

Pearland Independent School District
PACE Center
2021-2022 Campus Improvement Plan



Mission Statement

The PACE Center will equip students to fulfill their purpose through exceptional educational experiences that prepare them to lead with integrity and contribute valuable skills to a competitive global community.

Vision

At PACE, students will graduate as productive citizens who are
academically sound;
confident and resilient;
self-motivated, problem solvers;
steadfast in their work ethic;
hopeful about the future.

District Goals

Pearland ISD Performance Goals:

2019-2020

Make academic achievement and student performance its priority
Recruit and retain high quality personnel reflective of and responsive to the district's diverse community
Maintain a safe, disciplined environment conducive to learning (GRIT)
Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance
Actively promote a sense of community and shared direction

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Comprehensive Needs Assessment

Revised/Approved: October 12, 2021

Demographics

Demographics Summary

PACE is a non-traditional educational option for high school students enrolled in Pearland ISD. PACE supports up to 120 students each semester. Traditionally, PACE has been a resource to the district's most at-risk populations to provide a pathway to graduation and preparedness for life beyond high school. Many PACE students are behind on credits, have outside issues that deter attendance and/or academic success, are navigating personal or family illness, must work to support themselves, are experiencing emotional and mental issues, etc. PACE students prove themselves, each day, to be resilient and willing.

Race Ethnicity – Current Year

	AA	Hispanic	White	AI / AN	Asian	2+ Races	TOTAL	Eco. Say.
9th Grade	0	6	1	0	0	0	7	5
10th Grade	2	4	9	2	0	0	17	9
11th Grade	5	20	7	3	0	0	35	24
12th Grade	1	17	16	2	1	3	40	23
Total	8	47	33	7	1	3	99	61

Total Student Enrollment 99

Campus to District Comparison

PACE

Hispanic 47%

White 33%

Pearland ISD

Hispanic 36.8%

White 32.99%

Special Populations – Current Year

Grade	SPED	504	Dyslexia	PRS/PEP	GT	THE	Homeless
9th	1	1	0	0	0	0	0
10th	4	4	1	0	0	2	1
11th	11	4	6	2	0	3	1
12th	4	4	3	2	2	5	2
Total	20	13	10	4	2	10	4

SpEd - 20% of population

504 - 13% of population

Dyslexia - 10%

GT - 2%

EL/Emerging Bilinguals - 10%

PRS/PEP - 4%

Homeless - 4%

The PACE staff works to assure students are supported, encouraged and commitment to the PACE process.

Demographics Strengths

Demographic Strengths

Trends

Student enrollment at PACE is very diverse and spans all high school grade levels. During the past three years, The PACE Center's population has trended to increase percentages of Hispanic, African American, and multi-racial students.

Student Population Reality

33% of the PACE population receives SpEd and 504 services. Over **75%** of the population has failed two or more classes. **45%** of PACE students are "over age"-- i.e. 18 year old in 10th grade, 17 year old in 11th grade, etc. **4%** are parenting while in school. **62%** of PACE students are identified as economically disadvantaged.

Staff Trends

PACE Demographics 2021-22

Teachers by Ethnicity		Teachers Gender	
African American	4	Males	7
Hispanic	1	Females	11
White	9		
Asian	2		
Two or more races	2		

Teachers by years of experience	
1-5	5
5-10	8
11+	5

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 90% of student enrollment is identified as at-risk. **Root Cause:** Acceptance of the district's most at- risk population of students.

Problem Statement 2 (Prioritized): 50% of student enrollment is identified within Special Populations. **Root Cause:** Acceptance of the district's most at-risk population of students.

Student Learning

Student Learning Summary

Needs Assessment – Student Learning

Current STAAR 2021 December Testers

TEAR Exam	Number of Testers	Re-Testers
Algebra I	7	4
Biology	2	0
USH	12	3
ELA I	13	11
SHE 2	17	13

*Within the above testing groups, there are six students who are re-testing in two areas. Spring data is not included because the testing list is subject to change (based on December results and January enrollment). **45% of the PACE Center's current population has failed one or more STAAR tests prior to August 2021.***

Current CCMR

Less than 8% of current PACE students have met CCMR. The students who have met the criteria have done so with Industry Certifications that were gained prior to entry at PACE.

When Students enroll at PACE

PACE students are able to regain credits, accelerate coursework, receive more individualized instruction, access flexible scheduling, and a myriad of other resources. A central goal of our program is to advance the number of students who meet the CCMR criteria.

PACE Appropriate Measures to Achieve CCMR

- **Meet TSI Criteria for Reading and Math**
 - TSI Prep is now integrated into senior level English and math courses (English IV & Pre-Cal/Algebra II)
- **Earn Industry Certification** (MOS and Refrigerant Recovery & Recycling)
 - MOS certification is integrated into BIM and Entrepreneurship
 - Refrigerant Recovery & Recycling will be provided as a stand alone certificate
 - Provides an initial introduction to EPA function/importance

- Allows students to demonstrate to potential employers their ability to grow and learn
- **Graduate with completed IEP and Workforce Readiness**
 - ARD committee, case manager, student, parent, and staff will support student success
 - Consistent use of Career Preparation to support student job readiness
 - Partner with TWC to assure student access to gainful employee and skill readiness
- **Increase student access to Traditional Campus & College Campus Courses*** (i.e. cosmetology, welding etc.)
 - Requires many moving parts that take much planning

Graduation Details 2020-21

We were able to graduate 66 students during a pandemic year!

38% of students graduated with an endorsement

62% of students graduated with foundation only

40% of students have entered post-secondary education

2% of students have entered the military

To close gaps and assure student growth, PACE must continue to:

- **Provide Post Secondary Planning**
 - Step One: Every student has an **Individualized Graduation and CCMR Plan**
 - Step Two: There are bi-weekly opportunities for **Career Talks**
 - Step Three: Students and staff **Track Progress**
- **Maintain and Improve Graduation Rates**
 - Individualized Scheduling
 - Weekly Progress Monitoring
 - Edgenuity for CR and Original Credit
 - District CBE

Student Learning Strengths

Student Learning Strengths -

Student engagement with the PACE program has allowed them to demonstrate:

- Creativity
- Critical Thinking
- Problem-solving
- Perseverance
- Resilience

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 45% of students are ELA I/II, Algebra I, and Biology re-testers. **Root Cause:** Students have not performed well on previous EOC tests while enrolled at the traditional campus.

Problem Statement 2 (Prioritized): Less than 8% of the currently enrolled students have not met CCMR. **Root Cause:** PACE does not offer dual credit or Onramps program and offers limited industry certifications.

School Processes & Programs

School Processes & Programs Summary

Needs Assessment – School Process and Programs

School Process and Program Summary

PACE has several processes/programs that have an impact on student performance:

- Community Involvement (Orientations, Bi-weekly Team Meetings, CEIC Meetings, Safety Meetings, Graduation Meetings, Parent Meetings, etc.) allows connectedness with students, staff, parents, and community members.
- Weekly Progress monitor
- Skyward grades and communications
- Behavior Contracts Formulated when needed
- Coaching days (designated day and time the principal and AP support students and staff)
- Restorative Circles

Instructional Practices:

- Cross-Curricular Projects (some combinations this semester include CTE/Math, ELA/SS, Science/Math)
- Student Learning Teams (students are paired for projects and presentations)
- Cross Content Lesson Planning (becomes a central hub for projects/activities)
- Weekly Team Meetings (identifies the strengths, weaknesses, and allows for edits)
- Canvas and Online Resources (allows for dynamic instruction and real-time feedback)
- Tutorials (allows for smaller group or individual support of students)
- Progress Monitor (a campus-wide tool supported during Restore 101)
- STAAR Prep Courses
- STAAR Blitz
- Accelerated Instruction
- Support for Emerging Bilingual students

Social Emotional Practices:

- Staff is Trauma Informed & Mental Health First-Aid trained
- Staff is Character-Strong trained
- Staff engage Restore 101 (built into schedule M-Th)
- Campus Community Meetings (occurs once per nine weeks -- staff and students are included)
- Community Respect Agreement (drafted by students and staff)

- Student Support Counselor
- Community Agencies Utilized

Program Design:

- Creates and Supports Individualized Academic Plans
- Provides Flexible Instructional Day (students can have as few as 5 classes)
- Unique use of Edgenuity
- Offer some A/B Courses during both semesters
- Provides Eight Class Periods
- Integrate SEL into the Instructional Day
- Provides "The Zone" (supports effective communication, builds student empathy, and utilizes teacher leaders)
- Community Experts and Programs available to Students
-

School Processes & Programs Strengths

School Process and Program Strengths

- Students enter PACE during varied times of the year
- Detailed Orientation is provided to each new applicant and parent/guardian
- Students are able to succeed by having individual graduation plans formulated
- Students are allowed to take both sections of a year long class each semester, (ex/ English 4A & 4B) allowing for early graduations
- Restore 101 Advisory classes are formed by graduation clusters, allowing for specialized talks to specific groups
- Restore 101 provides goal setting, progress monitoring, and SEL lessons Monday - Thursday (Character Strong)
- POP Friday (Paths of Purpose) allows students with passing grades to choose extra-curricular sessions led by teachers on Fridays after lunch period for 45 minutes
- Edgenuity Courses are utilized for credit recovery and advancement.
- Students needing assistance with STAAR are placed in courses for support in that area
- Emerging Bilingual support is now being provided to EL students entering PACE; there are no longer any denial of services

Strategic Plan Components	Description
<p>Performance Objectives</p>	<p>Students will continue to make academic progress within their courses and engage opportunities to enhance speaking and collaboration skills.</p> <p>Collaborative/Project-Based Instruction – continued project-based learning professional development for teachers</p> <ul style="list-style-type: none"> • Provide protected time for teacher collaboration and planning • Provide no less that two PD opportunities for teams • Provide one presentation opportunity in the fall and two opportunities in the spring <p>All EOC testers will make progress during the fall and spring test cycles.</p> <ul style="list-style-type: none"> • Testers are provided with progress documents in August (and as they enroll) to record their past test data and set a goal for the next test cycle. • Students and teacher measure progress each Thursday. • Every three weeks, the principal and Counselor meet with students, in testing clusters, to encourage students and hold them accountable. <p>PACE will increase CCMR by 50%</p> <ul style="list-style-type: none"> • TSIA preparation and test opportunities • FAFSA Days & College Application Days • Addition of Entrepreneurship will increase MOS certification • Addition of Refrigerant & Recovery and Recycling certification • Increase Career Prep enrollment for seniors with IEPs • Completion of Coherent Sequence (offer Business and Industry & Human Services
<p>Evaluation Data Sources</p>	<p>Skyward</p> <p>Common Assessments</p> <p>STAAR Results</p> <p>FAFSA & College Days Sign-in and sign-out</p> <p>Certificates</p> <p>Completed Progress Documents</p> <p>Campus Calendar</p>

Strategic Plan Components	Description
Strategy	Parent/Guardian Meetings Student Meeting Strategic Team Planning Weekly Monitoring Monthly Evaluation of Progress Inclusion of Experts Flexibility with Planning
Strategy's Expected Results/Impact	Improved TELPAS outcomes Student Goal Setting a Commitment CCMR Marker met by first semester of senior year
Monitor	Principal Counselor

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The PACE Center has limited control of the applications received. **Root Cause:** The perception of the ACE Program is directly linked to the discipline program (ALA), both housed at the PACE Center.

Priority Problem Statements

Problem Statement 3: 90% of student enrollment is identified as at-risk.

Root Cause 3: Acceptance of the district's most at-risk population of students.

Problem Statement 3 Areas: Demographics

Problem Statement 5: 45% of students are ELA I/II, Algebra I, and Biology re-testers.

Root Cause 5: Students have not performed well on previous EOC tests while enrolled at the traditional campus.

Problem Statement 5 Areas: Student Learning

Problem Statement 2: The PACE Center has limited control of the applications received.

Root Cause 2: The perception of the ACE Program is directly linked to the discipline program (ALA), both housed at the PACE Center.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 1: Data from 2018-2019 shows that consistent student progress and achievement on the English I/II, Algebra I, and Biology EOC are less than acceptable.

Passing rates have been below 50% for the past three years: ELA I 27%, ELA II 47%, Algebra I 60 %, Biology 48%.

Root Cause 1: Based on student, teacher, parent and counselor feedback, a consistent barrier to student success is the lack of consistent student effort and engagement. There are myriad underlying factors that disrupt student success --including but not limited to health/emotional/physical needs, prior failure, language barriers, and lack of support systems at home.

Problem Statement 1 Areas: Perceptions

Problem Statement 4: 50% of student enrollment is identified within Special Populations.

Root Cause 4: Acceptance of the district's most at-risk population of students.

Problem Statement 4 Areas: Demographics

Problem Statement 6: Less than 8% of the currently enrolled students have not met CCMR.

Root Cause 6: PACE does not offer dual credit or Onramps program and offers limited industry certifications.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- 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

Goals





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

Performance Objective 1: Increase the academic growth and performance of re-testers in EOC exams for English I/II, Algebra 1, and Biology by 10-20% for all groups represented. Incorporate Accelerated Instruction (A.I.) for all tested areas through weekly small-group tutorials that do not interrupt regular instruction. Place students in instructional courses that assist with enhancing preparedness for STAAR. Include Independent Reading Workshop into EOC English Classes and enhance Writing Across the Curriculum practices. Use Math GPS, Biology Binder Review, and Canvas courses to undergird student success.

Targeted or ESF High Priority

- Evaluation Data Sources:** BOY (Beginning of Year) Assessment
- Common Assessments for EOC classes
- Forethought Lesson Plans
- Aware Data
- EOC Progress Monitors
- A.I. (Accelerated Instruction) Assessments and Outcomes
- STAAR/EOC Results
- A-F Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Build in two week fall of EOC focused tutorials and three-week spring EOC focused tutorials that support student success. The online testing platform, EOC formatted questions, and customized groupings (based on prior testing data) will be central to supporting testers' success. This is true for tutorials and daily classroom instruction.</p> <p>Strategy's Expected Result/Impact: Students should experience incremental improvement and the closing of gaps.</p> <p>Staff Responsible for Monitoring: Teachers C&I Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 199 - State Comp Ed</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with instructional supports that enhance instructional practices. Core content and EOC teachers will visit high performing teachers' classes within the district, will collaborate to assure lessons are relevant and rigorous, will provide curriculum differentiation by adding depth and complexity to daily instruction, and will engage professional learning that includes G/T, ELPS, and SpEd training .</p> <p>Strategy's Expected Result/Impact: Lessons will be more effectively aligned with standards and students will be more effectively prepared for success of diverse learners.</p> <p>Staff Responsible for Monitoring: Teachers Administrators C&I Experts G/T Specialist Bilingual/ESL Specialists Special Programs Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Student attendance will meet or exceed the 90% state standard. Research shows that students who attend school regularly achieve at higher levels than students who do not have regular attendance. At least 65% of students currently enrolled at PACE have experienced high rates of absenteeism while attending their home campus. To date, PACE students' average attendance is 81%.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance Reports (Skyward and OnDataSuite)
Restore Progress Monitor (weekly accountability)
Attendtrack
A-B Honor Roll
Attendance Contracts
TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Assure all stakeholders are invested and informed by providing morning calls home for absent students, providing regular opportunities to celebrate student attendance (announcements, note/email, drawings, snacks, party on the patio, etc.), providing community presentations that reinforce importance of attendance, providing home visits or transportation help as needed, and counseling with student & guardian regarding attendance issues by third absence.</p> <p>Strategy's Expected Result/Impact: Communication between home and family should improve resulting in student needs being addressed and students being consistently present. An improvement in student performance should be a natural result.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Truancy Prevention Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 1: State data shows that over 600,000 students were excluded from the primary instructional setting during 2019-2020. While some student behavior mandates exclusionary discipline measures, one primary goal is to lower discipline referrals resulting in exclusionary discipline (ISS, OSS, etc.). The goal will be to decrease exclusionary placement by 20% each semester. Focus on character building through Character Strong curriculum and reparative engagement through Restorative Practices (includes Restore 101, "The Zone", community circles, and campus-wide respect agreement).

Targeted or ESF High Priority

- Evaluation Data Sources:** Skyward Discipline
Zone Referrals
Progress Monitors
Student Concern Forms
Bi-Annual Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Research shows that students separated from the learning environment through ISS, OSS, DAEP, expulsion, etc. are more likely to fail, drop-out, or continue on a destructive behavioral path. Restorative practices, as applied at PACE, seek to help students manage their behaviors and to understand the benefits or implications (individually and communally) of certain actions/responses.</p> <p>Strategy's Expected Result/Impact: Students and parents will experience greater connection to the campus and the students. Empathy and kindness will become the "norm" for self-expectations. Successful participation in campus-wide circles through Restore 101 cohorts will encourage connectivity among stakeholders. Students will remain in class and advance academically.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Students Parents</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 1: Parent and community involvement will increase by 30% at campus-based functions focused on college, career, and military readiness.

Targeted or ESF High Priority

- Evaluation Data Sources:** Sign- In logs
Previous year attendance records
Parent/Student feedback
Social Media Activity
Increased CCMR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide social media sign-up information during all ACE presentations and on the school's web page. Communicate important opportunities to parents/guardians (meetings, presentations, graduation celebrations, field trips, scholarships, testing, etc.).</p> <p>Strategy's Expected Result/Impact: Parents will attend meetings (face to face, virtual, a.m./p.m., before school/after school, etc.), get needed information, assist student with making effective decisions.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents/guardians will receive information and updates regarding PSAT, SAT, ACT, and TSIA testing dates and preparation tools. Parents will also get information regarding ASVAB testing and military branch presentations, college campus visit protocols, etc.</p> <p>Strategy's Expected Result/Impact: Students will prepare for and take the tests that prepare them for life after high school. An improved CCMR should be a natural result.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	Apr	June
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State Compensatory

Budget for PACE Center

Total SCE Funds: \$1,599.00

Total FTEs Funded by SCE: 0.1

Brief Description of SCE Services and/or Programs

STAAR blitzes and tutoring

Personnel for PACE Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Charles Crawford	SS Teacher	0
Katherine Wilson	ELA Teacher	0
Katie Poirrier	Math Teacher	0.1
Olga Longoria	Math Teacher	0
Rae Lynn Rowe	ELA Teacher	0
Rebecca Waddell	Science Teacher	0
Sean McCravy	SS Teacher	0

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00