

# Pearland Independent School District

## Pearland High School

**2025-2026**

**Accountability Rating: A**



**Board Approval Date:** October 14, 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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# Goals

Revised/Approved: February 11, 2025

**Goal 1:** Pearland HS 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:** Enhance Emergency Preparedness and Campus Safety Measures: By June 2026, PHS will conduct regular safety drills (fire, lockdown, evacuation) and staff trainings to ensure 100% compliance with safety protocols and improved emergency readiness.

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

## Strategy 1 Details

**Strategy 1:** Comprehensive Safety Training and Drills - Provide beginning-of-year training ("Building Basics") for all staff on campus security procedures (secured doors, visitor screening, etc.), emergency protocols, and how to report suspicious activity. Conduct a mid-semester "Drill Day" to practice lockdown, fire, and evacuation drills, then debrief for improvements.

**Strategy's Expected Result/Impact:** All staff and students will know how to respond in emergencies, increasing response efficacy and confidence. Drills will run efficiently with improved campus-wide understanding of roles.

**Staff Responsible for Monitoring:** Principal; Assistant Principal (AP) over Safety; Campus Safety Committee.

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

## Strategy 2 Details

**Strategy 2:** Campus Supervision and Monitoring Systems - Implement systems to ensure students remain in class and in designated areas. Assign staff or trained hall monitors to key areas (hallways, restrooms, exits) during class periods and transitions. Enforce use of color-coded hall passes tied to specific bathrooms or zones to limit unsupervised roaming. Use updated attendance/tardy tracking to identify students frequently out of class.

**Strategy's Expected Result/Impact:** Fewer opportunities for misconduct due to constant adult presence. Reduction in hallway incidents and unsupervised gatherings; more students staying in class, as reflected in lower tardiness and discipline referrals. Improved accountability as staff can quickly identify when students are out of area.

**Staff Responsible for Monitoring:** All faculty and staff (for monitoring halls); Attendance Clerk (for tracking); Administrators (for coordinating duty schedules).

### Strategy 3 Details

**Strategy 3:** 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.

**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

**Staff Responsible for Monitoring:** Admin and security personnel

**Goal 1:** Pearland HS 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:** Prevent and Reduce Campus Violence and Discipline Incidents: By 2025-2026, decrease the number of serious disciplinary incidents by at least 10% from the prior year through proactive interventions, and increase referrals of at-risk students to counseling or support services.

**Evaluation Data Sources:** Discipline Data - Track the number of referrals or suspensions for violent behavior, comparing 2025-26 to 2024-25 (target [?]10% reduction). Referral Logs - Count referrals to counselors or social workers for students flagged as at-risk (expect increase, indicating proactive support). Conduct follow-ups to ensure referred students receive help.

**Strategy 1 Details**

**Strategy 1:** Staff Training in Violence Prevention and De-escalation - Train all teachers and staff in early identification of at-risk behaviors, conflict de-escalation techniques, and positive conflict resolution strategies. Emphasize referral procedures for students exhibiting aggression, bullying, or emotional distress.

**Strategy's Expected Result/Impact:** Improved capacity to defuse conflicts before they escalate. Expected Outcome: Fewer fights or violent incidents (staff intervene early), and more students being guided to counseling or mental health support instead of solely punitive discipline. A measurable reduction in disciplinary referrals for violence as incidents are handled proactively.

**Staff Responsible for Monitoring:** Principal and Assistant Principals; Counselors; Campus Behavioral Specialist.

**Strategy 2 Details**

**Strategy 2:** Implement PBIS and MTSS for Behavior - Utilize the campus Positive Behavioral Interventions and Supports (PBIS) team to lead ongoing professional development focused on understanding root causes of misbehavior (trauma, stress, unmet needs). Integrate a Multi-Tiered System of Supports (MTSS) framework for behavior: Tier 1 school-wide expectations and social-emotional lessons, Tier 2 small-group interventions for repeated infractions, Tier 3 individualized behavior plans with counseling.

**Strategy's Expected Result/Impact:** A shift to a more supportive, restorative school climate. Teachers will respond to misbehavior with empathy and problem-solving rather than strictly punishment. Expected Outcomes: Strengthened teacher-student relationships and a more positive, inclusive environment. Decrease in recidivism of infractions as underlying issues are addressed (e.g. a student whose misbehavior stemmed from anxiety receives counseling and improves).

**Staff Responsible for Monitoring:** PBIS Team (led by an Assistant Principal); Counselors; Classroom Teachers (implementing Tier 1 supports); Principal (monitoring climate).

**Goal 1:** Pearland HS 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:** Reduce Vaping and Illicit Substance Use on Campus: By the end of 2025-2026, decrease on-campus vaping or drug-related incidents by 20% compared to 2024-2025, through enhanced monitoring, education, and enforcement.

**Evaluation Data Sources:** Discipline Reports - Track the number of vaping/drug-related offenses each month vs. last year. Vape Detector Logs - Monitor alert frequency trends (aim for steady decline). Confiscation Records - Count of devices confiscated (should decrease over time).

**Strategy 1 Details**

**Strategy 1:** Enhanced Monitoring with Detection Technology - Continue daily monitoring of vape detectors and surveillance in restrooms and common areas to catch and deter vaping or substance use. Administrators and security personnel will review detector alerts and camera footage in real-time and conduct random restroom checks. Confiscate devices and apply disciplinary consequences consistently.

**Strategy's Expected Result/Impact:** Early detection and intervention will lead to a significant reduction in vaping incidents. Students will be aware that vaping will likely be caught, thus deterring attempts. Expected Outcome: Fewer vape detector alerts and fewer students caught with e-cigarettes or THC, indicating a downward trend in usage on campus

**Staff Responsible for Monitoring:** All Administrators; Campus Security Officers; School Resource Officer (SRO).

**Strategy 2 Details**

**Strategy 2:** Restrictive Campus Movement (Restroom Pass System) - Enforce a color-coded restroom pass system: each classroom has a specific color pass, and students may only use bathrooms designated for that color during class. This prevents groups from converging in bathrooms and allows staff to easily identify out-of-area students. During class time, security and administrators sweep hallways, checking passes and escorting students without a valid pass back to class.

**Strategy's Expected Result/Impact:** Limiting unsupervised congregation areas will reduce opportunities for vaping or drug use. Expected Outcomes: A noticeable drop in incidents of students caught vaping in restrooms (due to reduced ability to meet up). Teachers and admins can quickly spot and address students in the wrong area (increasing accountability). Overall, a safer environment with fewer substance-related discipline issues.

**Staff Responsible for Monitoring:** Classroom Teachers (manage and enforce passes); All Staff (hallway monitoring duty); Assistant Principals (oversee policy enforcement).

**Strategy 3 Details**

**Strategy 3:** Student Education and Family Awareness Campaign - Implement an anti-vaping and substance abuse awareness campaign for students and parents. Health teachers, coaches, and the school nurse will deliver brief lessons or presentations on the dangers of vaping (nicotine addiction, health effects) during Oiler Time or PE/Health classes. Host a parent information night (or send a video) about warning signs and how to talk to teens about vaping. Incorporate student voice by having student leaders (e.g. student council or club members) create posters or short videos with anti-vaping messages.

**Strategy's Expected Result/Impact:** Increased knowledge about the risks will discourage students from starting or continuing vaping. Parents will be more vigilant and involved in prevention. Expected Outcomes: Pre- and post-surveys should show improved student awareness of vaping dangers. Students report more negative attitudes toward vaping. With students, staff, and parents unified, incidents decline, supporting the 20% reduction target.

**Staff Responsible for Monitoring:** Lead Counselor and School Nurse (coordinate health curriculum infusion); Teachers (deliver lessons); Sponsor of Students Against Vaping initiative (if applicable); Assistant Principal (family outreach event).

**Goal 1:** Pearland HS 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:** Improve School Safety Climate and Emergency Response Culture: Build a strong safety culture on campus such that 100% of staff and students feel safe at school (as measured by surveys) and emergency response best practices are second-nature.

**Evaluation Data Sources:** Climate/Safety Survey - Compare fall vs spring survey data on perceptions of safety (aim for 90%+ of students and staff feeling safe). Incident Reports - Track number of "near misses" or tips reported (an increase may indicate better vigilance). Audit Checks - Periodic unannounced checks (e.g. attempt to enter through side door) to see if procedures are followed; document outcomes and improvement over time. Safety Drill Performance - Compare drill metrics from early year to later year (faster evacuation times, better student/staff execution), demonstrating improvement.

#### Strategy 1 Details

**Strategy 1:** Safety Culture Building and Recognition - Regularly recognize and reinforce positive safety behavior. For example, give shout-outs in staff meetings to teachers who diligently check door locks and IDs, or acknowledge students who report safety concerns promptly (anonymous "See Something, Say Something" reporting). Conduct monthly safety tip reminders on morning announcements (e.g. reminders about not opening doors for strangers, wearing ID badges).

**Strategy's Expected Result/Impact:** Safety becomes a shared responsibility. Expected Outcomes: Increased reporting of potential issues (students trust the system and speak up), and all staff consistently follow procedures without needing reminders. Climate survey results improve, with more students agreeing "I feel safe at school." Staff also report higher confidence in campus safety measures.

**Staff Responsible for Monitoring:** Principal (sets tone in communications); All Staff (model and enforce safety habits); SRO (support safety education).

#### Strategy 2 Details

**Strategy 2:** Continuous Improvement via Safety Committee - The campus safety committee (including administrators, teachers, a counselor, SRO, and parent representative) will meet quarterly to review all safety-related data (drill outcomes, incident reports, student feedback) and make recommendations. They will update the campus emergency operations plan as needed and ensure any new district safety initiatives (e.g. new emergency communication app or updated protocols) are implemented.

**Strategy's Expected Result/Impact:** A responsive approach that adapts to new challenges or findings keeps the campus safety plan effective and up-to-date. Expected Outcomes: By year's end, any weaknesses identified (e.g., slow evacuation in one drill, blind spots on cameras) have been addressed by committee actions (e.g., reassigning drill roles, adding a camera). The committee's work ensures regulatory compliance and a cycle of improvement in safety practices.

**Staff Responsible for Monitoring:** Assistant Principal over Safety (chair); Head Custodian or Facilities Manager (for infrastructure input); Counselor (for trauma-informed perspective); Teacher Leaders; Parent/Community Member.

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

**Performance Objective 1:** Accelerate Student Growth in English I & II: By June 2026, reduce the number of English I and English II students showing no academic growth on STAAR EOC by 50% (from ~491 to ~245 students). Focus on the 253 high-performing students who regressed from Masters to Meets in 2025, ensuring they regain growth.

**Evaluation Data Sources:** PLC Agendas/Minutes - Document weekly data discussions and action plans.

Common Formative Assessment Data - Track mastery of essential standards after each unit; expect improvement in % mastering on second try due to interventions.

Growth Tracking - Use district interim tests or STAAR growth metrics to monitor progress mid-year, identifying if fewer students remain on "no growth" trajectory (adjust strategies if needed).

Benchmark Assessments - Compare beginning, mid, and end-of-year benchmark results in ELA; students meeting their personal targets should increase.

STAAR Growth Outcomes - Ultimately evaluate 2026 STAAR growth data: success if the count of no-growth students drops by ~50% (with virtually all formerly Masters->Meets students returning to Masters or demonstrating progress).

### Strategy 1 Details

**Strategy 1:** Robust PLC Implementation for ELA Essentials - Implement weekly Professional Learning Community (PLC) meetings for English I & II teachers to collaboratively analyze student data, identify essential standards, create common formative assessments (CFAs), and plan targeted interventions. Teams will specifically review growth data to pinpoint which students did not progress and why (e.g. skill gaps, attendance issues), and then devise re-teaching or enrichment strategies.

**Strategy's Expected Result/Impact:** Increased student engagement and success in ELA; a greater proportion of students meeting or exceeding their expected growth measure (aim to halve the "no-growth" count) as teachers intervene early and often. High achievers who slipped from Masters to Meets receive enrichment to push them back to Masters level.

**Staff Responsible for Monitoring:** English I & II Teachers (PLC members); Assistant Principal over English.

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 5: Effective Instruction

### Strategy 2 Details

**Strategy 2:** Data-Driven Instruction and Student Goal Setting - Teachers will utilize detailed data analysis for each student, focusing on ELA standards where students fell short. Using tools like item analysis from 2025 STAAR results, teachers and students co-create individual growth goals. For example, a student who regressed from Masters to Meets in reading might set a goal to improve inference and analytical writing skills by engaging in weekly extension tasks. Teachers will frequently conference with students about their progress and adjust instruction based on formative data.

**Strategy's Expected Result/Impact:** Personalized goal-setting increases student ownership of learning. Each student understands their specific areas for growth and is motivated to improve, especially high-performing students who slipped - turning their regression into a learning opportunity. Expected Outcomes: Students will show measurable improvement on targeted skills (e.g., higher scores on writing benchmarks for those focusing on writing). The act of goal-setting and reflection will reduce the number of students stagnating or regressing; we expect more students to maintain or improve performance levels (Masters-level students reclaim Masters, etc.).

**Staff Responsible for Monitoring:** Classroom Teachers; Students (as active participants); Academic Counselors (support students in tracking goals).

### Strategy 3 Details

**Strategy 3:** High-Yield Literacy Strategies & Professional Development - Provide ongoing professional development for ELA teachers on evidence-based, high-impact instructional strategies to boost reading and writing achievement. This includes strategies such as reciprocal teaching, vocabulary strategies, formative assessment & feedback, and differentiated instruction. Teachers will implement strategies like graphic organizers for complex texts, frequent formative quizzes with feedback, and cooperative learning for analysis skills.

**Strategy's Expected Result/Impact:** Enhanced instructional quality in every English class. Expected Outcomes: Students will experience more engaging, effective lessons that lead to better comprehension and skills. For example, explicit vocabulary instruction and reading comprehension strategies will particularly help struggling readers (often in the no-growth group), moving them into growth. Formative assessment and feedback will guide students to adjust their learning tactics continuously, improving performance. We anticipate increases in interim reading levels and writing rubric scores as teachers consistently use these high-yield methods.

**Staff Responsible for Monitoring:** English Department AP; All English I & II Teachers; District ELA Curriculum Specialist

### Strategy 4 Details

**Strategy 4:** Oiler Time Interventions and Enrichment Cycles - Leverage the built-in "Oiler Time" (RTI period) to conduct skill-based intervention cycles for students who are behind, and enrichment for those who need a challenge. Every 3 weeks, English I & II PLCs will review CFA data to identify students by skill need (e.g., inference, grammar, etc.). During Oiler Time, those students receive targeted small-group instruction on the specific skill gap, using research-based interventions

**Strategy's Expected Result/Impact:** Increased academic growth for all levels: struggling students get timely help before falling further behind, and advanced students stay challenged and engaged. The intervention cycles mean fewer students will end the year having made no progress, as they receive multiple opportunities to master content. Meanwhile, enrichment for Meets-level students addresses the 253 Masters->Meets group, reigniting their drive to excel.

**Staff Responsible for Monitoring:** PLC Teacher Teams (plan and lead RTI/enrichment sessions); Interventionists or Literacy Specialists (assist with small groups); Assistant Principal (schedule and logistics for Oiler Time); Tutors or Aides (if available for push-in support).

#### Targeted Support Strategy

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

**Performance Objective 2:** Close Achievement Gaps for Special Populations (SPED, Eco Dis, At-Risk): By May 2026, improve performance outcomes for Special Education, Economically Disadvantaged, and At-Risk students, reducing achievement gaps by 10%. This includes increasing their STAAR Approaches/Mets rates and growth measures such that the gap between these groups and the overall student population narrows significantly.

**Evaluation Data Sources:** Walkthroughs - Administrators look for effective co-teaching practices (e.g. one teach/one assist, parallel teaching) and differentiation evidence in lessons; use a rubric to measure implementation improvements over time. SPED Student Performance - Track SPED student results on benchmarks and STAAR versus previous year (expect an upward trend in passing rates and growth percentiles). IEP Goal Attainment - Monitor the percentage of IEP academic goals met by end of year (target increase, indicating better support in gen ed classes). Feedback Surveys - Collect input from co-teachers and students on the effectiveness of supports.

### Strategy 1 Details

**Strategy 1:** SPED students will have greater access to grade-level content with the necessary supports, leading to improved achievement. Expected Outcomes: We anticipate higher pass rates and growth for SPED students on assessments (e.g., more SPED students reaching Approaches on STAAR). Co-teaching will also benefit struggling Eco Dis and at-risk students in those classes by lowering student-teacher ratio and providing more individualized help. Overall, classes with co-teaching should see a boost in performance for the lowest quartile of students.

**Strategy's Expected Result/Impact:** SPED students will have greater access to grade-level content with the necessary supports, leading to improved achievement. Expected Outcomes: We anticipate higher pass rates and growth for SPED students on assessments (e.g., more SPED students reaching Approaches on STAAR). Co-teaching will also benefit struggling Eco Dis and at-risk students in those classes by lowering student-teacher ratio and providing more individualized help. Overall, classes with co-teaching should see a boost in performance for the lowest quartile of students.

**Staff Responsible for Monitoring:** Special Education Co-Teachers and General Ed Teachers (lesson design and delivery); Special Education Department Chair

### Strategy 2 Details

**Strategy 2:** Targeted Intervention Programs for Eco Dis & At-Risk Students - Identify Economically Disadvantaged and at-risk students who are underperforming in each subject (e.g., via prior STAAR data, MAP scores, teacher referrals) and provide tailored interventions. Implement programs such as after-school or Saturday tutoring camps, utilizing teachers or approved vendors, with an emphasis on foundational skills (literacy and numeracy) for at-risk learners. For example, an after-school reading program for at-risk 9th graders will use engaging, high-interest texts to build comprehension and keep them on track. Ensure transportation or incentives (snacks, credit recovery) are provided to encourage attendance. Leverage federal or state funds (e.g., Title I, SCE) to support these programs.

**Strategy's Expected Result/Impact:** At-risk and low-income students often face learning gaps that, if addressed through extra time and support, can be closed. Expected Outcomes: Students in these interventions will demonstrate improvement on common assessments and STAAR. We expect to see a higher percentage of Eco Dis students meeting STAAR standards in 2026 than in 2025, shrinking the performance gap. Also, improved course passing rates and fewer at-risk students needing credit recovery, as interventions help them succeed in initial attempts.

**Staff Responsible for Monitoring:** Content Teachers (providing tutoring); Principal (allocating resources); Communities In Schools staff (if available, to help target and mentor at-risk students).

**TEA Priorities:**

Build a foundation of reading and math

### Strategy 3 Details

**Strategy 3:** Recognition of Growth - To close gaps, it's important to also motivate and recognize improvement in these groups. Implement an academic recognition program each semester highlighting "Most Improved" students, drawing from SPED, Eco Dis, and at-risk populations who achieved growth or academic milestones.

**Strategy's Expected Result/Impact:** Higher self-esteem and motivation in target groups, which can lead to better attendance and effort. Over time, a positive cycle of effort leading to recognition will encourage continued academic growth, helping to sustain closing of gaps. Furthermore, this fosters a school culture that values growth mindset - benefiting all students.

**Staff Responsible for Monitoring:** Teachers and Counselors

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

**Performance Objective 3:** Increase Mastery in U.S. History EOC (Focus on Meets-Masters): By spring 2026, increase the percentage of students achieving Masters level on the U.S. History STAAR EOC, with a focus on moving students from Meets to Masters. Targets: at least 90% of AP U.S. History students earn Masters, 87% of Dual Credit U.S. History students earn Masters (matching AP levels), and 50% of on-level U.S. History students earn Masters

**Evaluation Data Sources:** PLC Minutes, STAAR EOC Results, Pre/Post Tests, AP Exam Scores vs STAAR Data

#### Strategy 1 Details

**Strategy 1:** Align Curriculum and Instruction Across Course Levels - Ensure that all U.S. History courses (Advanced Placement, Dual Credit, and on-level) are tightly aligned to the Texas Essential Knowledge and Skills (TEKS) and the rigor of the STAAR/EOC. Assign experienced, highly effective U.S. History teachers to Dual Credit and on-level sections, not just AP.

**Strategy's Expected Result/Impact:** High-quality, consistent instruction across all course levels will raise overall performance. Expected Outcomes: Dual Credit students benefit from having teachers who emphasize STAAR readiness in addition to college content, aiming to raise their Masters performance to match historically high AP student performance. AP students, who already excel, will get an extra push to reach 90% Masters through targeted focus on any weak TEKS areas. On-level students will be exposed to higher-order skills gradually, leading to a significant jump in their Masters rate (to 50%).

**Staff Responsible for Monitoring:** Social Studies Department Chair; U.S. History Teachers (AP, DC, on-level);

#### Strategy 2 Details

**Strategy 2:** Targeted Enrichment for Meets-to-Masters Students - Identify students who scored at the Meets level on prior U.S. History assessments (e.g., 11th graders who were Meets on their last benchmark or students who were Meets on previous STAAR in other subjects) and implement enrichment to push them to Masters. This includes offering after-school or Saturday U.S. History Mastery Workshops focusing on advanced analysis and critical thinking. Teachers will use STAAR Masters-level questions and DBQs (Document-Based Questions) to challenge students. Additionally, within class, teachers will provide extension assignments for Meets-level students

**Strategy's Expected Result/Impact:** Students at Meets often just miss the Masters cut; targeted enrichment will equip them with the skills and confidence to reach the higher level.

**Staff Responsible for Monitoring:** U.S. History Teachers; AP U.S. History Teacher

#### Strategy 3 Details

**Strategy 3:** Differentiated Instruction & Reteach for Struggling Students - Employ differentiated instruction strategies: use data to group students and provide scaffolded support to those who struggled on benchmarks. For instance, if a subset of students did poorly on questions about the Constitution, schedule a reteach session during Oiler Time or class with modified materials (visual guides, simplified text, etc.). Pair this with frequent formative checks to confirm understanding.

**Strategy's Expected Result/Impact:** Improved pass rates (Approaches/Meets) on U.S. History STAAR as struggling students receive needed support

**Staff Responsible for Monitoring:** U.S. History Teachers (data analysis and differentiation);

#### Strategy 4 Details

**Strategy 4:** AP Exam and Dual Credit Success Alignment - Encourage a mindset that success in AP and Dual Credit (DC) should correlate with STAAR Masters. For AP U.S. History, provide AP-specific study sessions that also reinforce STAAR content (since AP covers broader content, ensure STAAR Texas-specific TEKS are not overlooked). For DC, integrate STAAR practice into the college curriculum as needed.

**Strategy's Expected Result/Impact:** AP students who prepare well for the AP exam will simultaneously be well-prepared for STAAR, leading to maintenance or increase of their high Masters rate (aim 90%). Dual Credit students will not lag behind AP peers in STAAR performance because they receive similar reinforcement of content.

**Staff Responsible for Monitoring:** AP U.S. History Teacher; Dual Credit U.S. History Teacher;

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

**Performance Objective 4:** Sustain and Improve College, Career, Military Readiness (CCMR) Rate - By August 2026 (graduation), ensure at least 95% of PHS graduates meet CCMR criteria - maintaining or exceeding the current 95% rate. All students will be tracked through a CCMR pathway (SAT/ACT, College Prep coursework, AP exam, Dual Credit, CTE certification, military aptitude, etc.), with interventions to assist any off-track student. Aim to slightly improve overall CCMR to 96%

**Evaluation Data Sources:** On Data Suite, TSI, SAT Score Reports, Dual Credit Grade Reports, IBC Exam Results

#### Strategy 1 Details

**Strategy 1:** Comprehensive CCMR Tracking System - Implement a data tracking system (using Excel dashboards or a system like OnData Suite) to monitor each junior and senior's status in meeting CCMR benchmarks.

**Strategy's Expected Result/Impact:** By proactively tracking and intervening, PHS will achieve at least 95% CCMR rate - meaning out of roughly 850 graduates, at least 807 meet criteria. We expect also to see sub-goals met, such as increased TSI pass rates or more students earning industry certifications, as specific tracking prompts specific actions.

**Staff Responsible for Monitoring:** Lead Counselor (CCMR coordinator); Grade Level Counselors; College & Career Counselor; CTE Assistant Principal; Testing Coordinator; Associate Principal

#### Strategy 2 Details

**Strategy 2:** Embedded College Readiness in Core Classes - Integrate TSI (Texas Success Initiative) and SAT/ACT preparation into junior/senior English and math classes. For instance, in English IV and College Prep English courses, include weekly TSI Reading/Writing practice passages and mini-lessons on grammar/editing tested in TSI. In Algebra II, College Prep Math, and other senior math courses, incorporate SAT/TSI sample items (algebra, stats) as bell-ringers or homework. Use Texas College Bridge online modules as class assignments for those who need them. By embedding test prep into coursework, students who might not take a separate prep course still get exposure and practice.

**Strategy's Expected Result/Impact:** By spring 2026, a notable number of students who lacked other CCMR credentials will have cleared TSI in reading, writing, or math thanks to these embedded efforts. Also, overall SAT average might rise and more students hit the college-ready score (e.g., SAT ERW 480+/Math 530+) because they practiced in class. For those not pursuing AP or CTE, this strategy ensures they still have a path to CCMR (TSI/SAT).

**Staff Responsible for Monitoring:** Department Chairs for Math/ELA; Testing Coordinator

#### Strategy 3 Details

**Strategy 3:** Dedicated SAT/ACT Prep Opportunities - Offer in-school SAT/ACT prep classes or bootcamps for students who have not met the SAT/ACT college-ready benchmarks. host short-term bootcamps before the school-day SAT in spring for juniors and fall SAT for seniors, possibly partnering with a test prep organization or using Khan Academy Official SAT Practice.

**Strategy's Expected Result/Impact:** Students enrolled in the SAT prep class should, on average, see significant score gains (e.g., +50 to +100 points) after the course, resulting in a higher percentage meeting or exceeding SAT college-ready criteria.

**Staff Responsible for Monitoring:** Teachers with test prep expertise (teach the elective); Counselors (recruit students who need the class); Principal (allocate schedule space and possibly funding for materials).

#### Strategy 4 Details

**Strategy 4:** AP and Dual Credit Exam Success Support - Identify students in AP courses who have not yet met a CCMR criterion (e.g., they might meet CCMR if they score 3+ on an AP exam or by passing a DC course). Provide targeted support to maximize their success: AP teachers will run study sessions focused on achieving a score of 3 or higher on AP exams, including practice exams and individual feedback. For Dual Credit, ensure students have tutoring available to maintain passing grades

**Strategy's Expected Result/Impact:** Increase in the percentage of AP exam takers scoring 3+, contributing to CCMR. For example, if last year 70% of AP testers scored 3+, aim for a higher percentage through these supports. Dual Credit passing rates should be maintained or improved (ensuring those credits count). By guaranteeing a high success rate in AP/DC, we cover a large portion of the CCMR cohort with those pathways.

**Staff Responsible for Monitoring:** AP Teachers (content-specific review sessions); AP Coordinator; Dual Credit Teachers (for tutoring arrangements);

#### Strategy 5 Details

**Strategy 5:** Strengthen CTE Pathways and Industry Certification Completion - Expand support for students pursuing Career and Technical Education (CTE) pathways to ensure they earn industry-based certifications (IBCs) or complete programs of study, which count for CCMR. Strategies include: offering certification exam prep sessions in classes like welding, HST, etc.

**Strategy's Expected Result/Impact:** Increase in the number of industry certifications earned by the class of 2026, contributing to the CCMR rate.

**Staff Responsible for Monitoring:** CTE Assistant Principal; CTE Teachers and Program Leads

#### Strategy 6 Details

**Strategy 6:** Individualized CCMR Mentorship - Assign each counselor or administrator a caseload of seniors (and high-risk juniors) who have not yet met any CCMR indicator by mid-year. These mentors will meet one-on-one with students to discuss their plans (college, trade, military) and guide them to a path: for some it might be taking the TSI, for others registering for ASVAB (for military enlistment), or finishing a certification.

**Strategy's Expected Result/Impact:** By graduation, nearly every student will have achieved at least one CCMR criterion because someone was working with them individually. We expect to reach the 95-96% goal in part by converting those last few students who might otherwise not have qualified.

**Staff Responsible for Monitoring:** School Counselors; College & Career Counselor; Administrators

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

**Performance Objective 5:** Improve English Bilingual Progress on TELPAS: By Spring 2026, increase the percentage of English Learners (Emergent Bilinguals) who advance at least one proficiency level in their TELPAS composite score to 60% . Emphasis on growth in each language domain (listening, speaking, reading, writing) to support composite improvement.

**Evaluation Data Sources:** Domain Pre/Post Assessments, EB Student Work & Assessments

#### Strategy 1 Details

**Strategy 1:** Professional Development on EL Instruction & Push-In Support - Focus on creating language-rich classrooms: sheltered instruction techniques, use of visuals, sentence stems, academic vocabulary development, and structured conversation opportunities. Simultaneously, deploy bilingual instructional aides or EL specialists to push in to core classes with high EL populations, assisting students during regular instruction.

**Strategy's Expected Result/Impact:** EB students will show greater comprehension in class (as evidenced by formative assessments and class participation).

**Staff Responsible for Monitoring:** Campus Multilingual Administrator (AP over EB students); All Teachers (attending PD and implementing strategies); Bilingual/EB Aides; District Multilingual Department (to assist with PD).

#### Strategy 2 Details

**Strategy 2:** TELPAS Student Motivation and Incentive Program - Develop a motivational system to encourage ELs to take ownership of their language growth and put forth strong effort on TELPAS.

**Strategy's Expected Result/Impact:** Students will approach TELPAS with a positive mindset rather than indifference, likely resulting in better performance that reflects their true abilities. As a result, we anticipate an uptick in the percentage showing growth, aided by the fact that motivated students will try harder (speak more in speaking tasks, write more in writing tasks, etc.).

**Staff Responsible for Monitoring:** EB/ESL Administrator, Classroom Teachers

#### Strategy 3 Details

**Strategy 3:** Focused Language Intervention and TELPAS Prep Sessions - Conduct targeted intervention sessions for EL students, zeroing in on specific language domains. For instance, run small-group TELPAS Writing Workshops after school or during Oiler Time for students who historically struggle in writing: practice past TELPAS prompts, teach how to expand answers, and give feedback on samples.

**Strategy's Expected Result/Impact:** Students will build skills in their weakest language domains, directly impacting TELPAS outcomes. At least 60% of ELs improve one composite level, with notable gains in whichever domains were targeted for each student.

**Staff Responsible for Monitoring:** ESOL teachers

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

**Performance Objective 6:** Embed PLC and RTI Best Practices Campus-Wide: By May 2026, 100% of teacher teams will fully implement the PLC at Work process - identifying essential standards, creating common formative assessments, analyzing data, and implementing timely RTI interventions - as measured by PLC rubrics and student progress. This collaborative practice will underpin improvements in all academic areas, reinforcing Goals 2.1-2.5.

**Evaluation Data Sources:** PLC Meeting Artifacts, CFA Calendars, tudent Performance Trajectory, RTI Tracking Logs

#### Strategy 1 Details

**Strategy 1:** PLC Team Training and Common Planning Time - Provide all departments with initial training (or refresher) on the DuFour & Eaker PLC model, emphasizing the four critical questions: What do we expect students to learn? How will we know they learned it? How will we respond if they don't? How will we extend learning if they do? Allocate dedicated common planning time for teacher teams (by grade/subject) to meet at least once per week to engage in the PLC cycle.

**Strategy's Expected Result/Impact:** Each team will produce products of PLC work: e.g., documented essential standards for each unit, CFA calendars and results, intervention plans for students needing reteach, and enrichment plans for advanced students. We expect to see improvements in student mastery as teachers collectively address learning gaps quickly

**Staff Responsible for Monitoring:** Campus PLC Lead, Department Chairs/Team Leads (facilitating meetings); All Teachers (PLC members); Principal (ensuring time and support).

#### Strategy 2 Details

**Strategy 2:** Common Formative Assessments & Data Protocols - Each PLC team will create and administer common formative assessments (CFAs) for essential standards at least every 2-3 weeks. After each CFA, teams will use a structured data analysis protocol (e.g., item analysis, error pattern identification, student grouping) to discuss results. Based on data, they will decide: which students mastered the material and can move on or get enrichment, and which students did not and need intervention. The protocol will also prompt sharing of effective instructional strategies (teachers whose classes excelled on an item will share their approach) and reflection on practices to improve collective teaching.

**Strategy's Expected Result/Impact:** Students will not remain in a state of misunderstanding for an entire semester; issues are caught within weeks. We should see fewer students failing major tests because CFAs helped catch problems early.

**Staff Responsible for Monitoring:** Instructional Teams

#### Strategy 3 Details

**Strategy 3:** Tiered Intervention (RTI) Cycles Informed by PLCs - Institutionalize a campus RTI model (aligned with Mike Mattos' pyramid of interventions) where PLCs drive Tier 1 and Tier 2 supports. When CFAs or other data show some students haven't learned essential content, PLCs will plan Tier 2 interventions - these could be in-class small group reteach, pull-outs during Oiler Time, or assigning to tutoring - within a tight window (e.g., within a week of the CFA).

**Strategy's Expected Result/Impact:** Improved mastery of fundamentals by struggling students, which should lead to better performance on cumulative assessments and standardized tests. We expect to see a reduction in course failure rates and fewer "Did Not Meet" scores on STAAR, as students are caught by the safety net of RTI before they fail. For high-performing students, this RTI system also ensures they get extension (Tier 1 enrichment or Tier 2 advanced projects) rather than boredom.

**Staff Responsible for Monitoring:** PLC Teams, Assistant Principal

#### Strategy 4 Details

**Strategy 4:** Leadership Monitoring and Support of PLC Process - Campus leadership will actively support and monitor PLC implementation. This includes administrators attending PLC meetings regularly (at least once a month per team) to offer guidance, ensure focus, and celebrate successes.

**Strategy's Expected Result/Impact:** PLC teams will function at a high level because they feel supported and held accountable. Where data shows an objective not being met, leadership can quickly allocate extra support.

**Staff Responsible for Monitoring:** Principal; Assistant Principals

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

**Performance Objective 1:** Enhance Student Mental Health Awareness and Support: Throughout 2025-2026, implement a comprehensive approach to student mental health so that all students receive social-emotional learning (SEL) lessons, and increase utilization of counseling supports by students in need.

**Evaluation Data Sources:** Student surveys, Qualitative feedback, crisis data,

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Student-Led Mental Health Initiative (Oiler Strong #iwillask) - Continue and expand the Oiler Strong student group initiative which focuses on mental health awareness and suicide prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will recognize signs of depression or suicidal ideation in themselves or friends and feel empowered to get help, contributing to prevention of crises.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Sponsor (oversees Oiler Strong); Student Support Counselor; Selected Student Leaders in Oiler Strong; Principal</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Small-Group Counseling and Support Programs - Expand the availability of small-group counseling sessions hosted by the Student Support Counselor on a weekly or biweekly basis. Groups will target common student needs such as grief counseling, anxiety coping, social skills, or anger management. Identify students through counselor referrals, teacher recommendations, or self-referral to join these confidential groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participating in group counseling will experience improved mental health and coping, translating to better behavior and academic focus in school.</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Counselor, teachers</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Suicide Prevention Training for Staff and Students - Conduct annual suicide prevention training for all staff (beyond state requirement) to refresh on recognizing warning signs, how to respond, and referral procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will intervene more promptly and appropriately when a student shows risk signs, as indicated by consistent use of our referral protocol. Students will be more likely to report peers in crisis rather than keeping it secret, as they understand it can save lives.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, principal,</p>

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

**Performance Objective 2:** Improve Student Attendance and Physical Well-Being

By the end of 2025-2026, increase the overall student attendance rate by 0.5 percentage points compared to 2024-2025 . Additionally, reduce chronic absenteeism (students missing [?]10% of days) through targeted interventions, and promote physical well-being activities for all students.

**Evaluation Data Sources:** Attendance data analysis, Skyward, OnDataSuite

Strategy 1 Details
<p><b>Strategy 1:</b> Attendance Monitoring and Early Intervention (Tiered Approach) - Implement a robust attendance monitoring system with a tiered intervention model. Tier 1: School-wide strategies to encourage good attendance (recognition for perfect attendance, regular attendance reports shared with students/parents). Tier 2: Identify students who fall below 95% attendance early (e.g., 3-4 absences in first six weeks) and have attendance clerks or APs send warning letters and make personal calls to parents expressing concern and offering support. Tier 3: For chronic cases (missing &gt;10%), assign an attendance mentor or conduct home visits via the truancy officer, create an attendance contract, and involve support services (counselor or social worker to address underlying issues). This approach is grounded in best practices that emphasize prevention and early action</p> <p><b>Strategy's Expected Result/Impact:</b> The campus attendance rate will rise by around 0.5% or more, as minor attendance issues are corrected and some chronic cases improve. Specifically, we expect to see a reduction in chronic absenteeism rate by several percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> AP's, Associate Principal, Communities in School, Attendance Officer</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Publicly celebrate improvements of "Most Improved Attendance" for students who significantly reduce absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be motivated to come to school more regularly when they see short-term goals and rewards, especially those who may not have been otherwise engaged.</p> <p><b>Staff Responsible for Monitoring:</b> AP, teachers, attendance officer</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Address Barriers to Attendance : Strengthen the connection between physical well-being and attendance by ensuring the school nurse and counselors proactively engage students who have frequent health-related absences. For instance, if a student has chronic illness, develop a 504 plan or health plan and provide flexibility/support so they can attend when possible. Additionally, increase family outreach: conduct an attendance workshop for parents highlighting the importance of attendance and how to establish routines, and personally reach out in families' home language when absences start to accumulate</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer absences due to avoidable issues and improved trust with families in addressing attendance problems collaboratively.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse; Counselors; Assistant Principal</p>

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

**Performance Objective 3:** Increase Student Connectedness and Recognition for All Learners: By June 2026, improve students' sense of belonging and connectedness to school - as measured by climate survey, increase the percentage of students who agree "I feel like I belong at PHS" by at least 10%.

**Evaluation Data Sources:** Participation audit, Attendance/Discipline Comparison; Survey Data

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Launch an initiative to get each student involved in at least one club, sport, fine art, or school group. At the start of the year, host Market Day Fair where students can learn about all extracurricular options (including some new niche clubs if needed to capture diverse interests). Counselors and teachers will identify students who are not involved anywhere ("zero period" kids) and personally encourage and connect them to a group based on their interests or talents.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater student participation in school life and peer groups, leading to stronger feelings of belonging.</p> <p><b>Staff Responsible for Monitoring:</b> Club Sponsors, Coaches, and Counselors</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> School-Wide Recognition and Celebrations - Implement structures to recognize all types of student achievement and growth, not just the traditionally honored ones.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the number of students who say "Adults at PHS acknowledge what I do well" on surveys.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers and administrators</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Inclusive School Traditions and Spirit-Building - Evaluate school events and traditions to ensure they are inclusive and engaging for all student groups. Introduce or maintain events where diverse groups of students come together</p> <p><b>Strategy's Expected Result/Impact:</b> A stronger sense of community and school spirit that encompasses everyone, leading to improved morale and connectedness.</p> <p><b>Staff Responsible for Monitoring:</b> Student council, Principal's Advisory Group, AP's</p>

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

**Performance Objective 4:** Enhance Staff Well-Being, Professional Growth, and Retention

By the end of 2025-2026, improve teacher retention rate by at least 5 percentage points (e.g., from 85% returning to 90% returning). Achieve this by strengthening instructional coaching, collaborative leadership, and professional development opportunities that support staff growth and job satisfaction.

**Evaluation Data Sources:** Teacher retention data, Teacher feedback

Strategy 1 Details
<p><b>Strategy 1:</b> Collaborative Leadership and Teacher Voice - Increase teacher involvement in decision-making to foster a sense of ownership and empowerment. Establish or strengthen committees (curriculum, campus climate, technology, etc.) that include representative teachers to guide school initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide leadership opportunities such as leading professional development sessions, heading PLCs, or spearheading new programs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP's</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Differentiated Professional Development</p> <p><b>Strategy's Expected Result/Impact:</b> Offer professional growth opportunities tailored to teacher needs and interests, rather than a one-size-fits-all. Conduct a needs assessment survey to let teachers identify areas they want training or growth in.</p> <p><b>Staff Responsible for Monitoring:</b> Provide choice in PD days - e.g., an "EdCamp" style day where teachers pick sessions or collaborative work time on what matters to them. Support teachers in pursuing outside PD or advanced certifications.</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Celebrate and Recognize Staff Excellence - Just as we prioritize student recognition, do the same for staff. Implement a "Staff Member of the Month" (one teacher, one support staff) where peers and students can nominate staff who go above and beyond; announce winners with small rewards (preferred parking spot, gift card donated by community, shout-out on marquee). During faculty meetings, regularly share "Kudos" - colleagues publicly thanking each other for help or highlighting good practices observed.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers feel appreciated and noticed for their hard work, combating the feelings of being undervalued that often lead to burnout.</p> <p><b>Staff Responsible for Monitoring:</b> All admin</p>

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

**Performance Objective 1:** Increase Parental Involvement and Communication

During the 2025-2026 school year, improve parent engagement as measured by at least a 5% increase in participation in school events (open houses, parent workshops, PTA) and a 5% increase in parent satisfaction survey ratings for communication and involvement. Implement consistent, multi-channel communication strategies to keep parents informed and involved in supporting student success.

**Evaluation Data Sources:** Principal, Associate Principal, Lead Counselor, and PTA

Strategy 1 Details
<p><b>Strategy 1:</b> Weekly Parent Newsletters &amp; Academic Support Tips - Send a comprehensive yet concise digital newsletter to all parents every week. This newsletter will include upcoming events, important announcements, and crucially a section with academic tips to equip parents to support learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed about school events and more empowered to engage in their child's education, leading to increased involvement and a stronger school-home partnership.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Utilize a multi-platform communication approach to reach parents effectively to send updates about grades, attendance, and behavior</p> <p><b>Strategy's Expected Result/Impact:</b> Clear, consistent communication will reduce misinformation and increase parent engagement because they get information through channels they use.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, data specialist, admin assistants</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Increase Opportunities for Parent Involvement on Campus - Beyond communication, actively invite parent participation. Create volunteer opportunities: ask for parent volunteers for events (like career day, chaperones, library helpers) or as part of a campus advisory committee. Recognize that many parents are busy; provide varied times (some evening, some weekend) and virtual options.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel more connected and essential to the school community, leading to a stronger support system for students and the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, counselors</p>

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

**Performance Objective 2:** By the end of 2025-2026, ensure that 100% of teachers regularly (at least once per grading term) communicate with parents regarding student progress or concerns via phone, email, or messaging platform. Increase parent satisfaction with teacher communication as measured by a survey (target: 90% of parents agree "teachers keep me informed about my child's progress").

**Evaluation Data Sources:** Parent survey, parent feedback, Skyward family access logs

#### Strategy 1 Details

**Strategy 1:** Set a campus expectation (and provide time) for teachers to contact parents regularly. Ensure every teacher has access to a classroom phone and/or a user-friendly communication platform. Provide training or refreshers on how to use these tools effectively, including translation features for non-English-speaking parents. Emphasize the importance of two-way communication: checking in not just when bad news, but also sharing successes or just touching base.

**Strategy's Expected Result/Impact:** Ensure every teacher has access to a classroom phone and/or a user-friendly communication platform. Provide training or refreshers on how to use these tools effectively, including translation features for non-English-speaking parents. Emphasize the importance of two-way communication: checking in not just when bad news, but also sharing successes or just touching base.

**Staff Responsible for Monitoring:** Teachers will increase the frequency and quality of interactions with parents, leading to parents feeling more informed and involved in their child's academics. Fewer surprises at report card time because parents have already heard about issues and successes.

#### Strategy 2 Details

**Strategy 2:** Encourage teachers to make full use of electronic gradebooks and communication platforms to keep parents up-to-date. This includes updating grades at least once a week so that parents can view current averages and missing assignments through the parent portal.

**Strategy's Expected Result/Impact:** Continuous access to academic updates will empower parents to support their child, and reduce anxiety. Students may also improve accountability, knowing parents see the grades promptly. Survey results should show parents feel well-informed about academics.

**Staff Responsible for Monitoring:** Teachers and LTC

#### Strategy 3 Details

**Strategy 3:** Organize formal opportunities for teacher-parent dialogue. Schedule a round of teacher phone calls early in the year sharing one positive thing about the student, setting a positive tone for collaboration. Focus these calls on first period or certain grades to manage load, ensuring every parent hears from at least one core teacher personally in first term.

**Strategy's Expected Result/Impact:** Establishing a personal connection through voice conversations can significantly strengthen trust and clarify misunderstandings that written communications might not. Improved student performance or behavior after a three-way alliance (student knows teacher and parent have talked). Increase in participation in later events because initial relationship was built

**Staff Responsible for Monitoring:** Teachers, administrators, and Department Head

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

**Performance Objective 1:** Align Budget and Resources to Campus Improvement Priorities: Throughout 2025-2026, ensure that fiscal resources are strategically allocated to the goals and performance objectives in this CIP. All major spending will be evaluated for alignment with safety, academic performance, well-being, communication, or other improvement priorities.

**Evaluation Data Sources:** Budget vs. CIP Mapping, Goal Progress, Stakeholder Feedback

**Strategy 1 Details**

**Strategy 1:** Use the comprehensive needs assessment (CNA) data and the CIP as the roadmap for budgeting decisions. Prioritize expenditures that directly advance these objectives, ensuring every dollar has a purpose tied to student outcomes.

**Strategy's Expected Result/Impact:** Financial resources will more effectively support initiatives that improve safety, academics, well-being, etc., rather than being spent on isolated or low-priority items. Key programs and strategies outlined in this plan (like PLC training, intervention resources, attendance incentives, mental health supports) will be fully or adequately funded. We anticipate seeing improvements in those areas partly because they were resourced appropriately, for example, if PLCs need materials or subs for planning days their impact on academics should be evident.

**Staff Responsible for Monitoring:** Principal, AP's and Department Heads.

**Strategy 2 Details**

**Strategy 2:** Implement regular financial review checkpoints (quarterly budget reviews with the leadership team) to assess spending versus outcomes, ensuring we are getting the expected impact for dollars spent. If a strategy isn't yielding results, consider reallocating that funding to something that will (with careful consideration).

**Strategy's Expected Result/Impact:** Staying within budget or even underspending in low-impact areas to reallocate in high-need areas if allowed, making each dollar count.

**Staff Responsible for Monitoring:** Principal and campus budget manager.

**Strategy 3 Details**

**Strategy 3:** Transparency and Communication of Financial Decisions - Share with staff and community how resources are being used to support the school's goals, enhancing trust.

**Strategy's Expected Result/Impact:** Greater willingness of teachers to adhere to budget limits or processes because they see the bigger picture of where money goes.

**Staff Responsible for Monitoring:** Principal and assistant principals