of students showing regression in Algebra, ELA 1, and ELA 2 by at least 20%. Additionally, increase the number of students demonstrating academic growth by 15%, as measured by the STAAR test and ongoing formative assessments.

High Priority

- Evaluation Data Sources:**
- * STAAR test results: Yearly comparison data to track student growth in Algebra, ELA 1, and ELA 2.
 - * Formative Assessments: Weekly common formative assessments analyzed through PLCs to monitor student progress and make instructional adjustments.
 - * Benchmark Assessments: Periodic district benchmark tests to measure progress toward end-of-year objectives.
 - * Goal-Setting Data: Individual student growth goals and progress toward these goals, tracked throughout the year.

Strategy 1 Details
<p>Strategy 1: Professional Learning Communities (PLCs): Teachers will meet weekly in content-specific PLCs to analyze student data, plan instruction, and discuss best practices for addressing individual student needs based on their strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Team leads, Admin</p>
Strategy 2 Details
<p>Strategy 2: Professional Learning on High-Yield Strategies: Teachers will participate in professional learning focused on common formative assessments and data-driven instruction. This will help gauge student comprehension and adjust instruction dynamically.</p> <p>Strategy's Expected Result/Impact: Improved student ownership: Students will take ownership of their learning, leading to better engagement and self-awareness of their strengths and weaknesses.</p> <p>Staff Responsible for Monitoring: Department AP's, teachers</p>
Strategy 3 Details
<p>Strategy 3: Data-Driven Instruction: Teachers will analyze individual student performance, focusing on specific standards where students are strong or weak, and adjust instruction accordingly. Teachers will also work with students to create personalized academic goals based on their data.</p> <p>Strategy's Expected Result/Impact: Reduction in student regression: Fewer students will score at the "low did not meet" or "did not meet" level, with more students achieving "approaches," "meets," and "masters" levels.</p> <p>Staff Responsible for Monitoring: Classroom teachers, supervising AP's</p>

Strategy 4 Details

Strategy 4: Ongoing Assessment & Reteaching: Ongoing formative assessments, including CFAs and benchmark tests, will be used to track student growth. Areas of weakness will be identified, and targeted reteaching and interventions will be provided during Oiler Time (RTI).

Strategy's Expected Result/Impact: Increased academic growth: A measurable increase in students showing academic growth year over year, particularly in Algebra, ELA 1, and ELA 2, as seen in formative and summative assessments.

Staff Responsible for Monitoring: Department chairs, instructional specialists, and assistant principals

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

Performance Objective 2: CCMR: By the end of the 2024-2025 school year, 95% of the graduating class (850 students) will meet CCMR standards. This means ensuring that at least 807 students meet the eligibility criteria across multiple pathways, including SAT/ACT, TSI, AP testing, or Texas College Bridge.

- Evaluation Data Sources:**
- * SAT, ACT, TSI Scores: Regularly track student performance on these exams after each administration.
 - * AP Test Results: Track AP exam results for students who have been identified as not meeting CCMR criteria. Focus on interventions to ensure passing scores.
 - * Texas College Bridge Completion Rates: Monitor the progress of students completing the Texas College Bridge program as an alternative pathway to CCMR eligibility.
 - * Industry Certification Completion: Track the number of students earning industry certifications by the end of the school year.
 - * CCMR Status Tracking: Utilize OnData Suite to regularly update each student's readiness status, allowing for timely interventions.

Strategy 1 Details
<p>Strategy 1: Data-Driven Student Tracking: Implement a system to track all students' progress toward meeting CCMR benchmarks. This data will be regularly shared with teachers, especially AP and core subject teachers, to ensure targeted interventions can be provided in a timely manner.</p> <p>Strategy's Expected Result/Impact: 95% of graduating students will meet CCMR requirements</p> <p>Staff Responsible for Monitoring: The counseling department, department chairs, AP teachers, and associate principal will be responsible for monitoring the progress of all students.</p>
Strategy 2 Details
<p>Strategy 2: Embedded TSI and SAT Preparation in Core Classes: Embed TSI and SAT preparation into Algebra II, Algebraic Reasoning, Pre-Calculus, College Prep and English IV courses. Teachers will incorporate practice problems, test-taking strategies, review sessions and/or Texas College Bridge into their instruction to ensure students are prepared to meet benchmarks.</p> <p>Strategy's Expected Result/Impact: Students without AP or CTE possibilities for CCMR eligibility will gain credit by scoring above standard on one of these exams.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p>
Strategy 3 Details
<p>Strategy 3: SAT Preparation Classes: Offer in-school SAT prep courses during the school day for students who have not yet met the SAT benchmark for CCMR. These courses will include practice tests, content-specific review, and strategic test-taking techniques.</p> <p>Strategy's Expected Result/Impact: Increased student scores and and CCMR percentages.</p> <p>Staff Responsible for Monitoring: Counselors, Testing Coordinator, and Associate Principal</p>
Strategy 4 Details
<p>Strategy 4: Targeted Interventions for AP Students: Collaborate with AP teachers to identify and provide targeted support for students not yet meeting CCMR to guarantee passing AP scores. These interventions will include review sessions, individualized feedback, and strategies to guarantee a passing score.</p> <p>Strategy's Expected Result/Impact: Improved AP exam scores and an increase in studnets scoring 3 or higher on these exams.</p> <p>Staff Responsible for Monitoring: Specific math and english teachers supporting these students.</p>

Strategy 5 Details

Strategy 5: Utilize Texas College Bridge: For students who are not expected to meet CCMR through SAT, ACT, or AP tests, ensure that they complete the Texas College Bridge program within their senior-year math and English classes. This program will provide an alternative pathway to CCMR eligibility for those students.

Strategy's Expected Result/Impact: Improved Texas College Bridge Completion Rates

Staff Responsible for Monitoring: Counselors and Associate Principal

Strategy 6 Details

Strategy 6: Focus on streamlining Program of Studies for CTE courses by promoting career certifications and aligning 4 year plans to align with P.O.S. to improve completer status as linked to those programs.

Strategy's Expected Result/Impact: Increase in industry certifications and CCMR rating.

Staff Responsible for Monitoring: AP over CTE, CTE Coordinator and Specialists

Strategy 7 Details

Strategy 7: Focus on streamlining Program of Studies for CTE courses by promoting career certifications and aligning 4 year plans to align with P.O.S. to improve completer status as linked to those programs.

Strategy's Expected Result/Impact: Increase in industry certifications and CCMR rating.

Staff Responsible for Monitoring: AP over CTE, CTE Coordinator and Specialists

TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

Strategy 8 Details

Strategy 8: Attend and host Career Fair to promote CTE programs.

Strategy's Expected Result/Impact: Increased enrollment in CTE courses leading to increase in CCMR rating.

Staff Responsible for Monitoring: AP over CTE

TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

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

Performance Objective 3: By the end of the 2024-2025 school year, increase the TELPAS composite score for all EB students by at least one proficiency level in each language domain (listening, speaking, reading, writing). The goal is for at least 50% of EB students to demonstrate growth in their composite scores.

- Evaluation Data Sources:**
- * TELPAS Scores: Monitor student growth based on domain-specific TELPAS performance.
 - * Intervention and Workshop Participation: Track participation in interventions and workshops to assess their effectiveness.
 - * Incentive Program Engagement: Track student participation in the incentive program and its correlation with performance improvements.

Strategy 1 Details
<p>Strategy 1: Professional Development on Targeted Strategies for EB Students: Provide ongoing professional learning for teachers on strategies to support EB students, with an emphasis on language-rich classrooms, while simultaneously deploying bilingual instructional aides or EB specialists to provide push-in support aligned with both content and language objectives.</p> <p>Strategy's Expected Result/Impact: Strengthened Instruction: Teachers will improve the quality of instruction for EB students through targeted professional development and push-in support.</p> <p>Staff Responsible for Monitoring: The EB Administrators, LPAC Coordinator, and teachers will monitor progress, with data shared across teams to support student growth.</p>
Strategy 2 Details
<p>Strategy 2: Incentive Program and Student Motivation: Implement a comprehensive incentive system to motivate EB students to improve their TELPAS scores, rewarding those who show growth and success across TELPAS domains through recognition events and small rewards.</p> <p>Strategy's Expected Result/Impact: Increased Student Engagement and Motivation: The incentive program will result in greater student engagement, leading to higher performance on TELPAS.</p> <p>Staff Responsible for Monitoring: EB Administrators</p>
Strategy 3 Details
<p>Strategy 3: Targeted Interventions and TELPAS Preparation Workshops: Offer targeted interventions during the school day and TELPAS preparation workshops focused on specific domains (listening, speaking, reading, writing) where students need improvement, utilizing small group instruction and individualized coaching.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS Composite Scores: At least 50% of EB students will show growth in their TELPAS composite scores, with a majority moving up one proficiency level in each domain.</p> <p>Staff Responsible for Monitoring: District and campus administrators.</p>

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

Performance Objective 4: By the end of the 2024-2025 school year, increase the percentage of Dual Credit students achieving the Masters level on the STAAR exam to 87%, matching the historical average for AP students. Additionally, increase the percentage of AP students achieving the Masters level to 90%, a 3% improvement from previous years. Finally, increase the percentage of on-level students achieving the Masters level to 50%, representing a 9% improvement.

- Evaluation Data Sources:**
- * STAAR Exam Results: Track performance data for AP, Dual Credit, and on-level students at the Masters, Meets, and Approaches levels.
 - * Formative Assessments: Utilize formative assessments in each course to monitor student progress and identify areas for targeted enrichment and reteaching.
 - * Benchmark Testing: Administer quarterly benchmark exams to measure progress toward Masters-level achievement for all students.

Strategy 1 Details
<p>Strategy 1: Align Dual Credit Curriculum to TEKS with High-Quality Teachers: Assign experienced and high-quality US History teachers to Dual Credit courses to ensure that instruction is aligned with TEKS standards. These teachers will provide additional enrichment opportunities on non-meeting days (Tuesdays and Thursdays) to support STAAR preparation and ensure students are mastering key concepts needed to reach the Masters level.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none">* 87% of Dual Credit students will achieve the Masters level on the STAAR exam, matching the historical performance of AP students.* 90% of AP students will achieve the Masters level, a 3% improvement from previous years.* 50% of on-level students will achieve the Masters level, representing a 9% increase from previous years. <p>Staff Responsible for Monitoring: The Social Studies Department Chair, AP, and Dual Credit instructors</p>
Strategy 2 Details
<p>Strategy 2: Targeted STAAR Preparation and Enrichment for AP, DC, and On-Level Students: Develop targeted enrichment sessions tailored for AP, Dual Credit, and on-level students to deepen content knowledge and prepare them for the rigor of the STAAR exam. This will include review sessions focused on STAAR-style questions, critical thinking, and analysis of historical documents, designed to help students perform at the Masters level.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Quality: The assignment of experienced teachers to Dual Credit courses and alignment with TEKS standards will lead to higher-quality instruction, resulting in improved STAAR performance.</p> <p>Staff Responsible for Monitoring: The Social Studies Department Chair, AP, and Dual Credit instructors</p>
Strategy 3 Details
<p>Strategy 3: Differentiated Instruction for All Learners: Implement differentiated instructional strategies across AP, DC, and on-level classes. Teachers will use data-driven instruction to tailor lessons that address individual student needs. Students at the "Meets" level will receive targeted enrichment to help them move to "Masters," while struggling students will receive reteaching and focused support.</p> <p>Strategy's Expected Result/Impact: Improved Student Engagement and Achievement: Differentiated instruction and targeted enrichment opportunities will ensure that all students, regardless of their course level, are challenged and supported to achieve the Masters level.</p> <p>Staff Responsible for Monitoring: The Social Studies Department Chair, AP, and Dual Credit instructors</p>

Strategy 4 Details

Strategy 4: Teacher led data analysis broken down by TEK to determine what is needed for spiraled instruction.

Strategy's Expected Result/Impact: Improved masters performance on EOC

Staff Responsible for Monitoring: AP of over Social Studies and C&I Specialist

TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

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

Performance Objective 5: Improve STAAR scores on ELA 1 and ELA 2 EOC through targeted classes such as Practical Writing, Reading 1 and Reading 2

High Priority

Evaluation Data Sources: Benchmark assessments, monitoring, EOC results

Strategy 1 Details
<p>Strategy 1: Assign STAAR repeaters to specific classes according to grade level and transcript evaluation into the following classes: Practical Writing, Reading 1 and Reading 2. Practical writing will focus on meeting HB 4545 requirements for 9th grade while targeted 3rd period English 2, 3, & 4 classes for 10th-12th grade.</p> <p>Strategy's Expected Result/Impact: Improved STAAR results</p> <p>Staff Responsible for Monitoring: AP over ELA and C and I Specialist over ELA</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>

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

Performance Objective 6: Focus on High Priority sub populations related to STAAR EOC to improve meets & masters scores, and growth measure.

High Priority
Evaluation Data Sources: Benchmark assessments, monitoring

Strategy 1 Details
<p>Strategy 1: Intentional scheduling of EB students into specific ELA sections with targeted instructional strategies. Students will be placed according to their TELPAS level into either ESOL, ELA with a designated EB teacher or a mainstream course with ESL certified teachers.</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance for EL Students</p> <p>Staff Responsible for Monitoring: EL Assistant Principal and ELA C and I Specialist.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Summer remediation and retesting will be conducted in June. Students will receive accelerated instruction according to parameters of HB 1416. Additionally, students will have two weeks of remediation and the opportunity to retest STAAR if HB 1416 measures are not found to be successful for individual students.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores.</p> <p>Staff Responsible for Monitoring: Campus Testing Admin and Campus Testing Coordinator, Core APs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>

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

Performance Objective 7: Increase enrollment and success rates in PAP/AP programs.

Evaluation Data Sources: Benchmarks, Master Schedule, AP Results

Strategy 1 Details
<p>Strategy 1: Create a focused plan including counselor conversations, visits to JH campuses, course selection fair, and teacher consultations with students to encourage academic risk taking and enrollment.</p> <p>Strategy's Expected Result/Impact: Improved enrollment in PAP program and AP results</p> <p>Staff Responsible for Monitoring: AP Coordinator, CORE APs, Advanced Academic Specialists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

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

Performance Objective 8: Expand the implementation of PLCs to all content teams.

Evaluation Data Sources: Team meetings, lesson plans, and regular trainings for PLCs.

Strategy 1 Details
<p>Strategy 1: Create an environment of collaboration and team work within individual content teams through common planning periods.</p> <p>Strategy's Expected Result/Impact: Data driven instruction across all contents.</p> <p>Staff Responsible for Monitoring: PHS Administration and Department Chairs.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>
Strategy 2 Details
<p>Strategy 2: Provide beginning of year, mid term, and beginning of semester trainings and ongoing support for PLC teams.</p> <p>Strategy's Expected Result/Impact: Data driven instruction across all contents and supported teachers.</p> <p>Staff Responsible for Monitoring: PHS Administration and Department Chairs.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>

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

Performance Objective 9: By the end of the 2024-2025 school year, increase the overall student attendance rate to 95%, with a focus on reducing chronic absenteeism by at least 10%. This will involve tracking attendance data, providing early interventions for students with poor attendance, and offering incentives to students who improve their attendance patterns.

- Evaluation Data Sources:** Attendance Tracking Data: Monitor monthly attendance rates, flagging students who fall below a set attendance threshold.
Chronic Absenteeism Reports: Compare year-over-year chronic absenteeism rates, with a goal to reduce the number of students with excessive absences.
Incentive Program Participation Data: Track student engagement in the rewards program for improved attendance.
Outreach and Follow-up Logs: Track communications and interventions from the outreach department for students with chronic absenteeism.

Strategy 1 Details
<p>Strategy 1: Early Identification and Relationship Building: Implement an early identification system to flag students with the lowest attendance rates. Administrators will meet with these students to build relationships, discuss barriers to attendance, and encourage regular school attendance through a personalized approach.</p> <p>Strategy's Expected Result/Impact: Improved attendance among students with historically poor attendance as they receive individualized attention and support from administrators. Increased student engagement and motivation to attend school regularly due to the positive relationships developed with staff. Reduced absenteeism in students identified early, preventing them from falling into chronic absenteeism patterns.</p> <p>Staff Responsible for Monitoring: AP's, Outreach, counseling department</p>
Strategy 2 Details
<p>Strategy 2: Create a system to track students with prior negative attendance patterns. This system will identify students who demonstrate improvement in attendance and provide rewards or incentives, such as certificates, special events, or recognition during assemblies, to encourage positive attendance habits.</p> <p>Strategy's Expected Result/Impact: Increased attendance among students with previously poor attendance as they are motivated by the rewards and recognition. Reduction in absenteeism through the consistent tracking of attendance and acknowledgment of positive changes, reinforcing good attendance behavior.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, and Assistant Principals</p>
Strategy 3 Details
<p>Strategy 3: Work with the outreach department to monitor and follow up with students showing excessive absences. Outreach teams will make home visits, conduct phone calls, and coordinate with families to address issues affecting student attendance, providing necessary support and intervention.</p> <p>Strategy's Expected Result/Impact: Decrease in excessive absences as students and families receive direct communication and support through the outreach department. Stronger family involvement, leading to more collaborative efforts between the school and home in ensuring students attend regularly. Improved response time for addressing chronic absenteeism as the outreach department tracks and intervenes early in students' absence patterns.</p> <p>Staff Responsible for Monitoring: Outreach Department, AP's, Attendance Office, and Associate Principal</p>

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

Performance Objective 10: Attract and retain highly effective teachers.

Evaluation Data Sources: Frontline, teacher turnover.

Strategy 1 Details
<p>Strategy 1: Expand the HERO Academy (Helping Empower Rookie Oilers):</p> <p>HERO Academy will be expanded to provide structured mentorship for all newly hired teachers. Experienced teachers will serve as mentors, offering guidance on classroom management, lesson planning, instructional strategies, and school culture. The program will ensure that rookie teachers have access to resources, peer support, and coaching to ease their transition into the teaching profession.</p> <p>Strategy's Expected Result/Impact: Improved teacher retention: Newly hired teachers will feel more supported and prepared for success in the classroom, leading to higher retention rates.</p> <p>Enhanced teaching effectiveness: Teachers participating in the mentorship program will demonstrate stronger instructional practices, resulting in improved student outcomes and classroom management.</p> <p>Staff Responsible for Monitoring: AP over HERO Academy</p>
Strategy 2 Details
<p>Strategy 2: Strengthen the Instructional League for Professional Growth:</p> <p>The Instructional League will focus on professional development for both new and experienced teachers. Hand-picked teacher leaders will coach and support colleagues in need of assistance. The program will provide tailored professional development sessions, covering high-impact instructional strategies, data-driven instruction, and curriculum planning. Ongoing collaboration and feedback will ensure continuous growth.</p> <p>Strategy's Expected Result/Impact: Higher teacher satisfaction and retention: Teachers will benefit from personalized coaching and professional development, leading to increased job satisfaction and retention of highly effective teachers.</p> <p>Improved instructional quality: Teachers participating in the Instructional League will develop stronger teaching strategies, leading to more effective classroom instruction and enhanced student performance.</p> <p>Staff Responsible for Monitoring: Each AP supervising core content departments</p>

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

Performance Objective 11: Decrease dropouts, increase graduation/promotion.

Evaluation Data Sources: Attendance records, during regular AP/Counselor meetings identify students that are showing increased academic struggles.

Strategy 1 Details
<p>Strategy 1: Early Identification and Intervention for At-Risk Students: Implement a system to identify at-risk students early, based on attendance, academic performance, and behavioral indicators. These students will receive personalized intervention plans that include tutoring, counseling, and regular check-ins with school staff. Administrators and counselors will closely monitor their progress, adjusting support strategies as needed.</p> <p>Strategy's Expected Result/Impact: Reduction in dropout rates: By intervening early with at-risk students, the school will be able to address the root causes of disengagement, preventing students from dropping out. Increased graduation rates: More students will remain on track to graduate as their individual needs are addressed through targeted support, leading to higher retention and promotion rates.</p> <p>Staff Responsible for Monitoring: AP's/ Counselors, and Outreach</p>
Strategy 2 Details
<p>Strategy 2: Credit Recovery and Flexible Scheduling Programs: Expand credit recovery programs and offer flexible scheduling options for students who are behind on credits. This will include evening and online courses, as well as intensive remediation during summer school. The program will help students catch up on missed coursework and earn the credits necessary for graduation.</p> <p>Strategy's Expected Result/Impact: Increased promotion rates: Students will have additional opportunities to earn required credits, ensuring that more students are promoted to the next grade level or graduate on time. Decrease in dropout rates: Flexible scheduling and credit recovery options will reduce the pressure on students who are struggling academically, providing them with the means to stay in school and complete their education.</p> <p>Staff Responsible for Monitoring: AP's and Counselors</p>

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

Performance Objective 12: Improve 9th and 10th grade promotion (decrease retention).

Evaluation Data Sources: End of year promotion reports.

Strategy 1 Details
<p>Strategy 1: Early Intervention and Academic Support: Implement an early intervention system to identify 9th and 10th-grade students at risk of failing core classes. These students will receive targeted academic support, including after-school tutoring, Oiler Time interventions, and teacher-led small group sessions focused on addressing knowledge gaps and building foundational skills in subjects like ELA, math, and science.</p> <p>Strategy's Expected Result/Impact: Increased promotion rates: More students will pass core classes due to the targeted interventions, leading to an overall increase in promotion rates from 9th to 10th grade and from 10th to 11th grade. Decreased retention: Students receiving early academic support will improve their performance, reducing the number of students retained due to failing grades.</p>
Strategy 2 Details
<p>Strategy 2: Student Mentorship: Expand our mentorship program where staff, and counselors, and community members mentor 9th and 10th-grade students. Mentors will work with students to set academic goals, track progress, and provide ongoing encouragement and accountability. This program will focus on building student confidence, increasing engagement, and fostering a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Improved student engagement: By working with mentors, students will feel more connected to the school community and be more motivated to achieve academic success. Higher promotion rates: Mentorship and goal setting will provide students with clear academic pathways and a support system, resulting in increased promotion rates and fewer students retained in the 9th and 10th grades.</p> <p>Staff Responsible for Monitoring: Counseling</p>

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

Performance Objective 13: Address accelerated education/intervention (Campus Instructional Plan strategies)-include strategy/strategies to indicate tutors for STAAR success (SCE) and any supplemental positions such as classroom paras and intervention teachers (SCE &/or Title 1)

Evaluation Data Sources: STAAR Test Results: Track growth in student performance in STAAR-tested areas, particularly in students receiving intervention and tutoring.
Progress Monitoring Data: Use formative assessments, benchmark tests, and intervention progress tracking tools to measure student growth.
Tutor and Intervention Logs: Keep records of student participation in tutoring sessions and intervention services, documenting attendance and progress.
Paraprofessional and Teacher Support Logs: Monitor the effectiveness of paraprofessionals and intervention teachers in providing supplemental academic support.

Strategy 1 Details
<p>Strategy 1: Targeted STAAR Tutoring (SCE-funded): Provide targeted tutoring sessions during Oiler Time and after school to support students in STAAR-tested areas who are at risk of not meeting grade-level standards. Tutors, funded through SCE, will offer small-group and one-on-one instruction focused on key STAAR concepts and test-taking strategies.</p> <p>Strategy's Expected Result/Impact: Increased STAAR success: Students receiving tutoring will demonstrate growth in STAAR scores, moving more students from Approaches to Meets and Masters levels. Improved content mastery: Students will show progress in their mastery of STAAR-tested content through ongoing formative assessments.</p> <p>Staff Responsible for Monitoring: AP's supervising each core department.</p>
Strategy 2 Details
<p>Strategy 2: Supplemental Classroom Paraprofessionals and Intervention Teachers (SCE): Hire classroom paraprofessionals and intervention teachers to provide additional instructional support in core subjects. These individuals will focus on students who require accelerated interventions to ensure they stay on track for STAAR success. Paraprofessionals will assist teachers in small group instruction and intervention teachers will provide targeted pull-out sessions.</p> <p>Strategy's Expected Result/Impact: Increased student support: More students will receive personalized attention and small-group instruction, leading to improved performance in STAAR-tested areas. Enhanced academic outcomes: The additional support will ensure students receive more focused interventions, reducing the performance gap in core subject areas.</p> <p>Staff Responsible for Monitoring: Teachers, Department Heads, Team Leads, and AP's</p>
Strategy 3 Details
<p>Strategy 3: Progress Monitoring and Data-Driven Adjustments: Implement a robust progress monitoring system where teachers and intervention staff regularly assess student performance through formative assessments and benchmark tests. This data will be analyzed in PLCs to make real-time instructional adjustments and to ensure that interventions are aligned with student needs.</p> <p>Strategy's Expected Result/Impact: Improved intervention effectiveness: Regular data analysis will allow staff to fine-tune interventions, ensuring they are responsive to the specific needs of students. Increased student growth: The continuous assessment and adjustment of interventions will result in measurable student growth, particularly in STAAR-tested areas.</p> <p>Staff Responsible for Monitoring: Team Leads, Content AP's</p>

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

Performance Objective 1: Create a multifaceted and comprehensive approach to supporting students and staff in mental health awareness and mental health support.

Evaluation Data Sources: Campus Survey

Strategy 1 Details
<p>Strategy 1: Guidance counselors and student support counselor will work collaboratively with school administration to develop and implement a homeroom/Oiler Time lesson program targeted at student mental health. This program will use Character Strong as our SEL curriculum.</p> <p>Strategy's Expected Result/Impact: Improved awareness of mental health issues and supports available.</p> <p>Staff Responsible for Monitoring: Lead Counselor, Principal, Associate Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>
Strategy 2 Details
<p>Strategy 2: Continue the implementation of Oiler Strong Group (#iwillask) to work collaboratively with students towards suicide prevention.</p> <p>Strategy's Expected Result/Impact: Increased awareness of triggers and signs of suicidal tendencies and support systems to help prevent suicide.</p> <p>Staff Responsible for Monitoring: Counselor over Oiler Strong, Lead Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>
Strategy 3 Details
<p>Strategy 3: Group Counseling - the Student Support Counselor will host multiple small group counseling sessions on a weekly/biweekly basis to meet the needs of a variety of student groups.</p> <p>Strategy's Expected Result/Impact: Improved mental health of those students being serviced.</p> <p>Staff Responsible for Monitoring: Student Support Counselor/Lead Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>

Strategy 4 Details

Strategy 4: Train staff and students on suicide prevention techniques.

Strategy's Expected Result/Impact: Increased awareness of suicidal tendencies and prevention measures.

Staff Responsible for Monitoring: Student Support Counselor/Principal

ESF Levers:

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

- **Additional Targeted Support Strategy**

Strategy 5 Details

Strategy 5: Utilize feedback from Principal's Student Advisory Council to improve school programs for all students.

Strategy's Expected Result/Impact: Improved supports and programs for all students.

Staff Responsible for Monitoring: Principal, Counselor

ESF Levers:

Lever 3: Positive School Culture

- **Additional Targeted Support Strategy**

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

Performance Objective 1: Encourage/improve parental involvement.

Evaluation Data Sources: Skyward reports, social media

Strategy 1 Details
<p>Strategy 1: Weekly Newsletters to Improve Parental Involvement: These communications will not only provide updates on school events and important announcements but will also include best practices for supporting students at home. Tips on how parents can engage their children in discussions about schoolwork and study habits will be shared. Additionally, the newsletters will celebrate campus achievements and highlight student successes to foster a sense of community pride and parent engagement.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement as families receive regular, clear communication about how they can support their children academically and emotionally. Improved student outcomes, with more parents actively discussing schoolwork and encouraging their children to succeed. Strengthened school-community relationships, as parents feel more informed and engaged in school life through consistent recognition of student achievements and school events. Higher participation in school events, meetings, and celebrations, leading to a more connected and supportive school environment.</p> <p>Staff Responsible for Monitoring: Principal</p>
Strategy 2 Details
<p>Strategy 2: Utilize student information software to provide effective and transparent communication about specific events happening on campus.</p> <p>Strategy's Expected Result/Impact: Clear communication with family and community.</p> <p>Staff Responsible for Monitoring: Campus Principal/Associate Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: Make use of social media platforms to communicate and celebrate campus events.</p> <p>Strategy's Expected Result/Impact: Increased parental and student engagement with campus activities.</p> <p>Staff Responsible for Monitoring: Associate Principal and select Assistant Principals</p>

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

Performance Objective 2: Teacher will communicate with parents via phone, email, and/or third party communication platforms.

Evaluation Data Sources: Data reports, call logs.

Strategy 1 Details
<p>Strategy 1: Teacher will use classroom internet phones, student information software, and/or third party platforms to effectively communicate with parents and students.</p> <p>Strategy's Expected Result/Impact: Transparent communication</p> <p>Staff Responsible for Monitoring: Content APs</p>