

Pflugerville Independent School District

PACE

2025-2026

Accountability Rating: C



Board Approval Date: October 16, 2025
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Mission Statement

Our mission at Pflugerville Academic and Career Education HS is to provide a quality, accelerated education with a commitment to excellence by facilitating academic and behavioral learning in a safe and nurturing environment. We will help foster independent self-learners and quality, self-governing citizens who will function productively in their post high school lives.

Vision

Our students are...

Productive citizens committed to the community.

Enthusiastic learners who practice continual self-development.

Sensitive to others' needs and feel safe, both physically and emotionally.

Applying and understanding technology.

Positive role models.

Setting challenging personal goals to achieve their full potential.

Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The PACE Pflugerville Academic and Career Education Program started in the mid-90s in a portable behind Pflugerville High School, with a lead teacher and a hand full of students. Pflugerville HS was the only high school at the time. It was an evening program, where students would work part of the time and come to school in the evening. Students received elective credit for their job. As PACE grew, additional teachers would come from the high school to work with students at PACE. The teachers would teach all day at their school and then teach in the evening at PACE. Teachers received extra duty pay for teaching in the evenings. At the time, instruction consisted of premade packets for students to fill out. Eventually, an online instruction platform was added. It was basically an online version of the packets. Teachers would often be tired after teaching at the regular teaching assignment. They would call in absent to PACE. There was not any professional development specific to working PACE students.

Eventually, the district decided the move PACE to a day program, with dedicated teachers. PACE initially had 8 teachers, a Principal, Counselor and 2 Office staff. At this point, it was decided that students would get a deeper education by having teacher led classes, with an online compliment for some classes. After some district budget constraints, PACE staff was decreased by 3 teachers. PACE continued to grow in the portables behind PHS tennis courts. We added a new PCC/18 plus program under our wing. This program helps students, who have been served through special education programs, obtain employment. PACE began high interest programming, such as a T-shirt shop, furniture building and a food trailer. The goal of this was to have something that interested the students to motivate them to come to school; as well as, teach them self-efficacy.

When Timmerman Elementary moved locations, there was a discussion regarding what to do with the old building. It was decided that PACE, PCC and some temporary administration offices would move in to the location. Our first year was also the year of the pandemic. This put a dent in our programs for a while.

PACE is now PACE High School, along with 4 other high schools in the district. We became a high school of accountability for the 2023-24 school year. That year, we also became a school with and optional flexible school day, allowing us to have a more creative schedule as we grow. Last year, we had 125 students with 4 core teachers, one online / computer science teacher, one career and technology construction teacher and a special ed inclusion teacher. PACE HS has the same principal and counselor since it was move to a day program. Four certified staff alone have compiled over 85 years of experience working with at-risk students in Pflugerville ISD.

PACE HS students mostly come from PflSD campuses. This year, PACE HS is opening to transfers from outside the district. Although it is difficult to categorize a "PACE student" in the traditions metrics, our students are typically seeking an alternative way of completing high school. Traditional schools have not worked for our students for one reason or another. Many students have social anxiety and find a home at PACE HS.

Pflugerville Academic and Career Education High School (PACE HS) is working to create an extraordinarily unique approach to alternative education. A PACE HS graduate will receive a coveted PACE High School diploma, that opens the same doors a diploma from a traditional high school would along with the pride so many of our graduates feel. Like other alternative schools, we offer smaller class sizes than traditional school. What puts us apart comes from the passion and commitment of our staff and students to find viable solutions to our students needs versus finding patches for real issues. It has led to arrive at solutions to help all of our students not only graduates, but experience and positive, fundamental change in their lives. A large part of that commitment is our overarching questions for everything we do, "What would you want for your own child?"

We offer teacher led, targeted instruction to accelerate student learning, while providing remediation where needed. The teachers focus on relevant, real-world lessons that put the learning in context. This allows students to retain more and learn faster. Our instruction is also augmented by online instruction, when appropriate.

We offer many career and tech opportunities, including, a variety of construction trades and floral design courses. We also offer entrepreneurship courses that include t-shirt printing, outdoor education, food trailer and furniture making. These courses teach students to have a stronger self-efficacy, as well as learn business skills and leadership skills.

We are currently addressing the need to move students, who are testing at the elementary level in Math and English are failing the end of course tests multiple times, over the “Approaches” standard to the “Meets” standard.

At PACE HS, we also believe in teaching students to be servant and character-based leaders. PACE students plan and organize community service events; including, festivals for special needs students, anthologies with retired citizens, volunteering at Spartan runs as well as many other.

PACE HS is truly a positive life changing event for everyone who attends the Pflugerville Academic and Career Education High School. Come be part of the Pfamily.

Demographics

Demographics Summary

PACE HS provides rich experiences that students may not otherwise have. These include; hosting festivals for special needs students, Spartan obstacle events, job and career fairs, a gala after party, college and career field trips, as well as many other opportunities.

Student Demographics - PACE (Source: OnDataSuite)			
	2022-2023	2023-24	2024-25
Total Enrollment	92	126	105
African American	21.7%	21%	24%
Hispanic	57.6%	57%	57%
White	16.3%	17%	17%
American Indian	0.0%	0	0
Asian	2.2%	2%	2%
Pacific Islander	0.0%	0	0
Two or More Races	2.2%	3%	

	% of students	
Grade	2023-24	2024-25
9th	3%	5%
10th	10%	7%
11th	21%	25%
12th	67%	63%

Student Special Program Identification - PACE HS (Source: OnDataSuite & TAPR)			
	2022-23	2023-24	2024 - 25
Economically Disadvantaged	36.961	55%	
Emergent Bilingual	28.3%	26%	
At-Risk	96.7%	100%	100%
Special Education	22.8%	21%	
Dyslexia	11%	10%	
Section 504	27.2%	26%	
Homeless	5%	0%	

Visitors often tell us that they can't put a finger on it, but this place feels different. It's a happy feeling. The parents see the growth, improvement, confidence and transformation in their children and young adults. Our teachers build strong relationships and develop trust, that allows them to coach and mentor students. Our teachers reinforce a positive, supportive culture that allows for students to help and positively influence other students. They use strong instructional strategies to both accelerate and remediate student learning. We have a wealth of experienced teachers, as well as a good mix of new staff, who are dedicated to PACE / PCC and the students we serve. PACE is the drop out recovery and prevention school for PfISD.

The Pflugerville Community Connect 18+ Program is a community-based transition program designed for students who are eighteen years and older, and in need of additional instructional support to help with their transition from high school to adult life. It is located across from the Rock Gym on the PACE campus. The Pflugerville Community Connect 18+ Program will assist students with meeting the requirements of their IEP, while achieving their post-secondary goals related to the four life domains of employment, education/training, independent living, and recreation/leisure. Throughout the program, students will participate in community and classroom-based activities that emphasize learning skills for promoting self-determination, performing independent living tasks, and learning how to develop and access community support. In addition, students will participate in supportive and work-based learning opportunities that assist them with their transition from school to work through job acquisition and training experiences.

	Years at	
Staff	PACE	PCC
20+ yrs	3	
15 -19 yrs	1	
10-14 yrs		1
5-9 yrs	1	1
0-4 yrs	6	5

Staffing Comparison
(All data is based on the 2023-2024 TAPR)

	PACE	Success HS	Garza Independence
Total Students	105	271	159
Administration	1 (105 to 1)	4 (68 to 1)	2 (80 to 1)
Teachers	6.3 (17.5 to 1)	28 (9.7 to 1)	25.5 (6 to 1)
Counselors	1 (105 to 1)	1 full time 2 part time	3 (53 to 1)
Librarians	0	1	1
Professional Support	1 (105 to 1)	7.4 (38 to 1)	5.1 (32 to 1)
Social Workers	1	0	0

Demographics Strengths

- PACE HS students have a huge variety of life experiences and hurdles impacting their school journey. By acknowledging this common theme of overcoming obstacles, allows student to have an understanding that, even though one student may not know what obstacles another student has, they support and give grace to other students.
- There are a number of retirement communities in the area. This is a good partnership to have students learn wisdom, while giving purpose to retired community members.
- There are organization in the area, like Austin Area Urban League and Austin Coalition, who are interested in partnering to help at-risk students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students enter PACE HS, while in their 4th or 5th year, with few credits and skills. 60% of the students score at the elementary level for math. This makes meeting the districts 4 year graduation target challenging.

Root Cause: Late identification of students in need of intervention enrollment in PACE HS.

Problem Statement 2: Students are applying or being referred to PACE HS at all times of the year, rather than taking advantage of standard grading periods. This would allow the PACE HS culture to stay intact, and allow for proper onboarding.

Root Cause: No district agreed upon enrollment process.

Student Learning

Student Learning Summary

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		75	C	
Student Achievement		79	C	70%
STAAR Performance	22	72		
College, Career and Military Readiness	50	86		
Graduation Rate	28.0	30		
School Progress		78	C	0%
Academic Growth			Not Rated	
Retest Growth (Relative Performance)	42	78	C	✓
Closing the Gaps	15	66	D	30%

This is a dropout recovery school that does not have a longitudinal graduation rate. Therefore, the Student Achievement domain score is calculated with the inclusion of the dropout rate and without the inclusion of the dropout rate. The calculation that results in the higher score is used.

Missed Closing the Gaps Targets - All Interim Targets were missed for all evaluated student groups:

- **Academic Achievement in RLA: All Students, Hispanic student group, High Focus student group**
- **Academic Achievement in Math: All Students, Hispanic student group, High Focus student group**
- **Student Success: All Students, Hispanic student group, High Focus student group**
- **School Quality (CCMRs by 12th Grade): All Students, Hispanic student group, High Focus student group**

PACE HS tries to get most of our student applications at the end of the spring semester or during the summer. Our schedule of classes is then built according to the needs of the students; rather than, building a schedule and trying to fit the student needs in to it.

PACE HS has a schedule to maximize credit acquisition, while addressing students' needs. We offer teacher led classes; as well as, computer-based instruction. Students typically have both types of classes with adjustments made as the student succeeds in one method over another.

PACE HS also operates an optional flexible school day. This allows us to work with the needs of students, regarding scheduling. As our staff grows, we will be able to offer more

options.

Based on our assessment data, we found that students who previously failed an EOC test had a 49% passing rate at the "Approaches" standard. When considering all tests (both retests and first-time attempts), the overall passing rate at the "Approaches" standard was 56%. However, the passing rate drops significantly to 15% for all students and all tests at the "Meets" standard and to zero for "Masters".

While PACE HS is fairly successful at getting student to pass at the "Approaches" level for students to graduate, we have work to do, regarding getting students to the "Meets" standard.

Important factors include; If students score approaches at the retest in December, that score is the final score and growth for the rest of the year is not measured in the accountability system.

English STAAR EOC passing rates are the lowest with 35%, while other subjects are as follows Algebra 50%, Science 77% and US History 86%.

These scores, combined with results of the Extended Constructed Responses, show that students are either; not attempting the writing or they are not addressing the question being asked.

To help improve algebra scores, PACE HS will be using Intensified Algebra that will be double blocked. Intensified Algebra consists of researched based instructional materials and methods to target students who struggle in Algebra.

We determined that the English class alone, was not sufficient to give the students the amount of writing practice needed to close gaps. Other subjects will be using the "Claim, Evidence and Response Method" in their subjects. The focus will be on the students accurately addressing the question asked and using evidence from the text, video, graph, etc. to support their response. This will not only help increase writing scores, but will also increase the critical thinking in each subject. Teachers will be using the same scoring rubric as used for the English EOC exams.

PACE HS has not had a viable career pathway that students can finish in 2 years. Most pathways take 3 years or longer. PACE HS students typically are not here long enough to complete a pathway. We created a business pathway that can be completed in 2 years and includes Money Matter and Financial Math. The extra math should help students' math competencies. In addition, Financial Math can count as an upper-level math class, helping accelerate a student's graduation by counting both toward CTE and Math.

As part of the CTE pathway, we will have entrepreneur and practicum classes, where student will build functioning businesses, including a t-shirt shop, food trailer and furniture business.

Student Learning Strengths

Despite more than 60% of incoming students testing at the elementary level, the number of students who graduate through an Individual Graduation Committee due to not passing all their exams is less than 5% of tests taken. PACE High School graduates typically pass all five of their end-of-course exams. Those retaking the STAAR test at PACE High School are passing their EOC exams for a rating of C in Accountability Domain 2B for Retest Growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The continued use of electronic devices, including cell phones, during instructional time contributes to decreased student focus and engagement, leading to gaps in learning and lower academic achievement.

Root Cause: Insufficient student understanding of digital responsibility ; many students have not developed the self-regulation skills to balance device use and learning.

Problem Statement 2: For accountability, students are scoring at the "approaches" level on the end of course tests, while very few students score at the "meets" level.

Root Cause: Most of our students are re-testers who have failed end of course tests multiple times. In the beginning of the year academic screeners, 60% of our students scored at the elementary level for math and 50% scored at the elementary level for English

Problem Statement 3: 85% of students who took the English 1 EOC scored a 0 on the constructed response portion of the test. 100% of the students who took the English 2 EOC scored a 0 on the constructed response portion of the test.

Root Cause: Students come to PACE HS, performing at the elementary level. Most students are not addressing the question being asked and/or not using textual or data evidence.

Problem Statement 4: PACE High School faces a significant challenge with student attendance, as 90% of students are identified as chronically absent. This high rate of absenteeism severely impacts academic achievement, limits opportunities for credit recovery, and contributes to persistent gaps in learning outcomes

Root Cause: The high rate of chronic absenteeism stems from a combination of factors, including: mental health needs, competing family or work responsibilities, unstable housing, transportation barriers, or lack of access to consistent adult support.

School Processes & Programs

School Processes & Programs Summary

1. Student and Teacher Feedback Highlights:

Both students and teachers emphasized the need for **stronger support systems, better resources, and engaging learning experiences.**

- **Mental Health and Emotional Support:**

Students from PACE and OC highlighted the importance of mental health support, proposing designated spaces like a “*Support Station*” for emotional well-being. Teachers echoed this need, calling for more social workers and staff to address increasing mental health challenges.

- **Learning Models:**

Students expressed frustration with ineffective online platforms like **Edgenuity**, preferring hands-on, interactive, and paper-based learning. Teachers supported a hybrid learning approach but noted the need for more resources, especially for subjects like science and CTE programs.

- **Personalized and Small Group Support:**

Small class sizes were praised for enabling individualized attention and fostering a supportive environment, especially for students with anxiety, learning struggles, or behavior challenges.

2. Career and Real-World Preparation:

There was a strong call for expanding **career and technical education (CTE)** and real-world learning opportunities.

- Students advocated for **creative and career-focused electives** like art, automotive, construction, and culinary programs.
 - Teachers suggested **internships, field trips, and hands-on learning** to better prepare students for life beyond high school.
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3. Practical Barriers to Success:

Several systemic challenges were identified that impact student engagement and attendance:

- **Transportation Issues:** Long commutes and limited bus routes were significant barriers for PACE students.
- **Food Quality:** Poor meal options and restrictive food policies frustrated students.
- **Attendance Management:** Teachers highlighted the need for better systems to track attendance and maintain student engagement.

4. Support for Diverse Student Needs:

- **Teen Parent Support:** PACE students emphasized the need for **childcare options** to help teen moms stay in school.
- **Behavioral and Mental Health Needs:** Teachers stressed the importance of accommodating students with unique challenges while ensuring a safe and positive environment.

We feel that the best and most ethical approach is to hold high standards for our students while inspiring, coaching and giving them the time and resources to soar. To help them achieve, we have adapted the six sources of influence from the book “Influencer” and Dr William Glasser’s work on Choice Theory in to our program.

Six Sources of Influence

- **Source 1 – Personal Motivation** – *Do they want to engage in what they are asked to do or what they need to do? (We want to make the undesirable desirable)*
- **Source 2 – Personal Ability** – *Do they have the knowledge, skills, and strengths to what is needed even when it’s hardest? (Skills to surpass one’s limits)*
- **Source 3 – Social Motivation** – *Are other people encouraging the right behavior and discouraging the wrong behavior? (Harness Peer Pressure)*
- **Source 4 – Social Ability** – *Do others provide the help, information, and resource required at particular times? (Find Strength in numbers)*
- **Source 5 – Structural Motivation** – *Are rewards, pay, promotions, performance reviews, perks, or costs encouraging the right behaviors or discouraging the wrong behaviors? (Rewards and accountability)*
- **Source 6 – Structural Ability** – *Are there enough cues to stay on course? Does the environment (tools, facilities, information, reports, proximity to others, policies) enable the right behaviors or discourage the wrong behaviors? (Make the environment support)*

The more of these sources we can use to impact a student, the more and faster they will grow.

Using Dr. Glasser’s work, staff helps students process their choices or behaviors through reflective questioning, focused on the student meeting their needs and goals over a longer period of time. This would be measured in years, rather than in the moment. This reflective questioning and coaching allow the students to have ownership over their lives. It creates an internal change, rather than an external locus of control.

To help students look more in to the future, to be inspired and to have support, we have multiple opportunities to participate in activities and interact with mentors.

We have partnerships with Austin Area Coalition, Austin Area Urban League Pflugerville Library and Workforce Solutions. These organizations provide mentors. Many based on individual student's post-secondary goals. They hold sessions with students to motivate and life coach. They connect our students with apprenticeships and employment opportunities. They help organize job and career fairs. One of our goals with these organizations is to provide each student with an interviewed outfit. Students will wear these on the days of the job fairs.

Our students plan two special education fairs throughout the year. One in the fall for all of the elementary special needs students in the district and one in the spring for the secondary special needs students in the district. This gives us an opportunity to teach social skills to our students, while letting the students have ownership of a truly fulfilling experience. This also creates a sense of self-efficacy. They get a feeling of being an integral part of something so wonderful.

We offer a Career Tech business / Entrepreneur pathway. We use this as an umbrella to meet a larger range of student interests. Eagles Nest enterprises runs a T-shirt shop, food trailer and furniture building shop. This allows students to complete a pathway in 2 years. This pathway is structured to reinforce students teaching students. It is also another way for us to build self-efficacy in our students.

PACE HS Culture

We encourage students to take ownership of their school. Instead of addressing things as following rules, we ask the student to look how decisions and behaviors impact others and the culture of the school. Our culture is based on some core beliefs.

Basic understandings:

- Everyone at PACE is dealing with something in their lives. We need to interact with others with accountability, grace and support.
- We will treat everyone with dignity and respect.
- Love is never negotiable. Decisions will be made with love, based on what someone needs, not what they want.
- The more responsible the student or students conduct themselves, the more freedoms (within our control) they will experience. Less responsibility will result in less freedoms.

Aspects that support a strong culture:

- Building relationships
- Applying the basic understandings above
- Coach and process with students
- Encourage and coach peers to protect the culture and freedoms by holding other peers accountable

Treat our kids as much as possible as if you he/she is your own child (Find a way to love each of our students)

Each student's behavior is driven by their set of beliefs

Each person is the only one who can change their beliefs

Change comes from students being able to test their belief driven behaviors and receive feedback

PACE HS operates on an optional flexible school day. This allows more flexibility with student schedules. Students who are requiring fewer credits to graduate can have a more flexible school schedule, like attending school for only classes needed. As PACE HS grows, the additional staff could allow even more flexibility.

PACE HS students are scheduled according to their needs, with a combination of teacher led and digital instruction. The options selected are based on courses needed and individual student learning strengths.

Students have the ability to accelerate their expected graduation date by taking accelerated or stacked classes.

Enrollment can be initiated by the student, a counselor or the parent. Since PACE HS is its own campus, students can turn in applications directly to PACE HS. Many students are identified through a data sort in the Spring to find students who might be behind in credits, in relation to their years in high school. By identifying them in the spring, it allows PACE HS to build a master schedule that is based on the students' needs, rather than trying to fit them in to a premade schedule.

Students and parents attend an orientation. New students then go through an onboarding process so they understand the expectations and know how the system works, so they have a better chance of success. It allows PACE HS to maintain a strong culture, based on supporting those around each student.

PACE HS has a variety of activities, businesses and special programs with the goal of every student being able to experience being a key planner or participant.

The counselor meets with each student on a rotating basis, making sure that each student has been able to speak with the counselor a number of times. These meetings are usually scheduled with a parent as well. Students are also able to make appointments with the counselor.

The teachers participate in a formal Professional Learning Communities, where they meet weekly to look at student work and data. They analyze where students are succeeding and where they are not. The teachers then make plans to address individual student needs. Lastly, as part of the PLC process, the teachers engage in ongoing professional development to address the needs of the students.

School Processes & Programs Strengths

PACE HS is able to set up and maintain a very supportive and healthy culture for the students. This is intentional by specific onboarding, relationship building, processing decisions, projects and events that require teamwork.

PACE HS has strong partnerships with business and community entities; Austin are Urban League, Austin Coalition, Workforce solutions, Austin Community College.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PACE HS lacks clearly defined processes in some areas, including; clear enrollment requirements and windows.

Root Cause: Needs over the years have changed and processes have not been updated.

Problem Statement 2: All staff members want to be involved in decision-making on the campus.

Root Cause: Staff need to be informed about decisions made.

Problem Statement 3: Parent and family engagement at PACE High School is limited, with low participation in school events, academic conferences, and collaborative decision-making opportunities. This lack of consistent involvement reduces the level of support students receive at home and creates gaps in the school-home partnership that is critical for student success.

Root Cause: Many families face barriers such as work schedules, transportation challenges, and childcare needs that limit their ability to attend school functions; families may feel disconnected from the school environment due to past educational experiences, limited trust, or uncertainty about how to support their child's learning at the secondary level.

Perceptions

Perceptions Summary

Upbeat Survey Results:

As we reviewed the results of the Spring 2025 Faculty Survey, we were pleased to see areas of growth compared to the Fall 2023 and Spring 2024 results. With the exception of compensation, every other category scored above the district, with an average of 12 points above the district. Parent teacher communication, Autonomy, Principal/Teacher trust, Instructional Leadership, Collaboration, Self-efficacy, Teacher voice and leadership, Belonging / Wellbeing, Equal Opportunities, Inclusive practices, Care/Commitment, Satisfaction/Purpose and Future Commitment all scored above 90%.

In the Fall 2024 Survey, our focus areas for the 2023-24 school year is **School Safety and Order**. Specifically, we are addressing responses to **Question 19: "Disciplinary practices are applied fairly to all students at my school."** One potential strategy to address this could involve creating disciplinary scenarios that reflect real-life situations. Teachers, in small groups, could discuss these scenarios and share what they believe would be appropriate disciplinary responses, fostering a better understanding of the complexities of discipline.

In the 24-25 school year, there were 17 students been sent to the DAEP for mandatory reasons. Most of the placements were for use or possession of Marijuana vapes.

Additionally, we will focus on **Question 16: "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes."** We've attached two helpful resources from the **Upbeat Toolkit for Safety and Order**: the **Behavior Management Self-Reflection Sheet**, which addresses this question, and the **School-Wide Behavior Agreement**. We plan to use the Self-Reflection Sheet to explore how shifting expectations for student behavior and performance can lead to confusion for students, just as inconsistent expectations would be confusing for adults in the workplace.

We also discussed the impact of the recent growth in student enrollment, our flexible schedule, and the achievement of our new stand-alone high school status. With more students and no additional staff, the challenge is to promote student engagement in these larger classroom settings. As **Student Engagement** remains a key focus for the 2024-25 school year, we are aiming to move away from the traditional "sit and get" model and adopt a **student-centered learning approach**. Another objective is to involve teachers more deeply in the coaching and goal-setting process for students. This work will be more intentional, with dedicated time for coaching and collaboration.

Perceptions Strengths

The PACE HS staff is very proud of the work that they do. They feel that they are really making an impact on students' lives, as opposed to just moving them on.

We have a strong teaching staff, with our English teacher being a finalist for district teacher of the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff felt that teachers are not enforcing rules consistently across the campus.

Root Cause: Inconsistent enforcement of rules regarding managing the online curriculum and phone usage.

Problem Statement 2: Supporting teachers help retain teachers.

Root Cause: Quality professional development leads to teacher retention.

Goals

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 1: By June 2026, at least 70% of PACE HS staff will participate in committee meetings, with an average of 3 actionable ideas implemented each semester based on staff feedback.

Evaluation Data Sources: Upbeat survey

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 2: PACE HS will have all vacancies filled by July 1, 2026.

Evaluation Data Sources: Vacancy list

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 3: PACE teachers will grow, as evidenced through improved T-TESS ratings, through professional development focused on supporting our writing plan and using artificial intelligence.

Evaluation Data Sources: Review of Lesson Plans, T-TESS ratings

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 4: During Professional Development, 100% teachers will align writing assessment standards through collaborative sample scoring, using the STAAR EOC Rubrics.

Evaluation Data Sources: STAAR EOC Rubrics

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 1: By June 2026 there will be increases in both Retest Growth and Achievement on STAAR Reading Language Arts (RLA) English I and English II EOC tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Retest Growth (AEA Domain 2B) from 35% to 43%
- Approaches from 38% to 46%
- Meets from 11% to 19%
- Masters from 0% to 8%

Evaluation Data Sources: EOC STAAR results, Star360 results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2026, there will be increases in both Retest Growth and Achievement on STAAR Algebra I EOC tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR EOC outcomes from the prior year will be:

- Math Retest Growth (AEA Domain 2B) from 38% to 46%
- Approaches from 33% to 41%
- Meets from 10% to 18%
- Masters from 0% to 8%

High Priority

Evaluation Data Sources: EOC STAAR results, Star360 results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2026, there will be increases in Achievement at all performance levels on STAAR Biology EOC tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 100% (11 students tested) maintained
- Meets from 9% to 17%
- Masters from 0% to 8%

Evaluation Data Sources: STAAR EOC Biology
Interim Assessments
Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: By June 2026, there will be increases in Achievement at all performance levels on STAAR US History EOC tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-Approaches from 86% to 94%

-Meets from 23% to 31%

-Masters from 0% to 8%

Evaluation Data Sources: STAAR EOC US History
Interim Assessments
Accountability reports

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By graduation of 2026, more than 40 percent of the graduates will be receiving CCMR credit through CTE programing, while and additional 40 percent will meet their CCMR credit though other ways, with the goal to increase CCMR from 60% to 63% to meet Board-approved HB3 goals.

High Priority

HB3 Goal

Evaluation Data Sources: HB3 Goals are set to meet PfISD's 3E Promise: By Class of 2029, ALL students meet at least one CCMR indicator by the end of their senior year to be well-prepared for employment, enrollment or enlistment after high school.

(see also addendums for CCMR goals by student group):

TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 60%)

TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 63%)

TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 75%)

TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 88%)

TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: PACE High School will identify and research at least three high-performing at-risk schools recognized for best practices in increasing student learning outcomes.

Evaluation Data Sources: Documentation of visits made
Proposed strategies to be implemented at PACE HS

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By the end of the 2025-2026 school year, PACE High School will increase family engagement by 50%, expanding participation from two committees to at least four distinct areas of involvement.

Evaluation Data Sources: Sign in sheets

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: PACE High School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from D to C or above

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: PACE will reduce the number of referrals for the 2025-26 school year by 10%.

Evaluation Data Sources: Skyward referral data

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: PACE HS will increase attendance rate from 70% to 75% and decrease the number of students with chronic absenteeism.

Evaluation Data Sources: OFSD attendance sheet

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: PACE HS will increase the 2025-2026 completion rate by 5% over the prior year, and reduce the dropout rate.

Evaluation Data Sources: Accountability reports

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025

Addendums

CCMR Graduates Campus Goals - PACE

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 50% for the Class of 2024 to 100% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

	Class of 2024 (Outcomes Reported in 2025 Accountability Ratings)	Class of 2025 (Outcomes Reported in 2026 Accountability Ratings)	Goals Reset to Meet PfISD 3E Promise	Class of 2026 (Outcomes Reported in 2027 Accountability Ratings)	Class of 2027 (Outcomes Reported in 2028 Accountability Ratings)	Class of 2028 (Outcomes Reported in 2029 Accountability Ratings)	Class of 2029 (Outcomes Reported in 2030 Accountability Ratings)
	22%	60%		63%	75%	88%	100%
Actual Outcomes	50%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2024	n/a	60%	60%	n/a	n/a	n/a	n/a	60%	60%	60%	60%	n/a	60%
Actual Outcomes: Class 2024	n/a	41%	56%	n/a	n/a	n/a	n/a	41%	14%	33%	58%	n/a	44%
Class of 2025	n/a	60%	60%	n/a	n/a	n/a	n/a	60%	60%	60%	60%	n/a	60%
Actual Outcomes: Class 2025	n/a			n/a	n/a	n/a	n/a					n/a	
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	n/a	55%	67%	n/a	n/a	n/a	n/a	56%	36%	50%	69%	n/a	58%
Actual Outcomes: Class 2026	n/a			n/a	n/a	n/a	n/a					n/a	
Class of 2027	n/a	70%	78%	n/a	n/a	n/a	n/a	71%	57%	67%	79%	n/a	72%
Actual Outcomes: Class 2027	n/a			n/a	n/a	n/a	n/a					n/a	
Class of 2028	n/a	85%	89%	n/a	n/a	n/a	n/a	85%	79%	84%	90%	n/a	86%
Actual Outcomes: Class 2028	n/a			n/a	n/a	n/a	n/a					n/a	
Class of 2029	n/a	100%	100%	n/a	n/a	n/a	n/a	100%	100%	100%	100%	n/a	100%
Actual Outcomes: Class 2029	n/a			n/a	n/a	n/a	n/a					n/a	

Data Source: Baseline Class of 2024 from data reported to TEA as of September 2024 (will be updated in October/November 2024 following Fall PEIMS Submission of 2024 graduates, course completion, etc.)

To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

CCMR Targeted Strategies

Strategies are included in the Campus Improvement Plan - Goal 3: PfISD will connect high school to career and college.