

Pflugerville Independent School District

PACE

2022-2023 PACE - Board Approved



Board Approval Date: October 20, 2022

Mission Statement

Our mission at Pflugerville Academic Center of Excellence is to provide a quality, accelerated education with a commitment to excellence by facilitating academic and behavioral learning in a safe and nurturing environment. We will help foster independent self-learners and quality, self-governing citizens who will function productively in their post high school lives.

Vision

Our students are...

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self-development.
- Sensitive to others' needs and feel safe, both physically and emotionally.
- Applying and understanding technology.
- Positive role models.
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

Core Beliefs

"Education is the great equalizer." – Dr. MLK Jr.

Success in education is key. This cannot be optional. There are many barriers, challenges and distractions. Most learners are kinesthetic or visual. Most teaching is auditory. Young learners are divergent thinkers. Most instruction is convergent thinking. We focus on differentiated instruction, so we can reach many different learning styles, while teaching students to succeed in settings outside of their comfort zone. We also teach students to think.

One of the challenges that some of our students have is a poverty cycle. Without a quality education and training, they will be stuck in entry level jobs and continue the cycle. We want to have each student ready for continuing their education at a University, Junior College, trade school as well as being ready for a start in a career, skipping the entry level job.

"Darkness can't chase out darkness, only light can do that. Hate can't chase out hate, only love can do that." - Dr. MLK Jr.

Punishment tells us what and where we can't or shouldn't do or go. Inspiration shows us what and where we can or should do or go. Inspiration creates the wonderful. I just don't see how you can get to wonderful through punishment. We are in the pursuit of the wonderful. – Mike Harvey

I'm not saying that there is no need for punishment. When you need to tell a student that they shouldn't do something, then an **appropriate** consequence is necessary. Just don't expect them to all of the sudden find "the light." Holding a grudge, holding love or a relationship hostage or making the consequences more severe won't get you there either. You will be frustrated and possibly unprofessional. Your next job after a consequence is to continue inspiring the student.

There are an infinite number right and wonderful decisions, but there that many wrong or poor decisions. It is possible to have an infinite number of punishments and still not get to a right or wonderful decision in your lifetime. It is like showing a student that there are an infinite number of doors. The student starts opening them. Every time a wrong door is opened, then the student will get shocked. Imagine the frustration and the resentment that develops. By inspiring, we open and show doors to right and wonderful decisions. If they live and feel the wonderful, they keep that forever. They can become addicted to wonderful. Most importantly, by showing it to them, they know where to look in the future.

“If you treat an individual as he (she) is, he will remain how he (she) is. But if you treat him (her) as if he (she) were what he (she) ought to be and could be, he (she) will become what he (she) ought to be and could be.” - Johann Wolfgang von Goethe

Students learn compassion and understanding for others, while understanding that the world doesn't revolve around themselves. We do not segregate students in to superficial special groups and celebrate each group. We celebrate each individual student's uniqueness and how we can all work together and respect each other. The students work with special needs students, veterans, retired and the homeless. This also gives us a chance to catch students doing something wonderful and praise them for it.

We are all dealing with something in our lives, even the staff. Yours is not better or worse than mine. Yours is yours and mine is mine. – PACE students

Don't judge others by their struggles. Help them through it. This does mean that you have to be honest, even if honesty may not be what the other person wants to hear. If your friend is going to do something that is not in their best interest or in the best interest of others, a true friend will disagree or intervene. If you are afraid of being a snitch or not holding them accountable, then you are part of the problem. Passively letting your friend spiral out of control is not being supportive, it makes you the most dangerous person in your friend's life.

Treat every student as much as possible as your own child. – Mike Harvey

A parent does not give up on their child every time they make a mistake. They take appropriate action to teach the child right from wrong. This is done with love and the best intentions. A parent listens to their child to understand what they are dealing with, so the parent can use their experience and wisdom to guide the child through their troubles and confusions.

If morals are sufficient, rules are not necessary. – 8th Habit

When people have responsible behavior, we don't need to try to control them with rules. The stronger your character, the more freedom you experience.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PACE = 50.7% Economically Disadvantaged

Student Demographics PACE / PCC

Hispanic/Latino	Native Am	Asian	Black or AA	Hawaiian or PI	White	Average Age	Male	Female	Sped	504	EB
63%	11%	3%	15%	2%	22%	17.8	47%	53%	12%	21%	22%

Staff Demographics - PACE / PCC

Hispanic/Latino	Native Am	Asian	Black or AA	Hawaiian or PI	White	Male	Female
21%	0%	0%	11%	0%	68%	32%	68%

SPED	504	EB	SPED/504
11%	26%	23%	36%

Demographics Strengths

PACE offers a smaller, more targeted learning environment for students who are behind in credits, struggle with social anxiety at a larger campus or are looking for a different educational experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): PACE teachers have identified, via Upbeat survey data, that student engagement is very low. **Root Cause:** Students have large learning gaps and struggle with the curriculum at grade level.

Problem Statement 2 (Prioritized): Students have a history of poor attendance at their home campus and often at PACE as well. **Root Cause:** Many students have anxiety as well as other mental health issues. Other students have set up a pattern of learned behavior of avoidance to avoid instruction that they do not understand.

Problem Statement 3 (Prioritized): Many students have large gaps in their learning as well as gaps between expected credits for years in school, as indicated in EOC scores, received credits and student work data.

Student Learning

Student Learning Summary

EOC Tests 2021-22	Alg	Bio	Eng 1	Eng 2	US Hist	Total
Passed	7	16	12	14	25	74
Taken	16	20	22	31	39	128
Percentage	44%	80%	55%	45%	64%	58%

Of tests taken, 32% have been failed 2 or more times

Credits Earned would be a good measurement, but difficult to track and has not been tracked as a data point.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The program bogs down at certain parts of the year, which interferes with direct student systems. **Root Cause:** Students start the year motivated to graduate. As the year goes on and motivation wanes, students fall back to old habits. When the students start to fall behind, they start giving up.

Problem Statement 2 (Prioritized): Although our instructional focus has been on presenting instruction through experiential learning and critical thinking, most of our instruction is delivered through a direct instruction approach. **Root Cause:** Teacher comfort and required planning time to develop experiential lessons.

School Processes & Programs

School Processes & Programs Summary

Application process and enrollment numbers

Attendance process and monitoring

Scheduleing and time of year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): To have a positive result focused approach, additional positive results will need to developed. We will need to create additional positive results or "rewards" for students who are displaying positive behaviors.

Problem Statement 2 (Prioritized): Skyward has difficulty with our campus. When set up for PACE staff, there are issues reporting at the end of the year. If it is set up under the campuses, it is difficult for PACE to manage the system. **Root Cause:** Unclear

Problem Statement 3 (Prioritized): Although we have fewer students, we still have all of the duties of a comprehensive campus. People have assigned duties, however, they are vague at times. **Root Cause:** Need to look at systems with more detail to understand process. Need to write down specific steps in systems and processes.

Priority Problem Statements

Problem Statement 5: PACE teachers have identified, via Upbeat survey data, that student engagement is very low.

Root Cause 5: Students have large learning gaps and struggle with the curriculum at grade level.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The program bogs down at certain parts of the year, which interferes with direct student systems.

Root Cause 6: Students start the year motivated to graduate. As the year goes on and motivation wanes, students fall back to old habits. When the students start to fall behind, they start giving up.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: To have a positive result focused approach, additional positive results will need to be developed. We will need to create additional positive results or "rewards" for students who are displaying positive behaviors.

Root Cause 7:

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 1: PACE's largest Upbeat Survey gap is under "student engagement in learning activities", where we scored 17 positive and 67 neutral. This was the only area in which we scored any neutral at all. It was also the lowest positive score.

Root Cause 1: Many PACE students have not been successful in school and have developed avoidance behaviors. Many also have not developed successful learning strategies nor have they developed persistence when it comes to school lessons.

Problem Statement 1 Areas: Perceptions

Problem Statement 3: Students have a history of poor attendance at their home campus and often at PACE as well.

Root Cause 3: Many students have anxiety as well as other mental health issues. Other students have set up a pattern of learned behavior of avoidance to avoid instruction that they do not understand.

Problem Statement 3 Areas: Demographics

Problem Statement 2: Although our instructional focus has been on presenting instruction through experiential learning and critical thinking, most of our instruction is delivered through a direct instruction approach.

Root Cause 2: Teacher comfort and required planning time to develop experiential lessons.

Problem Statement 2 Areas: Student Learning

Problem Statement 8: Skyward has difficulty with our campus. When set up for PACE staff, there are issues reporting at the end of the year. If it is set up under the campuses, it is difficult for PACE to manage the system.

Root Cause 8: Unclear

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 4: Many students have large gaps in their learning as well as gaps between expected credits for years in school, as indicated in EOC scores, received credits and student work data.

Root Cause 4:

Problem Statement 4 Areas: Demographics

Problem Statement 9: Although we have fewer students, we still have all of the duties of a comprehensive campus. People have assigned duties, however, they are vague at times.

Root Cause 9: Need to look at systems with more detail to understand process. Need to write down specific steps in systems and processes.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: By the end of the year, build capacity in teaching staff to be able to qualify for incentive pay, as measured by walkthrough data, TTESS scores and improved students success.

Evaluation Data Sources: Walkthrough data & TTESS evaluations
Student pre and post learning assessments

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By August 2023, 50% of PACE students will reach "Meets Standard" and 90% will reach "Approaches" performance levels for STAAR EOC as applicable in reading language arts, math, social studies, and science.

Evaluation Data Sources: STAAR EOC results

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: Expand CTE offerings so, starting in the Fall of 2023, every PACE student has at least one CTE course.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: PACE will increase credit earned by at least 4 additional credits than earned the pervious year.

Evaluation Data Sources: Positive student climate survey results
Attendance Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: To create a positive culture and environment that reinforces our goals and mission, PACE will create a small committee comprised of the intervention teacher and either the principal or counselor will meet with students on a regular basis to go over progress and needs. This committee will cycle though entire student body every 3 -4 weeks.

Evaluation Data Sources: Positive student and staff climate survey results

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Research flexible schedule needs to increase attendance, enrollment and engagement by 10%.

Evaluation Data Sources: Document student situations and needs.

Increase enrolment

Increase Attendance

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By The end of the school year, identify 25 students from each high who meet PACE criteria for enrollment.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the PACE - Board Approved:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Coordinated Health Program	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Dropout Prevention	Executive Director of Secondary Schools	8/16/2022	Christy Fox	8/15/2022
Dyslexia Treatment Program	Executive Director of Special Programs	8/16/2022	Christy Fox	8/15/2022
Title I, Part C Migrant	Director of Federal & State Programs	8/16/2022	Christy Fox	8/15/2022
Pregnancy Related Services	Social Worker Coordinator	8/16/2022	Christy Fox	8/15/2022
Post-Secondary Preparedness	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022
Sexual Abuse and Maltreatment of Children	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management.	8/16/2022	Christy Fox	8/15/2022
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Technology Integration	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022

Addendums

Policies, Procedures, and Requirements

[Bullying Prevention](#) – page 33

[Coordinated Health Program](#)

[Disciplinary Alternative Education Program \(DAEP\)](#) campus website

[Disciplinary Alternative Education Program \(DAEP\)](#) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

[Dropout Prevention](#) – PACE

[Dyslexia Treatment Program](#)

[Title I, Part C Migrant](#)

[Pregnancy Related Services](#) – page 6

[Post-Secondary Preparedness](#)

[Recruiting Teachers & Paraprofessionals](#)

[Sexual Abuse & Maltreatment of Children](#) – page 61

[Student Welfare: Crisis Intervention Programs & Training](#) – page 70

[Student Welfare: Discipline/Conflict/Violence Management](#) – page 47

[Texas Behavior Support Initiative \(TBSI\)](#)

[Technology Integration](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

[Security Officer](#)

[Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)