

Duncanville Independent School District

Pace High School

2025-2026 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: October 20, 2025
Public Presentation Date: October 7, 2025

Mission Statement

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

Vision

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

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary E. Smitley PACE High School serves as Duncanville ISD's alternative high school for students in grades 9–12. The campus provides a unique learning environment for students who often arrive with significant academic, attendance, or personal challenges. PACE is a small campus with an enrollment of approximately 80–90 students, maintaining a low student–teacher ratio of about 9:1. This structure offers opportunities for personalized instruction, close monitoring, and targeted support for individual student needs.

The student body is predominantly minority, with Hispanic students comprising approximately 55% of enrollment, African American students approximately 44%, and White students about 1%. Male students account for roughly 45% of the population, while female students make up 55%. The majority of students are economically disadvantaged (82%) and almost all are identified as at risk (99%). Special Education enrollment is about 7%, while approximately 18–19% of students are English learners. No students are currently identified as Gifted and Talented.

Attendance and mobility trends present significant challenges. Chronic absenteeism is exceptionally high, with 81% of students missing 10% or more of instructional days in 2022–23. Such high absenteeism is a critical barrier to student learning, credit accrual, and overall achievement. Relatedly, dropout rates at PACE stand at 14% compared to 2.6% in Duncanville ISD and 2% statewide. Four-year graduation rates are 78% overall, with Hispanic students at 81% and African American students at 74%. These figures are below district (93%) and state (90%) averages, but remain notable given the credit recovery focus of the campus.

Attendance remains a persistent concern. In 2023–2024, average daily attendance (ADA) was 78% (CIP 2024–2025). For 2024–2025, ADA improved to 81%, reflecting a 3.4% increase (Duncanville ISD Attendance at a Glance). While the upward trend is encouraging, overall attendance rates remain significantly below district and state expectations and continue to impact student achievement and graduation outcomes.

The teacher profile reveals both strengths and challenges. The campus employs 10 teachers, with 50% African American, 40% White, and 10% Hispanic. The small teaching staff fosters strong relationships and consistent communication with students, while nearly 70% of teachers have fewer than five years of classroom experience, bringing fresh perspectives and energy to the learning environment. However, this level of inexperience also highlights the need for additional on-site coaching, mentoring, and professional support. PACE currently does not have an assigned interventionist or instructional coach, which limits teachers' access to real-time instructional feedback and collaborative lesson design support. Additionally, the absence of an assistant principal reduces on-site administrative capacity, placing additional instructional and operational responsibilities on the principal and teacher leaders. These factors emphasize the ongoing need for embedded professional development, leadership development, and systems of support to strengthen instructional consistency and teacher retention.

Historically, students at PACE have required structured behavior supports and restorative practices. As an alternative campus, enrollment often includes students transitioning due to disciplinary placements or attendance issues. This context underscores the importance of strong social-emotional supports, wraparound services, and consistent behavior management systems.

Graduation outcomes for 2024–2025 reflect both progress and ongoing challenges. Of the students on the graduate list, 31 earned diplomas, 4 earned Certificates of Course Completion, and 6 students remain unresolved. While these results demonstrate success in supporting students toward graduation, the numbers also highlight the need for continued monitoring and intervention to ensure students graduate with a diploma.

Dropout and continuation rates remain high in comparison to district and state averages. According to the 2023–2024 TAPR, the state's dropout rate was 6.3% and Duncanville ISD's was 5.6%. The continued high school rate was 3.1% statewide and 1.7% for the district. PACE's dropout rates exceed both benchmarks, reinforcing the importance of ongoing dropout prevention systems, consistent attendance, and individualized graduation planning.

In summary, PACE High School is characterized by a small, diverse, and highly at-risk student population. Strengths include its low student–teacher ratio, potential for individualized support, and graduation rates that, while below state and district averages, demonstrate success given the challenges students bring to the campus. Primary needs include addressing chronic absenteeism and dropout rates, increasing access to advanced and rigorous coursework, supporting college and career readiness, strengthening teacher recruitment and retention, and ensuring staff and paraprofessional qualifications align with the complex needs of students.

Demographics Strengths

- Small campus size and low student–teacher ratio (~9:1) provide opportunities for individualized support and stronger student–teacher relationships.
- Enrollment has increased to 93 students, showing growth and a broader reach within the district.
- Graduation data shows that 31 students earned diplomas in 2024–2025, reflecting the campus’s ability to support students in reaching this milestone despite significant barriers.
- Attendance rates improved from 78% to 81%, marking progress in a historically challenging area.
- The diverse staff profile reflects student demographics, fostering cultural representation and relationships.
- The creation of Teacher Leader roles strengthens shared leadership and provides internal support in the absence of an assistant principal.
- Staff demonstrate commitment to student success through consistent collaboration, mentoring, and personalized supports.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Chronic absenteeism continues to hinder student success, with ADA at 81% in 2024-2025, still well below district and state expectations.

Root Cause: Inconsistent attendance interventions, limited student accountability measures, and external factors such as work, family obligations, and lack of engagement with school contribute to high absenteeism rates.

Problem Statement 2 (Prioritized): PACE's graduation rate remains below district and state averages, with a significant number of students requiring Certificates of Course Completion or remaining unresolved on the graduate list.

Root Cause: High levels of academic gaps, credit recovery needs, and attendance issues reduce students' ability to complete graduation requirements on time. Limited wraparound supports and inconsistent monitoring of at-risk indicators further contribute to lower completion rates.

Problem Statement 3 (Prioritized): Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support.

Root Cause: Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.

Problem Statement 4 (Prioritized): The dropout rate at PACE is significantly higher than district (5.6%) and state (6.3%) averages, indicating a persistent challenge in student retention.

Root Cause: Contributing factors include high percentages of at-risk and overage students, inconsistent engagement strategies, and a lack of sustained intervention systems designed to re-engage students before withdrawal.

Student Learning

Student Learning Summary

In Spring 2025, PACE High School's End-of-Course (EOC) results revealed significant areas for growth across core subjects. Algebra demonstrated the greatest need, with 69% of students not approaching grade level and 31% at the Approaches standard. Biology showed stronger outcomes, with 60% of students at Approaches, though 40% did not approach. English results were especially concerning: in English I, 100% of students did not approach grade level, while in English II, 59% did not approach, 31% met Approaches, and 10% reached Meets. U.S. History reflected more balanced performance, with only 9% of students not approaching, while 71% achieved Approaches, 10% Meets, and 10% Masters. These results indicate an urgent need for intensive literacy and algebra interventions, coupled with strategies to move more students into the Meets and Masters categories across tested subjects.

Edgenuity remains a central instructional platform at PACE and provides a clearer picture of student engagement and mastery. From August 1, 2024, to May 31, 2025, a total of 111 unique students generated 1,153 course enrollments. On average, students spent nearly 28 hours in their courses, completing 81% of their enrollments and progressing through 88% of content. Mastery data is encouraging: students demonstrated significant learning gains, with average overall grades of 83%. Pretest lesson quiz scores averaged 46%, while posttest lesson quiz scores improved to 80%, reflecting an average gain of 34 percentage points.

This EOC outcomes and Edgenuity progress highlights both strengths and challenges. While state assessments reflect substantial performance gaps especially in English I and Algebra, the Edgenuity data demonstrates that, when engaged, students are capable of progressing through curriculum content and mastering material at high levels. Bridging the gap between demonstrated mastery within the program and performance on state assessments remains a critical area of focus for the campus.

Student Learning Strengths

PACE High School has taken proactive steps to address challenges in EOC performance through a strategic, data-driven, and student-centered instructional approach. The campus has adopted a blended learning model that combines Edgenuity with direct instruction, ensuring a personalized and flexible environment that increases student engagement while targeting academic gaps. A dedicated EOC Prep Intervention period has been established, and campus-wide three-week assessments aligned to STAAR standards have been implemented to monitor progress and adjust instruction in real time.

These initiatives highlight both current strengths and clear areas of momentum. U.S. History demonstrates strong outcomes, with 81% of students reaching Approaches or higher and 10% achieving Masters. Biology reflects progress, with 60% of students at Approaches. While English I and Algebra I remain significant areas for growth, the targeted supports now in place provide a structured pathway for improvement and position the campus to strengthen results in future administrations.

Strengths

- Small campus size and low student–teacher ratio (~9:1) allow for individualized support and relationship-building.
- Diverse teaching staff somewhat reflects student demographics, with nearly half African American and 10% Hispanic representation.
- Graduation rate (78%) demonstrates success with a highly at-risk population, with Hispanic subgroup outcomes (81%) comparatively strong.
- High proportion of teachers with advanced degrees (30% master's) adds expertise to instructional delivery.
- Edgenuity outcomes show strong evidence of student mastery: average overall grade of 83%, with lesson quiz growth from 46% to 80% (+34 points).
- Students, on average, completed 81% of their courses and progressed through 88% of content, reflecting persistence once engaged.

- U.S. History EOC results highlight relative strength, with 90% of students achieving Approaches or higher, and 20% meeting Meets or Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EOC performance in Algebra I and English I is critically low, with 69% and 100% of students, respectively, not meeting standards.

Root Cause: Instructional strategies have not adequately addressed diverse learner needs, particularly in literacy and numeracy. Curriculum alignment with STAAR rigor is limited, and teachers require additional training in scaffolding, intervention strategies, and effective blended learning practices.

Problem Statement 2 (Prioritized): While students demonstrate mastery in Edgenuity, this success does not translate to improved outcomes on state assessments.

Root Cause: A lack of instructional coherence between digital learning, direct instruction, and STAAR-aligned assessments creates a disconnect. Students are not provided with consistent opportunities to apply learned skills in test-like contexts, reducing their ability to transfer knowledge.

Problem Statement 3 (Prioritized): Opportunities for advanced coursework, dual credit, and broader CCMR indicators are minimal, limiting postsecondary readiness.

Root Cause: As an alternative campus focused on credit recovery, PACE has limited access to AP, IB, or dual credit programming. Systemic barriers, such as scheduling, student readiness, and resource allocation, restrict participation in advanced learning pathways.

Problem Statement 4 (Prioritized): Special populations, including English learners (18%) and special education students (7%), are not consistently closing gaps in achievement.

Root Cause: Instructional supports for language acquisition and differentiation are inconsistent across classrooms. Teachers need sustained professional development in strategies to support special education and English learners within a blended learning environment.

School Processes & Programs

School Processes & Programs Summary

As an alternative education campus of choice, PACE High School admits students through an application and interview process. Upon acceptance, students and families sign a performance contract that outlines expectations for success. The campus provides a personalized learning environment, supported by small class sizes, individualized graduation plans, and structured mentoring through the required Pathways to College (Advisory) course. This course ensures that every student is paired with a mentor teacher and receives guidance on postsecondary readiness, including life skills, employment preparation, and graduation planning.

Staffing reflects both opportunities and challenges. While all instructors are certified in their subject areas, nearly 70% of teachers have fewer than five years of experience. To strengthen instructional leadership, two Teacher Leader Stipend positions (one General Education, one CTE) were created in 2024–2025 to support instructional and operational needs alongside the principal. PACE no longer has an assistant principal allocated as an FTE.

Professional learning is intentionally embedded into the campus culture. Teachers engage in PLCs twice weekly. Tuesdays are designated for data-driven conversations with the principal, while Thursdays rotate leadership among teacher leaders, ESL specialists, district curriculum coordinators, special education staff, and the counselor. The A+ Approach Framework guides professional learning and instructional design, while the first 15 minutes of staff meetings are consistently dedicated to evidence-based instructional strategies led by the Instructional Strategies Specialist. All teachers also participate in content-specific professional development through Region 10.

Student engagement is supported through extracurricular opportunities, including SkillsUSA, Student Council, TAFE, and the Student Media Club, each led by stipend-supported sponsors. Culture and Climate surveys are conducted three times annually, and the campus has established strong community partnerships with higher education institutions, Texas Workforce, local businesses, nonprofit organizations, fraternities, sororities, and district stakeholders.

PACE High School prioritizes safety and security as part of its daily operations.

PACE utilizes eHallPass to monitor student movement, daily phone calls and home visits to address attendance, and Yondr pouches to enforce the district's state-aligned ban on personal electronic devices. While these measures have increased accountability, enforcement challenges and misuse of Yondr pouches persist.

While systems such as eHallPass and Yondr pouches are in place to help monitor student movement and reduce distractions from personal devices, challenges remain. Students are increasingly able to sneak unauthorized items onto campus, and the school lacks consistent security officer support and updated detection equipment to quickly and effectively identify these items. This creates additional strain on staff and contributes to an environment where health and safety risks, such as vaping and marijuana use, are harder to address in real time. Strengthening security staffing and modernizing equipment remain critical needs to ensure a safe and distraction-free campus. Safety and security remain priorities.

School Processes & Programs Strengths

- Clear protocols in place for the recruitment, interviewing, and selection of prospective students.
- Multiple personalized graduation ceremonies each year create meaningful celebrations for students and families.
- Master schedule includes Pathways to College (Advisory), ensuring students have structured mentoring and postsecondary preparation.
- Weekly PLCs provide teachers with ongoing professional development and data-driven collaboration aligned to the A+ Approach Framework.
- New Teacher Leader Stipends strengthen instructional leadership in the absence of an assistant principal.

- Strong culture of collaboration with staff unified in purpose, supported by biweekly administrative mentoring and weekly student progress monitoring.
- Active partnerships with higher education, Texas Workforce, community organizations, and district stakeholders broaden opportunities for students.
- Extracurricular offerings (SkillsUSA, Student Council, TAFE, Student Media Club) provide students with leadership and engagement opportunities.
- Attendance improvement plan includes daily phone calls, home visits, and consistent monitoring.
- Social-emotional supports are in place through counseling, social work services, and restorative practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PACE High School has the capacity to serve at least 120 students; however, current enrollment (93) falls short of this potential, limiting impact and efficient use of resources.

Root Cause: Limited community awareness of PACE's programs, insufficient marketing, and possible barriers within the application process restrict recruitment. Engagement with local stakeholders has not been fully leveraged to promote the school's unique offerings.

Problem Statement 2: Students continue to bring unauthorized items, including vape pens and marijuana, onto campus. Without consistent security officer presence and updated detection equipment, it is difficult to quickly identify and remove these items, creating risks to student health, safety, and academic engagement.

Root Cause: A lack of consistent security officer support and outdated detection equipment reduce the school's ability to prevent and respond to students sneaking unauthorized items onto campus. Additional contributing factors include peer pressure and insufficient prevention education.

Problem Statement 3: Technology integration, including the use of AI tools, is inconsistent. Some students use devices for unauthorized purposes (e.g., YouTube, non-instructional videos), while weak note-taking skills hinder meaningful engagement with digital learning.

Root Cause: Students have not received structured training in responsible digital citizenship and AI use. Inconsistent enforcement of classroom technology expectations, coupled with limited emphasis on intentional academic practices such as note-taking, reduces the effectiveness of technology integration.

Problem Statement 4 (Prioritized): Tampering with and damaging Yondr pouches has increased, undermining efforts to maintain a distraction-free environment. Unauthorized devices such as smartwatches and personal laptops continue to be brought on campus.

Root Cause: Insufficient accountability measures and unclear consequences for tampering have led to misuse. Inconsistent enforcement and lack of reinforced communication about digital device policies have reduced the overall effectiveness of the Yondr system.

Problem Statement 5 (Prioritized): Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support.

Root Cause: Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.

Perceptions

Perceptions Summary

The culture and climate at PACE High School reflect both the strengths of a small, student-centered campus and the unique challenges of serving a highly at-risk population. Feedback from Culture and Climate Surveys, conducted three times annually, highlights that students feel supported by staff and benefit from the individualized attention made possible by small class sizes and strong mentoring structures such as Pathways to College (Advisory). Families frequently express appreciation for the school's personalized approach to graduation ceremonies, consistent communication from staff, and the strong relationships cultivated between teachers and students.

Staff perceptions emphasize a collaborative culture in which teachers share a unified purpose and engage actively in professional learning communities. Weekly PLCs and structured professional development reinforce a commitment to continuous growth and teamwork. Teachers report that they value the supportive leadership framework provided by the principal, teacher leaders, and designated specialists.

Despite these strengths, challenges persist. Surveys and stakeholder feedback identify concerns around student attendance, discipline, and the impact of unauthorized items on campus climate. Some students report disengagement with blended learning or difficulty seeing its relevance to their future goals. Staff also note that turnover and the relative inexperience of much of the faculty create challenges for building instructional consistency and sustaining long-term initiatives.

Community perceptions of PACE are shaped by both the success stories of students who thrive in its alternative setting and lingering misconceptions about the school as a placement for struggling students. Strengthening communication, expanding community partnerships, and highlighting student successes are essential to shifting narratives and reinforcing PACE's role as a campus of choice that supports opportunity and resilience.

Perceptions Strengths

- Students and families value the school's personalized graduation ceremonies and strong mentoring through Pathways to College (Advisory).
- Culture and Climate Surveys reflect positive relationships between staff and students as a hallmark of the campus.
- Staff report a collaborative, unified culture supported by structured PLCs and teacher leadership roles.
- Community partners, including higher education, workforce organizations, and nonprofits, view PACE as an important hub for student opportunity and wraparound support.
- Families appreciate consistent communication and accessibility of staff, reinforcing trust and engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student attendance, discipline, and unauthorized items continue to negatively affect school climate, with many students perceiving limited accountability and inconsistent enforcement of expectations.

Root Cause: Inconsistent security measures, insufficient clarity in behavior expectations, and gaps in prevention education contribute to negative perceptions of school climate.

Problem Statement 2 (Prioritized): Some students struggle to see the relevance of blended learning and perceive limited connections between coursework, career pathways, and postsecondary opportunities.

Root Cause: Instruction has not consistently emphasized real-world applications of blended learning, and communication about career and college pathways has not been fully

integrated into daily instruction or advisory structures.

Problem Statement 3 (Prioritized): Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice.

Root Cause: Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.

Priority Problem Statements

Problem Statement 1: Chronic absenteeism continues to hinder student success, with ADA at 81% in 2024-2025, still well below district and state expectations.

Root Cause 1: Inconsistent attendance interventions, limited student accountability measures, and external factors such as work, family obligations, and lack of engagement with school contribute to high absenteeism rates.

Problem Statement 1 Areas: Demographics

Problem Statement 2: PACE's graduation rate remains below district and state averages, with a significant number of students requiring Certificates of Course Completion or remaining unresolved on the graduate list.

Root Cause 2: High levels of academic gaps, credit recovery needs, and attendance issues reduce students' ability to complete graduation requirements on time. Limited wraparound supports and inconsistent monitoring of at-risk indicators further contribute to lower completion rates.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The dropout rate at PACE is significantly higher than district (5.6%) and state (6.3%) averages, indicating a persistent challenge in student retention.

Root Cause 3: Contributing factors include high percentages of at-risk and overage students, inconsistent engagement strategies, and a lack of sustained intervention systems designed to re-engage students before withdrawal.

Problem Statement 3 Areas: Demographics

Problem Statement 4: EOC performance in Algebra I and English I is critically low, with 69% and 100% of students, respectively, not meeting standards.

Root Cause 4: Instructional strategies have not adequately addressed diverse learner needs, particularly in literacy and numeracy. Curriculum alignment with STAAR rigor is limited, and teachers require additional training in scaffolding, intervention strategies, and effective blended learning practices.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: While students demonstrate mastery in Edgenuity, this success does not translate to improved outcomes on state assessments.

Root Cause 5: A lack of instructional coherence between digital learning, direct instruction, and STAAR-aligned assessments creates a disconnect. Students are not provided with consistent opportunities to apply learned skills in test-like contexts, reducing their ability to transfer knowledge.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Opportunities for advanced coursework, dual credit, and broader CCMR indicators are minimal, limiting postsecondary readiness.

Root Cause 6: As an alternative campus focused on credit recovery, PACE has limited access to AP, IB, or dual credit programming. Systemic barriers, such as scheduling, student readiness, and resource allocation, restrict participation in advanced learning pathways.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Tampering with and damaging Yondr pouches has increased, undermining efforts to maintain a distraction-free environment. Unauthorized devices such as

smartwatches and personal laptops continue to be brought on campus.

Root Cause 7: Insufficient accountability measures and unclear consequences for tampering have led to misuse. Inconsistent enforcement and lack of reinforced communication about digital device policies have reduced the overall effectiveness of the Yondr system.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student attendance, discipline, and unauthorized items continue to negatively affect school climate, with many students perceiving limited accountability and inconsistent enforcement of expectations.

Root Cause 8: Inconsistent security measures, insufficient clarity in behavior expectations, and gaps in prevention education contribute to negative perceptions of school climate.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Some students struggle to see the relevance of blended learning and perceive limited connections between coursework, career pathways, and postsecondary opportunities.

Root Cause 9: Instruction has not consistently emphasized real-world applications of blended learning, and communication about career and college pathways has not been fully integrated into daily instruction or advisory structures.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice.

Root Cause 10: Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support.

Root Cause 11: Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.

Problem Statement 11 Areas: Demographics - School Processes & Programs

Problem Statement 12: PACE High School has the capacity to serve at least 120 students; however, current enrollment (93) falls short of this potential, limiting impact and efficient use of resources.

Root Cause 12: Limited community awareness of PACE's programs, insufficient marketing, and possible barriers within the application process restrict recruitment. Engagement with local stakeholders has not been fully leveraged to promote the school's unique offerings.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Special populations, including English learners (18%) and special education students (7%), are not consistently closing gaps in achievement.

Root Cause 13: Instructional supports for language acquisition and differentiation are inconsistent across classrooms. Teachers need sustained professional development in strategies to support special education and English learners within a blended learning environment.

Problem Statement 13 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
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Alternative Education Accountability (AEA) data



Student Data: Assessments


- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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





Priorities

Priority 1: Student Academic Success

Goal 1: By June 2026, student achievement on the state assessments in English I will increase at approaches from 0% to 75%, meets from 0% to 25%, and masters from 0% to 10% on the STAAR test.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier 1 English I instruction by embedding blended learning practices that allow for differentiated pacing and rigorous engagement with STAAR readiness TEKS. Teachers will implement station-rotation and flipped learning models to extend learning opportunities beyond the EOC Prep class. Strategy's Expected Result/Impact: Students experience consistent, rigorous practice with STAAR-aligned skills across all English I learning environments. This coherence increases exposure to tested TEKS and accelerates growth toward Meets and Masters performance levels. Staff Responsible for Monitoring: Principal, English I EOC Prep Teachers, Curriculum & Instruction, Assessment & Accountability Problem Statements: Student Learning 1, 4	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement structured English I EOC Prep classes that combine teacher-led instruction with blended learning platforms. Students will receive explicit instruction on STAAR readiness standards through mini-lessons, guided practice, and small group tutorials, followed by personalized practice in Edgenuity and Virtual Tutor aligned to identified TEKS gaps. Strategy's Expected Result/Impact: Students receive targeted, scaffolded support that reinforces mastery of readiness standards. The balance of direct instruction and blended practice increases achievement levels across Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, English I EOC Prep Teachers, Curriculum & Instruction, Assessment & Accountability Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing professional development for English I teachers focused on STAAR-aligned instruction, blended learning strategies, and data-driven lesson design. Strategy's Expected Result/Impact: Teachers enhance instructional capacity and consistency across English I classrooms, leading to improved student performance on STAAR at Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, Teachers of English I, Curriculum & Instruction, Assessment & Accountability Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 5	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			



 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 1 Problem Statements:





Demographics
Problem Statement 3: Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support. Root Cause: Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.
Student Learning
Problem Statement 1: EOC performance in Algebra I and English I is critically low, with 69% and 100% of students, respectively, not meeting standards. Root Cause: Instructional strategies have not adequately addressed diverse learner needs, particularly in literacy and numeracy. Curriculum alignment with STAAR rigor is limited, and teachers require additional training in scaffolding, intervention strategies, and effective blended learning practices. Problem Statement 4: Special populations, including English learners (18%) and special education students (7%), are not consistently closing gaps in achievement. Root Cause: Instructional supports for language acquisition and differentiation are inconsistent across classrooms. Teachers need sustained professional development in strategies to support special education and English learners within a blended learning environment.
School Processes & Programs
Problem Statement 5: Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support. Root Cause: Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.

Priority 1: Student Academic Success

Goal 2: By June 2026, student achievement on the state assessments in English II will increase at approaches from 41% to 75%, meets from 10% to 25%, and masters from 0% to 10% on the STAAR test.

Strategy 1 Details	Reviews			
Strategy 1: Implement structured English II EOC Prep classes that combine teacher-led instruction with blended learning platforms. Students will receive explicit instruction on STAAR readiness standards through mini-lessons, guided practice, and small group tutorials, followed by personalized practice in Edgenuity and Virtual Tutor aligned to identified TEKS gaps. Strategy's Expected Result/Impact: Students receive targeted, scaffolded support that reinforces mastery of readiness standards. The balance of direct instruction and blended practice increases achievement levels across Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, English II EOC Prep Teachers, Curriculum and Instruction, Assessment & Accountability. Problem Statements: Student Learning 2, 4	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Tier 1 English II instruction by embedding blended learning practices that allow for differentiated pacing and rigorous engagement with STAAR readiness TEKS. Teachers will implement station-rotation and flipped learning models to extend learning opportunities beyond the EOC Prep class. Strategy's Expected Result/Impact: Students experience consistent, rigorous practice with STAAR-aligned skills across all English II learning environments. This coherence increases exposure to tested TEKS and accelerates growth toward Meets and Masters performance levels. Staff Responsible for Monitoring: Principal, English II EOC Prep Teachers, Curriculum and Instruction, Assessment & Accountability. Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			

Strategy 3 Details		Reviews			
Strategy 3: Provide ongoing professional development for English II teachers focused on STAAR readiness instruction, blended learning integration, and strategies for higher-level writing and analysis. Strategy's Expected Result/Impact: Teachers improve content delivery, data-driven planning, and use of blended learning practices, increasing student achievement levels across Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, Teachers of English II, Curriculum & Instruction, Assessment & Accountability Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			



 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 2 Problem Statements:





Student Learning
Problem Statement 2: While students demonstrate mastery in Edgenuity, this success does not translate to improved outcomes on state assessments. Root Cause: A lack of instructional coherence between digital learning, direct instruction, and STAAR-aligned assessments creates a disconnect. Students are not provided with consistent opportunities to apply learned skills in test-like contexts, reducing their ability to transfer knowledge.
Problem Statement 4: Special populations, including English learners (18%) and special education students (7%), are not consistently closing gaps in achievement. Root Cause: Instructional supports for language acquisition and differentiation are inconsistent across classrooms. Teachers need sustained professional development in strategies to support special education and English learners within a blended learning environment.
Perceptions
Problem Statement 2: Some students struggle to see the relevance of blended learning and perceive limited connections between coursework, career pathways, and postsecondary opportunities. Root Cause: Instruction has not consistently emphasized real-world applications of blended learning, and communication about career and college pathways has not been fully integrated into daily instruction or advisory structures.

Priority 1: Student Academic Success

Goal 3: By June 2026, student achievement on the state assessments in Algebra I will increase at approaches from 31% to 75%, meets from 0% to 25%, and masters from 0% to 10% on the STAAR test.

Strategy 1 Details		Reviews			
Strategy 1: Implement structured Algebra I EOC Prep classes that combine teacher-led instruction with blended learning platforms. Students will receive explicit instruction on STAAR readiness standards through mini-lessons, guided practice, and small group tutorials, followed by personalized practice in Edgenuity and Virtual Tutor aligned to identified TEKS gaps. Strategy's Expected Result/Impact: Students receive targeted, scaffolded math support that reinforces mastery of readiness standards. The balance of direct instruction, hands-on practice, and blended learning builds conceptual understanding and increases achievement across Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, Teachers of Algebra I, Curriculum & Instruction, Assessment & Accountability Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
Strategy 2 Details		Reviews			
Strategy 2: Strengthen Tier 1 Algebra I instruction by embedding blended learning practices that allow for differentiated pacing, scaffolded practice, and rigorous engagement with STAAR readiness TEKS. Teachers will implement station-rotation and flipped learning models to extend practice opportunities beyond the EOC Prep class. Strategy's Expected Result/Impact: Students experience consistent, rigorous practice with STAAR-aligned math skills across all Algebra I learning environments. This coherence increases exposure to tested TEKS, supports skill fluency, and accelerates growth toward Meets and Masters performance levels. Staff Responsible for Monitoring: Principal, Teachers of Algebra I, Curriculum & Instruction, Assessment & Accountability Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

Strategy 3 Details	Reviews			
Strategy 3: Provide targeted professional development for Algebra I teachers focused on STAAR readiness standards, math intervention strategies, and blended learning instructional practices. Strategy's Expected Result/Impact: Teachers strengthen instructional capacity in math, leading to improved student mastery of Algebra I TEKS and higher performance on STAAR. Staff Responsible for Monitoring: Principal, Teachers of Algebra I, Curriculum & Instruction, Assessment & Accountability Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			




 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: EOC performance in Algebra I and English I is critically low, with 69% and 100% of students, respectively, not meeting standards. Root Cause: Instructional strategies have not adequately addressed diverse learner needs, particularly in literacy and numeracy. Curriculum alignment with STAAR rigor is limited, and teachers require additional training in scaffolding, intervention strategies, and effective blended learning practices.

Priority 1: Student Academic Success

Goal 4: By June 2026, student achievement on the state assessments in Biology will increase at approaches from 60% to 75%, meets from 0% to 25%, and masters from 0% to 10% on the STAAR test.

Strategy 1 Details	Reviews			
Strategy 1: Implement Biology EOC Prep classes that integrate teacher-led review with blended learning platforms to address readiness TEKS. Students will engage in scaffolded instruction, lab-based simulations, and targeted practice through Edgenuity and Virtual Tutor aligned to Biology STAAR standards. Strategy's Expected Result/Impact: Students strengthen comprehension of biological concepts, vocabulary, and STAAR-tested skills. Structured prep paired with blended practice increases mastery across Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, Teachers of Biology, Curriculum & Instruction, Assessment & Accountability Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Enhance Tier 1 Biology instruction by embedding blended learning strategies that allow for differentiated pacing, hands-on lab investigations, and real-world application of STAAR readiness TEKS. Strategy's Expected Result/Impact: Students experience consistent exposure to STAAR-tested science skills, blending hands-on and digital approaches. This coherence leads to stronger scientific reasoning and higher performance at Meets and Masters. Staff Responsible for Monitoring: Principal, Teachers of Biology, Curriculum & Instruction, Assessment & Accountability Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing professional development for Biology teachers centered on STAAR readiness standards, inquiry-based instruction, and blended learning integration. Strategy's Expected Result/Impact: Teachers strengthen instructional delivery of complex biology concepts, resulting in increased student achievement across Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, Teachers of Biology, Curriculum & Instruction, Assessment & Accountability Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue




Goal 4 Problem Statements:

Student Learning

Problem Statement 2: While students demonstrate mastery in Edgenuity, this success does not translate to improved outcomes on state assessments. **Root Cause:** A lack of instructional coherence between digital learning, direct instruction, and STAAR-aligned assessments creates a disconnect. Students are not provided with consistent opportunities to apply learned skills in test-like contexts, reducing their ability to transfer knowledge.

Priority 1: Student Academic Success

Goal 5: By June 2026, student achievement on the state assessments in US History will increase at approaches from 91% to 100%, meets from 19% to 45%, and masters from 9% to 35% on the STAAR test.

Strategy 1 Details		Reviews			
Strategy 1: Implement U.S. History EOC Prep courses that combine direct instruction with blended learning platforms to reinforce historical content and analysis skills. Students will review key eras, landmark cases, and STAAR-aligned standards using teacher-led lessons, primary source analysis, and digital practice tools. Strategy's Expected Result/Impact: Students strengthen knowledge of U.S. History content and critical analysis skills required on STAAR. The mix of teacher-led and digital practice increases confidence and performance at Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, Teacher of U.S. History, Curriculum & Instruction, Assessment & Accountability Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
Strategy 2 Details		Reviews			
Strategy 2: Strengthen Tier 1 U.S. History instruction by embedding blended learning practices that integrate digital content, primary sources, and STAAR practice within regular instruction. Strategy's Expected Result/Impact: Students engage in interactive, rigorous, and technology-supported learning experiences that reinforce STAAR readiness standards. This consistency across all U.S. History classes drives growth across Approaches, Meets, and Masters. Staff Responsible for Monitoring: Principal, Teachers of U.S. History, Curriculum & Instruction, Assessment & Accountability Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
Strategy 3 Details		Reviews			
Strategy 3: Provide ongoing professional development for U.S. History teachers focused on STAAR readiness, historical thinking skills, and blended learning practices. Strategy's Expected Result/Impact: Teachers enhance instructional delivery of U.S. History content, building stronger critical analysis skills and improving student performance on STAAR. Staff Responsible for Monitoring: Principal, Teachers of U.S. History, Curriculum & Instruction, Assessment & Accountability Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue




Goal 5 Problem Statements:

Perceptions

Problem Statement 2: Some students struggle to see the relevance of blended learning and perceive limited connections between coursework, career pathways, and postsecondary opportunities. **Root Cause:** Instruction has not consistently emphasized real-world applications of blended learning, and communication about career and college pathways has not been fully integrated into daily instruction or advisory structures.

Priority 2: Students, Families, and Community

Goal 1: By June 2026, the percentage of students graduating will increase from 87% to 92%.

Strategy 1 Details	Reviews			
Strategy 1: Implement individual graduation plans/graduation trackers with regular progress monitoring and intervention. Strategy's Expected Result/Impact: Early identification of at-risk students leads to timely intervention and increased graduation rate. Staff Responsible for Monitoring: Principal, Counselors, Teachers, Campus/Family Liaison, Senior Sponsor Problem Statements: Demographics 2, 4	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Increase family involvement in the graduation process through workshops, meetings, and regular updates. Strategy's Expected Result/Impact: Families are informed partners in student success, which increases accountability and student graduation. Staff Responsible for Monitoring: Principal, Counselors, Family Engagement Liaison, Teachers, Senior Sponsor Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Implement Specialized Student-Support Initiatives: Launch and sustain two targeted programs to meet the diverse academic and postsecondary readiness needs of PACE students: 18+ Adult Transition Program: Supports students who have met credit requirements but need continued development in employability, independent living, and workforce readiness skills. Newcomers Academy: Serves emergent bilingual and recently immigrated students through structured English language instruction, cultural acclimation, and academic support aligned to PACE's blended learning model. Strategy's Expected Result/Impact: Increase in graduation and postsecondary readiness rates for adult learners. Improved English proficiency and content mastery for emergent bilingual students. Higher student engagement and attendance among participating groups. Increased CCMR indicators through workforce certifications, internships, or continued education placement Staff Responsible for Monitoring: Principal, Counselor, CTE Teacher Leader, ESL Specialist, Transition Coordinator, Curriculum & Instruction Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:**Demographics**

Problem Statement 1: Chronic absenteeism continues to hinder student success, with ADA at 81% in 2024-2025, still well below district and state expectations. **Root Cause:** Inconsistent attendance interventions, limited student accountability measures, and external factors such as work, family obligations, and lack of engagement with school contribute to high absenteeism rates.

Problem Statement 2: PACE's graduation rate remains below district and state averages, with a significant number of students requiring Certificates of Course Completion or remaining unresolved on the graduate list. **Root Cause:** High levels of academic gaps, credit recovery needs, and attendance issues reduce students' ability to complete graduation requirements on time. Limited wraparound supports and inconsistent monitoring of at-risk indicators further contribute to lower completion rates.

Problem Statement 4: The dropout rate at PACE is significantly higher than district (5.6%) and state (6.3%) averages, indicating a persistent challenge in student retention. **Root Cause:** Contributing factors include high percentages of at-risk and overage students, inconsistent engagement strategies, and a lack of sustained intervention systems designed to re-engage students before withdrawal.

School Processes & Programs







Problem Statement 1: PACE High School has the capacity to serve at least 120 students; however, current enrollment (93) falls short of this potential, limiting impact and efficient use of resources. **Root Cause:** Limited community awareness of PACE's programs, insufficient marketing, and possible barriers within the application process restrict recruitment. Engagement with local stakeholders has not been fully leveraged to promote the school's unique offerings.

Perceptions

Problem Statement 3: Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice. **Root Cause:** Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.

Priority 2: Students, Families, and Community

Goal 2: By June 2026, the percentage of students meeting CCMR requirements will increase from 91% to 100%.

Strategy 1 Details	Reviews			
Strategy 1: Implement intentional advising to ensure each student has a documented pathway to CCMR readiness. Strategy's Expected Result/Impact: More students meet CCMR indicators through certifications and TSIA 2.0. Staff Responsible for Monitoring: Principal, CTE Teachers, Counselors, Curriculum & Instruction, Assessment & Accountability, Gear Up Coordinators Problem Statements: Demographics 2 - Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Strengthen partnerships with military recruiters, workforce boards, and community colleges. Strategy's Expected Result/Impact: Students gain exposure and access to multiple CCMR pathways, increasing readiness outcomes. Staff Responsible for Monitoring: Principal, Counselors, CTE Teachers, Family Engagement Liaison, Senior Sponsor Problem Statements: Perceptions 1, 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2 Problem Statements:

Demographics
Problem Statement 2: PACE's graduation rate remains below district and state averages, with a significant number of students requiring Certificates of Course Completion or remaining unresolved on the graduate list. Root Cause: High levels of academic gaps, credit recovery needs, and attendance issues reduce students' ability to complete graduation requirements on time. Limited wraparound supports and inconsistent monitoring of at-risk indicators further contribute to lower completion rates.
Student Learning
Problem Statement 3: Opportunities for advanced coursework, dual credit, and broader CCMR indicators are minimal, limiting postsecondary readiness. Root Cause: As an alternative campus focused on credit recovery, PACE has limited access to AP, IB, or dual credit programming. Systemic barriers, such as scheduling, student readiness, and resource allocation, restrict participation in advanced learning pathways.








Perceptions

Problem Statement 1: Student attendance, discipline, and unauthorized items continue to negatively affect school climate, with many students perceiving limited accountability and inconsistent enforcement of expectations. **Root Cause:** Inconsistent security measures, insufficient clarity in behavior expectations, and gaps in prevention education contribute to negative perceptions of school climate.

Problem Statement 3: Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice. **Root Cause:** Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.

Priority 2: Students, Families, and Community

Goal 3: By June 2026, the percent of drop-outs will decrease from 17% to 5%.







Strategy 1 Details	Reviews			
Strategy 1: Develop a dropout early warning system using attendance, grades, and discipline data. Strategy's Expected Result/Impact: Students receive support before disengagement leads to dropout. Staff Responsible for Monitoring: Principal, Counselors, Teachers, Student Services Problem Statements: Demographics 1, 4 - School Processes & Programs 4 - Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Offer multiple pathways for students to remain enrolled and complete graduation requirements. Strategy's Expected Result/Impact: Students find alternative but viable routes to stay enrolled and graduate. Staff Responsible for Monitoring: Principal, Counselors, Teachers, Curriculum & Instruction, Student Services Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Build strong connections with families and community organizations to support at-risk students. Strategy's Expected Result/Impact: Family support strengthens student persistence, reducing dropout rate. Staff Responsible for Monitoring: Principal, Counselors, Family Engagement Liaison, Teachers, Student Services Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3 Problem Statements:

Demographics
<p>Problem Statement 1: Chronic absenteeism continues to hinder student success, with ADA at 81% in 2024-2025, still well below district and state expectations. Root Cause: Inconsistent attendance interventions, limited student accountability measures, and external factors such as work, family obligations, and lack of engagement with school contribute to high absenteeism rates.</p> <p>Problem Statement 4: The dropout rate at PACE is significantly higher than district (5.6%) and state (6.3%) averages, indicating a persistent challenge in student retention. Root Cause: Contributing factors include high percentages of at-risk and overage students, inconsistent engagement strategies, and a lack of sustained intervention systems designed to re-engage students before withdrawal.</p>
Student Learning
<p>Problem Statement 3: Opportunities for advanced coursework, dual credit, and broader CCMR indicators are minimal, limiting postsecondary readiness. Root Cause: As an alternative campus focused on credit recovery, PACE has limited access to AP, IB, or dual credit programming. Systemic barriers, such as scheduling, student readiness, and resource allocation, restrict participation in advanced learning pathways.</p>
School Processes & Programs
<p>Problem Statement 4: Tampering with and damaging Yondr pouches has increased, undermining efforts to maintain a distraction-free environment. Unauthorized devices such as smartwatches and personal laptops continue to be brought on campus. Root Cause: Insufficient accountability measures and unclear consequences for tampering have led to misuse. Inconsistent enforcement and lack of reinforced communication about digital device policies have reduced the overall effectiveness of the Yondr system.</p>
Perceptions
<p>Problem Statement 1: Student attendance, discipline, and unauthorized items continue to negatively affect school climate, with many students perceiving limited accountability and inconsistent enforcement of expectations. Root Cause: Inconsistent security measures, insufficient clarity in behavior expectations, and gaps in prevention education contribute to negative perceptions of school climate.</p> <p>Problem Statement 3: Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice. Root Cause: Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.</p>

Priority 2: Students, Families, and Community

Goal 4: By June 2026, the percent of students meeting Texas Success Initiative Assessment (TSIA 2.0) without College Bridge will increase from 0% to 11% by June 2028.

Strategy 1 Details	Reviews			
Strategy 1: Implement TSIA 2.0 prep courses and tutoring embedded in the master schedule through College Prep Math/ College Prep ELAR classes. Strategy's Expected Result/Impact: Students improve college readiness skills, increasing TSIA 2.0 passing rates. Staff Responsible for Monitoring: Principal, Counselors, Teachers, Curriculum & Instruction, Assessment & Accountability, Gear Up Coordinators Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Increase awareness of TSIA 2.0 importance and opportunities to prepare. Strategy's Expected Result/Impact: Increased awareness motivates students and families to engage in preparation, raising readiness rates. Staff Responsible for Monitoring: Principal, Counselors, Teachers, Family Engagement Liaison, Senior Sponsor Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4 Problem Statements:

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

Priority 2: Students, Families, and Community

Goal 5: By June 2026, ADA will increase from an average of 81 % to 90%.

Strategy 1 Details	Reviews			
Strategy 1: Comprehensive Attendance Improvement Plan: Implement campus-wide attendance initiatives that combine incentives, early intervention, family engagement, and data-driven monitoring. Strategy's Expected Result/Impact: Improved attendance increases student engagement, credit completion, and overall academic performance, contributing to higher graduation and accountability outcomes. Staff Responsible for Monitoring: Principal, Counselors, Teachers, Attendance Clerk, Family Engagement Liaison, Student Services Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Professional Development for Support Personnel on Data Tracking and Intervention Strategies: Provide targeted professional development for all support personnel (counselor, secretary, attendance clerk, instructional aide, family liaisons,) to strengthen best practices in data tracking, progress monitoring, and evidence-based intervention support. Strategy's Expected Result/Impact: Support personnel will develop consistent, data-driven practices that improve early identification, communication, and intervention efforts, leading to measurable gains in graduation, attendance, CCMR, and dropout prevention outcomes. Staff Responsible for Monitoring: Principal, Counselors, Attendance Clerk, Family Engagement Liaison, Curriculum & Instruction, Student Services Problem Statements: Demographics 1, 2, 4	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5 Problem Statements:

Demographics
Problem Statement 1: Chronic absenteeism continues to hinder student success, with ADA at 81% in 2024-2025, still well below district and state expectations. Root Cause: Inconsistent attendance interventions, limited student accountability measures, and external factors such as work, family obligations, and lack of engagement with school contribute to high absenteeism rates.



Demographics

Problem Statement 2: PACE's graduation rate remains below district and state averages, with a significant number of students requiring Certificates of Course Completion or remaining unresolved on the graduate list. **Root Cause:** High levels of academic gaps, credit recovery needs, and attendance issues reduce students' ability to complete graduation requirements on time. Limited wraparound supports and inconsistent monitoring of at-risk indicators further contribute to lower completion rates.

Problem Statement 4: The dropout rate at PACE is significantly higher than district (5.6%) and state (6.3%) averages, indicating a persistent challenge in student retention. **Root Cause:** Contributing factors include high percentages of at-risk and overage students, inconsistent engagement strategies, and a lack of sustained intervention systems designed to re-engage students before withdrawal.

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS domain 2.1 will increase from 50% to 75%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Implement a structured teacher support system that provides consistent, job-embedded professional development and coaching for early-career teachers. In the absence of an assistant principal, instructional coach, or interventionist, the campus will establish internal and external coaching partnerships to ensure continuous instructional support.</p> <p>Strategy's Expected Result/Impact: Increased teacher confidence, retention, and instructional quality</p> <p>Observable improvement in classroom management, engagement, and differentiation</p> <p>Growth in T-TESS Domain 2.1 ratings from Developing/Proficient to Accomplished</p> <p>Stronger alignment between instructional delivery, student learning outcomes, and campus goals</p> <p>Reduction in teacher turnover by providing consistent coaching and leadership support</p> <p>Staff Responsible for Monitoring: Principal, Curriculum & Instruction, Professional Development Department</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 4 - School Processes & Programs 5</p>	 No Progress			
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 2: Deliver targeted professional learning for teachers assigned to the 18+ Adult Transition Program and Newcomers Academy to strengthen instructional capacity in adult learning theory, English language acquisition, and culturally responsive teaching.</p> <p>Strategy's Expected Result/Impact: Increased teacher proficiency in supporting English learners and adult transition students</p> <p>More consistent instructional delivery and student engagement in blended learning settings</p> <p>Higher T-TESS ratings in Domains 1 and 2</p> <p>Sustained improvement in student outcomes within both specialized programs</p> <p>Staff Responsible for Monitoring: Principal, Teacher Leaders, ESL Specialist, SPED Transition Specialist, District C&I Department</p> <p>Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 5</p>	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:**Demographics**

Problem Statement 3: Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support. **Root Cause:** Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.

Student Learning

Problem Statement 2: While students demonstrate mastery in Edgenuity, this success does not translate to improved outcomes on state assessments. **Root Cause:** A lack of instructional coherence between digital learning, direct instruction, and STAAR-aligned assessments creates a disconnect. Students are not provided with consistent opportunities to apply learned skills in test-like contexts, reducing their ability to transfer knowledge.

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

School Processes & Programs

Problem Statement 5: Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support. **Root Cause:** Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.

Priority 3: Personnel and Professional Development

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






Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive retention plan including mentorship, recognition programs, and wellness initiatives. Strategy's Expected Result/Impact: Increased teacher satisfaction and retention of certified teachers. Staff Responsible for Monitoring: Principal, Human Resources, Curriculum & Instruction Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 2 Problem Statements:

Perceptions
Problem Statement 3: Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice. Root Cause: Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

Strategy 1 Details		Reviews			
Strategy 1: Increase allocation of resources toward classroom instruction and student learning. Strategy's Expected Result/Impact: Higher percentage of funds directed to instruction, increasing classroom impact. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer, Principal, Curriculum & Instruction Problem Statements: Perceptions 3		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 1 Problem Statements:

Perceptions
Problem Statement 3: Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice. Root Cause: Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Implement stronger fiscal oversight and reporting procedures to improve FIRST rating. Strategy's Expected Result/Impact: Improved fiscal practices raise FIRST accountability rating. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer, Finance Department Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2 Problem Statements:

Perceptions
Problem Statement 3: Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice. Root Cause: Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Align staffing patterns with enrollment trends to reduce payroll costs. Strategy's Expected Result/Impact: Payroll expenditures reduced while maintaining instructional quality. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer, Human Resources Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3 Problem Statements:

Perceptions
Problem Statement 3: Community perceptions of PACE remain mixed, with some stakeholders viewing the campus as a placement for struggling students rather than a true campus of choice. Root Cause: Limited marketing and inconsistent storytelling around student success contribute to misconceptions. The campus has not fully leveraged community partnerships or communication strategies to reframe its identity as a supportive, opportunity-driven environment.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 4: By June 2026, PACE High School will increase instructional capacity and improve student outcomes in Algebra I and English I by strategically allocating fiscal resources to strengthen teacher support systems, expand intervention capacity, and enhance instructional quality.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Utilize federal, state, and local funds to provide targeted instructional support and intervention structures that directly impact Algebra I and English I performance.</p> <p>Strategy's Expected Result/Impact: Increased instructional capacity and teacher confidence in Algebra I and English I content areas</p> <p>Observable improvement in student engagement, formative assessment performance, and EOC results</p> <p>Improved alignment between instruction and state assessment rigor</p> <p>Enhanced teacher retention and performance through ongoing, embedded support</p> <p>Establishment of sustainable structures for instructional leadership and intervention, even in the absence of an AP or on-site coach</p> <p>Staff Responsible for Monitoring: Principal, Curriculum & Instruction, Teacher Leaders</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 5</p>	<div><div></div></div> <div>No Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 4 Problem Statements:

Demographics
<p>Problem Statement 3: Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support. Root Cause: Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.</p>
Student Learning
<p>Problem Statement 1: EOC performance in Algebra I and English I is critically low, with 69% and 100% of students, respectively, not meeting standards. Root Cause: Instructional strategies have not adequately addressed diverse learner needs, particularly in literacy and numeracy. Curriculum alignment with STAAR rigor is limited, and teachers require additional training in scaffolding, intervention strategies, and effective blended learning practices.</p>

Student Learning

Problem Statement 2: While students demonstrate mastery in Edgenuity, this success does not translate to improved outcomes on state assessments. **Root Cause:** A lack of instructional coherence between digital learning, direct instruction, and STAAR-aligned assessments creates a disconnect. Students are not provided with consistent opportunities to apply learned skills in test-like contexts, reducing their ability to transfer knowledge.

School Processes & Programs

Problem Statement 5: Approximately 70 percent of teachers have fewer than five years of experience, and the campus lacks an assistant principal or instructional coach to provide ongoing, job-embedded coaching and support. **Root Cause:** Structural staffing limitations reduce opportunities for new teacher mentoring, instructional modeling, and capacity building. Without dedicated instructional leadership or coaching positions, support for novice teachers primarily falls on the principal and teacher leaders, limiting time for strategic oversight and program management.

State Compensatory

Budget for Pace High School

Total SCE Funds: \$14,300.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) funds are used to provide supplemental programs and services designed to support students identified as at risk of dropping out of school or not performing satisfactorily on End-of-Course (EOC) assessments. These funds are used to enhance the regular education program by providing targeted interventions such as small group instruction, credit recovery through Edgenuity, EOC preparation sessions, tutoring, and counseling support. SCE funds also support instructional materials, professional development for teachers on data-driven instruction, and student engagement initiatives that address both academic and social-emotional needs to improve overall student achievement and graduation rates.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to the public via our campus and district website. It will be made available in print upon request and it will also be made available in Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Our plan is coordinated with Federal, State, and local programs, integrating resources to support students' academic, behavioral, and socio-emotional needs.