



District Improvement Plan

2018–2019

Our Mission:

In partnership with the community, Pearland ISD shall *prepare* students to *perform* at their highest potential and *produce* global citizens of tomorrow.

Texas Education Agency (TEA) Every Student Succeeds Act (ESSA) Strategic Priorities and Enablers

Strategic Priorities

- Priority 1 Recruit, support, and retain teachers and principals
- Priority 2 Build a strong foundation of reading and math
- Priority 3 Connect high school to career and college
- Priority 4 Improve low-performing schools

Enablers

- Enabler 1 Increase transparency, fairness, and rigor in district and campus academic and financial performance
- Enabler 2 Ensure compliance, effectively implement legislation, and inform policy makers
- Enabler 3 Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

State Board of Education Mission, Objectives, and Goals

The State Board of Education's (SBOE) mission is to ensure the highest level of educator preparation to promote student achievement and to ensure the safety and welfare of Texas school children.

- Objective 1 Parents will be full partners with educators in the education of their children.
- Objective 2 Students will be encouraged and challenged to meet their full educational potential.
- Objective 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- Objective 4 A well-balanced and appropriate curriculum will be provided to all students.
- Objective 5 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective 6 Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective 7 Texas students will demonstrate exemplary performance in comparison to national and international standards.
- Objective 8 School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective 9 Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective 10 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, and staff development and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

- Goal 1 The reading and writing of the English language
- Goal 2 The understanding of mathematics
- Goal 3 The understanding of science
- Goal 4 The understanding of social studies

Education Code 4.001, 4.002

Pearland ISD Performance Goals (Set and Approved by the Board of Trustees, 2010)

Goal 1 Make academic achievement and student performance its priority

Performance Objectives

- Objective 1 90% or more of all students taking the STAAR reading tests will meet the recommended passing standard, and 40% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.
- Objective 2 All student groups taking STAAR English Language Arts (ELA) tests will achieve 90% or better meeting the recommended passing standard and 25% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.
- Objective 3 85% of all student groups taking the STAAR writing tests will meet the recommended passing standard and 25% or better of all student groups will earn Masters Grade Level.
- Objective 4 All student groups taking the STAAR math tests will achieve 90% or better meeting the recommended passing standard and 25% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.
- Objective 5 All student groups taking the STAAR science tests will achieve 90% or better meeting the recommended passing standard and 25% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.
- Objective 6 All student groups taking the STAAR social studies tests will achieve 90% or better meeting the recommended passing standard and 25% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.
- Objective 7 Student attendance will maintain or exceed 96.8% attendance rate.
- Objective 8 The district dropout rate will maintain 99% completion rate or better.
- Objective 9 The district will meet or exceed the state averages for SAT/ACT testing and will produce annual improvements in scores with a participation rate of at least 64%.
- Objective 10 The district will address identified needs in the Gifted/Talented (G/T) program.
- Objective 11 The district will address identified needs in the Bilingual/English as a Second Language (ESL) program.
- Objective 12 The district will address identified needs in the Career and Technical Education (CTE) program.
- Objective 13 The district will address identified needs in the Special Education (SpEd) program.
- Objective 14 The district will provide services for students eligible under Section 404.
- Objective 15 The district will implement the District Technology Plan.
- Objective 16 The district will continue and International Baccalaureate Primary Years Programme at Massey Ranch Elementary.
- Objective 17 The district will ensure that Title I School-Wide and Targeted Assistance planning includes mandatory ESSA components.

Pearland ISD Performance Goals (continued)

Goal 2 **Recruit and retain high quality personnel reflective of and responsive to the district’s diverse community.**

Performance Objective

Objective 1 Recruit, attract, and retain highly qualified staff.

Goal 3 **Maintain a safe, disciplined environment conducive to learning (GRIT).**

Performance Objective

Objective 1 Develop plans and train employees to respond to emergency situations.

Objective 2 Provide alternative placement for students whose behavior prohibits them from functioning in the traditional school setting.

Objective 3 Reduce alcohol, drug, and tobacco-related incidents in the district.

Objective 4 Train designated personnel in appropriate restraint techniques and positive behavioral support.

Objective 5 Address and implement methods of increasing parent awareness of issues regarding the sexual abuse of children according to the District’s Sexual Abuse Policy.

Objective 6 Address and implement student health initiatives.

Objective 7 Address and implement the GRIT Initiative and RISE mentoring programs.

Goal 4 **Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance.**

Performance Objective

Objective 1 Base all resource allocations upon a thorough analysis of student performance data on an annual basis.

Goal 5 **Actively promote a sense of community and shared direction.**

Performance Objective

Objective 1 Increase parent and community involvement by 5% by increasing attendance at functions calling for their participation.

Pearland ISD Superintendent “World-Class” Goals (WCG)

The following goals must be undergirded by adequate school funding and an outstanding stewardship of the district’s finances:

WCG 1. An outstanding District Culture with extremely high academic expectations and results fostered by an emphasis on “grit” and on developing “well-rounded” students.

- Correlated Board goal: Make academic achievement and student performance its priority.
- a. Continue to maintain Pre-AP, AP, SAT, ACT, Dual Credit enrollments, and the high scores on those exams and on STAAR/EOC.
 - b. Continue to increase career certifications and “soft skills” proficiencies in graduates.
 - c. Incorporate innovative 21st Century methods to engage students.
 - d. Help identify and develop the unique gifts/talents of children of all levels/demographics.
 - e. Promote parental partnerships.
 - f. Ensure all student levels/sub-populations have the opportunity to excel.

WCG 2. Great Teachers, Great Principals, Great Staff, and Great Support for our Teachers

- Correlated Board goal: Recruit and retain high quality personnel reflective of and responsive to the district’s diverse community.
- a. With each leadership vacancy, hire the best available.
 - b. Add cost effective benefits/perks to attract/retain outstanding employees and to develop a positive district culture in which employees appreciate working for Pearland ISD.
 - c. *Ensure that hiring/retention practices provide role models for our diverse student body.*

WCG 3. Maintain a safe, secure, and disciplined environment fostering hard work, critical thinking, and difficult challenges.

- Correlated Board goal: Maintain a safe, disciplined environment conducive to learning.

Revised/Approved February 2018

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student’s race, religion, color, sex, or national origin.

42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001

District Education Improvement Committee

Dr. Nyla Watson, Chairperson

Teacher Representatives

Teacher

Tadassi Bookman
Jessica Tilimon
Katie Urban
Brittany Stewart
Lexie Charles
Lisa Rocha
Nikki Dawson
Natalie Brian
Amy Haynes
Melynda Wood
Jennifer Nguyen
Jennifer Paynic
Jennifer Garza
Leslie Ham
Gina Guzzetta
Georgette Arthur
Homie Rowe
Christina Mose
Jeanne Newsom
Rae Lynn Rowe
Daniel Nava
Debra Lindsay
Amy Bull

Campus

Carleston
Challenger
Cockrell
Harris
Lawhon
Magnolia
Massy Ranch
Rustic Oak
Shadycrest
Silvercrest
Silverlake
Alexander
Jamison
Rogers
Sablatura
Berry Miller
PJH East
PJH South
PJH West
PACE
DHS
PHS
THS

Business Members

Stephanie Moses

Non-Teaching Professionals

Karen Gilmore Massey Ranch
Amy Perez Lawhon
Donna Tate ESC

Community Members

Tina Grover, MD
Tom Reid, Mayor

Parent Members

Shelly Chiappetta
Karen Thames

Comprehensive Needs Assessment

Pearland Independent School District conducted a comprehensive needs assessment based on TAPR data, including STAAR performance, attendance rates, dropout rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were parental involvement records; safe and drug-free schools and community evaluation, Performance-Based Monitoring System (PBMAS), federal program guidelines, and district policies. In addition, for general education and for special programs, the data was disaggregated for all student groups served by the district, including categories of ethnicity, socioeconomic status, gender, and all populations served by special programs. Individual student's strengths and weaknesses were identified by disaggregating STAAR, TELPAS Test, and PBMAS data by grade level, subject area and objectives.

Presently the district is composed of nine Title I campuses. The Title I campuses and their percent of students who are economically disadvantaged are: Lawhon Elementary, 63.05%; Carlestone Elementary, 59.95%; Pearland Junior High South, 45.45%; Jamison Middle School, 45.21%; C.J. Harris Elementary, 43.32%; Magnolia Elementary, 40.59%; Pearland Junior High West 40.20%; Sablatura Middle School, 39.98%; and Cockrell Elementary, 35.73%.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program. Needs were identified in the six areas of decision-making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Focus, High Expectations, School Climate, and Parental Involvement).

District and campus improvement plans as well as campus accountability plans from the 2017-2018 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2018-2019 district and campus improvement plans include all identified priority needs.

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 1: 90% or more of all students taking the STAAR reading tests will meet the recommended passing standard and 40% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR EOC, STAAR Spanish, TELPAS reading, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.1.1 Disaggregate STAAR reading objectives for all students and focus on TEKS below 80% answered correctly.</p> <p>Grades 3-8:</p> <ul style="list-style-type: none"> • Understanding Across Genres • Understanding and Analysis of Literary Texts • Understanding and Analysis of Informational Texts 	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Testing -Director of Instructional Programs -Campus Administrators -Curriculum Specialists</p>	<p>-STAAR District Grade-Level Summary Reports -Curriculum Specialists -AWARE Analysis -Testing Data -Leveled Libraries -Campus Libraries -Title I, Part A Funds -Title II, Part A Funds -Local Funds</p>	<p>-Lesson Plans -District Benchmarks -Common Assessments</p>	<p>-Weekly (August 2018-May 2019) -Campus Schedule (Fall 2018, Spring 2018)</p>
<p>1.1.2 Provide intensive accelerated reading instruction for all 5th grade and 8th grade students failing STAAR through small group instruction and extended year learning opportunities.</p>	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Principals -Teachers -Extended Year Principal -Reading Specialists -Summer School Coordinator</p>	<p>-Title I, Part A Funds -Bridging to STAAR and Countdown Plans -READ 180 -Librarians</p>	<p>-Lesson Plans -District Benchmarks -AWARE data -Scholastic Achievement Management System (SAM)</p>	<p>-Weekly (August 2018-May 2019) -Campus Schedule (Fall 2018, Spring 2019) -January 2019 -Spring 2019 -Summer 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.1.3 Continue to implement reading tutorials and interventions K-11 at all campuses with identified at-risk students.</p>	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Reading Specialists -Campus Administrators</p>	<p>-SCE Funds -LLI/Rtl/READ 180 -Dyslexia Services -Title I, Part A Funds</p>	<p>-District Benchmarks -Common Assessments -DRA/GR Levels -Reading Inventory -Edgenuity/My Path</p>	<p>-2018-2019 Campus Schedule</p>
<p>1.1.4 Rtl-Increase teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.</p>	<p>-Director of Instructional Programs -Campus Administrators -Curriculum Specialists -Rtl Coordinators -Campus Rtl Committee -Classroom Teachers</p>	<p>-Campus Rtl Resources -Progress Monitoring Forms -LLI/READ 180/Power Reading -Dyslexia Services -Title Programs</p>	<p>-DRA/GR Levels -Skyward Rtl Module</p>	<p>-Weekly (August 2018-May 2019)</p>
<p>1.1.5 Maintain K-8 Reading Instructional Program incorporating state STAAR assessment (Coaching, Curriculum Development, District Initiatives, Assessment, Staff Development, and Bridging to STAAR)</p>	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Reading Specialists -Campus Administrators</p>	<p>-Title II, Part A Funds Local funds -Title I, Part A Funds</p>	<p>-Lesson Plans -Walkthroughs -Literacy Courses -Sign-in Sheets -Pre/Post DRA/WAP/SRI (PHS) -Reading Inventory -Benchmark Data</p>	<p>-Weekly (August 2018-May 2019)</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.1.6 Implement strategies effective for meeting the needs of economically disadvantaged students</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Reading Specialists -Campus Administration -Campus Rtl Committee 	<ul style="list-style-type: none"> Title I, Part A Funds -LLI/Read 180/Power Reading -Dyslexia Services -Title Programs 	<ul style="list-style-type: none"> -Lesson Plans -Walkthroughs -Benchmark data -Rtl Progress Monitoring -Training Sign-In Sheets 	<ul style="list-style-type: none"> -Weekly (August 2018-May 2019)
<p>1.1.7 Align reading curriculum horizontally and vertically (i.e. Genre and Depth/Rigor of Instruction)</p>	<ul style="list-style-type: none"> -Reading Specialists -Curriculum Writing Teams -Consultants -Campus Lead Teachers 	<ul style="list-style-type: none"> -Title II, Part A Funds -District Personnel -Forethought -Curriculum Resources (Snapshots, Anchor Lessons, etc.) 	<ul style="list-style-type: none"> -Lesson Plans -Walkthroughs -Literacy Courses -Spotlight Trainer of Trainers 	<ul style="list-style-type: none"> -Weekly (June 2018-May 2019) -Staff Development Calendar
<p>1.1.8 Implement collaborative team planning and common assessments in reading to make first time learning more inclusive to meet the needs of all learners, use data to identify and improve student performance, and sustain changes in teacher practice.</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Reading Specialists -Campus Administration -Identified Lead Teachers -Teachers 	<ul style="list-style-type: none"> -Title II, Part A Funds -District Personnel -Curriculum Resources 	<ul style="list-style-type: none"> -Sign-In Sheets -Agendas -Lesson Plans -Walkthroughs -Aware Data -Team Meeting Notes -District Benchmarks -Common Assessments -DRA/GR Levels -Reading Inventory 	<ul style="list-style-type: none"> -Ongoing August 2018-June 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.1.9 Disaggregate PBMAS reading data for Bilingual/ESL/LEP students, CTE students, and Special Education students and implement intervention strategies based on identified weaknesses.</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Executive Director of Special Programs -Director of Instructional Programs -Director of CTE -Director of Bilingual Programs -Bilingual Coordinator -Reading Specialists -Campus Administration -Teachers 	<ul style="list-style-type: none"> -Title II Funds -Title III Funds -CTE State Funds -Idea Funds 	<ul style="list-style-type: none"> -Sign-In Sheets -Agendas -Aware Data 	<p>-September 2018-May 2019</p>

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 2: All student groups taking STAAR English Language Arts (ELA) tests will achieve 90% or better meeting the recommended passing standard and 25% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR EOC, TELPAS Writing, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.2.1 Disaggregate STAAR ELA objectives for all students.</p> <p>English I EOC & English II EOC:</p> <ul style="list-style-type: none"> • Understanding and Analysis Across Genres • Understanding and Analysis of Literary Texts • Understanding and Analysis of Informational Texts • Composition • Revision • Editing 	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Testing -Director of Instructional Programs -Curriculum Specialists -Campus Administrators -Teachers -Consultants 	<ul style="list-style-type: none"> -STAAR Reports -AWARE Analysis -District Personnel -Title II, Part A Funds -Local Funds -Testing Data Specialists 	<ul style="list-style-type: none"> -Benchmarks -STAAR -Lesson Plans -SRI -Edgenuity MyPath -Common Assessments 	<ul style="list-style-type: none"> -Campus Schedule (Fall 2018-Spring 2019) -Weekly (August 2018-May 2019)

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.2.2 Provide intensive accelerated reading and writing instructions for all 9th grade students failing STAAR through small group instruction and extended year learning opportunities</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Principals -Teachers -Extended Year Principal -Curriculum Specialists -Intervention Teachers 	<ul style="list-style-type: none"> -Title I, Part A Funds 	<ul style="list-style-type: none"> -Lesson Plans -AWARE Monitoring -Tutoring -Oiler/Eagle Hour Tutoring 	<ul style="list-style-type: none"> -Campus Schedule (Fall 2018-Spring 2019) -Weekly (August 2018-May 2019)
<p>1.2.3 Maintain 9-10 Reading/Writing Instructional Program incorporating STAAR (Coaching, Curriculum Development, District Initiatives, Assessment, and Staff Development).</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -ELA Curriculum Specialists -Campus Administrators -Consultant 	<ul style="list-style-type: none"> -Title II, Part A -Local Funds 	<ul style="list-style-type: none"> -Lesson Plans -Coaching -Walkthroughs -Training Sign-In Sheets 	<ul style="list-style-type: none"> -Fall 2018-Spring 2019 -Weekly (August 2018-May 2019)
<p>1.2.4 Implement strategies for meeting the needs of economically disadvantaged students.</p>	<ul style="list-style-type: none"> -Curriculum Specialists -Campus Administration -Teachers 	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Curriculum Specialists 	<ul style="list-style-type: none"> -Lesson Plans -Coaching -Walkthroughs -Monitoring -Training Sign-In Sheets -Rtl 	<ul style="list-style-type: none"> Fall 2018/Spring 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.2.5 Align ELA curriculum horizontally and vertically, including junior high feeder patterns (i.e. Genre and Depth/Rigor of Instruction).	-Reading Specialists -Curriculum Writing Teams -Consultants -Campus Lead Teachers	-Title II, Part A -District Personnel -Campus Administrators -Forethought -Curriculum Resources (Snapshots, Anchor Lessons, etc.)	-Lesson Plans -Walkthroughs -Team Meetings -Staff Development	-Weekly (June 2018-May 2019) -Staff Development Calendar
1.2.6 Provide online testing training for teachers who have students that will test online and create a plan for students to practice online.	-ELA Specialist -Campus Administrators	-STAAR Online Testing Platform	-Agendas -Sign-in Sheets -Team Meetings -Walkthroughs	-Fall Semester 2019
1.2.7 Provide training opportunities for practicing state scoring rubrics for STAAR and strategies for revisions and editing.	-ELA Specialist -Campus Administrators -Consultant	-District Personnel	-Sign-In Sheets -Team Meetings -Staff Development	-October 2018 -January 2019
1.2.8 Implement collaborative team planning and common assessments in reading/English to make first time learning more inclusive to meet the needs of all learners, use data to identify and improve student performance, and sustain changes in teacher practice.	-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -ELA Specialists -Campus Administration -Identified Lead Teachers -Teachers	-Title II, Part A Funds -District Personnel -Curriculum Resources	-Sign-In Sheets -Agendas -Lesson Plans -Walkthroughs -Aware Data -Team Meeting Notes -District Benchmarks -Common Assessments -DRA/GR Levels -Reading Inventory	-Ongoing August 2018-June 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.2.9 Disaggregate PBMAS reading/English data for Bilingual/ESL/LEP students, CTE students, and Special Education students and implement intervention strategies based on identified weaknesses.</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Executive Director of Special Programs -Director of Instructional Programs -Director of CTE -Director of Bilingual Programs -Bilingual Coordinator -ELA Specialists -Campus Administration -Teachers 	<ul style="list-style-type: none"> -Title II Funds -Title III Funds -CTE State Funds -Idea Funds 	<ul style="list-style-type: none"> -Sign-In Sheets -Agendas -Aware Data 	<p>-September 2018-May 2019</p>

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 3: 85% of all student groups taking the STAAR writing tests will meet the recommended passing standard and 25% or better of all student groups will earn Masters Grade Level.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR EOC, STAAR Spanish, TELPAS Writing, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.3.1 Disaggregate STAAR writing objectives for all students.</p> <p>Grades 4 & 7:</p> <ul style="list-style-type: none"> • Composition-Expository • Revision • Editing 	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Testing -Director of Instructional Programs -ELA Specialists -Campus Administrators</p>	<p>-STAAR Reports -AWARE Analysis -District Personnel -Campus Personnel -Title II, Part A Funds -Local Funds</p>	<p>-Benchmarks -STAAR Simulations -Aware Analysis -Lesson Plans</p>	<p>-Campus Schedule (Fall 2018-Spring 2019) -District Testing Calendar (Fall 2018-Spring 2019)</p>
<p>1.3.2 Maintain Writing Portfolio to include all genres required by TEKS</p>	<p>-ELA Specialists -Campus Administrators -Teachers</p>	<p>-Planning Maps -Forethought Key Lessons</p>	<p>-Rubrics -Composition Grades</p>	<p>-Every 4 Grading Periods (August 2018-May 2019)</p>
<p>1.3.3 Implement 4th grade writing initiative with campuses based on STAAR scores and provide training to increase utilization of best practices for student editing and revising of writing.</p>	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Testing -Director of Instructional Programs -ELA Specialists -Consultants</p>	<p>-4th Grade Writing Plan -Writing Prompting Guide -Conferencing Guide -Professional Texts/Lessons provided to Campuses</p>	<p>-Lesson Plans -Walkthroughs</p>	<p>-Weekly (August 2018-May 2019)</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.3.4 Continue staff development in Writer's Workshop.	-ELA Specialists	-Anchor Lessons Title II, Part A Funds -Literacy Course -STAAR Writing Camp -District Staff Development Days	-Lesson Plans -Walkthroughs	August 2018-May 2019
1.3.5 Provide writing tutorials as needed.	-Campus Administrators -Classroom Teachers -ELA Specialists	-SCE Funds -Countdown to STAAR Plans -Writing Prompting Guide -Conferencing Guide	-Benchmarks -Teacher Anecdotal Notes	-Campus Schedule, August 2018-May 2019
1.3.6 Implement collaborative team planning and common assessments in writing to make first time learning more inclusive to meet the needs of all learners, use data to identify and improve student performance, and sustain changes in teacher practice.	-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -ELA Specialists -Campus Administration -Identified Lead Teachers -Teachers	-Title II, Part A Funds -District Personnel -Curriculum Resources	-Sign-In Sheets -Agendas -Lesson Plans -Walkthroughs -Aware Data -Team Meeting Notes -District Benchmarks -Common Assessments -DRA/GR Levels -Reading Inventory	-Ongoing August 2018-June 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.3.7 Disaggregate PBMAS writing data for Bilingual/ESL/LEP students, CTE students, and Special Education students and implement intervention strategies based on identified weaknesses.</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Executive Director of Special Programs -Director of Instructional Programs -Director of CTE -Director of Bilingual Programs -Bilingual Coordinator -ELA Specialists -Campus Administration -Teachers 	<ul style="list-style-type: none"> -Title II Funds -Title III Funds -CTE State Funds -Idea Funds 	<ul style="list-style-type: none"> -Sign-In Sheets -Agendas -Aware Data 	<p>-September 2018-May 2019</p>

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 4: All student groups taking the STAAR math tests will achieve 90% or better meeting the recommended passing standard and 25% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR EOC, STAAR Spanish, TELPAS Writing, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.4.1 Disaggregate STAAR math objectives for all students and identify weaknesses below 80% answered correctly.</p> <p>Grades 3-8:</p> <ul style="list-style-type: none"> • Numerical Representations and Relationships • Computations and Algebraic Relationships • Geometry and Measurement • Data Analysis and Personal Financial Literacy <p>Algebra I EOC:</p> <ul style="list-style-type: none"> • Number and Algebraic Methods • Describing and Graphing Linear Functions, Equations, and Inequalities • Writing and Solving Linear Functions, Equations, and Inequalities • Quadratic Functions and Equations • Exponential Functions and Equations 	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Math Specialists -Testing Specialists</p>	<p>-STAAR Reports -AWARE Analysis -Campus Personnel -Title II, Part A Funds</p>	<p>-Benchmarks -Lesson Plans -Walkthroughs -Campus Team Meetings</p>	<p>-District Testing Calendar (Fall 2018-Spring 2019): week following receipt of test results</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.4.2 Administer the baseline screener and assessment in kindergarten according to district math plan	-Campus Administrators -Kindergarten Teachers	-Recording Sheets -Baseline Screener and Assessment -Elementary Math Specialist	-Completed Recording Sheets	-First Nine Weeks of 2018-2019 School Year -End of 2018-2019 School Year
1.4.3 Provide appropriate staff development in mathematics, integrating strategies introduced through District training.	-Math Specialists -Campus Administrators	-Consultants -Math Specialists -Title II, Part A Funds -District Personnel -IMA/Textbook Resources	-Agendas -Sign-in Sheets -Lesson Plans -Walkthroughs	-Scheduled Trainings, August 2018-May 2019
1.4.4 Provide mathematics curricula, assessments, and instructional support to all teachers	-Math Specialists -Campus Administrators -Grade level/Course Teams -Department Chairs	-Staff Development -District Personnel -Forethought	-Walkthroughs -Agendas -Modeling & Coaching -Aware Analysis -Grades 1-2 Analysis Sheets -Forethought	-Weekly/Monthly as Scheduled August 2018-2019
1.4.5 Provide mathematics tutorials for grades 3-12 for struggling students including those identifies as at-risk.	-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Campus Administrators -Teachers -Math Specialists	-SCE Funds	-Sign-In Sheets -Student Rosters -Aware Analysis	-Weekly August 2018-May 2019
1.4.6 Provide intensive small group math instructions through extended year programs	-Math Specialists -Campus Administrators	-Title I, Part A Funds -Tuition	- Rosters - Sign-in Sheets -Scope & Sequence -Attendance	-June 2018-July 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.4.7 Implement current K-12 Scope & Sequence for math curricula	-Math Specialists -Campus Administrators	-Articulation Plan -Title II, Part A Funds -Forethought -Scope & Sequence	-Walkthroughs -Lesson Plans -Assessment Results	-Weekly August 2018- May 2019 -End of 4 grading periods
1.4.8 Implement review of TEKS-based course material	-Math Specialists -Campus Administrators -Teachers	-2 nd through 9 th Grade Spiraled Reviews	-Benchmarks	-Weekly August 2018- 2019
1.4.9 Implement Response to Intervention process for students identified as At-Risk	-Math Specialists -Campus Administrators -Department Chairs -Teachers	-District RtI Documents -SMI -FASST Math -Fraction Nation -HSP Strategic Intervention -Think Through Math	-Benchmarks -Classroom Assessments	-Ongoing August 2018- May 2019
1.4.10 Implement collaborative team planning and common assessments in math to make first time learning more inclusive to meet the needs of all learners, use data to identify and improve student performance, and sustain changes in teacher practice.	-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Math Specialists -Campus Administration -Identified Lead Teachers -Teachers	-Title II, Part A Funds -District Personnel -Curriculum Resources	-Sign-In Sheets -Agendas -Lesson Plans -Walkthroughs -Aware Data -Team Meeting Notes -District Benchmarks -Common Assessments -DRA/GR Levels -Reading Inventory	-Ongoing August 2018- June 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.4.11 Disaggregate PBMAS math data for Bilingual/ESL/LEP students, CTE students, and Special Education students and implement intervention strategies based on identified weaknesses.	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Executive Director of Special Programs -Director of Instructional Programs -Director of CTE -Director of Bilingual Programs -Bilingual Coordinator -Math Specialists -Campus Administration -Teachers 	<ul style="list-style-type: none"> -Title II Funds -Title III Funds -CTE State Funds -Idea Funds 	<ul style="list-style-type: none"> -Sign-In Sheets -Agendas -Aware Data 	-September 2018-May 2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 5: All student groups taking the STAAR Science tests will achieve 90% or better meeting the recommended passing standard and 25% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR EOC, STAAR Spanish, TELPAS Writing, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.5.1 Disaggregate STAAR science objectives for all students and identify weaknesses below 80% answered correctly.</p> <p>Grades 5 and 8:</p> <ul style="list-style-type: none"> • Matter and Energy • Force, Motion, and Energy • Earth and Space • Organisms and Environments • Scientific Investigation and Reasoning Skills <p>Biology:</p> <ul style="list-style-type: none"> • Cell Structure and Function • Mechanisms of Genetics • Biodiversity and Classification • Biological Processes and Systems • Interdependence within Environmental Systems • Scientific Process Skills 	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Campus Administrators -Science Specialists -Testing Specialists</p>	<p>-STAAR Reports -AWARE Analysis -Principals -Teachers -Libraries -Title II, Part A Funds</p>	<p>-Benchmarks -Lesson Plans -Walkthroughs -Campus Team Meetings</p>	<p>-Campus Schedule -Weekly August 2018- May 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.5.2 Address and build the supply of TEKS-based equipment for each grade level to increase hands-on strategies and maintain a minimum of 40% of science class time developed to lab activities for grades 6-12.</p> <p>Implement Key Science Investigations at Grades 5, 8, and Biology.</p> <p>Build supply of TEKS-based equipment in elementary schools, ensuring that each has a lab. Labs should have materials specified in the TEKS for grades K-4.</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Campus Administrators -Science Specialists 	<ul style="list-style-type: none"> -TEKS-based Equipment List for Lab Activity -Science Specialists -Key Science Investigation Chart -Title I Funds 	<ul style="list-style-type: none"> -Lesson Plans -Walkthroughs 	<ul style="list-style-type: none"> -Science Department/Team meetings (bi-monthly) -Campus Schedules -August 2018-May 2019
<p>1.5.3 Provide safety training for high school science teachers.</p>	<ul style="list-style-type: none"> -Science Specialist, grades 9-12 -High School Science Department Chairs 	<ul style="list-style-type: none"> -TEKS-Based Safety Training 	<ul style="list-style-type: none"> -Sign-in Sheets -Agendas 	<ul style="list-style-type: none"> --High School Science Department/Team meetings (bi-monthly) -Campus Schedules -August 2018-May 2019
<p>1.5.4 Continue implementation of Scope and Sequence for science curricula. Provide training in implementation of TEKS and textbook resources</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Campus Administrators -Science Specialists -Campus Science Teachers 	<ul style="list-style-type: none"> -Aware Analysis -District Personnel -Libraries 	<ul style="list-style-type: none"> -Benchmarks -Released Tests/STAAR -Walkthroughs -Lesson Plans 	<ul style="list-style-type: none"> -Campus Schedules -August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.5.5 Provide training for inquiry-based “hands-on” instruction and science vocabulary acquisition	-Science Specialist -Campus Administrators	-District Personnel -Libraries -Title II Funds	-Agenda -Sign-in Sheets	-Campus Schedule -August 2018-May 2019
1.5.6 Monitor and inspect of science equipment and supplies	-Science Specialist -Science Teachers -Science Department Chairs	-District Personnel	-Laboratory Equipment Inventory (Checklist)	-Science Department/Team Meetings -August 2018-May 2019
1.5.7 Provide science tutorials K-12 for all identified at-risk students who exhibit non-mastery of science objectives	-Campus Administrators -Teachers	-District Personnel -Title II Funds	-Benchmarks -Released Tests -STAAR results	-Weekly August 2018-May 2019
1.5.8 Align science curriculum horizontally and vertically based on current TEKS.	-Science Specialists -Curriculum Writing Teams -Team Leaders	-District Personnel -Campus Administrators	-Lesson Plans -Walkthroughs -Benchmarks -Spiral Warm-ups	-Weekly August 2018-May 2019 -Campus Schedule
1.5.9 Provide staff development on inclusion and co-teach models and differentiating the curriculum for students with special needs	-Sr. Asst. Superintendents of Instructional Programs -Special Education Director -Director of Instructional Programs -Science Specialists	-Title II, Part A Funds -State Funds -Special Education Funds -Science Specialists	-Agendas -Sign-in Sheets -Lesson Plans -Walkthroughs	-District Staff Development Days, August 2018-May 2019
1.5.10 Address equipment and technology needs for advanced science classes	-Science Specialists -Science Department Chairs -Advanced Science Teachers -Advanced Academics	-District Personnel -Campus Administrator -Science Specialists -ETS -Advanced Academic Specialists	-Science Teachers -AP Equipment List	-Campus Schedule -August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.5.11 Address health program needs with fitness assessment for grades 3-12 as required by SB 530.	-Campus Administrators -Health/PE Teachers	-Science Teachers -Health/PE Teachers -SPARK Coordinated Health Curriculum	-Fitnessgram	August 2018-May 2019
1.5.12 Continue SCOPES science initiative in grades 5-11 with the goal of spiraling STAAR and TEKS-based science questions in a uniform manner	-Science Specialists -Curriculum Writing Team	-Forethought -Office 365	-Benchmarks -Walkthroughs	-Weekly (2-3 days per week) -August 2018-May 2019
1.5.13 Implement collaborative team planning and common assessments in science to make first time learning more inclusive to meet the needs of all learners, use data to identify and improve student performance, and sustain changes in teacher practice.	-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Science Specialists -Campus Administration -Identified Lead Teachers -Teachers	-Title II, Part A Funds -District Personnel -Curriculum Resources	-Sign-In Sheets -Agendas -Lesson Plans -Walkthroughs -Aware Data -Team Meeting Notes -District Benchmarks -Common Assessments -DRA/GR Levels -Reading Inventory	-Ongoing August 2018-June 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.5.14 Disaggregate PBMAS science data for Bilingual/ESL/LEP students, CTE students, and Special Education students and implement intervention strategies based on identified weaknesses.	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Executive Director of Special Programs -Director of Instructional Programs -Director of CTE -Director of Bilingual Programs -Bilingual Coordinator -Science Specialists -Campus Administration -Teachers 	<ul style="list-style-type: none"> -Title II Funds -Title III Funds -CTE State Funds -Idea Funds 	<ul style="list-style-type: none"> -Sign-In Sheets -Agendas -Aware Data 	-September 2018-May 2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 6: All student groups taking the STAAR Social Studies tests will achieve 90% or better meeting the recommended passing standard and 25% or better of all student groups and Economically Disadvantaged will receive Masters Grade Level.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR EOC, STAAR, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.6.1 Disaggregate STAAR social studies objectives for all students and identify weaknesses below 85% answered correctly.</p> <p>Grades 8 and US History EOC:</p> <ul style="list-style-type: none"> • History • Geography and Culture • Government and Citizenship • Economics, Science, Technology, and Society • Social Studies Skills 	<p>-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Social Studies Specialist -Campus Administrators</p>	<p>-STAAR Reports -AWARE Analysis -Benchmark and -Vocabulary Strategies -Forethought Lessons -Lead4ward STAAR documents</p>	<p>-Benchmarks Simulations/STAAR -Lesson Plans -Walkthroughs -Classroom Visits</p>	<p>-Campus Schedule -Weekly August 2018-May 2019</p>
<p>1.6.2 Align written and taught curricula to the TEKS with thematic units.</p>	<p>-Social Studies Specialist -Curriculum Writing Teams</p>	<p>-District Personnel -Title II, Part A Funds -Campus Administrators -Forethought</p>	<p>-Lesson Plans -Benchmarks -STAAR Results -Walkthroughs</p>	<p>-Ongoing August 2018-May 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.6.3 Sustain high quality professional development trainings	-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Social Studies Specialist -Master Social Studies Teachers	-District Personnel -Title II, Part A Funds	-Agendas -Sign-in Sheets -Benchmarks -STAAR Scores -Walkthroughs	-Ongoing August 2018-May 2019
1.6.4 Provide support and resources for K-12 STAAR alignment in Social Studies	-Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Social Studies Specialist -Social Studies Teachers	-Forethought -Vertically Aligned Lesson/Resources with Skills-based Focus -Lead4Ward Documents	-STAAR Countdown -Lesson Plans -Agendas	-Ongoing August 2018-May 2019
1.6.5 Implement strategies effective for needs of EL and Economically Disadvantaged Students	-Social Studies Specialist -Campus Administrators -Lead Teachers	-Staff Development	-Benchmark Data -Walkthroughs -Team Meetings -Sign-in Sheets Agendas -Lesson Plans	-Ongoing August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.6.6 Implement collaborative team planning and common assessments in social studies to make first time learning more inclusive to meet the needs of all learners, use data to identify and improve student performance, and sustain changes in teacher practice.</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Director of Instructional Programs -Social Studies Specialist -Campus Administration -Identified Lead Teachers -Teachers 	<ul style="list-style-type: none"> -Title II, Part A Funds -District Personnel -Curriculum Resources 	<ul style="list-style-type: none"> -Sign-In Sheets -Agendas -Lesson Plans -Walkthroughs -Aware Data -Team Meeting Notes -District Benchmarks -Common Assessments -DRA/GR Levels -Reading Inventory 	<p>-Ongoing August 2018-June 2019</p>
<p>1.6.7 Disaggregate PBMAS social studies data for Bilingual/ESL/LEP students, CTE students, and Special Education students and implement intervention strategies based on identified weaknesses.</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendents of Instructional Programs -Executive Director of Special Programs -Director of Instructional Programs -Director of CTE -Director of Bilingual Programs -Bilingual Coordinator - Social Studies Specialist -Campus Administration -Teachers 	<ul style="list-style-type: none"> -Title II Funds -Title III Funds -CTE State Funds -Idea Funds 	<ul style="list-style-type: none"> -Sign-In Sheets -Agendas -Aware Data 	<p>-September 2018-May 2019</p>

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 7: Student attendance will maintain at 96.8% attendance rate.

Summative Evaluation: TAPR, PBMAS, Completion Rate

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.7.1 Attendance/Drop-out Prevention and Recovery training for staff, assistant principals, and attendance clerks	-Coordinator of Student Outreach & Intervention Services -Outreach Officers	-Region 4 Training -PEIMS Director -Local funds -Local JP Judge	-Log Sheets	August-September 2018
1.7.2 Monitor attendance of students and provide campus truancy prevention measures (conference with parent/student, attendance letters, incentives, discipline)	-Campus Administrators	-Outreach/Attendance Office -Attendance Clerks	-Attendance Reports -Student/Parent Conference Log Sheets	-Weekly August 2018-May 2019
1.7.3 Refer attendance concerns to the Outreach/Attendance Office for further intervention (home visits, community resources, court)	-Campus Administrators	-Attendance Clerks -Attendance officers -Coordinator of Student Outreach & Intervention Services	-Attendance Reports -TAPR Data -Outreach/Attendance Log Sheets -Court Data	-Weekly August 2018-May 2019
1.7.4 Monitor and manage court cases; monitor and manage students who are a high risk of dropping out of school	-Outreach/Attendance Officers -Juvenile Case Managers	-Attendance Works Software/Website -Dropout Prevention Network -OOG Juvenile Truancy Grant Funds	-Attendance Works Data -Log Sheets -Court Data	-Weekly August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.7.5 Provide services for students and families through Communities in School, 21 st CCLC after schools programs, and other community resources	-CIS Site Coordinators -ACE Site Coordinators -Campus Administrators	-United Way Grant -Local Funds	-Log Sheets -Attendance Reports	-End of Fall 2018 and Spring 2019 Semesters -Weekly August 2018-May 2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 8: The district will maintain a completion rate at more than or equal to 99% completion.

Summative Evaluation: TAPR, PBMAS, Completion Rate

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.8.1 Identify and monitor at-risk students for signs of disengagement	-Campus Administrators -Counselors	-Coordinator of Student Outreach & Intervention Services -Coordinator of Guidance Services -At-Risk Specialist -Attendance Officers -OOG Juvenile Truancy Grant Funds	-At-Risk Student Report (with grades and conduct)	-Ongoing August 2018-May 2019
1.8.2 Provide alternative learning setting for potential dropouts through ACE.	-Deputy Superintendent -Campus Administrators	-SCE Funds FTE's = Local Funds	-STAAR Results -Reduced Failure Rates -Reduced Retention Rates	-August 2018-May 2019 -End of Year Report
1.8.3 Provide accelerated instruction and tutorials for at-risk students	-Sr. Asst. Superintendents of Instructional Programs -Campus Administrators -Specialists -Teachers	-SCE Funds	-STAAR Results -Reduced Failure Rate -Reduced Retention Rate	--Ongoing August 2018-May 2019 -Term Grades -End of Year Report
1.8.4 Provide Pregnancy Related Services (PRS) to support teen parents	-CTE Director -PRS Teachers	-SCE Funds	-Programmatic Assessments	-Nine Weeks -August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.8.5 Provide special pull out sessions for teen parents to provide support and assistance as needed.	-CTE Director -Counselors -PRS Teacher	-State Funds -Local Funds	-Reduced Drop Out Rate	-Periodically October 2018-April 2019
1.8.6 Provide opportunities for credit recovery (night courses, after school, summer school, computer-assisted instruction).	-Campus Administrators	-Counselors -Computer Lab -Tuition -Technology Dept -C & I Dept	-Term Failure Reports -Course Grades -Denied Failure List	-Grading Terms for August 2018-May 2019
1.8.7 Provide clothing, hygiene kits, transportation (as needed), course and Credit-by-Exam fees (as allowed), parent information training, homeless awareness training, counseling support, including homeless-related grief and trauma issues, and district/staff training related to homelessness.	-District Homeless/At-Risk Specialist -Texas Department of Family and Protective Services (DFPS) -Texas Homeless Education Office (THEO)	-Campus staff -Region IV -Texas Homeless Education Office (THEO) -TEA Foster Care Education Specialist - Counselors Title I Funds - TEHCY Grant Funds THHCY Grant Funds	-PEIMS Report -Title I Roster -Case list and records	-Nine Weeks for August 2018-May 2019
1.8.8 Identify and serve homeless students and students in conservatorship of the state (foster care).	-Coordinator of Guidance Services/Foster Liaison -Texas Department of Family and Protective Services	-Title I Funds	-PEIMS Report -Title I Roster -Log Sheet	-Nine Weeks for August 2018-May 2019
1.8.9 Monitor attendance of students, provide mandated truancy prevention measures on campus, and refer continued concerns to the Outreach/Attendance Office for further interventions.	-Campus Administrators -Counselors	-Attendance Clerk -Attendance Officers -Coordinator of Student Outreach & Intervention Services	-Attendance by Term -TAPR data	-Weekly for August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.8.10 Provide staff development for drop out strategies, prevention, and intervention techniques	-Sr. Asst. Superintendent of Instruction -Director of Testing -Coordinator of Student Outreach & Intervention Services	-National Center for Drop Out Prevention -Region IV Training -State & National Conferences	-Log Sheet -At-Risk Tracking	-Nine Weeks for August 2018-May 2019
1.8.11 Provide services for students and families through Communities in School (CIS).	-CIS Community Counselors -Campus Administrators	-United Way -Local Funds	-Log Sheet -Attendance Reports	-End of Semesters -Weekly August 2018-May 2019
1.8.12 Utilize Completion Prevention Committee to identify potential dropouts and recommend programs and services for them.	-Deputy Superintendent -Coordinator of Student Outreach & Intervention Services -Committee Members	-Local Funds	-Log Sheet -Attendance Reports -Annual Drop-Out Report	-August, September, January, and June for 2018-2019 school year -Nine Weeks for August 2018-May 2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 9: The district will meet or exceed the state averages for SAT/ACT testing and will produce annual improvements in scores with a participation of at least 64%.

Summative Evaluation: TAPR, PBMAS, SAT/ACT Results, AP Exams

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.9.1 Provide information meetings for students and parents regarding post-secondary options for advanced students.	-Advanced Academics -Counselors	-District Personnel -Libraries	-Agendas -Sign-in Sheets -Meeting Announcements -Test Registration	-Fall/Spring 2018-2019
1.9.2 Continue Pre-AP and AP open enrollment policy for Grades 5-12.	-Counselors -Campus Administrators -Advanced Academics	-District Personnel	-Class Enrollment -Increase in number of students taking AP classes and exams	-Spring 2019
1.9.3 Encourage students in all subgroups to enroll in Pre-AP courses at Grades 5-10	-Counselors -Campus Administrators -Advanced Academics	-District Personnel	-Class Enrollment -Spring Registration -Class Rosters	-Spring 2019
1.9.4 Administer PSAT to all 9 th , 10 th , and 11 th grade students	-Advanced Academics -Counselors	-District Personnel	-Class Enrollment -PSAT Scores	-October 10, 2018
1.9.5 Increase participation in SAT Preparation Class	-Advanced Academics -Counselors -Designated Campus Administrator	-District Personnel -College Board Resources -Khan Academy	-Class Enrollment -PSAT Scores	-Fall/Spring 2018-2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.9.6 Offer SAT Preparation Class to Duke TIP 7 th grade students in GT Academy	-Advanced Academics -Counselors	-District Personnel -College Board Resources -Khan Academy	-Class Enrollment -Duke TIP Report	-Fall 2018
1.9.7 Implement SAT strategies for GT Academy students	-Advanced Academics -GT Academy Teachers	-District Personnel -College Board Resources -Khan Academy	-Grading Periods	-Fall/Spring 2018-2019
1.9.8 Continue to provide SAT/ACT Preparation Class to all students	-Advanced Academics -Counselors	-District Personnel -College Board Resources -Khan Academy	-Class Enrollment -PSAT Scores	-Fall/Spring 2018-2019 -Ongoing
1.9.9 Provide professional development in SAT strategies to 5 th through 12 th grade teachers	-Advanced Academics -Counselors	-District Personnel -Pearland ISD SAT Course Curriculum -College Board Resources -Khan Academy	-Class Enrollment	-August 2018
1.9.10 Participate in College Board SAT School Day Pilot Program	-Advanced Academics -Counselors	-District Personnel - College Board	-Participation Rosters	- Fall/Spring 2018-2019
1.9.11 Increase college admissions requirements awareness for counselors, parents, and students	-Sr. Asst. Superintendent of Instruction -Counselors	-District Personnel	-Title IV Funds	- October 2018-April 2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 10: The district will address identified needs in the Gifted/Talented (G/T) program.

Summative Evaluation: TAPR, STAAR, STAAR-EOC, DRA/OS, AP Exams

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.10.1 Continue implementation of the three-tiered staff development model for teachers of gifted and high ability students.	-Advanced Academics -District Personnel	-District Personnel -Local Funds	-Agenda -Sign-in Sheets	-Fall/spring 2018-2019 -Ongoing
1.10.2 Implement G/T Scope and Sequence and units for all four core areas (K-5).	-Director of Advanced Academics -G/T Cluster Teachers	-District Personnel -Local Funds	-Agenda -Sign-In Sheets -Lesson Plans -Walkthroughs	-Fall/spring 2018-2019 -Ongoing
1.10.3 Continue 6-hour administrator trainings.	-Asst. Superintendent of Student Services -Advanced Academics	-District Personnel	-Agenda -Sign-In Sheets	-Fall 2018
1.10.4 Revise G/T identification profile to address under-represented subgroups.	-Advanced Academics	-Local Funds	-Minutes from Advanced Academics Team Meetings -Profile Card -PEIMS Report	-Fall/Spring 2018-2019 -Ongoing
1.10.5 Provide Pre-Advanced Placement/Advanced Placement training and support for teachers.	-Advanced Academics -Campus Administrators -College Board PD Events	-District Personnel -Local Funds	-Agenda -Sign-In Sheets	-Fall/Spring 2018-2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.10.6 Provide informational meetings for students, parents, and the community regarding gifted identification and services.	-Advanced Academics	-District Personnel	-Agenda -Sign-in Sheets	-Fall/Spring 2018-2019
1.10.7 Provide accelerated instruction for Gifted 5 th through 8 th grade students by supporting a Gifted and Talented Academy in addition to attendance zoned campuses for 5-8 G/T programs.	-Advanced Academics -Sablatura Middle School -Pearland Junior High West	-District Personnel -Local Funds	-Team Meeting Agendas -Lesson Plans -Formal and Informal Observations -Professional Development	-Fall/Spring 2018-2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 11: The district will address identified needs in the Bilingual/ESL program.

Summative Evaluation: TAPR, STAAR, STAAR-ALT, STAAR-EOC, TELPAS, DRA/OS, PBMAS, Logramos

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.11.1 Support teachers in obtaining English as Second Language (ESL)/Bilingual endorsements.	-Sr. Asst. Superintendent Intermediate Schools -Bilingual Coordinator -Bilingual Specialist -ELL Compliance Facilitator	-Title III, Part A -Elltx.org -TexasGateway.com	-Staffing Report	-Ongoing August 2018- May 2019
1.11.2 Increase parent communication	-Bilingual Coordinator -Bilingual Specialist -Ell Compliance Facilitator -Campus Administrator	-Local Funds -Tile III, Part A Funds	-Agendas -Sign-In Sheets -Dual Language Parent Spring Information Meetings (4 campuses) -Dual Language Steering Committee for Spanish and English Support	-Ongoing August 2018- May 2019
1.11.3 Increase number of Bilingual/ESL students participating in Advanced Academics.	-Bilingual Coordinator -Bilingual Specialist -Advanced Academics -Campus Administrators -Counselors	-Local G/T Funds	-Class Rosters -PEIMS	-Ongoing August 2018- May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.11.4 Train core area teachers in ESL Strategies and in Sheltered Instruction Strategies.</p>	<ul style="list-style-type: none"> -Director of Bilingual Education -Bilingual Coordinator -Bilingual Specialist -ELL Compliance Facilitator -Campus Administrators 	<ul style="list-style-type: none"> -Local Funds -Title III, Part A -Region 4 Grant Funds -Region 4 Consultants 	<ul style="list-style-type: none"> -Agenda -Sign-In Sheet -Lesson Plans -Walkthroughs 	<p>-August 2018-May 2019</p>
<p>1.11.5 Increase number of Bilingual/ESL students who have been enrolled in the program between 3-5 years meeting exit criteria (excluding those students in the Dual Language program).</p>	<ul style="list-style-type: none"> -Director of Bilingual Education Bilingual Coordinator -Bilingual Specialist -ELL Compliance Facilitator -Teachers -Campus Administrators 	<ul style="list-style-type: none"> -Local Funds -Title III, Part A Funds 	<p>-Number of students meeting exit criteria at the end of the 2018-2019 school year</p>	<p>-August 2018-May 2019</p>
<p>1.11.6 Train Bilingual and ESL teachers in LPAC procedures and in strategies and methodologies specific to second language acquisition (i.e., academic vocabulary)</p>	<ul style="list-style-type: none"> -Director of Bilingual Education -Bilingual Coordinator -Bilingual Specialist -ELL Compliance Facilitator -C & I Content Specialists 	<ul style="list-style-type: none"> -Local Funds -Title II, Part A Funds -Region 4 Consultants 	<ul style="list-style-type: none"> -Agendas -Sign-in Sheets -LPAC Documents 	<p>-August 2018-May 2019</p>
<p>1.11.7 Implement Dual Language Pilot Program Year 6 at Carleston and Magnolia Elementary Schools in K-4th grades.</p>	<ul style="list-style-type: none"> -Director of Bilingual Education -Bilingual Coordinator -Bilingual Specialist 	<ul style="list-style-type: none"> -Local Funds -Title III Funds -Region 4 Grant Funds -La Cosecha Conference 	<p>-Report Card Grades for Dual Language Students</p>	<p>-Term Grading Periods August 2018-May 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.11.8 Implement Dual Language 5 th Grade (year 2) and 6 th Grade (year 1) at Jamison Middle School.	-Director of Bilingual Education -Bilingual Coordinator -Bilingual Specialist -C & I Dual Language Specialist	-Local Funds -Title III Funds -Region 4 Grant Funds -La Cosecha Conference -TABE Conference -C & I Planning Meetings	-Agendas -Sign-in Sheets -Attendance Rosters -Certificates of Participation	-August 2018-May 2019
1.11.9 Implement Dual Language Pilot Program Year 5 at Lawhon and Cockrell Elementary for K-4 th grades.	-Director of Bilingual Education -Bilingual Coordinator -Bilingual Specialist -C & I Dual Language Specialist	-Local Funds -Region 4 Grant Funds -TABE Conference -C & I Planning Meetings	-Agendas -Sign-in Sheets -Attendance Rosters -Certificates of Participation	-August 2018-May 2019
1.11.10 Reach state accountability standards in STAAR science for English Learners (EL).	-Director of Bilingual Education -Bilingual Coordinator -C & I Science Specialists -Campus Administrators -Classroom Teachers	-Bilingual Department	-STAAR District and Campus Results -PBMAS Results	-Ongoing August 2018-May 2019
1.11.11 Purchase and process Spanish classroom resource materials for Dual Language 4 th grade (Cockrell and Lawhon) and 6 th grade at Jamison.	-Director of Bilingual Education -Bilingual Coordinator -Director of Instructional Programs -C & I Science Specialists	-Local Funds	-Attendance Rosters	-Ongoing August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.11.12 Purchase Imagine software, which is designed to support ELL students in grades 5-8 to meet grade level expectations and meet progress measures on TELPAS, and train ESL teachers on this software.	-Director of Bilingual Education -Bilingual Coordinator -ELL Compliance Facilitator -Campus Administrators -ESL Teachers (5-8)	-Title III, Part A Funds Local Funds	-TELPAS Results -STAAR Results -PBMAS Results	-August 2018-May 2019
1.11.13 Plan and implement multi-week summer school for secondary EL students.	-Director of Bilingual Education -Bilingual Coordinator -ELL Compliance Facilitator -C & I Specialists -Campus Administrators -ESL Teachers (9-12)	-Title III, Part A Funds	-Sign-in Sheets -Attendance Rosters -Certificates of Participation	-August 2018-July 2019
1.11.14 Develop EL Writing Plan to support writing curriculum in 4 th and 7 th grades, English I, and English II.	-Director of Bilingual Education -Bilingual Coordinator -Director of Instructional Programs -C & I Specialists	-Local Funds -Region 4 Grant	-Curriculum Plan -PBMAS Reports	-August 2018-May 2019
1.11.15 Provide bilingual dictionaries to support ELs in vocabulary acquisition.	-Director of Bilingual Education -Bilingual Coordinator -ESL Teachers	-Title III, Part A Funds	-Attendance Rosters	-Ongoing July 2018-June 2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 12: The district will address identified needs in the Career and Technical Education (CTE) program.

Summative Evaluation: TAPR, PBMAS, Program Evaluations, Stakeholder Surveys, Perkins Grant Requirements, CTE Technical Attainment of Skills, CTE Teachers Need Analysis

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.12.1 Promote career education activities for all students K-12. -Provide career awareness activities to all elementary campuses. -Continue career awareness activities at all secondary campuses using innovative methods. -Use TexasOncourse and Texas Genuine with 7th and 8th grade students to explore careers, conduct career interest surveys, and create 9th grade academic plans. -Junior high CTE courses will incorporate college and career exploration activities and students will choose endorsements. -Provide workforce development presentation activities to secondary campuses. -Provide opportunities for students to engage in career preparation/practicums, including job placement, internships/externships, shadowing. (Perkins requirement-“Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning.”)</p>	<ul style="list-style-type: none"> -Director of CTE -CTE Coordinator -Campus Administrators -Counselors -CTE Specialists -CTE Teachers 	<ul style="list-style-type: none"> -Local Funds -CTE State Funds -Carl Perkins Grant -Community -Achieve Texas -Texas Workforce -Local Business Representatives 	<ul style="list-style-type: none"> -Programs -Agendas -Newsletters -Sign-in Sheets -PEIMS Enrollment Records -Participation Logs -Stakeholder Surveys and Reports -EduThings reports -Skyward Reports 	<p>-August 2018-June 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.12.2 Continue Curriculum Development (CD), which integrates core academics, increases comprehensive academic achievement and certifications in CTE program areas. CD includes assessment of CTE, technology, and supplies. (Perkins requirement-“Develop, improve, or expand the use of technology in CTE programs.”)</p>	<ul style="list-style-type: none"> -Director of CTE -CTE Coordinator -Campus Administrators -CTE & Core Teachers -Region 4 Trainers -Community College Representatives -CTE Specialists 	<ul style="list-style-type: none"> -TEKS -CTE State Funds -Carl Perkins Grant -Local Funds -Staff Development Opportunities 	<ul style="list-style-type: none"> -Lesson Plans -Course Outlines -Course Description Book -State & National Certification Exam Reports -PBMAS Results -Curriculum Development Calendar 	<p>-August 2018-June 2019</p>
<p>1.12.3 Collaborate with Special Programs and Bilingual/ESL departments to strengthen core academic performance ratings in relation to CTE coherent sequence students. (Perkins requirement-“Development and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met.”)</p>	<ul style="list-style-type: none"> -Director of CTE -Director of Bilingual Education -CTE Coordinator -Bilingual Coordinator -CTE Specialists 			<p>-August 2018-June 2019</p>
<p>1.12.4 Provide professional development that ensures compliance with: -CTE, Bilingual, SpEd, ESL, Core -CTE Safety Training -Career Prep/Practicum Training (Perkins requirement-“Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrating CTE programs.”)</p>	<ul style="list-style-type: none"> -Director of CTE -CTE Coordinator -CTE Specialists -Counselors -Campus Administrators -CTE Teachers 	<ul style="list-style-type: none"> -CTE State Funds -Carl Perkins Grant -Local Funds -Online CTE Training from TEA -Region 4 CTE Trainings -Local Staff Development 	<ul style="list-style-type: none"> -Staff Development Agendas -Sign-in Sheets -Budget & Purchasing Documents -Training Certificates 	<p>-August 2018-June 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.12.5 Provide leadership, guidance, services, and actions that ensure compliance with Perkins Grant (Perkins requirement-“Initiate, improve, expand, and modernize quality CTE programs, including relevant technology,” AND “Provide services and activities that are of sufficient size, scope, and quality to be effective.”)</p>	<ul style="list-style-type: none"> -Director of CTE -CTE Coordinator -CTE Specialists -Data Specialists -Campus Administrators -CTE Teachers 	<ul style="list-style-type: none"> -CTE State Funds -Perkins Grant funds -Local Funds -Accreditation Standards 	<ul style="list-style-type: none"> -Purchase Orders -CTE Needs Analysis -Program Evaluations -Stakeholder Feedback -Outside Evaluations 	<p>-August 2018-June 2019</p>
<p>1.2.6 Continue to offer industry certifications and licenses for all CTE career clusters. Continue to seek meaningful certification that correlate with regional workforce data. (Perkins requirement-“Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.”)</p>	<ul style="list-style-type: none"> -Director of CTE -CTE Coordinator -Campus administrators -Counselors -CTE Specialists -SpEd Staff 	<ul style="list-style-type: none"> -Texas Workforce Reports -Business/Industry -Local Funds -CTE State Funds -Carl Perkins Grant 	<ul style="list-style-type: none"> -CTE Program Accreditations -Carl Perkins PER -Student Certification Reports -Perkins Accountability Reports 	<p>-August 2018-June 2019</p>
<p>1.12.7 Continue to offer college credit through CTE courses, especially in fields that relate to area, state, and workforce data. (Perkins requirement-“Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.”)</p>	<ul style="list-style-type: none"> -Director of CTE -CTE Coordinator -Community College Representatives -High School Counselors 	<ul style="list-style-type: none"> -Local Funds -CTE State Funds -Carl Perkins Grant 	<ul style="list-style-type: none"> -Meeting Agendas -Sign In Sheets -4-Year Plans -CTE Conferences -Course Guide -CTE Web Site Community College Brochures and Course Guides 	<p>-August 2018-June 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.12.8 Monitor students' 4-Year Plans for compliance with state law (HB 5 & CTE PEIMS Coding) (Perkins requirement-"Integrate academics with CTE programs using a coherent sequence of courses.")</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendent of Instructional Programs -Director of CTE -CTE Coordinator -CTE Specialists -Campus Administrators -Counselors 	<ul style="list-style-type: none"> -Local Funds -CTE State Funds -Carl Perkins Grant 	<ul style="list-style-type: none"> -PEIMS Reports -Course Guide -Career Pathways Charts -State Graduation Requirements -Skyward Reports -EduThings Reports 	<p>-August 2018-June 2019</p>
<p>1.12.9 Continue monitoring safety routines and procedures in each CTE program area. Provide safety training to CTE students in CTE classrooms, industrial-based classes, and health science classes.</p>	<ul style="list-style-type: none"> -Sr. Asst. Superintendent of Instructional Programs -Director of CTE -CTE Coordinator -CTE Specialists -Campus Administrators -CTE Teachers 	<ul style="list-style-type: none"> -Local Funds -CTE State Funds -Carl Perkins Grant -NCCER Inspections -Advisory Meeting Inspections -Local Safety Inspections 	<ul style="list-style-type: none"> -Walkthroughs -Safety Inspections -Fire Chief Inspections -Student Safety Certifications -Lesson Plans -Earned Student Safety Certifications 	<p>-August 2018-June 2019</p>
<p>1.12.10 Evaluate the overall effectiveness of the CTE program.</p>	<ul style="list-style-type: none"> -Director of CTE -CTE Coordinator -CTE Specialists -CTE Teachers -Counselors -Advisory Boards -SpEd Staff -Bilingual/ESL Staff 	<ul style="list-style-type: none"> -Local Funds -State Funds -Carl Perkins Grant 	<ul style="list-style-type: none"> -State Assessment Reports -CTE Independent Program Review from Outside Source -Surveys -Advisory Feedback -Perkins Accountability -Technical Performance Reports 	<p>-August 2018-June 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.12.11 Promote business/community involvement.	-Director of CTE -CTE Coordinator -CTE Specialists -CTE Teachers -College Representatives -CTE Specialists	-Local Funds -CTE State Funds -Carl Perkins Grant -Business Partners	-Advisory Meeting -Agendas -Sign-In Sheets -Career Prep Training Plans -Practicum Training Plans -Community Internships -CTE Web Site -Carl Perkins Report	-August 2018-June 2019
1.12.12 Increase awareness of Career and Technical Student Organization membership opportunities that promote leadership experiences as an extension of the academic classroom.	-Director of CTE -CTE Coordinator -CTE Specialists -CTE Teachers	-Local Funds -CTE State Funds -Carl Perkins Grant	-CTSO Brochures -Marketing Materials -Elective Fair Night -Parent Information Nights -Conference Certificates of Attendance -CTSO Student Rosters -CTSO Handbook	-August 2018-June 2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 13: The district will address identified needs in the Special Education (SpEd) program.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR-EOC, TELPAS, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.13.1 Maintain parental input by continuing parent training to include orientation to the special education process, legislative updates, and other topics related to students with disabilities.	-Executive Director of Special Programs -Special Programs Parent Advisory Committee	-Special Programs Staff -Texas Project First -Skyward	-Special Education Parent Survey -Meeting Agendas -Sign-In Sheet -Parent ARD Input Form	-Ongoing August 2018- May 2019
1.13.2 Implement and refine established Response to Inventory (Rtl) program, implement progress monitoring, and training of new campus coordinators	-Director of Instructional Programs -Appraisal Specialist -LSSPs -Rtl Task Force -Campus Rtl Coordinators -Behavior Specialist -C & I Specialists	-District/Campus Special Programs Staff	-Rtl Coordinators and Campus Principals Feedback	-Ongoing August 2018- May 2019
1.13.3 Maintain staff development on standards based on IEPs, grading requirements for special education students, and differentiating the curriculum for students with special needs.	-Asst. Superintendent of Instructional - Executive Director of Special Programs -Special Programs Specialists -Campus Administration	-State Funds -IDEA-B Funds -Special Programs Staff -C & I Specialists	-Agendas -Sign-In Sheets Lesson Plans -Walkthroughs -Report Cards -IEP Progress Reports	-August 2018 Staff Development District and Campus Staff Developments for August 2018- June 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.13.4 Provide intensive support and training to selected campuses on intervention strategies for students whose behavior significantly interferes with learning.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Director of Instructional Programs -Special Education Staff -Behavior Specialists 	<ul style="list-style-type: none"> -Local Funds IDEA-B Funds -Review 360 Behavior Consultants -LSSPs -Classroom Management Course -Emergent Tree Title IV Funds 	<ul style="list-style-type: none"> -Agendas -Sign-In Sheets -Reduction in number of referrals to SpEd for Behavior & Psychological Evaluations, ISS, Off Home Campus Placements, DAEP, and Out of District Placements Report -PBIS Meeting Agendas 	<p>-Ongoing August 2018-June 2019</p>
<p>1.13.5 Increase inclusive practices at all campuses by implementing research-based collaborative teaching models for students ages 3-5.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Director of Special Programs -Principals -Special Programs Specialists 	<ul style="list-style-type: none"> -Region 4 -Principals -Consultants 	<ul style="list-style-type: none"> -PBMAS Results -Preschool LRE 	<p>-Ongoing Campus Visits and Team Meetings August 2018-May 2019</p>
<p>1.13.6 Students receiving Special Education services will show growth in academic achievement in STAAR Writing.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Director of Special Programs -Director of Instructional Programs -Principals -Special Programs Specialists 	<ul style="list-style-type: none"> -SpEd Campus Staff -C & I Specialists IDEA-B Funds -Campus Plans 	<ul style="list-style-type: none"> -STAAR District & Campus Results -PBMAS Results -District Benchmarks -Release STAAR Assessments -Interim Assessments 	<p>-Ongoing August 2018-May 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.13.7 Students receiving Special Education services will show growth in academic achievement in STAAR Reading.	-Executive Director of Special Programs -Director of Special Programs -Director of Instructional Programs -Principals -Special Programs Specialists	-SpEd Campus Staff -C & I Specialists -IDEA-B Funds -Campus Plans	-STAAR District & Campus Results -PBMAS Results -District Benchmarks -Release STAAR Assessments -Interim Assessments	-Ongoing August 2018-May 2019
1.13.8 Students receiving Special Education services will show growth in academic achievement in STAAR Mathematics.	-Executive Director of Special Programs -Director of Special Programs -Director of Instructional Programs -Principals -Special Programs Specialists	-SpEd Campus Staff -C & I Specialists -IDEA-B Funds -Campus Plans	-STAAR District & Campus Results -PBMAS Results -District Benchmarks -Release STAAR Assessments -Interim Assessments	-Ongoing August 2018-May 2019
1.13.9 Students receiving Special Education services will show growth in academic achievement in STAAR Science.	-Executive Director of Special Programs -Director of Special Programs -Director of Instructional Programs -Principals -Special Programs Specialists	-SpEd Campus Staff -C & I Specialists -IDEA-B Funds -Campus Plans	-STAAR District & Campus Results -PBMAS Results -District Benchmarks -Release STAAR Assessments -Interim Assessments	-Ongoing August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.13.10 Students receiving Special Education services will show growth in academic achievement in STAAR Social Studies.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Director of Special Programs -Director of Instructional Programs -Principals -Special Programs Specialists 	<ul style="list-style-type: none"> -SpEd Campus Staff -C & I Specialists -IDEA-B Funds -Campus Plans 	<ul style="list-style-type: none"> -STAAR District & Campus Results -PBMAS Results -District Benchmarks -Release STAAR Assessments -Interim Assessments 	<p>-Ongoing August 2018-May 2019</p>
<p>1.13.11 All students suspected of having a disability will be evaluated within the state established timeline after receiving informed, written parental consent to evaluate.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -District Appraisal Specialists -District Special Programs Staff LSSPs/Diags/SLPs 	<ul style="list-style-type: none"> -Special Education Campus Staff -ARD Facilitators -Director of Special Programs 0Ongoing Training 	<ul style="list-style-type: none"> -SuccessEd Reports -Audit Procedures -Training Agendas -Sign-In Sheets -SPP 11 Indicator 	<p>-July 2018-June 2019</p>
<p>1.13.12 The district will monitor and reduce the number of Special Education disciplinary placements to keep the rate of disciplinary actions for special education students consistent with the disciplinary placement rates of all students.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Principals -Assistant Principals 	<ul style="list-style-type: none"> -Special Education District & Campus Staff -LSSPs -Counselors -Ongoing Discipline & Student Behavior Training 	<ul style="list-style-type: none"> -Monthly Discipline Reports for ISS and OSS -PBMAS Significant Disproportionality Indicators for Discipline 	<p>-July 2018-June 2019</p>

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 14: The district will provide services for students eligible under Section 504.

Summative Evaluation: PEIMS Data

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.14.1 Refine data management practices for reporting identified Section 504 students to ensure timely 504 meetings, evaluations, and implementation of accommodations.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Special Programs Staff -Dyslexia Teachers -School Counselors -School Nurses -Campus 504 Coordinators 	<ul style="list-style-type: none"> -Local Funds -Section 504 Operating Guidelines -Section 504 Reference Guides -Section 504 of the Rehabilitation Act 	<ul style="list-style-type: none"> -Agendas -Sign-In Sheets -District & Campus 504 Student Lists -Radom Audit of 504 Campus Folders -504 Reports 	<p>-Ongoing August 2018-May 2019</p>
<p>1.14.2 Implement district-wide training on 504 software on the campus levels to increase procedural compliance more accurately to reflect new ADA requirements.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Special Programs Staff -Dyslexia Teachers -School Counselors -Campus 504 Coordinators 	<ul style="list-style-type: none"> -SuccessEd -Section 504 Reference Guides for Schools 	<ul style="list-style-type: none"> -District & Campus 504 Student Lists -Radom Audit of 504 Campus Folders -504 Reports 	<p>-Ongoing August 2018-May 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.14.3 Train campus staff to identify students who should be services under Section 504.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Special Programs Staff -Campus 504 Coordinators -Counselors -Dyslexia Teachers 	<ul style="list-style-type: none"> -Section 504 Operating Guidelines -Section 504 Reference Guides for Schools -Section 504 of the Rehabilitation Act 	<ul style="list-style-type: none"> -Agendas -Sign-In Sheets -District & Campus 504 Student Lists -504 Reports -Training Surveys 	<p>-Ongoing August 2018-May 2019</p>
<p>1.14.4 Provide ongoing training to campus staff on accommodations, individual health plans, and other services for students under Section 504.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Special Programs Staff -Dyslexia Teachers -School Counselors -School Nurses -Campus 504 Coordinators 	<ul style="list-style-type: none"> -Local Funds -Section 504 Committee Operating Guidelines -Section 504 Reference Guides for Schools -Section 504 of the Rehabilitation Act 	<ul style="list-style-type: none"> -Agendas -Sign-In Sheets -District & Campus 504 Student Lists -Radom Audit of 504 Campus Folders -504 Reports 	<p>-Ongoing August 2018-May 2019</p>
<p>1.14.5 Continue the Dyslexia Advisory Group composed of parents, Dyslexia teachers, Executive Director of Special Programs, Special Programs Specialists, Director of Instructional Programs, and Language Arts Specialists to collaborate on training for General Education on Dyslexia.</p>	<ul style="list-style-type: none"> -Executive Director of Special Programs -Director of Instructional Programs -Special Programs Staff -Language Arts Specialists -Dyslexia Teachers 	<ul style="list-style-type: none"> -Local Funds -Section 504 Committee Operating Guidelines -Section 504 of the Rehabilitation Act -District Dyslexia Guidelines for Schools -2014 Texas Dyslexia Handbook 	<ul style="list-style-type: none"> -Agendas -Sign-In Sheets -Trainings 	<p>-Ongoing August 2018-May 2019</p>

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 15: The district will implement a District Technology Plan.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR-EOC, STAAR-Spanish, TELPAS Reading, DRA/OS, AMAO, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.15.1 Use Skyward for attendance and grading in Grades K-12.	-Chief Technology Officer -Asst. Director of Education Technology -Student Data Team -Campus Administrators -Teachers	-Local Funds	-Training of Personnel -Skyward Reports	-Term Reports, August 2018-May 2019 -Skyward Family Access
1.15.2 Integrate technology into the instructional program through instructional coaching and modeling best practices in the K-12 classroom.	-Sr. Asst. Superintendent of Instructional Programs -Assistant Director of Educational Technology -Education Technology Specialists (ETS) -Digital Media Specialist -Content Specialists -Campus Administrators	-Local Funds -Title II, Part A Funds -Title IV Funds -IMA	-Lesson Plans -Walkthroughs -T-TESS -Instructional Coaching -Usage Reports	-Ongoing August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.15.3 Continue to refresh computers and laptops on campuses. Continue to upgrade Virtual Desktop Technology. Continue to upgrade and support the wireless infrastructure for BYOD implementation.</p>	<p>-Chief Technology Officer -Desktop Support Services Manager -Network Coordinator -Network Manager</p>	<p>-Local Funds -Bond Funds -Board approved General Operating Funds</p>	<p>-Installation of New Computers -VDI Migration Status -Refresh Campus -Laptop Cart Counts -iPad Cart Counts</p>	<p>-Ongoing August 2018-May 2019</p>
<p>1.15.4 Create student technology proficiencies according to the benchmarks for Technology Applications TEKS</p>	<p>-Chief Technology Officer -Assistant Director of Educational Technology -ETSs -Teachers</p>	<p>-Local Funds</p>	<p>-Lesson Plans -Walkthroughs -8th Grade Technology TEKS Assessment</p>	<p>-Ongoing August 2018-May 2019</p>
<p>1.15.5 Monitor teacher use of technology through lesson plans and classroom site visits.</p>	<p>-Assistant Director of Educational Technology -ETSs -Campus Administrators</p>	<p>-Local Funds -Teacher Self-Assessment of Technology Proficiencies</p>	<p>-Summary of Campus Walkthroughs -Viewing Lesson Plans in Eduphoria</p>	<p>-Ongoing August 2018-May 2019</p>
<p>1.15.6 Continue to expand the use of the Learning Management Systems (expand to all four junior high campuses).</p>	<p>-Chief Technology Officer -Assistant Director of Educational Technology -ETSs -Teachers</p>	<p>-Local Funds</p>	<p>-Lesson Plans -Walkthroughs</p>	<p>-Ongoing August 2018-May 2019</p>

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 16: The district will implement an International Baccalaureate Primary Years Programme at Massey Ranch Elementary.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR-EOC, STAAR-Spanish, TELPAS Reading, DRA/OS, AMAO, PBMAS, IB Authorization/Re-evaluation

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
1.16.1 Provide professional training to develop leaders and programme for International Baccalaureate Primary Years Programme.	-Advanced Academics	-District Personnel -Libraries -IB of the Americas -PD Sites -Local Funds	-Attendance Records	-Fall/Spring/Summer 2018-2019
1.16.2 Continue to provide necessary resources for International Baccalaureate Primary Years Programme implementation.	-Advanced Academics -Campus Administrators	-Local Funds -IB Of the Americas Resources -Libraries	-Budget	- Fall/Spring/Summer 2018-2019
1.16.3 Continue to support curriculum integration of state/district standards with the International Baccalaureate Primary Years Programme.	-Advanced Academics -Campus Administrators -Counselors -Instructional Programs	-District Personnel	-Class Enrollment -Spring Registration -Class Rosters	- Fall/Spring/Summer 2018-2019

Pearland ISD Performance Goals

Goal 1 **Make academic achievement and student performance its priority *by achieving the following state standards* -**

Performance Objective 17: The district will ensure that Title I School-Wide and Targeted Assistance planning includes mandatory ESSA components.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR-EOC, STAAR-Spanish, TELPAS Reading, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.17.1 Review Title I School-Wide (SW) Campus Improvement Plan to ensure it includes the following components:</p> <ul style="list-style-type: none"> • Annual comprehensive needs assessment • Comprehensive plan for improvement • Annual evaluation of school improvement plan 	<p>-Sr. Asst. Superintendent of Instructional Programs -Director of Instructional Programs -Federal Programs/Grants Administrator -Campus Administrators</p>	<p>-SAS Application -SAS Compliance reports -Site Based Decision Making (SBDM) Committees -Title I Funds -FTE: 10</p>	<p>-Campus Improvement Plans</p>	<p>-August 2018-July 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.17.2 Review Title I Targeted Assistance Campus Improvement Plan to ensure it includes the following components:</p> <ul style="list-style-type: none"> • Shall determine which students will be served • Shall serve participating students identified as eligible • Shall use methods and instructional strategies to strengthen the academic program of the school • Shall coordinate with and support the regular education program • Shall provide professional development with resources under this part, and, to the extent practical, from other sources for school personnel • Shall implement strategies to increase the involvement of parts of eligible students • Shall coordinate and integrate Federal, State, and local services and programs when appropriate and applicable 	<p>Sr. Asst. Superintendent of Instructional Programs -Director of Instructional Programs -Federal Programs/Grants Administrator -Campus Administrators</p>	<p>-SAS Application -SAS Compliance reports -SBDM Committees -Title I Funds -FTE: 4</p>	<p>-Campus Improvement Plans</p>	<p>-August 2018-July 2019</p>

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>1.17.2 Review Title I Targeted Assistance Campus Improvement Plan to ensure it provides the LEA assurances that the school will:</p> <ul style="list-style-type: none"> • Help provide an accelerated high-quality curriculum; minimize the removal of children from the regular classroom during regular school hours for instruction; on an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable children to meet the challenging State Academic Standards • Support staff with funds under Title I and staff may participate in general professional development and school planning activities, and assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating students • Nothing in this section shall prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational setting where appropriate 	<p>Sr. Asst. Superintendent of Instructional Programs -Director of Instructional Programs -Federal Programs/Grants Administrator -Campus Administrators</p>	<p>-SAS Application -SAS Compliance reports -SBDM Committees -Title I Funds -FTE: 4</p>	<p>-Campus Improvement Plans</p>	<p>-August 2018-July 2019</p>

Pearland ISD Performance Goals

Goal 2 **Recruit and retain high quality personnel reflective of and responsive to the district’s diverse community.**

Performance Objective 1: Recruit, attract, and retain highly qualified staff.

Summative Evaluation: TAPR, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
2.1.1 Ensure paraprofessionals meet “highly qualified” standards.	-Asst. Superintendent of Human Resource Services -Director Human Resource Services -Director of Instructional Programs -HRS Specialists	-Website -Job Fairs	-Employment Screening	-Points of Employment
2.1.2 Utilize motivational activities to ensure well-being of faculty and staff.	-Superintendent -Board of Trustees -Campus Administrators	-Local Funds	-Job Satisfaction Surveys	-Ongoing August 2018-May 2019
2.1.3 Continue Board recognition nights for students and employees.	-Superintendent -Executive Director of Communications	-Local Funds	-Parent Feedback -Attendance	-3 X Annually
2.1.4 Provide training and support for all teachers.	-Teacher Services Specialist -Content Specialists	-Local Funds -State Funds -Title II, Part A Funds	-Agendas -Sign In Sheets -Walkthroughs	-August 2018-May 2019
2.1.5 Provide mentoring for beginning teachers	-Teacher Services Specialist -Mentor Teachers	-Local Funds	-Agendas -Sign In Sheets -Walkthroughs -Training Manuals	-August 2018

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
2.1.6 Ensure instructional staff meets certification standards.	-Asst. Superintendent of Human Resource Services -Director Human Resource Services	-Website -Job Fairs	-Employment Screening	-Point of Employment
2.1.7 Recruit and advertise in locations with historically high numbers of minority students.	-Asst. Superintendent of Human Resource Services -Director Human Resource Services	-Website -Job Fairs -Local Funds	-Recruitment Schedule -Advertisement Summary	-June 2019
2.1.8 Improve teacher evaluation through planning of student/parent surveys.	-Sr. Asst. Superintendent of Instructional Programs	-DEIC	-Completed Surveys	-June 2019
2.1.9 Research additional salary, benefits, and perks for implementation	-Asst. Superintendent of Human Resource Services	-Benefits Specialist -Compensation Specialist	-Reports for Asst. Superintendent of Human Resource Services	June 2019

Pearland ISD Performance Goals

Goal 3 Maintain a safe, disciplined environment conducive to learning (GRIT).

Performance Objective 1: Develop plans and train employees to respond to emergency situations.

Summative Evaluation: PEIMS Discipline Report, Safe and Drug Free Schools and Communities (SDFSC) Annual Program Evaluation, Gun Possession Act Report

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
3.1.1 Revise Crisis Management Plans to address: <ul style="list-style-type: none"> • Conflict resolution • Suicide prevention (HB 1386) • Violence prevention • Terrorist threats • Bomb threats • Dating violence (HB 121) • Child abuse prevention and reporting 	-Director of Facilities and Planning -School Resource Officers -Counselors	-Principals -Counselors -Raptor System -Emergency Operations Plan	-Incident Reports -Drills -Training Sign-in Sheets	-Monthly, August 2018-May 2019
3.1.2 Conduct Safety Committee meetings	-Director of Facilities and Planning	-Emergency Operations Plan	-Agendas -Sign-In Sheets	-September 2018, December 2018, March 2019, June 2019
3.1.3 Implement additional safety and security measures: Enhance visibility of entranceways Installation of additional security cameras Adding security guards to campuses without School Resource Officers -Installation of silent alarms	-Director of Facilities and Planning	-Security Guards -Surveillance Cameras -Silent Alarms	-External Safety Audit	-January 2019 -June 2019

Pearland ISD Performance Goals

Goal 3 Maintain a safe, disciplined environment conducive to learning (GRIT).

Performance Objective 2: Provide alternate placement for students whose behavior prohibits them from functional in the traditional school setting.

Summative Evaluation: PEIMS Discipline Report, SDFSC Annual Program Evaluation, Gun Possession Act Report

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
3.2.1 Provide Disciplinary Alternative Education Program (DAEP) for grades 7-12: <ul style="list-style-type: none"> • Personnel • Computer Software • Staff Development • Supplies • Substitute Teachers • ACE 	-Superintendent -Asst. Superintendents -Campus Administrators	-SCE Funds -FTE State/Local Funds -School Resource Officers -Counselors -Libraries -Bay Area Council on Drugs and Alcohol (BACODA)	-DAEP Number of Students Assigned -DAEP Number of Days Served	-Monthly, August 2018-May 2019

Pearland ISD Performance Goals

Goal 3 Maintain a safe, disciplined environment conducive to learning (GRIT).

Performance Objective 3: Reduce alcohol, drug, and tobacco related incidents in the district.

Summative Evaluation: PEIMS Discipline Report, SDFSC Annual Program Evaluation

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
3.3.1 Provide a comprehensive alcohol, drug, and tobacco education program (Red Ribbon Week, campus announcements, and classroom guidance lessons).	-Sr. Asst. Superintendent of Instructional Programs -Coordinator of Student Outreach & Intervention Services -Coordinator of Guidance Services -Campus Administrators -Counselors -Communities in Schools -SHAC Committee	-Registered Nurses -Counselors -Teachers -CIS -BACODA -Libraries -SDFSC -Shattered Dreams	-Lesson Plans -Activity Logs -Campus Discipline Referrals -Class Attendance -Sign-In Sheets -Agendas -Minutes	-Weekly & Monthly, August 2018-May 2019
3.3.2 Continue to emphasize employer expectations – Must be Drug Free – through classroom presentations.	-Director of CTE -CTE Specialists -CTE Teachers -Counselors	-Business Partners -Local Hospital Partners -Advisory Members	-Student Surveys -Advisory Feedback -Sign-in Sheets -Agendas	-August 2018-December 2019

Pearland ISD Performance Goals

Goal 3 Maintain a safe, disciplined environment conducive to learning (GRIT).

Performance Objective 4: Train designated personnel in appropriate restraint techniques and positive behavioral support.

Summative Evaluation: PEIMS Discipline Report, SDFSC Annual Program Evaluation

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
3.4.1 Ensure staff is trained in Positive Behavior Support strategies as prescribed by the Texas Behavior Support Initiative.	-Executive Director of Special Programs -Trainer of Trainers	-Region 4 -Crisis Prevention Institute: Applied Physical Training	-Agenda -Sign-In Sheets -Region 4 TBSI Certificates -CPI Certificates	-District Staff Development Days August 2018-May 2019 Ongoing August 2018-May 2019
3.4.2 Implement Behavioral Strategies for RtI and Early Intervening Services for students prior to referral to special education for behavioral and/or psychological evaluation.	-Executive Director of Special Programs -Director of Instructional Programs -C & I Specialists	-CPI Training Materials -District Behavior Specialist -District Appraisal Specialist -PBIS Tier One Handbook PBIS Tier Two Handbook -Emergent Tree Title IV Funds -IMA	-Reduction of referrals to Special Education for behavior -Reduction of ISS placements	-August 2018-May 2019

Pearland ISD Performance Goals

Goal 3 Maintain a safe, disciplined environment conducive to learning (GRIT).

Performance Objective 5: Address and implement methods of increasing parent awareness of issues regarding the sexual abuse of children according to the District’s Sexual Abuse Policy.

Summative Evaluation: PEIMS Discipline Report, SDFSC Annual Program Evaluation

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
<p>3.5.1 Provide structures for communication to parents to increase awareness of sexual abuse issues relating to children:</p> <ul style="list-style-type: none"> • Parent handbook • Pamphlets • Newsletters • District website 	<p>-Sr. Asst. Superintendent of Instructional Programs -Campus Administrators -Campus Counselors -Student Healthy Advisory Committee</p>	<p>-TEA Website -Office of the Attorney General -Childwelfare.gov</p>	<p>-Record of hits to the District Website -Distribution list of information</p>	<p>-Ongoing August 2017- May 2018</p>
<p>3.5.2 Provide training and education to parents regarding the sexual abuse of children.</p>	<p>-Sr. Asst. Superintendent of Instructional Programs -Counselors</p>	<p>-PTA -Laura Recovery Center -WHO Program</p>	<p>-Agendas -Minutes -Sign-In Sheets</p>	<p>-Fall Semester 2018 -Spring Semester 2019</p>
<p>3.5.3 Update and implement district bullying, sexual harassment, and child abuse policies through providing information in student/parent/employee handbooks.</p>	<p>-Sr. Asst. Superintendent of Instructional Programs -Campus Administrators -Human Resources Services</p>	<p>-TEA Website -District/Campus Websites</p>	<p>-Record of Receipt of Handbook</p>	<p>-Ongoing August 2018- June 2019</p>

Pearland ISD Performance Goals

Goal 3 Maintain a safe, disciplined environment conducive to learning (GRIT).

Performance Objective 6: Address and implement student health initiatives.

Summative Evaluation: End of Year Parent Survey, Teacher Survey on Parent Participation, Overall Program Evaluation

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
3.6.1 Positively affect student academic performance and ensure that local community values are reflected in the instructional process while promoting healthy lifestyles.	-Executive Directly of Special Programs -Student Healthy Advisory Council -Lead Nurses -Director of Food Services	-TEA Website -FDA Guidelines -American Heart Association -District Directors & Coordinators	-Agendas -Minutes -Sign-in Sheets	-4 Times Yearly: 09/17/2018 11/05/2018 02/04/2019 04/08/2019

Pearland ISD Performance Goals

Goal 3 Maintain a safe, disciplined environment conducive to learning (GRIT).

Performance Objective 7: Address and implement GRIT Initiative and RISE Mentoring Program

Summative Evaluation: End of Year Parent Survey, Overall Program Evaluation, Evidence of Campus GRIT Activities

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
3.7.1 Continue to create and implement a common GRIT language.	-Sr. Asst. Superintendent of Instructional Programs -Campus Principals -Campus Coordinators	-Campus GRIT Guide -GRIT Resource Folder (district shared drive) -GRIT Vocabulary	-GRIT Campus Activities	-August 2018-May 2019
3.7.2 Facilitate campuses becoming actively involved in adding GRIT content to their campus' culture.	-Sr. Asst. Superintendent of Instructional Programs -Campus Principals -Campus Coordinators -Teachers	-Campus GRIT Guide -GRIT Resource Folder (district shared drive) -GRIT Vocabulary	-GRIT Campus Activities	-August 2018-May 2019
3.7.3 Use campus GRIT guides to train all teachers in the theories and practices of GRIT.	-Campus Principals -Mentor/Volunteer Specialist	-Campus GRIT Guide -GRIT Resource Folder (district shared drive) -GRIT Vocabulary - <i>Grit</i> by Angela Duckworth	-Agenda -Minutes -Sign-in Sheets	-August 2018-May 2019
3.7.4 Facilitate growth mindsets in students and staff.	-Campus Principals -Mentor/Volunteer Specialist	-Campus GRIT Guide -GRIT Resource Folder (district shared drive) -GRIT Vocabulary - <i>Growth Mindsets</i> by Carol Dweck	-Agenda -Minutes -Sign-in Sheets	-August 2018-May 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
3.7.5 Continue to implement RISE mentoring program.	-Mentor/Volunteer Specialist -Campus Facilitators	-District Mentor Manual -District Mentor Training	-Agenda -Minutes -Sign-in Sheets	-August 2018-May 2019

Pearland ISD Performance Goals

Goal 4 Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance.

Performance Objective 1: Base all resource allocations upon a thorough analysis of student performance data on an annual basis.

Summative Evaluation: TAPR, STAAR, STAAR-ALT 2, STAAR EOC, STAAR, TELPAS, DRA/OS, PBMAS

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
4.1.1 The district will annually review instructional budget and staffing plan.	-Chief Financial Officer -Asst. Superintendent of Human Resource Services	-Proposed Campus Budget -Proposed District Budget	-Completed Budget Evaluations	-February 2019
4.1.2 Implement Forethought curriculum management at campus and district level.	-Sr. Asst. Superintendent of Instructional Programs	-Aware Software Suite -Professional Development	-Usage Data	July 2018-June 2019
4.1.3 Teachers will utilize District-endorsed methods of online communications to provide student access to learning materials.	-Sr. Asst. Superintendent of Instructional Programs -Chief Technology Officer -Campus Administrators	-Teacher Web Pages -District Web Pages	-Log-in Records	-August 2018-June 2019

Pearland ISD Performance Goals

Goal 5 Actively promote a sense of community and shared direction.

Performance Objective 1: Increase parent and community involvement by 5% by increasing attendance at functions calling for their participation.

Summative Evaluation: Membership and Attendance Rosters, District Website, Parent/Community Involvement Rate

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
5.1.1 Provide opportunities for Parental Involvement: <ul style="list-style-type: none"> • District Site-Based Decision Making Team • Safe and Drug Free Schools Committee • Gifted/Talented Advisory Counsel • Career and Technical Education Advisory Board • Student Health Advisory Committee • Special Programs Parent Advisory Committee 	-Sr. Asst. Superintendent of Instructional Programs -Asst. Superintendents -Executive Director of Special Programs -Director of Advanced Academics	-Parents -Community Members -Business Owners -Title I, Part A Funds -Pearland Adult Reading Center	-Agendas -Attendance Records	-Quarterly, monthly, and weekly meetings, September 2018-June 2019
5.1.2 Promote business/community involvement: <ul style="list-style-type: none"> • District Site-Based Decision Making Team • Career fairs and professional presentations to CTE courses 	-Asst. Superintendents -Executive Director of Special Programs -Director of CTE -Counselors	-Parents -Community Members -Businesses -Local Funds -Northern Brazoria Education Alliance	-Agendas -Attendance Records	-Quarterly August 2018-June 2019 Ongoing, August 2018-June 2019
5.1.3 Improve communication with all stakeholders: Maintain and improve district website to distribute timely information Provide materials in an understandable format and in the home primary language Develop and distribute a district brochure	-Sr. Asst. Superintendent of Instructional Programs -Executive Director of Communications -Executive Director of Special Programs	-District Website -Local Funds	-Website Hits Records -Distribution List of Information	-Monthly, August 2018-June 2019

Strategies	Person(s) Responsible	Resources	Formative Evaluations	Timelines
5.1.4 Provide parent training sessions on each campus.	-Principals	-Counselors -Teachers -Libraries -Title I, Part A Funds	-Agendas -Attendance Records -Minutes	-Campus Schedules, August 2018-June 2019
5.1.5 Review the District Parental Involvement Policy.	-Sr. Asst. Superintendent of Instructional Programs -DEIC Committee	-Administrators -Teachers -Parents	-Agendas -Minutes -Attendance Records	-October-November 2018
5.1.6 Offer at least four (4) monthly parent information meetings for parents of Special Education students.	-Executive Director of Special Programs	-District Special Programs Staff	-Agendas -Attendance Records	-As Scheduled, September 2018-June 2019

2018-2019 Pearland ISD Fund Source Allotment Totals

To show integration and coordination with federal, state, and local funds to the needs of students and district

Fund Source	Allotment
Federal, ESSA, Title I, Part A	\$1,343,608.00
Federal, ESSA, Title II, Part A	\$317,033.00
Federal, ESSA, Title III, Part A-ELA	\$177,429.00
Federal, ESSA, Title IV, Part A	\$80,525.00
Federal, Carl D. Perkins	\$132,995.00
Federal, IDEA-B (combined)	\$3,020,391.00
State Funds	\$77,118,684.00
State Juvenile Justice Connect Truancy Grant	Grant award pending
Texas Education of Homeless Children and Youth (TEHCY) Grant	\$26,775.00
Texas Hurricane Homeless Children and Youth (THHCY) Grant	\$24,817.00
Local Fund Sources	\$81,190,400.00
United Way ISD Grant	\$10,700.00