Pearland Independent School District

PACE Center

2024-2025

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

Mission Statement

The PACE Center will equip students to fulfill their purpose through exceptional educational experiences that prepare them to lead with integrity and contribute valuable skills to a competitive global community.

Vision

At PACE, students will graduate as productive citizens who are

academically sound;

confident and resilient;

self-motivated, problem solvers;

steadfast in their work ethic;

hopeful about the future.

District Goals

World-Class Goals

Reviewed/Revised August 2022

1. **School Safety**: 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.

2. **Student Academic Performance:** Pearland ISD will continue to make quality instruction and academic performance a top priority.

3. **Physical and Mental Wellbeing:** Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

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

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

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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
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Male / Female performance, progress, 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
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Student Safety & Prevention: All staff are trained in safety response protocol (SRP), raptor alert system, hands-only CPR, Stop the Bleed, and CRASE before students' first day on campus. All teachers assemble and install safety folders/binder in classrooms. Additionally, all staff participate in the campus-wide "Drill Day" (occurs one day per semester) as well as engage in continuing drills throughout the school year. Staff also complete Vector trainings that address varied medical, social, and professional skills prior to the end of the first nine week marking period.

High Priority

Evaluation Data Sources: Safe School sign-in
Raptor Training and App Use Meeting
CRASE Sign-in
CPR & Medical Emergency Sign-in
Post Exit Floorplan & Emergency Page
Drill Summary Documentation
Vector Training Record

Strategy 1 Details
Strategy 1: Staff participate in scheduled and unscheduled drill responses as well as trainings throughout the school year. Administrators work with Safe/Secure Schools personnel, fire department, and Pearland PD to review drill and/or emergency event outcomes. A summary of outcomes, recommendations for improvement opportunities are shared with Safe and Secure Schools office as well as with campus staff and students. All Vector trainings are completed by staff by September 30, 2024.
Strategy's Expected Result/Impact: Increased awareness regarding safety best practices, improved response time, accurate responses in varied circumstances, ability to effectively assist students, and uniform response to medical and non-medical occurrences.
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Nurse SRO (supports with campus drills/emergencies) **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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: Student Safety & Trainings: All students are provided safe school training through "Drill Day" events, ongoing drills each semester, as well as digital citizenship/social media information. Families are advised regarding safe school trainings in advance of trainings.

    High Priority

    Evaluation Data Sources: Communication (email, social media, newsletter, etc.)
    "Drill Day" and drill attendance
    Canvas-based digital citizenship lessons

Strategy 1 Details
Strategy 1: Teachers and students review safety protocols and location of safety items within their specific classrooms. The same emergency signs are posted in each classroom with exit routes (as specific to class location). Students and teachers respond to and participate in the safety drills. Feedback regarding drill outcomes is shared in real-time with staff and students. To support student online safety, AUP reminders are provided during each orientation with students and parents/guardians. Additionally, Canvas-based trainings focused on appropriate social media and internet use are provided monthly.
Strategy's Expected Result/Impact: Effective drill outcomes and increased safety awareness
Decreased misuse of internet/Wi-Fi privileges, decreased social media misuse and resulting disciplinary response.
Staff Responsible for Monitoring: EdTech Staff
Principal
Assistant Principal
Classroom Teachers
ESF Levers:
Lever 3: Positive School Culture

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: Student Safety & Violence Intervention: Provide efficient response to anonymous alert reporting from students, parents, and the community as well as in-school referrals and communications; provide efficient response to vape detection as well as data collection regarding offense trends.

High Priority

Evaluation Data Sources: Anonymous Alert reports (web-based)
Vape Detector Alerts
Staff referrals
Parent and/or Student reports (regarding concerns, bullying, etc.)
Skyward offense/discipline data
Campus-based end of program surveys

Strategy 1 Details
Strategy 1: Campus administrators receive anonymous alerts and are able to use response protocols to address/respond to identified concerns. Also, real-time security response to vape detector alerts is supported by administrator and SRO live digital connections (via laptop and cellphone). Real-time security monitoring system of interior and exterior areas is provided by the Genetec system. Any information that provides a threat is reviewed by members of the campus Crisis and Safety Team to ensure appropriate and timely safety response.
Strategy's Expected Result/Impact: All stakeholders will have ability to report needs and/or concerns in a manner that allows the campus team to provide/initiate/support swift and efficient response.
Staff Responsible for Monitoring: Principal
Assistant Principal
SRO (supports with response)
ESF Levers:
Lever 3: Positive School Culture

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: Student Safety & Prevention: Provide effective external and internal structures/safeguards to ensure campus safety as well as effective community access through consistent safety practices (i.e., visitor check-in, use of vestibule, exterior door checks, lockdown buttons, bullet resistant film, live/recorded camera feed, etc.).

High Priority

Evaluation Data Sources: Raptor alerts
Weekly exterior door check results
Vestibule engagement
Lockdown button checks
Daily camera checks

Strategy 1 Details
Strategy 1: Administrators (principal and assistant principal) meet with the SRO no less than twice per week to review efficacy of structures/safeguards and to make any required real-time modifications or edits.
Strategy's Expected Result/Impact: All tools/resources will work at 100% in support of a safe and orderly environment at the campus level.
Staff Responsible for Monitoring: Principal Assistant Principal SRO

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 5: Student Safety & Prevention/Intervention: Campus Care and Support Team (CAST) meets during regularly scheduled times and as needed for special alerts. CAST allows a partnership with campus-based medical professionals (nurse or nurse aide), crisis intervention specialists (CIS), counseling experts (lead counselor), administrators, teachers, and the School Resource Officer that provides opportunity for balanced response and supports to campus concerns.

High Priority

Evaluation Data Sources: Meeting Agendas and Sign-In
Campus Input Sheets
Completed Threat Assessments & Outcomes
Follow-up (Intervention Focused)

Strategy 1 Details
Strategy 1: PACE TAT has completed School Behavioral Threat Assessment training; meet monthly to review campus drill plans/actions, door checks and results; consult regarding student concerns, needed response(s), and possible community partnerships; serve as area leaders to support with lock down buttons, drill area leaders, and teacher resources.
Strategy's Expected Result/Impact: Improved safety awareness and actions that support all stakeholders, safe and inviting school environment
Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

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 6: Student Safety & Prevention: PACE will continue to use its Medical Emergency Response Plan and the MERP team to manage medical emergencies and will maintain its Heart Safe Status through effective training of team members --completing necessary response drills annually, and training all staff with hands on CPR and no less than 80% with medical emergency response (i.e., stop the bleed, AED, etc.). Additionally, no less than 60% of students will be trained in hands-only CPR.

High Priority

Evaluation Data Sources: MERP Task Completions
Staff Sign-in
Adam Project Update
POP Group lists

Strategy 1 Details
Strategy 1: Provide CPR and Stop the Bleed Training to all staff during beginning of school year professional development and mid-year professional development
Strategy's Expected Result/Impact: We will have 90% of our staff trained in the identified life saving strategies.
Staff Responsible for Monitoring: Principal, AP, Nurse Mullikin

Strategy 2 Details
Strategy 2: Provide hands-only CPR training to students as a part of the Paths of Purpose (POP) Group Wednesdays.
Strategy's Expected Result/Impact: No less than 60% of PACE students will trained in hands-only CPR.
Staff Responsible for Monitoring: Principal, POP Coordinator, Nurse Mullikin

Strategy 3 Details
Strategy 3: Complete all Project Adam safety/cardiac response updates to maintain Heart Safe Campus status: complete drills, review emergency response plan, and ensure response team is trained & prepared.
Strategy's Expected Result/Impact: Response team will improve response to medical emergencies (as measured by drills/practice).
Staff Responsible for Monitoring: Nurse Mullikin, Principal

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

Performance Objective 1: STUDENT ACADEMIC SUCCESS (STAAR RE-TESTERS & CCMR): Improving the student achievement domain is directly linked to STAAR growth and performance of re-testers and the CCMR component. The minimum growth for EOC re-testers in Reading Language Arts I/II, Algebra 1, and Biology is 15-20% for all groups represented. All RLA and Algebra 1 re-testers have Accelerated Instruction (AI) through protected instructional time (Algebraic Reasoning, Practical Writing, and Biology Review). Additionally, students who failed a tested area for two or more consecutive times have an Accelerated Education Plan (AEP), that is data-driven, includes parent input, and provides access to expanded times for needed instruction (i.e., weekly after-school tutorials).

High Priority

Evaluation Data Sources: After-School Tutorial Attendance (designated week days and Saturdays)
Skyward
Common Assessments for EOC classes
Forethought Lesson Plans
Utilization of EB Support Structures
Aware Data
EOC Progress Monitors
A.I. (Accelerated Instruction) Assessments and Outcomes
STAAR/EOC Results
A-F Accountability

Strategy 1 Details
Strategy 1: STAAR GROWTH & PERFORMANCE: The team has designed a one-week intensive review and tutorials for all fall EOC testers and two-week intensive review and tutorials for all spring EOC testers. Additionally a 16-hour STAAR War Saturday Boot Camp is underway for RLA, Algebra 1, and USH re-testers. Use of the online testing platform, EOC formatted questions, ECR and SCR builders, and customized groupings (based on prior testing data) will be central to supporting testers' success. This is true for tutorials and daily classroom instruction. Additionally, RLA teachers continue to provide Independent Reading Workshop in all RLA classes, and all content teachers continue to engage Writing Across the Curriculum practices. Algebra I is not taught at PACE, but AR teachers utilize Building thinking classrooms, arc warm-ups, Math GPS, and benchmark data to support student growth. Biology is not taught at PACE but Biology testers utilize after-school tutorials, the Binder Review, and Canvas Review course to undergird student success.
Strategy's Expected Result/Impact: Students will experience incremental improvement and the closing of gaps.
Staff Responsible for Monitoring: Teachers C&I Specialists Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: CCMR: The team will increase the College Career Military Readiness (CCMR) performance of PACE graduates by 3% or more during current academic year. Based on 2023-24 data, 93% of our 2023-24 graduates earned CCMR. A 3% increase provides for growth and renders positive accountability rating. Texas College Bridge (TCB) will continue to be used as a primary tool to ensure no less than 96% of graduates are math and English ready for college courses. TCB is integrated into English 4 and Algebra 2 courses to ensure work time on-campus and program completion. Additionally, 30% of currently enrolled students, who should graduate in 2025-26, are aligned as CTE completers within the current career/industry based Program of Study (POS) with an Industry Based Certification (IBC) -- Business and Industry. The current 2024-25 graduates will have 10% as CTE completers. Finally, all students will have access to varied career panel discussions and to the Military Mondays--recruiters set-up in the cafeteria to share information about U.S. armed forces.

Strategy's Expected Result/Impact: The percentage of students completing college math and RLA (via TCB), enrolling in college, and enlisting in the military will increase.

Staff Responsible for Monitoring: Principal
Lead Counselor
TCB Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: SCHOOL PROGRESS - ACADEMIC GROWTH: Improve the growth of re-testers by adding 10% (on average 5 answers) more correct answers to the prior year performance. This growth will provide no less than 40% of our re-testers a test result of approaches. To earn meets scores, students need to improve by 20% (no less than 10 answers). The re-testers monitor their progress with a tracking tool that allows each student to record their starting score, the desired goal, and their progress. This strategy is executed in conjunction with the 16-hour STAAR Wars, 2 week intensive, instructional strategies, and other aforementioned elements.

Strategy's Expected Result/Impact: This practice allows each student to process their incremental growth and progress toward the identified goal.

Staff Responsible for Monitoring: Content Teachers
Administrators (Principal & AP)

Strategy 4 Details

Strategy 4: IMPROVE ATTENDANCE: Student attendance will meet or exceed the 90% state standard and align with the district's initiative to regain 97% attendance rate. Research shows that students who attend school regularly achieve at higher levels than students who do not have regular attendance. At least 65% of students currently enrolled at PACE have experienced high rates of absenteeism while attending their home campus. The use of Attendance Reports (Skyward and OnDataSuite), Outreach and Admin Weekly Meetings, Attendance Letters & Calls, Attendance Meetings with Students and/or Parents/Guardians, Attendtrack, and Attendance Contracts will support family awareness and student success.

Strategy's Expected Result/Impact: Achieve an average attendance rate of 93%
Student achievement will improve in their courses and on standardized academic assessments (TSIA, STAAR, etc.)

Staff Responsible for Monitoring: Principal
Assistant Principal
Outreach
Attendance Clerk

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

Performance Objective 2: SUPPORT HIGHLY EFFECTIVE TEACHERS: Provide teachers with high quality professional development and instructional supports that enhance instructional practices. Core content and EOC teachers use student-centered instructional design, training in integration of language objectives, as well as visits to high-performing teachers' classes within the district, and on-site collaboration to ensure lessons are relevant and rigorous. Curriculum differentiation includes use of tools like sentence stems, depth and complexity resources, thinking classrooms strategies, and tools from G/T, ELPS, and SpEd trainings. Administrators provide instructional coaching throughout the academic weeks to address and/or celebrate instructional in-class practices. Opportunities for teachers to share their "Power Move" practices (as related to the 5-Non negotiables, language objectives, and high-quality initial instruction) with all peers occurs at least once per month during faculty meetings. Core content teams meet weekly during common planning time to address emerging issues and ongoing initiatives. Teachers are celebrated and given opportunity to shine within PACE.

High Priority

Evaluation Data Sources: Skyward Data
Pass Rate within Course
TTESS Data

Strategy 1 Details
Strategy 1: Administrators provide weekly coaching that supports high-quality initial instruction. Included in the instructional expectations are well-appointed learning spaces, relevant and engaging instruction, collaborative learning opportunities, effective integration of technology, adaptability based on student need, and healthy relationship with the learning environment.

> **Strategy's Expected Result/Impact:** Refined teaching techniques
> Enhanced teacher confidence & sense of support
> More engaging lessons
> More effectively aligned lessons
> Effective preparation of diverse learners.
> Improved passing rates on standardized assessments
>
> **Staff Responsible for Monitoring:** Course Teacher
> C&I Specialist
> Administrators
>
> **TEA Priorities:**
> Build a foundation of reading and math, Improve low-performing schools
> - **ESF Levers:**
> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: District and campus leadership provide professional presentations that are directly linked to district initiatives and advance best practices. Teachers also work within a vibrant professional learning community that allows for common planning, cross-curricular planning, inter-campus collaboration (PACE teachers visit high performing teachers at other PISD campuses), opportunities to present strategies/learning to faculty, and varies leadership roles (Attendance Committee, Department Chair, Student Success Committee, CTC Helper, Campus Translator, POP Group Lead, etc.).

Strategy's Expected Result/Impact: Professional Growth
Team Connectedness/Belonging

Staff Responsible for Monitoring: Course Teachers
C&I Specialist
Administrators

TEA Priorities:
Connect high school to career and college, Improve low-performing schools
 - **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: DROPOUT REDUCTION: As a dropout prevention campus, PACE provides a whole-learner approach. Students are enrolled from their home campus after application submission & assessment, program orientation, graduation plan review, and agreement to attend. PACE offers access to flexible learning options (Edgenuity, shortened-day, etc.), social emotional supports (CIS intervention specialist, restorative practices, conflict resolution, etc.), academic supports (low student-teacher ratio, tutoring assistance, etc.), and daily attendance communication (celebrate those present, call those absent, follow-up with an email, Outreach connections, etc.). It is rare for PACE to have a dropout.

High Priority

Evaluation Data Sources: Daily Attendance
Application Assessment Document ("Prospective PACE Student")
Hand Scheduled Courses and Graduation Plan
CIS Specialist Caseload Data
Edgenuity
ADA Designations
Daily Announcement of Attendance %
Email and Call Logs
AttendTrack

Strategy 1 Details
Strategy 1: All PACE students attend a detailed orientation with a parent/guardian to ensure all program designs and expectations are shared. The 4 Pillars of success (attendance, academics, behavior/SEL, and community) are reviewed in great detail as students are reminded that they can attain success. This consistent effort ensures alignment of understanding and promotes student success while diminishing the impacts of barriers (i.e., sudden family changes, health/mental health issues, etc.) .
Strategy's Expected Result/Impact: Students, parents, and staff will work collectively to ensure each student attends school regularly (as prescribed by compulsory attendance law) and, as a result, will make encouraging progress toward graduation. Students interrupted by barriers will be supported and guided by collaboration between campus and home. Adjustments are based on individual barriers and/or needs.
Staff Responsible for Monitoring: Principal Assistant Principal Counselor CIS Specialist
TEA Priorities: Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 2 Details

Strategy 2: PACE provides an inclusive learning environment where student connection and the sense of belonging are central. From the moment students enter the campus to the time they exit, students should feel welcomed and empowered. The exterior of the building has awnings, a book borrowing "library house", benches, and effective lighting to provide a design that says "Welcome." When students enter the building, they are greeted by front office staff. Administrators are on the hallways greeting "scholars", providing answers to an student questions, and sharing with all that "Ids should be on an visible." The visibility of administrative staff does not diminishes during the day; they are available each passing period to remind students to keep moving forward and to not be tardy.

    Strategy's Expected Result/Impact: 90%+ attendance each day
Mirrored caring behavior and accountability (by students)
32 or less Tardies per semester

    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Attendance tracking allows all relevant PACE team members to proactively address a change in student attendance as early as the second or third day absent. By the time a student and parent/guardian must appear in truancy court, there have been multiple interventions through PACE and Outreach staff.

    Strategy's Expected Result/Impact: Robust Student Attendance
Effective Communication (campus/district and home)
Positive Progress toward Graduation

    Staff Responsible for Monitoring: Principal
Attendance Clerk
Assistant Principal
Outreach

    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, 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: THE "HEALTHY" PLAN: Research shows that students who engage in physical activities experience tension reduction, natural energy boost, increased focus and motivation (National Institutes of Health, 2021). PACE provides wellness initiatives that support student engagement in moderate to vigorous physical activity: The weekly Paths of Purpose (POP) period offers activities like gardening, basketball, dancing, yoga. Students also participate in the biannual campus-wide Community Day that include kite flying, egg race, frisbee challenge, chalk art, and so much more! Additionally, teachers integrate active learning into their weekly instructional design (students are up, moving, building, measuring, nature/gallery walks, etc.). Students also have access to hands-only CPR training as well as Stop the Bleed training during two months of the year.

High Priority

Evaluation Data Sources: POP Monthly Enrollment
CPR & Stop the Bleed Enrollment
Lesson Plans
Community Day Completion Cards

Strategy 1 Details

Strategy 1: Allow students to choose the POP activities in which they will participate. Use a QR code to make sign-up simple and quick.
    Strategy's Expected Result/Impact: Activity Engagement
    Implementation in Personal Life
    Less Stressed Students
    Staff Responsible for Monitoring: Administrators
    POP Lead Teachers
    Teachers
 	
    TEA Priorities:
    Improve low-performing schools
     - **ESF Levers:**
    Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Provide the twice per year Community Day and require students to engage each station. Students will work in groups strategically designed by the PACE staff.

Strategy's Expected Result/Impact: Team Building
Enhanced Sense of Community

Staff Responsible for Monitoring: Principal
Assistant Principal
Lead Counselor
CIS Specialist
Teachers

TEA Priorities:
Improve low-performing schools
 - **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: Parent and community involvement will increase by 30% at campus-based functions focused on college, career, and military readiness.

High Priority

Evaluation Data Sources: Sign-In logs
Previous year attendance records
Parent/Student feedback
Social Media Activity
Increased CCMR

Strategy 1 Details
Strategy 1: Provide social media sign-up information during all ACE presentations and on the school's web page. Communicate important opportunities to parents/guardians (meetings, presentations, graduation celebrations, field trips, scholarships, testing, etc.).
Strategy's Expected Result/Impact: Parents will attend meetings (face-to-face, virtual, a.m./p.m., before school/after school, etc.), get needed information, and assist student with making effective decisions.
Staff Responsible for Monitoring: Administrators Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Parents/guardians will receive information and updates regarding PSAT, SAT, ACT, and TSIA testing dates and preparation tools. Parents will also get information regarding ASVAB testing and military branch presentations, college campus visit protocols, etc.
Strategy's Expected Result/Impact: Students will prepare for and take the tests that prepare them for life after high school. An improved CCMR should be a natural result.
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** 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 2: Provide weekly communication to students and families via social media, email, text, hallway postings, daily announcements, and varied digital platforms. Highlight student success with an opportunity for academic, social emotional, and service-learning opportunities.

Evaluation Data Sources: Social Media (published items)
Blackboard Connect Connections
Display of Student-Designed Products

Strategy 1 Details
Strategy 1: Social Media posts will occur no less than twice per week and will include at least one classroom connection.
Strategy's Expected Result/Impact: Increased community engagement that provides a more accurate view of the ACE program at PACE.
Staff Responsible for Monitoring: Administrators
Teachers
TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture