Duncanville Independent School District

Pace High School

2026-2027 Priorities/Goals/Strategies



Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Priorities

Priority 1: Student Academic Success

Goal 1: By June 2027, student achievement on the state assessment in English I will increase at Approaches from 8% to 85%, Meets from 0% to 45%, and Masters from 0% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a consistent, rigorous Tier 1 instructional framework in English I that incorporates explicit modeling, guided practice, independent application, academic discourse, writing across texts, and frequent checks for understanding. Instruction will intentionally address STAAR-aligned reading and writing skills while providing appropriate scaffolds for Emergent Bilingual and special education students. **Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of English I readiness standards through consistent exposure to rigorous, TEKS-aligned reading and writing instruction. Improved Tier 1 instruction is expected to reduce learning gaps and increase the percentage of students progressing toward Approaches, Meets, and Masters performance on classroom, district, and STAAR assessments. **Staff Responsible for Monitoring:** Principal, English I EOC Prep Teachers, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Demographics 2, 4 - Student Learning 1, 2, 6 - School Processes & Programs 6, 7 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Implement a structured English I EOC Prep course as the campus's primary intervention model for students requiring additional support toward STAAR mastery. EOC Prep will provide explicit TEKS-based mini-lessons, guided practice, small-group instruction, re-teaching, and personalized practice informed by STAAR, Eduphoria, classroom assessment, and Edgenuity data. In addition, students will participate in targeted English I STAAR Bootcamps prior to the Fall, Spring, and Summer EOC administrations, with instruction differentiated according to individual TEKS gaps and current STAAR performance levels. **Strategy's Expected Result/Impact:** Students will receive timely, differentiated intervention based on identified English I TEKS gaps through the scheduled EOC Prep course and targeted STAAR Bootcamps. Students will demonstrate increased mastery of previously identified areas of need and improved readiness for the Fall, Spring, and Summer STAAR administrations. **Staff Responsible for Monitoring:** Principal, English I EOC Prep Teachers, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Demographics 2, 4 - Student Learning 1, 2, 4, 6 - School Processes & Programs 6, 7 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Implement recurring three-week and nine-week data cycles using Eduphoria, classroom assessments, Edgenuity progress, and other student-performance evidence to monitor individual student movement toward Approaches, Meets, and Masters. Data will be used to identify priority TEKS, determine EOC Prep and intervention groupings, plan STAAR Bootcamp instruction, and establish individualized instructional responses. Following each intervention cycle and EOC administration, campus leadership and teachers will evaluate student outcomes to determine the effectiveness of interventions and identify necessary adjustments. **Strategy's Expected Result/Impact:** Teachers and campus leadership will use recurring student-performance data to make timely instructional decisions, adjust intervention groups, and target EOC Prep and Bootcamp instruction. Students will demonstrate measurable movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters across assessment cycles. **Staff Responsible for Monitoring:** Principal, Teachers of English I, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Demographics 2, 4 - Student Learning 1, 2, 4, 6 - School Processes & Programs 6, 7 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 2: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Student Learning

Problem Statement 1: Student achievement across EOC-tested subjects remains below campus expectations, with only 53% of students achieving Approaches, 9% achieving Meets, and 2% achieving Masters across all tested subjects. Reading represents the greatest area of concern at Approaches, with only 35% meeting that standard. **Root Cause**: Tier 1 rigor, intervention, and progress monitoring have not consistently addressed individual TEKS gaps.

Problem Statement 2: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology. **Root Cause**: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology.

Problem Statement 4: Special populations, including English learners (18%) and special education students (7%), are not consistently closing gaps in achievement. **Root Cause**: Instructional supports for language acquisition and differentiation are inconsistent across classrooms. Teachers need sustained professional development in strategies to support special education and English learners within a blended learning environment.

Problem Statement 6: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

School Processes & Programs

Problem Statement 6: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

Problem Statement 7: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Perceptions

Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Priority 1: Student Academic Success

Goal 2: By June 2027, student achievement on the state assessment in English II will increase at Approaches from 18% to 85%, Meets from 8% to 45%, and Masters from 0% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a consistent, rigorous Tier 1 instructional framework in English II that incorporates explicit modeling, guided practice, independent application, academic discourse, writing across texts, and frequent checks for understanding. Instruction will intentionally address STAAR-aligned reading and writing skills while providing appropriate scaffolds for Emergent Bilingual and special education students. **Strategy's Expected Result/Impact:** Students will demonstrate increased proficiency in comprehension, analysis, written response, academic vocabulary, and evidence-based reasoning through consistent implementation of rigorous English II Tier 1 instruction. Student performance will show increased progress toward Approaches, Meets, and Masters. **Staff Responsible for Monitoring:** Principal, English II EOC Prep Teachers, Curriculum and Instruction, Assessment & Accountability. **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Implement a structured English II EOC Prep course to provide ongoing intervention in reading comprehension, analysis, written response, academic vocabulary, and identified STAAR readiness standards. Instruction will be informed by STAAR, Eduphoria, classroom assessment, and Edgenuity data and will include teacher-led mini-lessons, small-group instruction, guided practice, and individualized re-teaching. Students will also participate in targeted English II STAAR Bootcamps prior to each Fall, Spring, and Summer EOC administration, with instructional groups and content determined by current student performance and identified TEKS gaps. **Strategy's Expected Result/Impact:** Students will receive individualized support through the English II EOC Prep course and targeted STAAR Bootcamps based on specific reading and writing skill gaps. Intervention will result in increased mastery of priority TEKS and improved student readiness for each STAAR administration. **Staff Responsible for Monitoring:** Principal, English II EOC Prep Teachers, Curriculum and Instruction, Assessment & Accountability. **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Implement recurring three-week and nine-week data cycles using Eduphoria, classroom assessments, Edgenuity progress, and other student-performance evidence to monitor individual student movement toward Approaches, Meets, and Masters. Data will be used to identify priority TEKS, determine EOC Prep and intervention groupings, plan STAAR Bootcamp instruction, and establish individualized instructional responses. Following each intervention cycle and EOC administration, campus leadership and teachers will evaluate student outcomes to determine the effectiveness of interventions and identify necessary adjustments. **Strategy's Expected Result/Impact:** Recurring analysis of Eduphoria, classroom assessment, Edgenuity, and intervention data will result in more responsive instructional decisions and targeted student support. Students will demonstrate measurable growth between assessment cycles and increased movement toward Approaches, Meets, and Masters. **Staff Responsible for Monitoring:** Principal, Teachers of English II, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Student achievement across EOC-tested subjects remains below campus expectations, with only 53% of students achieving Approaches, 9% achieving Meets, and 2% achieving Masters across all tested subjects. Reading represents the greatest area of concern at Approaches, with only 35% meeting that standard. **Root Cause**: Tier 1 rigor, intervention, and progress monitoring have not consistently addressed individual TEKS gaps.
Problem Statement 2: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology. **Root Cause**: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology.

Priority 1: Student Academic Success

Goal 3: By June 2027, student achievement on the state assessment in Algebra I will increase at Approaches from 48% to 85%, Meets from 5% to 45%, and Masters from 0% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement rigorous Algebra I instruction that balances conceptual understanding, procedural fluency, mathematical reasoning, and application. Teachers will incorporate explicit modeling, guided practice, productive struggle, academic discourse, multiple representations, and STAAR-aligned problem solving into daily instruction. **Strategy's Expected Result/Impact:** Students will strengthen conceptual understanding, procedural fluency, mathematical reasoning, and application of Algebra I concepts. Increased rigor and consistent opportunities for problem solving and productive struggle will result in improved mastery of Algebra I TEKS and increased performance at the Approaches, Meets, and Masters levels. **Staff Responsible for Monitoring:** Principal, Teachers of Algebra I, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Implement a structured Algebra I EOC Prep course as an ongoing intervention model addressing prerequisite skill deficits, priority Algebra I TEKS, mathematical reasoning, and STAAR problem-solving expectations. Teachers will use STAAR, Eduphoria, classroom assessment, and Edgenuity data to provide targeted small-group instruction, spiral review, guided practice, and personalized intervention. Students will also participate in Algebra I STAAR Bootcamps prior to the Fall, Spring, and Summer EOC administrations, with intensive instruction focused on individual TEKS gaps and movement toward Approaches, Meets, and Masters performance. **Strategy's Expected Result/Impact:** Students will receive targeted intervention addressing prerequisite skill deficits and specific Algebra I TEKS gaps through the scheduled EOC Prep course and STAAR Bootcamps. Students will demonstrate increased mastery of identified areas of need and improved readiness for the Fall, Spring, and Summer STAAR administrations. **Staff Responsible for Monitoring:** Principal, Teachers of Algebra I, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Implement recurring three-week and nine-week data cycles using Eduphoria, classroom assessments, Edgenuity progress, and other student-performance evidence to monitor individual student movement toward Approaches, Meets, and Masters. Data will be used to identify priority TEKS, determine EOC Prep and intervention groupings, plan STAAR Bootcamp instruction, and establish individualized instructional responses. Following each intervention cycle and EOC administration, campus leadership and teachers will evaluate student outcomes to determine the effectiveness of interventions and identify necessary adjustments. **Strategy's Expected Result/Impact:** Frequent analysis of student performance will allow teachers to identify misconceptions and skill gaps earlier, regroup students based on current needs, and adjust instruction and intervention accordingly. Students will demonstrate measurable growth across assessment cycles and increased movement from Did Not Meet toward Approaches, Meets, and Masters. **Staff Responsible for Monitoring:** Principal, Teachers of Algebra I, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Student achievement across EOC-tested subjects remains below campus expectations, with only 53% of students achieving Approaches, 9% achieving Meets, and 2% achieving Masters across all tested subjects. Reading represents the greatest area of concern at Approaches, with only 35% meeting that standard. **Root Cause**: Tier 1 rigor, intervention, and progress monitoring have not consistently addressed individual TEKS gaps.
Problem Statement 2: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology. **Root Cause**: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology.

Priority 1: Student Academic Success

Goal 4: By June 2027, student achievement on the state assessment in Biology will increase at Approaches from 60% to 85%, Meets from 7% to 45%, and Masters from 0% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide standards-aligned Biology instruction through inquiry, laboratory investigations, scientific modeling, simulations, academic discourse, and analysis of authentic scientific phenomena. Students will routinely explain scientific reasoning using evidence and apply content knowledge to unfamiliar contexts and STAAR-aligned question types. **Strategy's Expected Result/Impact:** Students will demonstrate increased understanding and application of Biology concepts through inquiry-based instruction, laboratory experiences, scientific reasoning, modeling, and academic discourse. Students will be better prepared to apply scientific knowledge to unfamiliar situations and rigorous STAAR-aligned tasks. **Staff Responsible for Monitoring:** Principal, Teachers of Biology, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide targeted Biology intervention within Tier 1 instruction and designated intervention opportunities using STAAR, Eduphoria, classroom assessment, and student-performance data to identify misconceptions and TEKS-level gaps. Intervention will include small-group re-teaching, spiral review, laboratory-based reinforcement, scientific modeling, academic vocabulary, and STAAR-aligned practice. Students will participate in targeted Biology STAAR Bootcamps prior to the Fall, Spring, and Summer EOC administrations, with intensive review based on individual student data, reporting categories, and priority TEKS. **Strategy's Expected Result/Impact:** Students will receive targeted support based on identified misconceptions, reporting categories, and TEKS-level gaps. Spiral review, small-group intervention, and STAAR Bootcamps will increase retention of previously taught content and improve student readiness for the Fall, Spring, and Summer STAAR administrations. **Staff Responsible for Monitoring:** Principal, Teachers of Biology, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Implement recurring three-week and nine-week data cycles using Eduphoria, classroom assessments, Edgenuity progress, and other student-performance evidence to monitor individual student movement toward Approaches, Meets, and Masters. Data will be used to identify priority TEKS, determine EOC Prep and intervention groupings, plan STAAR Bootcamp instruction, and establish individualized instructional responses. Following each intervention cycle and EOC administration, campus leadership and teachers will evaluate student outcomes to determine the effectiveness of interventions and identify necessary adjustments. **Strategy's Expected Result/Impact:** Teachers will use recurring performance data to identify misconceptions, determine intervention priorities, and adjust instruction before learning gaps become persistent. Students will demonstrate increased mastery of Biology TEKS and measurable movement toward Approaches, Meets, and Masters across assessment cycles. **Staff Responsible for Monitoring:** Principal, Teachers of Biology, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1, 2, 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: Student achievement across EOC-tested subjects remains below campus expectations, with only 53% of students achieving Approaches, 9% achieving Meets, and 2% achieving Masters across all tested subjects. Reading represents the greatest area of concern at Approaches, with only 35% meeting that standard. **Root Cause**: Tier 1 rigor, intervention, and progress monitoring have not consistently addressed individual TEKS gaps.
Problem Statement 2: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology. **Root Cause**: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology.
Problem Statement 4: Special populations, including English learners (18%) and special education students (7%), are not consistently closing gaps in achievement. **Root Cause**: Instructional supports for language acquisition and differentiation are inconsistent across classrooms. Teachers need sustained professional development in strategies to support special education and English learners within a blended learning environment.

Priority 1: Student Academic Success

Goal 5: By June 2027, student achievement on the state assessment in U.S. History will increase at Approaches from 61% to 85%, Meets from 13% to 45%, and Masters from 0% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide rigorous U.S. History instruction emphasizing analysis of primary and secondary sources, cause-and-effect relationships, chronology, historical context, comparison, argumentation, and evidence-based reasoning. Students will routinely engage with STAAR-aligned stimuli, including maps, political cartoons, graphs, photographs, excerpts, and other historical sources. **Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of U.S. History content and historical thinking skills, including analysis of primary and secondary sources, cause and effect, historical context, academic vocabulary, and evidence-based reasoning. Students will demonstrate increased success with rigorous, stimulus-based STAAR items. **Staff Responsible for Monitoring:** Principal, Teacher of U.S. History, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide targeted U.S. History intervention within Tier 1 instruction and designated intervention opportunities using STAAR, Eduphoria, classroom assessment, and student-performance data to identify gaps by student, era, reporting category, and TEKS. Intervention will include small-group re-teaching, spiral review, primary-source analysis, academic vocabulary, and stimulus-based STAAR practice. Students will participate in targeted U.S. History STAAR Bootcamps prior to the Fall, Spring, and Summer EOC administrations, with intensive review differentiated according to individual student needs and current performance levels. **Strategy's Expected Result/Impact:** Students will receive targeted intervention based on identified gaps by TEKS, historical era, reporting category, and individual performance. Spiral review and STAAR Bootcamps will strengthen retention, address unfinished learning, and increase student readiness for the Fall, Spring, and Summer STAAR administrations. **Staff Responsible for Monitoring:** Principal, Teachers of U.S. History, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Demographics 2, 4 - Student Learning 1, 6 - School Processes & Programs 6, 7 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Implement recurring three-week and nine-week data cycles using Eduphoria, classroom assessments, Edgenuity progress, and other student-performance evidence to monitor individual student movement toward Approaches, Meets, and Masters. Data will be used to identify priority TEKS, determine EOC Prep and intervention groupings, plan STAAR Bootcamp instruction, and establish individualized instructional responses. Following each intervention cycle and EOC administration, campus leadership and teachers will evaluate student outcomes to determine the effectiveness of interventions and identify necessary adjustments. **Strategy's Expected Result/Impact:** Recurring data analysis will enable teachers to identify students and standards requiring additional support and make timely adjustments to instruction, intervention, and Bootcamp planning. Students will demonstrate measurable growth across assessment cycles and increased movement toward Approaches, Meets, and Masters. **Staff Responsible for Monitoring:** Principal, Teachers of U.S. History, Curriculum & Instruction, Assessment & Accountability **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Demographics
Problem Statement 2: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.
Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.
Student Learning
Problem Statement 1: Student achievement across EOC-tested subjects remains below campus expectations, with only 53% of students achieving Approaches, 9% achieving Meets, and 2% achieving Masters across all tested subjects. Reading represents the greatest area of concern at Approaches, with only 35% meeting that standard. **Root Cause**: Tier 1 rigor, intervention, and progress monitoring have not consistently addressed individual TEKS gaps.
Problem Statement 6: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

School Processes & Programs

Problem Statement 6: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

Problem Statement 7: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Perceptions

Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Priority 2: Students, Families, and Community

Goal 1: By June 2027, the percentage of students graduating will increase from 87% to 90%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement an individual Graduation Readiness Dashboard for every student that monitors credits, EOC status, attendance, CCMR attainment, FAFSA/TAFSA completion when applicable, and documented postsecondary plans. Student progress will be reviewed at least every three weeks, with targeted intervention for students who are off track. **Strategy's Expected Result/Impact:** Early identification of at-risk students leads to timely intervention and increased graduation rate. **Staff Responsible for Monitoring:** Principal, Counselors, Teachers, Campus/Family Liaison, Senior Sponsor **Problem Statements:** Demographics 3, 4 - Student Learning 3 - School Processes & Programs 4, 7 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide individualized pathways--including flexible scheduling, accelerated credit attainment, Edgenuity, Virtual School Academy opportunities, credit recovery, Individual Graduation Committees when applicable, and other appropriate supports to address barriers preventing students from completing graduation requirements. **Strategy's Expected Result/Impact:** Families are informed partners in student success, which increases accountability and student graduation. **Staff Responsible for Monitoring:** Principal, Counselors, Family Engagement Liaison, Teachers, Senior Sponsor **Problem Statements:** Demographics 1, 2 - Student Learning 5, 6 - School Processes & Programs 5, 6 - Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Implement a campus-wide student recognition and incentive system that celebrates progress toward key student-success indicators, including attendance, academic progress, credit attainment, graduation readiness, CCMR completion, TSIA2 participation/achievement, and positive student engagement. Incentives will recognize both achievement and measurable growth, allowing students at different starting points to experience success. Recognition opportunities will occur throughout the year and may include individual, grade-level, advisory, and campus-wide incentives. **Strategy's Expected Result/Impact:** Students will demonstrate increased motivation, engagement, attendance, and ownership of their academic and postsecondary goals. Recognizing both progress and achievement is expected to reinforce positive behaviors, increase completion of graduation and CCMR milestones, improve attendance, and strengthen students' connection to the PACE community. **Staff Responsible for Monitoring:** Principal, Counselor, Teacher Leader, CCMR Coordinator **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 1: PACE continues to experience significant attendance challenges. TEA data report an attendance rate of 76.5% and chronic absenteeism of 77%, limiting students' consistent access to instruction, intervention, credit attainment, and graduation supports. **Root Cause**: Students frequently enter PACE with established patterns of absenteeism and disengagement, while previous campus systems have not consistently integrated early identification, family engagement, incentives, attendance recovery, and individualized intervention into one comprehensive attendance system.

Problem Statement 2: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

Problem Statement 3: Only 38% of PACE students received total credit for CCMR criteria. Additionally, only 11.5% earned an Industry-Based Certification, while 0% met the college-ready standard through SAT, ACT, or TSIA. **Root Cause**: Students have not consistently entered graduation planning with a clearly defined and monitored CCMR pathway aligned to CTE/IBC attainment or TSIA2 readiness.

Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Student Learning

Problem Statement 3: Opportunities for advanced coursework, dual credit, and broader CCMR indicators are minimal, limiting postsecondary readiness. **Root Cause**: As an alternative campus focused on credit recovery, PACE has limited access to AP, IB, or dual credit programming. Systemic barriers, such as scheduling, student readiness, and resource allocation, restrict participation in advanced learning pathways.

Problem Statement 5: PACE continues to experience significant attendance challenges. TEA data report an attendance rate of 76.5% and chronic absenteeism of 77%, limiting students' consistent access to instruction, intervention, credit attainment, and graduation supports. **Root Cause**: Students frequently enter PACE with established patterns of absenteeism and disengagement, while previous campus systems have not consistently integrated early identification, family engagement, incentives, attendance recovery, and individualized intervention into one comprehensive attendance system.

Problem Statement 6: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

School Processes & Programs

Problem Statement 4: Only 38% of PACE students received total credit for CCMR criteria. Additionally, only 11.5% earned an Industry-Based Certification, while 0% met the college-ready standard through SAT, ACT, or TSIA. **Root Cause**: Students have not consistently entered graduation planning with a clearly defined and monitored CCMR pathway aligned to CTE/IBC attainment or TSIA2 readiness.

School Processes & Programs

Problem Statement 5: PACE continues to experience significant attendance challenges. TEA data report an attendance rate of 76.5% and chronic absenteeism of 77%, limiting students' consistent access to instruction, intervention, credit attainment, and graduation supports. **Root Cause**: Students frequently enter PACE with established patterns of absenteeism and disengagement, while previous campus systems have not consistently integrated early identification, family engagement, incentives, attendance recovery, and individualized intervention into one comprehensive attendance system.

Problem Statement 6: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

Problem Statement 7: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Perceptions

Problem Statement 3: Attendance, dropout, and behavioral concerns indicate that a portion of students remain disconnected from school despite PACE's small and personalized learning environment **Root Cause**: Attendance, dropout, and behavioral concerns indicate that a portion of students remain disconnected from school despite PACE's small and personalized learning environment

Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Priority 2: Students, Families, and Community

Goal 2: By June 2027, the percentage of students meeting CCMR requirements will increase from 38% to 90%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Develop an individualized CCMR pathway for each student that identifies the student's most appropriate route to readiness, with emphasis on either meeting TSIA2 college-readiness benchmarks in both Mathematics and ELAR or earning an approved Industry-Based Certification aligned with a PACE CTE pathway. CCMR status will be incorporated into the student's Graduation Readiness Dashboard and reviewed at least every three weeks to identify students who are off track and initiate timely intervention. **Strategy's Expected Result/Impact:** Every student will have a clearly identified, monitored pathway toward CCMR attainment. Frequent progress monitoring and intervention will increase the percentage of students completing a CCMR indicator prior to graduation. **Staff Responsible for Monitoring:** Principal, CTE Teachers, Counselor, Gear Up Coordinators, Advisory Teachers **Problem Statements:** Demographics 3, 4 - School Processes & Programs 4, 7 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Strengthen access to and successful completion of Industry-Based Certifications aligned with PACE's CTE programs of study in Audio/Video Production, Early Learning, and Business Management. CTE teachers, the counselor, and campus leadership will monitor course sequence, certification eligibility, preparation, testing, and certification attainment to ensure students remain on track toward a viable CCMR indicator. **Strategy's Expected Result/Impact:** Students participating in PACE CTE pathways will have increased opportunities to earn industry-recognized credentials connected to their program of study, resulting in increased IBC attainment and overall CCMR performance. **Staff Responsible for Monitoring:** Principal, Counselors, CTE Teachers, Family Engagement Liaison, Senior Sponsor **Problem Statements:** Demographics 3, 4 - School Processes & Programs 4, 7 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics

Problem Statement 3: Only 38% of PACE students received total credit for CCMR criteria. Additionally, only 11.5% earned an Industry-Based Certification, while 0% met the college-ready standard through SAT, ACT, or TSIA. **Root Cause**: Students have not consistently entered graduation planning with a clearly defined and monitored CCMR pathway aligned to CTE/IBC attainment or TSIA2 readiness.

Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

School Processes & Programs

Problem Statement 4: Only 38% of PACE students received total credit for CCMR criteria. Additionally, only 11.5% earned an Industry-Based Certification, while 0% met the college-ready standard through SAT, ACT, or TSIA. **Root Cause**: Students have not consistently entered graduation planning with a clearly defined and monitored CCMR pathway aligned to CTE/IBC attainment or TSIA2 readiness.

Problem Statement 7: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Perceptions

Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Priority 2: Students, Families, and Community

Goal 3: By June 2027, PACE High School will increase the percentage of eligible students demonstrating college readiness by meeting TSIA2 benchmarks in both Mathematics and ELAR from 0% to 11%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Identify students whose CCMR pathway is TSIA2 and establish an individualized readiness plan based on diagnostic and academic performance data in both Mathematics and ELAR. Students will receive targeted preparation through College Prep Math, College Prep ELAR, Pathways to College, small-group tutorials, individualized practice, and other targeted instructional supports based on identified skill gaps. **Strategy's Expected Result/Impact:** Students will receive targeted preparation based on their individual Mathematics and ELAR readiness needs, resulting in increased mastery of college-readiness skills and an increased percentage of students meeting TSIA2 benchmarks in both content areas. **Staff Responsible for Monitoring:** Principal, Counselors, Teachers, Curriculum & Instruction, Assessment & Accountability, Gear Up Coordinators **Problem Statements:** Demographics 3 - School Processes & Programs 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Establish recurring TSIA2 preparation, testing, intervention, and retesting cycles throughout the school year. Student performance will be analyzed by Mathematics and ELAR domain to identify specific skill gaps, determine targeted intervention, and establish appropriate retesting timelines. Campus leadership and the counselor will monitor student progress through the Graduation Readiness Dashboard. **Strategy's Expected Result/Impact:** Students will have multiple intentional opportunities to prepare, test, receive targeted intervention, and retest rather than relying on a single testing opportunity. Increased progress monitoring will result in more students meeting college-readiness benchmarks in both Mathematics and ELAR before graduation. **Staff Responsible for Monitoring:** Principal, Counselors, Teachers, Family Engagement Liaison, Senior Sponsor **Problem Statements:** Demographics 3 - School Processes & Programs 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Prioritize Industry-Based Certification attainment as the primary CCMR pathway for PACE students by intentionally aligning each student's course enrollment, CTE program of study, certification preparation, and testing opportunities with the campus pathways in Audio/Video Production, Early Learning, and Business Management. **Strategy's Expected Result/Impact:** Students will enter graduation planning with a clearly defined and attainable CCMR pathway, with IBC attainment serving as the primary route to readiness. Intentional alignment between CTE coursework, certification preparation, testing, and TSIA2 opportunities will increase the percentage of PACE students earning a CCMR indicator before graduation. **Staff Responsible for Monitoring:** Principal, Counselor, CTE Teachers, CTE/CCMR Department **Problem Statements:** Demographics 3, 4 - School Processes & Programs 4, 7 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 3: Only 38% of PACE students received total credit for CCMR criteria. Additionally, only 11.5% earned an Industry-Based Certification, while 0% met the college-ready standard through SAT, ACT, or TSIA. **Root Cause**: Students have not consistently entered graduation planning with a clearly defined and monitored CCMR pathway aligned to CTE/IBC attainment or TSIA2 readiness.
Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.
School Processes & Programs
Problem Statement 4: Only 38% of PACE students received total credit for CCMR criteria. Additionally, only 11.5% earned an Industry-Based Certification, while 0% met the college-ready standard through SAT, ACT, or TSIA. **Root Cause**: Students have not consistently entered graduation planning with a clearly defined and monitored CCMR pathway aligned to CTE/IBC attainment or TSIA2 readiness.
Problem Statement 7: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.
Perceptions
Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Priority 2: Students, Families, and Community

Goal 4: By June 2027, ADA will increase from an average of 81 % to 90%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: PACE High School will increase Average Daily Attendance through a comprehensive attendance system focused on prevention, early intervention, student accountability, family engagement, and individualized support. **Strategy's Expected Result/Impact:** Improved attendance increases student engagement, credit completion, and overall academic performance, contributing to higher graduation and accountability outcomes. **Staff Responsible for Monitoring:** Principal, Counselors, Teachers, Attendance Clerk, Family Engagement Liaison, Student Services **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Establish a Campus Attendance Committee that meets regularly to monitor campus and student-level attendance data, identify attendance trends and students at risk of chronic absenteeism, and coordinate tiered interventions. The committee will implement and monitor a comprehensive attendance improvement system that includes weekly data review, early identification, student and family conferences, attendance contracts, mentoring/check-ins, home visits when appropriate, attendance recovery, and student recognition and incentives. The committee will analyze the effectiveness of interventions and incentives and adjust campus attendance efforts based on student response and emerging trends. **Strategy's Expected Result/Impact:** Consistent monitoring and coordinated intervention will allow the campus to identify attendance concerns earlier and provide individualized support before patterns of absenteeism become chronic. Students will demonstrate increased ownership of attendance through goal setting, recognition, and incentives, resulting in improved ADA, decreased chronic absenteeism, fewer students with excessive absences, and increased instructional time. **Staff Responsible for Monitoring:** Principal, Counselor, Teacher Leader, Teacher's Aide, Attendance Clerk, Family Engagement Liaison, Student Services **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Demographics

Problem Statement 1: PACE continues to experience significant attendance challenges. TEA data report an attendance rate of 76.5% and chronic absenteeism of 77%, limiting students' consistent access to instruction, intervention, credit attainment, and graduation supports. **Root Cause**: Students frequently enter PACE with established patterns of absenteeism and disengagement, while previous campus systems have not consistently integrated early identification, family engagement, incentives, attendance recovery, and individualized intervention into one comprehensive attendance system.

Student Learning

Problem Statement 5: PACE continues to experience significant attendance challenges. TEA data report an attendance rate of 76.5% and chronic absenteeism of 77%, limiting students' consistent access to instruction, intervention, credit attainment, and graduation supports. **Root Cause**: Students frequently enter PACE with established patterns of absenteeism and disengagement, while previous campus systems have not consistently integrated early identification, family engagement, incentives, attendance recovery, and individualized intervention into one comprehensive attendance system.

School Processes & Programs

Problem Statement 5: PACE continues to experience significant attendance challenges. TEA data report an attendance rate of 76.5% and chronic absenteeism of 77%, limiting students' consistent access to instruction, intervention, credit attainment, and graduation supports. **Root Cause**: Students frequently enter PACE with established patterns of absenteeism and disengagement, while previous campus systems have not consistently integrated early identification, family engagement, incentives, attendance recovery, and individualized intervention into one comprehensive attendance system.

Priority 3: Personnel and Professional Development

Goal 1: By June 2027, the number of teachers meeting "accomplished" or higher on T-TESS domain 2 will increase from 50% to 75%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a structured, job-embedded instructional coaching and teacher support system that provides differentiated support based on teacher experience, walkthrough and T-TESS data, student performance, and identified campus instructional priorities, with intentional emphasis on early-career teachers. In the absence of an assistant principal, instructional coach, or interventionist, PACE will leverage the Teacher Leader, campus administration, peer-to-peer collaboration, district Teaching & Learning personnel, and external instructional partners to provide coaching, modeling, collaborative planning, professional learning, and follow-up support. Coaching cycles will focus on rigorous Tier 1 instruction, STAAR/EOC alignment, differentiation, student engagement, academic discourse, checks for understanding, language supports, and the effective use of Eduphoria and other student-performance data to make instructional decisions. Walkthroughs and student outcome data will be used to monitor implementation and determine subsequent coaching needs.				
Strategy's Expected Result/Impact: Teachers will demonstrate increased instructional capacity and more consistent implementation of PACE's instructional expectations, resulting in improved T-TESS performance, student engagement, Tier 1 instructional quality, and student achievement. Early-career teachers will receive sustained, individualized support, while all teachers will have access to coaching responsive to demonstrated needs. Evidence from walkthroughs, coaching cycles, Eduphoria assessments, and student performance will demonstrate whether professional learning is transferring into classroom practice and contributing to campus improvement goals.				
Staff Responsible for Monitoring: Principal, Curriculum & Instruction, Professional Development Department				
Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Use Eduphoria assessment data, STAAR results, T-TESS and walkthrough trends, student engagement data, EB/SPED performance, and campus improvement progress to determine professional learning and collaborative planning priorities. Teachers will participate in targeted learning, PLC/data conversations, peer-to-peer learning, and district or external professional development based on identified campus and individual needs. Follow-up monitoring will determine whether professional learning is being transferred into classroom practice.				
Strategy's Expected Result/Impact: Professional learning will be directly connected to identified campus needs and result in observable changes in instructional practice. Teachers will demonstrate increased capacity to analyze data, respond to student needs, and implement strategies that contribute to improved student outcomes and campus accountability performance.				
Staff Responsible for Monitoring: Principal, Teacher Leader, ESL Specialist, SPED Transition Specialist, District C&I Department, CTE/CCMR Department				
Problem Statements: Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 4: Special populations, including English learners (18%) and special education students (7%), are not consistently closing gaps in achievement. **Root Cause**: Instructional supports for language acquisition and differentiation are inconsistent across classrooms. Teachers need sustained professional development in strategies to support special education and English learners within a blended learning environment.
School Processes & Programs
Problem Statement 1: PACE High School has the capacity to serve at least 120 students; however, current enrollment (93) falls short of this potential, limiting impact and efficient use of resources. **Root Cause**: Limited community awareness of PACE's programs, insufficient marketing, and possible barriers within the application process restrict recruitment. Engagement with local stakeholders has not been fully leveraged to promote the school's unique offerings.

Priority 3: Personnel and Professional Development

Goal 2: The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a comprehensive retention plan including mentorship, recognition programs, and wellness initiatives. **Strategy's Expected Result/Impact:** Increased teacher satisfaction and retention of certified teachers. **Staff Responsible for Monitoring:** Principal, Human Resources, Curriculum & Instruction **Problem Statements:** Perceptions 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 5: Staff retention rates indicate a need to improve efforts to retain high-quality employees and strengthen staff stability. **Root Cause**: The campus lacks a consistent, comprehensive system for supporting and retaining staff through mentorship, meaningful recognition, and employee wellness initiatives.

Priority 3: Personnel and Professional Development

Goal 3: By June 2027, the percentage of PACE staff demonstrating proficiency in understanding the Texas A-F Accountability System and their individual contribution to campus accountability outcomes will increase from 25% to 100%, as measured by campus accountability learning checks and staff application activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide ongoing professional learning to ensure every PACE teacher understands the Texas A-F Accountability System, PACE's current accountability data, campus improvement targets, and how individual roles and instructional decisions contribute to the campus goal of earning an A rating. Staff will examine campus data and connect their responsibilities to key accountability outcomes, including STAAR performance and growth, graduation, CCMR, English language proficiency, attendance/engagement, and other applicable accountability measures. Accountability updates will be revisited throughout the year so staff can monitor progress and identify actions within their sphere of influence. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased understanding of campus accountability measures and be able to articulate how their individual roles contribute to campus outcomes. Increased accountability literacy and collective ownership will result in stronger alignment between classroom practices, student supports, campus improvement strategies, and the measurable outcomes necessary to improve PACE's accountability performance. **Staff Responsible for Monitoring:** Principal, Teacher Leader, Counselor, Assessment & Accountability Department, CTE/CCMR Department, PEIMS **Problem Statements:** Demographics 4 - School Processes & Programs 7 - Perceptions 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.
School Processes & Programs
Problem Statement 7: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Perceptions
Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: By June 2027, PACE High School will strategically align federal, state, local, and campus resources with identified student needs and CIP priorities, with quarterly monitoring of implementation and impact.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Prioritize expenditures supporting EOC intervention/Bootcamps, attendance, graduation, CCMR, specialized programs, instructional resources, professional learning, and identified student needs. **Strategy's Expected Result/Impact:** Campus resources will be concentrated on the highest-priority needs identified through the CNA and directly support measurable CIP outcomes. **Staff Responsible for Monitoring:** Principal, Principal Secretary **Problem Statements:** Demographics 4 - School Processes & Programs 7 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.
School Processes & Programs
Problem Statement 7: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.
Perceptions
Problem Statement 4: Staff understanding of how individual roles and daily practices contribute to PACE's overall accountability outcomes is inconsistent. **Root Cause**: Accountability data and individual role connections have not been consistently embedded into campus professional learning and improvement conversations.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: By June 2027, PACE High School will increase instructional capacity and improve student outcomes in Algebra I and English I by strategically allocating fiscal resources to strengthen teacher support systems, expand intervention capacity, and enhance instructional quality.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Utilize federal, state, and local funds to provide targeted instructional support and intervention structures that directly impact Algebra I and English I performance. **Strategy's Expected Result/Impact:** Increased instructional capacity and teacher confidence in Algebra I and English I content areas Observable improvement in student engagement, formative assessment performance, and EOC results Improved alignment between instruction and state assessment rigor Enhanced teacher retention and performance through ongoing, embedded support Establishment of sustainable structures for instructional leadership and intervention, even in the absence of an AP or on-site coach **Staff Responsible for Monitoring:** Principal, Curriculum & Instruction, Teacher Leaders **Problem Statements:** Student Learning 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Student achievement across EOC-tested subjects remains below campus expectations, with only 53% of students achieving Approaches, 9% achieving Meets, and 2% achieving Masters across all tested subjects. Reading represents the greatest area of concern at Approaches, with only 35% meeting that standard. **Root Cause**: Tier 1 rigor, intervention, and progress monitoring have not consistently addressed individual TEKS gaps.
Problem Statement 2: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology. **Root Cause**: Few PACE students demonstrate advanced mastery of grade-level standards. Across all EOC subjects, only 9% achieved Meets and 2% achieved Masters, including 0% Masters in English I, English II, and Biology.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement stronger fiscal oversight and reporting procedures to improve FIRST rating. **Strategy's Expected Result/Impact:** Improved fiscal practices raise FIRST accountability rating. **Staff Responsible for Monitoring:** Superintendent, Chief Financial Officer, Finance Department **Problem Statements:** School Processes & Programs 9				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 9: Payroll expenditures currently account for 85.36% of district expenditures, exceeding the district's target of 80.36%. **Root Cause**: Staffing allocations and personnel expenditures are not consistently aligned with enrollment, program needs, and available financial resources.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 4: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Align staffing patterns with enrollment trends to reduce payroll costs. **Strategy's Expected Result/Impact:** Payroll expenditures reduced while maintaining instructional quality. **Staff Responsible for Monitoring:** Superintendent, Chief Financial Officer, Human Resources **Problem Statements:** School Processes & Programs 9				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

School Processes & Programs
Problem Statement 9: Payroll expenditures currently account for 85.36% of district expenditures, exceeding the district's target of 80.36%. **Root Cause**: Staffing allocations and personnel expenditures are not consistently aligned with enrollment, program needs, and available financial resources.

Priority 5: Safe, Healthy & Drug-Free Learning Environment

Goal 1: By June 2027, PACE High School will reduce incidents involving student vaping, possession/use of prohibited substances, and students arriving on campus under the influence through a comprehensive prevention, detection, intervention, and student-support system that promotes a safe, healthy, and drug-free learning environment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a comprehensive substance-use prevention and education program in partnership with Youth 180 and other appropriate district/community resources. Provide developmentally appropriate student education addressing vaping, THC and other substances, decision-making, health and academic consequences, refusal skills, and available supports. Incorporate family education and staff professional learning to strengthen early identification and intervention. **Strategy's Expected Result/Impact:** Students, staff, and families will demonstrate increased awareness of the risks and consequences associated with vaping and substance use, as well as increased knowledge of available prevention and intervention resources. Increased awareness and early intervention are expected to contribute to a reduction in repeat substance-related incidents and increased student access to appropriate supports. **Staff Responsible for Monitoring:** Principal, Counselor, Advisory Committee, Director of Student Services **Problem Statements:** Demographics 2 - Student Learning 6 - School Processes & Programs 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Strengthen campus prevention and detection systems by installing vape detection technology in student restrooms and other identified high-risk areas where legally and operationally appropriate, reviewing supervision patterns, analyzing incident locations and times, and establishing consistent staff response protocols. Detection systems will supplement existing campus safety measures, including metal detectors, which may not reliably identify vaping devices. **Strategy's Expected Result/Impact:** The campus will increase its ability to identify and respond to vaping activity in areas where traditional safety measures have limited effectiveness. Data from incidents and detection systems will be used to identify patterns, strengthen supervision, and implement targeted preventive actions, with the long-term expectation of reducing vaping on campus. **Staff Responsible for Monitoring:** Principal, Counselor, Advisory Committee, Director of Student Services **Problem Statements:** Demographics 5 - School Processes & Programs 8				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Establish a tiered intervention process for students involved in vaping, substance possession/use, or suspected impairment at school. Responses will include appropriate safety assessment and district procedures, student and family conferences, counseling/referral, substance-use education, individualized intervention plans, community-based supports, and progress monitoring, while maintaining required disciplinary procedures. **Strategy's Expected Result/Impact:** Students demonstrating substance-use concerns will be identified earlier and connected to appropriate interventions and support rather than relying solely on disciplinary consequences. The campus expects to reduce repeat incidents, minimize lost instructional time, strengthen student engagement, and support students in remaining on track academically and toward graduation **Staff Responsible for Monitoring:** Principal, Counselor, Community Partners, Advisory Committee, Director of Student Services **Problem Statements:** Demographics 5 - School Processes & Programs 8				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 2: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

Problem Statement 5: Campus observations and discipline concerns indicate that student vaping and students arriving at school under the influence of substances are negatively affecting student engagement, instructional time, attendance, behavior, and the overall learning environment. **Root Cause**: Existing detection and response systems do not sufficiently address vaping and substance use, and the campus needs a coordinated prevention, detection, intervention, education, and student-support system.

Student Learning

Problem Statement 6: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

School Processes & Programs

Problem Statement 6: PACE students experience elevated rates of dropout and delayed graduation. The 2024-25 annual dropout rate was 28.6%, compared with 2.3% districtwide. The Class of 2025 four-year graduation rate was 45.8%, while 20.3% of students continued in high school beyond the traditional four-year timeline. **Root Cause**: Many students enter PACE behind in credits, with outstanding EOC requirements, attendance concerns, or interrupted educational experiences, and student progress has not consistently been monitored through an integrated graduation-readiness system.

School Processes & Programs

Problem Statement 8: Campus observations and discipline concerns indicate that student vaping and students arriving at school under the influence of substances are negatively affecting student engagement, instructional time, attendance, behavior, and the overall learning environment. **Root Cause**: Existing detection and response systems do not sufficiently address vaping and substance use, and the campus needs a coordinated prevention, detection, intervention, education, and student-support system.