

Pearland Independent School District

District Improvement Plan

2019-2020



Board Approval Date: December 17, 2019

Mission Statement

In partnership with the community, families, and students, Pearland ISD prepares all learners to achieve their highest potential.

Vision

Pearland ISD will empower, inspire, and develop courageous, confident individuals who excel in a global society.

Core Beliefs

PEARLAND ISD BELIEFS:

- We believe students come first.
- We believe all learners are unique, valuable, and teachable.
- We believe a successful education includes engaged students, staff, families, and community.
- We believe that a positive culture and safe learning environment are critical for the success of all learners.

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Comprehensive Needs Assessment

Revised/Approved: November 11, 2019

Needs Assessment Overview

Pearland ISD strives to offer a world-class education that develops every child's unique gifts and talents. In 2018-2019, our student ethnic distribution was 35.5% White, 34.6% Hispanic, 14.8% Black, 11.0% Asian, 3.7% Multi-racial, .3% American Indian, and 0.1% Native Hawaiian. Our Student/Teacher Ratio is 15.8 to 1; we have an Attendance Rate of 96.8% and a Dropout Rate of 0.05%. The district poverty rate is 33.62% economically disadvantaged. In 2018-2019, Pearland ISD was rated a B by TEA.

The district has 23 campuses and more than 21,500 students. The district is the largest employer in the city, with approximately 2,700 full-time employees. All employees are encouraged to further their education through staff development programs, workshops, and continuing education programs. In 2018-2019 there were 1,344 teachers in the district, with 11.8 average years of teaching experience. The salary for beginning teachers was \$56,000 and the average teacher earned \$59,697 for the standard teaching contract.

Presently the district is composed of nine Title I campuses. The Title I campuses and their percent of students who are economically disadvantaged are: Carleston Elementary, 61.01%; Lawhon Elementary, 59.35%; Jamison Middle School, 48.77%; Pearland Junior High West 47.44%; Sablatura Middle School, 47.44%; Pearland Junior High South, 47.13%; C.J. Harris Elementary, 44.31%; Magnolia Elementary, 43.74%; and Cockrell Elementary, 38.66%.

Pearland earned a 93 in Texas Education Agency's Student Achievement Domain for the 2019 Accountability Ratings Overall. For STAAR Performance, the district earned a 91; College, Career and Military Readiness (CCMR), the district earned a 94, and for Graduation Rate, we earned a 95.

For the domain of School Progress, the district earned a 91, with Academic Growth being a 90, and Relative Performance (31.4% Economically Disadvantaged) a 91. In the Closing the Gaps domain component, the district earned an 89. The district did not receive an A rating in Closing the Gaps domain because at least one campus in the district earned a D or an F in the Closing the Gaps domain. The district earned an overall score of an 89 (B) because the district results include one campus with an overall rating of a D or an F.

Pearland ISD conducted a comprehensive needs assessment based on TAPR data, which includes STAAR performance; attendance rates; dropout rates; SAT/ACT performance; and College, Career, Military Readiness 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.

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 2018-2019 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2019-2020 district and campus improvement plans include all identified priority needs.

The district improvement plan was presented to the District Education Improvement Council (DEIC) November 11, 2019 for review and approval. It was approved by the School Board December 17, 2019.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Pearland ISD will continue to make student academic performance its top priority, through data, technology, and differentiated instruction.

Performance Objective 1: Provide rigorous, innovative, engaging, and relevant learning opportunities to ensure every student achieves growth.

Evaluation Data Source(s) 1: STAAR Scores, A- F Accountability, AP/SAT/ACT/TSI Scores, Certification Exams, BAS/EDL Results, TELPAS Scores, District Benchmark Scores, RDA, PEIMS reports, UIL Evaluations, TMEA Results

Summative Evaluation 1:

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p>1) Utilize effective instructional strategies and interventions to ensure student progress toward measurable goals for all students, including at-risk learners.</p>	<p>Directors of Instructional-Based Programs, Senior Assistant Superintendent of Instructional Programs</p>	<p>-Students will demonstrate yearly academic progress based upon individual needs. -Reading/Math Intervention instruction provided for identified students at Title I campuses. -Intervention instruction and/or tutoring provided for identified at-risk students for STAAR success in all tested subject areas. -Staff Development provided for teachers for evidence-based instructional strategies to ensure student academic progress in all content areas. -Staff Development provided to teachers and administrators for "I will 2.0 implementation." - Provide push-in or pull-out support for English Learners to show progress on TELPAS.</p>
<p>Funding Sources: 211 - Title I, Part A - 0.00, 199 - PIC 30 State SCE Title I-A, Schoolwide Acti - 0.00</p>		

Strategy Description	Monitor	Strategy's Expected Result/Impact
2) Provide assessments aligned to state and national standards with the appropriate level of rigor.	Directors of Instructional-Based Programs, Senior Assistant Superintendent of Instructional Programs	<ul style="list-style-type: none"> -Regularly administered assessments, at least 3-4 times per year, that may be cumulative in nature. -Common assessments designed with the intent to be delivered across all grade level/content classrooms. -Assessments are aligned to the standards with the same prioritization and rigor as the top-line assessment (STAAR, SAT/ACT, AP, etc) in alignment with the scope and sequence. -Assessments reflects the format and type of questions from the top-line assessment. -Provide technology-based support aligned to assessment expectations. -Yearly technology skills assessment administered at required grade levels. -Assessment of UIL evaluations, TMEA results, performance evaluations. -Linguistic accommodations are provided on formative and summative assessments for English Learners.
3) Provide instructional materials that support and meet the individual needs of all learners.	Directors of Instructional-Based Programs, Senior Assistant Superintendent of Instructional Programs	<ul style="list-style-type: none"> -Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area, including priority math and science concepts. -Instructional materials and technology tools are implemented with fidelity in all classrooms -Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners -Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students -High quality resources are provided to support language acquisition of English Learners in Dual Language and ESL programs.
<p>Funding Sources: 410 - State Textbook Allotment - 0.00, 263 - Title III - LEP - 0.00, 267 - Title IV, Part A - 0.00</p>		

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p style="text-align: center;">TEA Priorities</p> <p style="text-align: center;">Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>4) Provide instructional support and strategies through purposeful planning for all learners and all content areas.</p>	<p>Senior Assistant Superintendent of Instructional Programs, Directors of Instructional-Based Programs</p>	<ul style="list-style-type: none"> -Lesson strategies include content and language objectives, opening/closing activities, pacing, instructional activities (with differentiation), and formative assessments. -Strategies are curriculum-driven and aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output -Data-driven discussion strategies are by student data, includes frequent checks for understanding aligned to the objective -Purposeful planning meeting agendas are developed utilizing a common protocol -Purposeful planning meetings include discussion of formative and interim student data, technology integration and effective instructional strategies, and possible adjustments to instructional delivery. -Purposeful planning meetings/pull-outs includes unpacking the standard into knowledge and skills -Lead team members are trained to use agendas and tracking tools for their instructional responsibilities including observations/feedback cycles, PLC's and data meetings.
<p style="text-align: center;">TEA Priorities</p> <p style="text-align: center;">Recruit, support, retain teachers and principals</p> <p>5) Implement high fidelity professional development for staff that provide introductory and on-going content focused, job-embedded training.</p>	<p>Senior Assistant Superintendent of Instructional Programs, Directors of Instructional-Based Programs</p>	<ul style="list-style-type: none"> -Individualized professional development plans are developed and implemented to support all staff. -Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching. -District calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials. -Coaching and support of teachers is informed by data. -Systematic training to support teacher technology proficiencies and classroom integration. - Support teachers in obtaining Bilingual/ESL supplemental endorsements. -Train core teachers in ESL strategies and sheltered instruction (SIOP) strategies. -Provide training for teachers and administrators in effective Dual Language program implementation.
<p>Funding Sources: 255 - Title II, Part A, TPTR - 0.00, 263 - Title III - LEP - 0.00, 267 - Title IV, Part A - 0.00</p>		

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>6) Provide support framework for campus instructional leaders to demonstrate high expectations and shared ownership for student success.</p>	<p>Senior Assistant Superintendent of Instructional Programs, Directors of Instructional-Based Programs,\</p>	<p>-Campus administration improve campus leaders through regularly scheduled job-embedded professional development.</p> <p>-Professional development opportunities are consistent with best practices for adult learning in the areas of instruction, technology, differentiation, etc. through deliberate modeling, observation, and feedback cycles</p> <p>-Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students.</p> <p>-Administrators and teachers demonstrate high expectations around performance, challenges, and strategies to ensure all students succeed.</p> <p>-Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p>
<p>7) Increase inclusive practices at all campuses by implementing research-based collaborative teaching models for students in grades EE - 4.</p>	<p>Director of Special Programs, Coordinator of Special Programs - Elementary</p>	<p>Provide opportunities for special education students to participate in the general education setting for at least part of the school day.</p>
<p align="center">RDA</p> <p>8) Students receiving special education and/or bilingual/ESL services will meet the PBMAS/RDA academic achievement targets in all content areas.</p>	<p>Executive Director of Special Programs, Director of Special Programs Director of Bilingual Education</p>	<p>-SPED STAAR Passing Rate for all grades and subjects (Reading, Writing, Mathematics, Science & Social Studies) tested will receive a Performance Level Indicator of a 0 or 1. If greater than 1, the Performance Level Indicator will improve over the previous year.</p> <p>-LEP STAAR Passing Rate for all grades and subjects tested (Reading, Writing, Mathematics, Science, & Social Studies) will receive a Performance Level Indicator of a 0 or 1. If greater than 1, the Performance Level Indicator will improve over the previous year.</p>
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>9) Provide attendance/drop-out prevention and recovery training for staff, assistant principals, and attendance clerks.</p>	<p>Coordinator of Outreach & Intervention Services</p>	<p>Student attendance will maintain or exceed 96.8% attendance rate.</p>
<p>10) Monitor attendance of students and provide campus truancy prevention measures (conference with parent/student, attendance letters, incentives, discipline).</p>	<p>Campus Administrators</p>	<p>Student attendance will maintain or exceed 96.8% attendance rate.</p>
<p>11) Continue support of SAT Prep class</p>	<p>Advanced Academics, Campus AP Coordinators</p>	<p>-Increased participation in SAT Prep class.</p> <p>-Increased number of students scoring at or above college readiness level on SAT.</p>

Goal 1: Pearland ISD will continue to make student academic performance its top priority, through data, technology, and differentiated instruction.

Performance Objective 2: Recruit, develop, support, and retain talented staff.

Evaluation Data Source(s) 2: New Hire Reports, Employee Stay Survey, Skyward Discipline Data

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>1) Campus and district administrators will participate in the recruitment of high quality diverse talent through job fairs, conferences and media outlets.</p>	<p>Assistant Superintendent of Human Resources, Director of Human Resource Services, Department Directors, Campus Principals</p>	<p>- Increase numbers of diverse applicants. - Increase numbers of qualified bilingual/ESL teachers.</p>
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>2) Plan a formal multilevel mentoring program for the development of beginning teachers.</p>	<p>Assistant Superintendent of Human Resource Services, Teacher Services Specialist, Directors of Instructional-Based Programs, Campus Principals</p>	<p>Production and dissemination of a formalized district-wide mentor plan.</p>
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>3) Provide opportunities to support the refinement of skills in all staff.</p>	<p>Assistant Superintendent of Human Resource Services, Department Directors, Campus Principals</p>	<p>Increase numbers of internal promotions.</p>
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>4) Increase retention of talented staff through a climate of collaboration and the actions of supportive leadership.</p>	<p>Assistant Superintendent of Human Resources, Director of Human Resource Services, Department Directors, Campus Principals</p>	<p>High retention of talented staff.</p>
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>5) Provide staff development for teachers on developing standards based IEPs and PLAAPS for students receiving special education services.</p>	<p>Special Programs Coordinators</p>	<p>Annual training provided to all special education case managers.</p>
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>6) Provide support and training to campus staff on intervention strategies for students whose behavior significantly interferes with learning.</p>	<p>Executive Director of Special Programs, Lead Behavior Specialist</p>	<p>-Reduction in the number of referrals for special education for Behavior/Psychological Evaluations. -Reduction in exclusionary discipline assignments (ISS/OSS).</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities Recruit, support, retain teachers and principals</p> <p>7) Provide professional development for teachers to equip them to meet the needs of students receiving special education services.</p>	Director of Special Programs	<p>-Provide one (1) day of professional development focused on special education students (August Back-to-School Day).</p> <p>-Provide multiple opportunities throughout the school year for training focused on the needs of students receiving special education services.</p>
<p align="center">TEA Priorities Recruit, support, retain teachers and principals</p> <p>8) Provide ongoing training to campus staff on accommodations, individual health plans, and other services for students receiving Section 504 services.</p>	Executive Director of Special Programs, 504/Dyslexia Support Specialist	<p>-Provide one (1) day of professional development focused on Section 504 services (August Back-to-School Day).</p> <p>-Provide multiple opportunities throughout the school year for training focused on the needs of Section 504 services for Section 504 Campus Coordinators and teachers.</p>
<p align="center">TEA Priorities Recruit, support, retain teachers and principals</p> <p>9) Provide ongoing training and support for teachers of Dyslexia students for implementation of Reading by Design, as a systematic, explicit, and intensive reading intervention program.</p>	Executive Director of Special Programs, 504/Dyslexia Specialist	<p>-Equip staff for the delivery of best practices in dyslexia instruction.</p> <p>-Improve the reading ability of dyslexic students.</p>
<p>10) Provide professional development for teachers to equip them to meet the needs of English Learners receiving Bilingual/ESL services.</p>	Director of Bilingual Education DL/ESL Specialists	<p>- Provide one (1) day of professional development focused on English Learners (District PD Day).</p> <p>- Provide multiple opportunities throughout the school year for training focused on the needs of students receiving Bilingual/ESL services.</p>
Funding Sources: 263 - Title III - LEP - 0.00		
<p>11) Provide ongoing training to campus staff on linguistic accommodations and LPAC compliance requirements.</p>	Director of Bilingual Education DL/ESL Specialists	<p>Provide multiple opportunities throughout the school year for training teachers and administrators focused on the LPAC compliance requirements for students receiving Bilingual/ESL services.</p>

Goal 1: Pearland ISD will continue to make student academic performance its top priority, through data, technology, and differentiated instruction.

Performance Objective 3: Provide high quality instructional and support programs to meet individual student needs and ensure college, career, or military readiness for all students.

Evaluation Data Source(s) 3: PEIMS Reports, CCMR Performance Data, RDA, Program Evaluations, Stakeholder Surveys, Advisory Committee Member Feedback, Perkins Grant Requirements, CTE Teachers Needs Analysis, Fine Arts Teachers Needs Analysis, UIL Evaluations, TMEA results

Summative Evaluation 3:

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 1) Provide career / industry based training opportunities for CTE teachers.</p>	<p>Director of CTE, CTE Coordinator, CTE Specialists</p>	<p>Provide high quality instruction to increase students' college, career, and military preparedness.</p>
<p>Funding Sources: 199 - PIC 22 State Career & Technical Ed (CTE) - 0.00</p>		
<p>TEA Priorities Connect high school to career and college 2) Expand the number of career/ industry based certification opportunities for students through opportunities that include expanded career explorations, practicums, internships, and other work-based learning experiences for students.</p>	<p>Director of CTE CTE Coordinator, CTE Specialists</p>	<p>-Increase the number of student-earned career/ industry based certifications. -Increased college credit through CTE Courses, especially in fields that relate to area and state workforce data.</p>
<p>Funding Sources: 199 - PIC 22 State Career & Technical Ed (CTE) - 0.00, 894 - Perkins Reserve Grant - 0.00</p>		
<p>TEA Priorities Connect high school to career and college 3) Comply with federal grant requirements by transitioning from Perkins Grant IV to Perkins Grant V to drive CTE program improvement.</p>	<p>Director of CTE</p>	<p>Implementation of the Programs of Study (POS) to align with the state's POS model.</p>
<p>Funding Sources: 199 - PIC 22 State Career & Technical Ed (CTE) - 0.00</p>		
<p>TEA Priorities Connect high school to career and college 4) Continue Curriculum Development which integrates core academics, increases academic achievement and certifications in CTE program areas. CD includes assessment of CTE, technology, and supplies.</p>	<p>Director of CTE.</p>	<p>Increased effectiveness of instruction in CTE program areas.</p>
<p>TEA Priorities Connect high school to career and college 5) Provide career awareness training opportunities for counselors.</p>	<p>Director of CTE, CTE Coordinator, CTE Specialists</p>	<p>Increase student enrollment in CTE nontraditional career courses.</p>
<p>Funding Sources: 199 - PIC 22 State Career & Technical Ed (CTE) - 0.00</p>		

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Connect high school to career and college</p> <p>6) Continue to offer industry certifications and licenses for all CTE career clusters. Continue to seek meaningful certifications that correlate with regional workforce data.</p>	Director of CTE	Increase in number of industry certifications and licenses.
7) Continue monitoring safety routines and procedures in each CTE and Fine Arts program area. Provide safety training to CTE and Fine Arts students in CTE classrooms, industrial-based classes, and health science classes.	Directors of CTE and Fine Arts, CTE Coordinator, CTE Specialists	Students will learn in a safe manner in Fine Arts and CTE classrooms.
8) Develop and implement revisions in the 2019 State Plan for the Education of Gifted and Talented Students.	Directors of Advanced Academics, Elementary Education, and Secondary Education, Campus Principals	-Increased student diversity in advanced programs by 1%. -Increased success rate of diverse populations on Advanced Placement exams.
9) Develop curriculum framework to support Texas Performance Standards Project (TPSP)	Director of Advanced Academics	-Increased enrollment in AP Capstone by 1%. -Equitable participation in District TPSP.
10) Provide clothing, hygiene kits, transportation (as needed), course and College Readiness test fees, parent information training, homeless awareness training, counseling support (including homeless-related grief and trauma issues), and district/staff training related to homelessness in students.	District Homeless Liaison, Coordinator of Outreach Services	Increase attendance, academic success, and graduation rate of homeless students.
	Funding Sources: 206 - TEHCY TX Education for Homeless Children and - 0.00, 289 - TX Hurricane Homeless Children and Youth - 0.00	
11) Identify and serve homeless students and students in conservatorship of the state (foster care).	Coordinator of Guidance Services/Foster Liaison	Increase attendance and increased academic growth for identified students.
	Funding Sources: 211 - Title I, Part A - 0.00	
12) Identify and monitor at-risk students for signs of disengagement.	Campus Administrators, Counselors, Outreach Attendance Office, Truancy Case Managers	Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255].
13) Provide alternative learning settings for potential drop-outs through the district Alternative Center for Education (ACE).	Deputy Superintendent, Campus Administrators	Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255].
14) Provide accelerated instruction and tutorials for at-risk students.	Directors of Instructional Programs	Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255].
15) Provide Pregnancy Related Services (PRS) to support teen parents.	Director of CTE	Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255].
16) Provide opportunities for credit recovery (after school, summer school, computer-assisted instruction).	Campus Administrators	Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255].
17) Monitor attendance of students, provide truancy prevention measures on campuses, and refer continued concerns to the Outreach/Attendance Office for further interventions.	Campus Administrators, Counselors, Truancy Case Managers, Attendance Clerks	Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255].

Strategy Description	Monitor	Strategy's Expected Result/Impact
18) Provide staff development for dropout strategies, prevention, and intervention techniques.	Directors of Instructional Programs, Director of Testing, Coordinator of Student Outreach & Intervention Services	Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255].
19) Provide services for students and families through the partnership with Communities in School (CIS), ACE 21st Century Learning Centers, and other school-based and community resources.	Deputy Superintendent, Campus Administrators, Counselors	-Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255]. -Maintain a 96.8% attendance rate.
20) Utilize Completion Prevention Committee to identify potential drop-outs and recommend programs and services for them.	Deputy Superintendent, Coordinator of Student Outreach & Intervention Services	Maintain at least a 99.9% completion rate. Dropout reduction [TEC 11.255].
21) Provide training for staff, assistant principals, and attendance clerks on Attendance/Dropout Prevention and Recovery	Coordinator of Student Outreach & Intervention Services	Maintain a 96.8% attendance rate.
22) Monitor attendance of students and provide campus truancy prevention measures (conference with parent/student, attendance letters, incentives, discipline)	Coordinator of Student Outreach & Intervention Services	Maintain a 96.8% attendance rate.
Funding Sources: 423 - Truancy Intervention Program - 0.00		
23) Refer attendance concerns to the Outreach Attendance Office for further intervention (home visits, community resources, court).	Campus Administrators	Maintain a 96.8% attendance rate.
24) Monitor and manage court cases; monitor and manage students who are high risk of dropping out of school.	Coordinator of Student Outreach & Intervention Services	Maintain a 96.8% attendance rate.
25) Provide Disciplinary Alternative Education Program (DAEP) for students in grade 7-12.	Superintendent, Assistant Superintendents, Principals	Provide intensive support and intervention for students whose behavior significantly interferes with learning.
Funding Sources: 199 - PIC 30 State SCE Title I-A, Schoolwide Acti - 0.00		
26) Provide higher education admissions processes and requirements and financial aid opportunities information and resources to students, parents, counselors and teachers to students in middle school, junior high, and high school for post-high school success.	Coordinator of Guidance Services	-Provide information on the Texas grant program and Teach for Texas grant program. -Provide information higher education admissions and financial aid opportunities. -Provide information for students to make informed course choices for post-high school success.

Goal 1: Pearland ISD will continue to make student academic performance its top priority, through data, technology, and differentiated instruction.

Performance Objective 4: Develop and maintain authentic staff/student relationships to create respectful, caring, and culturally responsive learning environments.

Evaluation Data Source(s) 4: Surveys, Skyward, PEIMS data, Progress Monitoring

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement an instructional approach for behavior using the evidence-based Positive Behavior Intervention and Support Framework (PBIS) in grades PK- 4.	Senior Assistant Superintendent of Instructional Programs, Directors of Instructional-Based Programs, Directors of Special Programs	-Establish a common set of school-wide behavior expectations that are a brief, memorable set of positively-stated expectations creating a school culture that is clear, positive, and consistent. -Provide staff development on teaching school-wide expectations, acknowledging appropriate behavior, correcting errors, requesting assistance, and restorative practices.
Funding Sources: 267 - Title IV, Part A - 27350.00		
2) Research and develop a behavior implementation plan to support safe and conducive learning environments in grades 5-12.	Senior Assistant Superintendent of Instructional Programs, Directors of Curriculum-Based Programs, Directors of Special Programs	-Establish a common set of school-wide behavior expectations that are a brief, memorable set of positively-stated expectations creating a school culture that is clear, positive, and consistent. -Provide staff development on teaching school-wide expectations, acknowledging appropriate behavior, correcting errors, requesting assistance, and restorative practices.
3) Implement cultural responsive practices to foster a positive learning environment.	Cultural Responsive Council Principals Directors of Instructional Programs	- Provide multiple opportunities throughout the school year for training teachers and administrators on cultural responsive practices. -Host district-wide Multicultural Festival and campus based activities to celebrate diversity.
Funding Sources: 263 - Title III - LEP - 0.00		

Goal 2: Pearland ISD will support the physical and mental health of all students and staff.

Performance Objective 1: Meet the physical, social, and emotional needs of students.

Evaluation Data Source(s) 1: Skyward Guidance Module Reports, Curriculum Documents, Fitness Gram, Campus Calendars of Events, Annual Child Builder Lesson Report, Meeting Sign-in Sheets, Service Reports, RISE Mentor Sign-in Sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Connect high school to career and college</p> <p>1) Increase availability of staff for developmental counseling and mental health support to students at all levels.</p>	Asst. Superintendent of Intermediate, Coordinator of Guidance Services, Asst. Superintendent Human Resources	Provide additional staff for developmental counseling and mental health support, if allowed by budget.
2) Analyze current programs and develop vertically aligned social and emotional health curriculum and provide for delivery of curriculum to students, staff, and parents, as appropriate.	Coordinator of Guidance Services, School Counselors	Provide curriculum that includes suicide prevention, drug awareness, sexual harassment and abuse prevention, dating violence, GenTex, anti-bullying, stress/time management, and trauma-informed care for all students
3) Ensure students in eighth grade and higher receive human trafficking awareness training.	Principals, School Counselors, Coordinator of Guidance Services	Present one (1) school-wide presentation separating students by gender and grade (as appropriate).
4) Ensure students in elementary and middle schools receive anti-victimization guidance lessons.	School Counselors, Coordinator of Guidance Services	Implement Stand Strong Stay Safe curriculum through regularly scheduled classroom guidance lessons.
5) Provide social/emotional health curriculum lessons/activities on every campus.	Principals, Coordinator of Guidance Services, School Counselors	Implement at least ten (10) lessons/activities per year to address social/emotional health.
6) Continue to integrate suicide awareness and prevention lessons/activities at all campuses.	School Counselors, Coordinator of Guidance Services	-Continue to schedule and coordinate the #iwillASK program annually. -Continue to support the four high schools in their student-lead campus suicide prevention task force. -Comply with parent or guardian district notification procedures.
7) Continue current community counseling partnerships with and pursue other opportunities with local mental health agencies.	Asst. Superintendent of Intermediate, Coordinator of Guidance Services	-Maintain current partnerships: Counseling Connections for Change & Youth and Family Counseling Services -Begin partnership with BACODA
8) Provide students safe, enjoyable and developmentally appropriate fitness activities that improve their fitness levels.	Assistant Athletic Director	Improve fitness and healthy lifestyle choices for students.

Strategy Description	Monitor	Strategy's Expected Result/Impact
9) Provide at least two (2) opportunities for students to participate in physical activity and promote a healthy lifestyle.	Principals	Increased awareness for physical activity to promote a healthy lifestyle.
10) Maintain RISE Mentoring Program.	Mentor/Volunteer Specialist	-Pair identified students with an adult mentor. -Provide mentors and students the space and support for a meeting for 30 minutes one time per week

Goal 2: Pearland ISD will support the physical and mental health of all students and staff.

Performance Objective 2: Continue to develop the physical safety plan to harden all campuses and district facilities

Evaluation Data Source(s) 2: District Plans, Monitoring Reports, Safety Drill Reports, Reporting Documentation, Sign-In Sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue to monitor bullying/cyberbullying anonymous reporting from students, parents, and the community via the district and campus websites.	Principals	Campus administrators investigate all reports of bullying/ cyberbullying received
2) Train professional school counselors on the use of a screening tool endorsed by the Office of the Governor of Texas called the Commercial Sexual Exploitation - Identification Tool (CSE-IT) to identify victims of sex trafficking.	Coordinator of Guidance Services	Counselors will receive initial training (new staff) and annual training
3) Train students and teachers on various programs and formats regarding digital citizenship and social media literacy.	Director of Instructional Technology, Principals	Increase in digital citizenship and social media literacy for teachers and students.
4) Develop a reunification plan in case of an emergency that requires moving students and staff to another location.	Director of Maintenance	Safe and efficient reunification of students and staff in the event of an emergency.
5) Develop a threat assessment team at each campus and a district safety committee	Director of Facilities and Planning Principals	-District Safety Committee and Campus Threat Assessment Teams established. -Staff participation in required trainings.
6) Monitor physical safety measures and schedule safety drills at all campuses on a regular basis	Director of Facilities and Planning Principals School Resource Officers (SRO)	-Maintain campus security at all times. -Provide required safety training to all staff and students. -Documentation of two (2) Lockdown drills per year and one (1) Fire Drill per month.
7) Provide for School Resource Officers to work with district and campus administration to ensure schools are safe places for students to learn.	Deputy Superintendent	-Support comprehensive safety plan. -Provide internal dispute mediation, detention and arrests, personal and property searches, school patrols, and advanced safety functions, as appropriate.

Goal 2: Pearland ISD will support the physical and mental health of all students and staff.

Performance Objective 3: Support safe and conducive learning environments and enhance the culture of responsive discipline.

Evaluation Data Source(s) 3: Skyward Discipline Data, PBIS Implementation Evaluations, Restorative Practices Implementation Evaluations

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue implementation Positive Behavior Intervention Support to classroom teachers in grades K - 4.	Director of Elementary Education, Executive Director of Special Programs	-Positive, predictable, safe environments for everyone in school settings,. -Provide at least one training per year for PBIS campus teams.
2) Develop district framework for Positive Behavior Intervention & Support (PBIS) and Restorative Practices for grades 5 - 12.	Director of Secondary Education, Executive Director of Special Programs	-District Framework including action steps. -Each campus will organize a Campus Behavior Leadership Team. -Campus Leadership Team will develop, implement, and/or monitor school-wide behavior expectations, District Behavior Leadership Team will collaborate with the Culturally Responsive Council to develop culturally responsive disciplinary practices and conflict resolution.
3) Culturally Responsive Council will provide training to district/campus staff	Director of Secondary Education, Executive Director of Special Programs, Chairman of Culturally Responsive Council Principals	Provide at least six (6) training opportunities for staff to address cultural responsiveness

Goal 2: Pearland ISD will support the physical and mental health of all students and staff.

Performance Objective 4: Provide training for staff, parents, and community members to address student physical, social, and emotional health.

Evaluation Data Source(s) 4: Training Documentation, Meeting Documentation, District & Campus Websites

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) A comprehensive program to train teachers, counselors and administrators on the social and emotional health needs of the students will be offered on a regular schedule.	Coordinator of Guidance Services	Training may include Mental Health First Aid (8 hour in-person training), ASK Training (2 hour in person training) or Kognito (online training).
2) Provide parent education of social and emotional needs through parent information sessions on the campus and district level.	Coordinator of Guidance Services, School Counselors	Increased parent education on the social and emotional needs of students.
3) Provide mental health and safety resources to parents and community	Coordinator of Guidance Services Principals School Health Advisory Council (SHAC)	-Maintain district Counseling Resource list for dissemination on website and district publications, Annual Carousel of Resources Event. -Provide parent education of firearm safety presentation provided by Pearland Police Department. -Provide parent education on the dangers of e-cigarettes or vaping and substance abuse (such as tobacco, drugs, and alcohol).
4) Develop a quarterly electronic newsletter created by the student support counselors - to include postings on the Guidance and campus websites.	Coordinator of Guidance Services, Student Support Counselors	Electronic Newsletter posted quarterly
5) Continue to train staff on signs of human trafficking and child abuse (including sexual abuse) awareness.	Human Resource Services	All staff required to annually participate in online training.
6) Provide for district-wide employee physical activity and wellness participation.	Human Resource Services Communication Department	Pearland ISD Wellness Fair
7) Provide Social Media/Digital Citizenship training for students, staff, and families.	Director of Instructional Technology, Principals, Counselors	-Increased awareness of the importance of protecting students as they navigate technology. -Students will be taught how to make safe, smart, and ethical decisions in the digital world. -Use of commonsensemedia.org curriculum for digital citizenship

Goal 3: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: Build and promote an authentic identity that reflects the district's beliefs, vision and mission.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Develop and implement a rebrand of the district's visual identity.	Executive Director of Communications	Initiate rebrand process with branding/advertising agency to create new district/department logos, electronic/print design templates and brand manual to ensure a cohesive district brand.
2) Attract positive media coverage that highlights students and staff.	Executive Director of Communication	Work with principals, campus, and district staff to expand campus and district communicator network and explain process for attracting positive media coverage.
3) Intentionally tell stories to exhibit an accurate and compelling representation of the district.	Executive Director of Communications, Directors, Principals	Provide guidance and resources for campus and district leadership to identify students and staff to be highlighted.
4) Maximize communication through various forms of technology, digital platforms and video.	Executive Director of Communications	-Create a district-level digital multimedia communications position to manage digital communication and video platforms. -Consider implementation of high school student video intern through practicum course.

Goal 3: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 2: Develop meaningful partnerships to engage and collaborate across a diverse community for the benefit of every student.

Evaluation Data Source(s) 2: Meeting Sign-in Sheets, Agendas

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Formalize a Partners in Education program to expand business partnership opportunities.	Executive Director of Communications, Directors, Principals	-Form an advisory committee including campus/department representatives to determine partnership needs of schools/district. -Implement an Adopt-a-School/Adopt-a-Department program for businesses and community organizations.
2) Collaborate with families and the community to create awareness of opportunities for involvement in the district.	Executive Director of Communications, Principals	-Create a district-level webpage with engagement opportunities through events/activities such as #iwillASK, United for Kids, JoinIn, Partners in Education, board meeting attendance and more. -Provide parents and families the opportunity for input and collaboration through campus/district parent nights, serving on campus/district committees and attending campus/district meetings and events. -Make district meetings, such as United for Kids and Town Halls, more accessible to the community and parents. -Have district ambassadors attend community events to share information about the district. -Implement Peachjar or similar service/process to engage stakeholders through a district bulletin board.
3) Maintain parental input for Special Programs by continuing parent training opportunities and parent meetings.	Executive Director of Special Programs	-Provide parent trainings to include orientation to the special education process, legislative updates and other topics related to students with disabilities. -Continue meeting with the Special Programs Parent Advisory Committee. -Provide Parent Resource Binder to families of students receiving special education services.
4) Continue Special Programs' district-level Dyslexia Parent Advisory committee meetings.	504/Dyslexia Support Specialist	District committee will meet at least three (3) times per year.
<p style="text-align: center;">TEA Priorities</p> <p style="text-align: center;">Build a foundation of reading and math</p> 5) Provide for parent and family input for Parent and Family Engagement as a part of the Title I, Part A program through parent advisory meetings at the district and campus level.	Federal Programs/Grants Administrator	Increase involvement by parents and families of students served by Title I, Part A program to increase students' academic success through series of meetings each semester.
	Funding Sources: 211 - Title I, Part A - 0.00	

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p>6) Build capacity for parents and family members to be involved in their students' education through campus events such as literacy nights, technology nights, etc.</p>	<p>Federal Programs/Grants Administrator</p>	<p>Increase involvement by parents and families of students served by Title I, Part A program to increase students' academic success.</p>
<p align="center">Funding Sources: 211 - Title I, Part A - 0.00</p>		
<p>7) Provide translation services for required Title I, Part A documents and parent and family communication at the district and campus level.</p>	<p>Elementary Director of Curriculum & Instruction, Secondary Director of Curriculum & Instruction</p>	<p>-Provide District Translation Policy. -Written and oral translation, as appropriate, for required documents and communications for Title I, Part A compliance.</p>
<p align="center">Funding Sources: 211 - Title I, Part A - 0.00</p>		
<p>8) Provide for parent, family, and community engagement as part of Title III requirements.</p>	<p>Director of Bilingual Education</p>	<p>-Host district-level events throughout the year such as biliteracy night, multicultural festival, etc. - Continue Bilingual/ESL district-level parent advisory council and steering committee meetings at least two times per year.</p>
<p align="center">Funding Sources: 263 - Title III - LEP - 0.00</p>		

Goal 3: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 3: Utilize comprehensive and effective communication systems to inform, educate and connect.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) 3.1 Implement a tailored crisis communications approach both internally and externally.	Executive Director of Communications	-Partner with PPD/emergency responders on messaging during emergencies, when necessary. -Employ a cohesive crisis communication plan across campuses and the district.
2) Expand campus and department social media presence.	Executive Director of Communications	Enhance the district's social media network through campus/departments maintaining and actively engaging in Twitter.
3) Enhance communication to engage internal stakeholders.	Executive Director of Communications	-Restructure employee Intranet. -Improve communication with Spanish-speaking employees -Create internal employee e-newsletter. -Ensure employees are the first to know regarding crisis communications. -Evaluate possible implementation of Workplace by Facebook for internal communications.

Goal 4: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the greater community.

Performance Objective 1: Maximize funding to design a budget that ensures a strong financial position.

Evaluation Data Source(s) 1: Increase in revenues; positive ending fund balance, successful TRE election; savings on non-payroll costs; superior ratings on FIRST report.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Research the necessity for a Tax Ratification Election (TRE) starting with fiscal year 2019-2020 and call for a TRE	Chief Financial Officer	Maximize local and state funding which will impact all students.
2) Continue pursuing an aggressive investment strategy and debt management opportunities	Chief Financial Officer	Maximize investment earnings and reduce the amount of debt.
3) Maximize funding opportunities (e.g. grant awards, SHARS reimbursements)	Chief Financial Officer Director of Accounting Federal Programs/Grants Administrator	Successful grant awards and increase in SHARS reimbursements.
4) Analyze revenue generating contracts to ensure profitability	Chief Financial Officer	Centralize contract processing to ensure that contracts with outside individuals/entities who use our facilities, equipment, and/or services are in the best interest of the district and profitable.
5) Achieve the most effective use of taxpayer dollars	Chief Financial Officer	Implement strategies that identify cost savings and/or cost avoidance opportunities.

Goal 4: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the greater community.

Performance Objective 2: Educate our community to advocate for optimal resources to achieve overall student success.

Evaluation Data Source(s) 2: Successful TRE; meeting logs; transparency star awards; accounting/budget awards; published information on website

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Develop a communications plan for the successful passage of a TRE, should an election be required	Chief Financial Officer Exec. Dir. of Communications	Educate the District's community on the need for a TRE and the impact on student learning and opportunities.
2) Maximize and sustain influential and effective communication with federal, state, local, and private sectors on all issues affecting the district.	Superintendent Chief Financial Officer	-Collaborate with District representatives so they can clearly understand, communicate and legislate in favor of our district regarding decisions affecting funding and operations and unfunded mandates. -Participate at community organizational meetings to enhance the public's knowledge of District finances and operations.
3) Communicate with and educate all stakeholders regarding the financial system of public education, as well as the fiscal responsibility and stability of the District	Chief Financial Officer	Continue providing financial transparency and increasing the public's knowledge of district finances and support.

Goal 4: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the greater community.

Performance Objective 3: Provide financial support for capital needs, contingencies, and a competitive employment compensation plan.

Evaluation Data Source(s) 3: Capital renewal plan; board meetings; HRS metrics; TASB HR services; budget documents; financial reports.

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Establish a Capital Renewal Plan Committee (CPRC) to review/update the District's 10-Year CRP on an annual basis and prioritize project funding	Chief Financial Officer Members of CRP	-Extend the life cycle of facilities and equipment by maintaining them operational and in good working condition. -Anticipate replacement needs based on a life cycle/replacement schedule.
2) Plan for and maintain a budget for capital improvements to fund ongoing facility and equipment repairs and upgrades	Chief Financial Officer	Establish a funding mechanism to proactively fund capital expenditures.
<p style="text-align: center;">TEA Priorities Recruit, support, retain teachers and principals</p> 3) Adjust control points/midpoints of current pay grades no less than half of the General Pay Increase percent annually; moving towards the top quartile of market value amongst competing districts.	Human Resources Services	Provide competitive paygrade midpoints.
<p style="text-align: center;">TEA Priorities Recruit, support, retain teachers and principals</p> 4) Utilize salary adjustments annually to improve internal pay equity.	Human Resources Services	Provide more evenly distributed pay grades with salaries closer to market values.
<p style="text-align: center;">TEA Priorities Recruit, support, retain teachers and principals</p> 5) Increase the district's contribution toward employee medical insurance by \$600 per year over the next two years.	Human Resource Services	Provide benefit supports so that by 2022, annual benefit contributions will be \$4,200
6) Evaluate campuses and departments funding allocations and methodologies	Chief Financial Officer Director of Budget and Compliance	Ensure an equitable distribution of funding resources based on campus demographics.
7) Ensure fund balance is within established policy.	Chief Financial Officer	Stay within fund balance requirements to be able to meet financial needs in the event of a crisis, state funding uncertainties, fluctuating enrollment, etc.

Goal 5: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 1: Special Education programs, supports and services will meet or exceed compliance requirements.

Evaluation Data Source(s) 1: State Performance Plan (SPP) Indicator 11, SuccessEd Documentation, Six Week Skyward Discipline Reports, PBMAS/RDA Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) All students suspected of having a disability will be evaluated within the state established timelines after receiving informed, written parental consent to evaluate.	Executive Director of Special Programs, Coordinator of Special Programs - Evaluation	100% Compliance on SPP Indicator 11.
2) The district will monitor and reduce the number of special education disciplinary placements.	Executive Director of Special Programs, Special Programs Coordinators	The rate of disciplinary actions for special education students will be consistent with the disciplinary placement rates of all students.
3) The district will meet State and Federal targets for SPED Representation.	Executive Director of Special Programs	The significant disproportionality risk ratio will be less than the state established threshold.

Goal 5: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 2: CTE programs, supports and services will meet or exceed compliance requirements.

Evaluation Data Source(s) 2: Perkins Reports

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Connect high school to career and college 1) CTE will provide leadership, guidance, services, and actions, that ensure compliance with Perkins Grant.</p>	Director of CTE	100 % Compliance on all Perkins Grant program requirements.
2) CTE will implement TEA's Program of Study to comply with federal requirements.	Director of CTE	100% Compliance on all TEA and Federal requirements

Goal 5: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 3: ESSA funded programs, supports and services will meet or exceed compliance requirements.

Evaluation Data Source(s) 3: STAAR Reports, Federal Accountability Reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Curriculum and Instruction and Bilingual/ESL Departments will provide leadership, guidance, services, and actions, that ensure compliance with ESSA fund requirements.	Directors of Elementary and Secondary Instruction, Director of Bilingual/ESL	100% Compliance on all TEA and federal ESSA program requirements.

Goal 5: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 4: Bilingual/ESL programs will meet or exceed compliance requirements.

Evaluation Data Source(s) 4: Project ELL documentation, LPAC folders, PBMAS/RDA Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) The district will increase the number of English Learners meeting reclassification.	Director of Bilingual Education Director of Testing Principals	-Monitor English Learner performance on STAAR and TELPAS. - Provide TELPAS trainings for teachers and administrators. -Use TELPAS data to monitor student progress.
2) The district will meet state and federal requirements for Bilingual/ESL services.	Director of Bilingual Education DL/ESL Specialists Principals EL Compliance Facilitator	-Monitor Dual Language program implementation. -Monitor ESL program implementation. -Audit LPAC folders throughout the year and provide feedback to campuses.