Pflugerville Independent School District

Pflugerville High School

2024-2025 Campus Improvement Plan

Board Approval Date: October 17, 2024
Public Presentation Date: September 26, 2024

Mission Statement

To develop responsible, respectful, literate citizens by fostering educational, social, and personal growth.

Vision

To pursue excellence by developing prepared, responsible, successful citizens of the future.
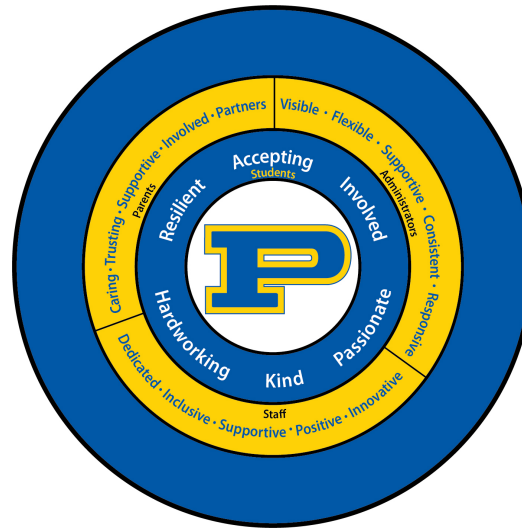
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Demographics

Demographics Summary

Pflugerville High School is located on the bustling FM 1825 (Pecan Street) near the heart of downtown Pflugerville, Texas. Pflugerville High School is proud to serve a diverse community of 1,783 students as of Fall 2024.

Students

The ethnic diversity of the student body includes 52% Hispanic, 17% White, 19% African American, 6% Asian, 4% Two or More races.

Student Demographics - Pflugerville High School (Source: OnDataSuite)			
	2021-2022	**2022-2023**	**2023-2024**
Total Enrollment	**1,844**	**1,814**	**1,851**
African American	18.2%	18.9%	19.5%
Hispanic	48.5%	51.3%	52.5%
White	21.8%	18.5%	17.5%
American Indian	0.2%	0.1%	0.1%
Asian	7.5%	7.4%	6.5%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	3.4%	3.8%	4.0%

Pflugerville High School is a Title I Schoolwide campus with about 53% of students identified as economically disadvantaged. PHS provides a wide array of instructional and support services, supporting 13% of students under Section 504, 13% of students receiving special education services, and 22% who are Emergent Bilingual students. Over the last several years, there has been a steady increase in students receiving dyslexia services, Section 504, special education, Emergent Bilingual, immigrant, and students identified as At-Risk for dropping out of school.

Student Special Program Identification/Participation - Pflugerville High School (Source: TAPR & OnDataSuite)			
	2021-2022	**2022-2023**	**2023-2024**
Economically Disadvantaged	45.4%	44.5%	52.5%
Emergent Bilingual (EB/ELs)	14.8%	18.1%	21.7%

Student Special Program Identification/Participation - Pflugerville High School (Source: TAPR & OnDataSuite)			
At-Risk	51.9%	68.0%	65.5%
Special Education	12.6%	11.9%	13.1%
Gifted & Talented	10.1%	11.0%	10.9%
Dyslexia	5.3%	6.6%	7.2%
Section 504	10.7%	13.1%	12.6%
Immigrant	1.7%	2.6%	3.84%
Homeless	1.4%	1.1%	2.05%
Migrant	0.0%	0.0%	0.0%
Campus Mobility Rate (for Prior Year)	9.6%	12.1%	Not yet Reported

Staff

Pflugerville High School's teaching staff is experienced and prepared to serve all learners. Approximately 50% of teachers have more than 11 years of teaching experience and most teachers elect to return year after year. The teaching staff is not as ethnically diverse as the student body, however, 71% of the teaching staff is White, 16% Hispanic, and 7% African American. The Spring 2024 Climate survey indicated that only 74% of staff felt the diversity of teachers at PHS are representative of the diversity of PHS students.

Teacher Demographics - Pflugerville High School (Source: TAPR)					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Teachers	130.6	135.5	149.0	138.6	147.1
African American	5.4%	5.3%	4.4%	7.9%	7.2%
Hispanic	16.1%	15.1%	19.3%	16.1%	16.1%
White	73.6%	73.9%	70.7%	70.3%	71.1%
American Indian	*	*	*	*	*
Asian	1.1%	1.3%	1.3%	1.5%	2.4%
Pacific Islander	0.8%	1.5%	1.3%	0.7%	0.8%
Two or More Races	3.1%	3.0%	3.0%	3.4%	2.4%

Teachers by Years of Experience - Pflugerville High School (Source: TAPR)					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Beginning Teachers	2.6%	4.9%	5.3%	6.2%	9.3%
1-5 Years Experience	26.3%	24.2%	26.5%	19.8%	16.1%
6-10 Years Experience	21.2%	16.4%	21.0%	22.8%	24.6%
11-20 Years Experience	32.3%	33.8%	26.4%	29.3%	23.9%
Over 20 Years Experience	17.7%	20.6%	20.9%	21.9%	26.1%

Demographics Strengths

- Diversity is one of Pflugerville High School's greatest attributes. The PHS student population and faculty continue to reflect our strong culturally diverse learning environment and climate.
- Each student brings with them a different set of experiences which contributes to the richness of the curriculum and educational atmosphere.
- Each student's learning experience is enhanced with the heightened exposure to a faculty with vast experiences and advanced levels of education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus has had an increasing number of Economically Disadvantaged students   **Root Cause:** Campus Tier II and Tier III systems of support need to be adjusted to meet the needs of our students.

Problem Statement 2 (Prioritized): The Spring 2024 Climate survey indicated that only 74% of staff felt the diversity of teachers at PHS are representative of the diversity of PHS students.   **Root Cause:** The lack of clarity around current staff demographics compared to current student demographics creates a communication barrier with teachers and staff.

Student Learning

Student Learning Summary

Although 2024 Accountability ratings have not yet been issued by TEA, the anticipated ratings for Pflugerville High School are Acceptable Performance (C) for the overall rating, Domain 1 Student Achievement and Domain 2 School Progress, with an anticipated In Need of Improvement rating (D) in Domain 3 Closing the Gaps. These anticipated ratings are largely based on STAAR outcomes at Meets Grade Level or Above with outcomes of 50% of all 2024 STAAR EOC tests taken being considered on-grade level performance. Outcomes for CCMR graduates are also heavily weighted in the accountability system with 69% of students graduating CCMR-ready for the Class of 2023.

The following information provides a glimpse into student learning throughout the 2024-2025 school year.

College, Career, and Military Readiness Graduates

College, Career, and Military Readiness (Source: TEA Accountability Domain 1 CCMR Reports)		
	Class of 2022	**Class of 2023**
Total CCMR Graduates	**66%**	**69%**
Met TSI Criteria in Both RLA and Math	55%	59%
Met AP exam criterion score in any subject	27%	22%
Dual Course Credits: Earned credit for at least 3 hours in RLA or Math or 9 hours any subject	6%	5%
Received Special Education services and earned an advanced diploma	6%	5%
Career - Earned an Industry-Based Certification (IBC)	10%	13%
Career - Received Special Education services and completed IEP and Workforce Readiness	3%	3%
Military - Enlisted in the U.S. Armed Forces	n/a	0%

College Applications and Scholarships			
	Class of 2022	**Class of 2023**	**Class of 2024**
Total College Applications	1,660	1,814	2,097
Total Acceptances	1,362	1,365	1,538
Total Scholarships	$20.7 million	$18.75 million	$21.14 million
Apply Texas	100%	99.8%	99.8%
Financial Aid	95.4%	90.7%	70.2%
Financial Aid Opt-Out	21	26	123

The Texas Success Initiative (TSI) Assessment Comparison			
	Math	English	Complete
Class of 2024	406 (87.3%)	428 (92%)	402 (86.4%)
Class of 2023	301 (71.8%)	324 (77.3%)	273 (65.2%)
Class of 2022	354 (80%)	280 (63.2%)	277 (62.6%)

99.77% of Senior students (class of 2024) completed their Apply Texas application in the Spring of 2024. 70% of the class of 2024 completed their FASFA or TASFA and 88.7% of these students met a CCMR indicator as internally tracked by the campus (to be finalized in 2025 Accountability).

44% of the Class of 2024 have tuition & fees covered

2024 STAAR Year to Year Trend Data

	2022 STAAR EOC Results			**2023 STAAR EOC Results**			**2024 STAAR EOC Results**		
	Approaches	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
English I EOC	63%	46%	10%	68%	51%	12%	67%	50%	17%
English II EOC	69%	53%	6%	72%	53%	10%	72%	58%	12%
Algebra I EOC	51%	16%	7%	63%	25%	8%	73%	32%	9%
Biology EOC	82%	57%	19%	89%	58%	20%	89%	55%	17%

	2022 STAAR EOC Results			**2023 STAAR EOC Results**			**2024 STAAR EOC Results**		
U.S. History EOC	89%	70%	48%	95%	68%	37%	95%	65%	36%

English I

- STAAR EOC outcomes show a decrease by 1% in the Approaches level when compared to 22-23 SY and increased by 5% in the Masters level.

English II

- STAAR EOC outcomes show 72% for the Approaches level when compared to 22-23 SY this percentage has remained the same and increased by 2% in the Masters level.

Algebra I

- STAAR EOC outcomes increased by 2% at the Approaches level

Biology

- STAAR EOC outcomes decreased by 1% at the Approaches and Meets levels when compared to 22-23 SY

US History

- STAAR EOC outcomes have remained at 95% in the Approaches level when compared to 22-23 SY and decreased by 1% at the Meets level.

2024 TELPAS Results

In Domain 3 Closing the Gaps, the English Language Proficiency Status interim target of 34% of students making progress as measured from 2023 to 2024 TELPAS was missed by 2%.

The following data represents the percentage of students who performed at each English language proficiency level (Beginning, Intermediate, Advanced, and Advanced High) on TELPAS in each tested area in the Spring of 2024.

TELPAS COMPOSITE RATING- 9TH Grade Spring 2024			
Beginning	**Intermediate**	**Advanced**	**Adv High**
9%	36%	45%	9%
TELPAS COMPOSITE RATING- 10TH Grade Spring 2024			

TELPAS COMPOSITE RATING- 9TH Grade Spring 2024			
Beginning	**Intermediate**	**Advanced**	**Adv High**
19%	**25%**	**38%**	**18%**

TELPAS COMPOSITE RATING- 11TH Grade Spring 2024			
Beginning	**Intermediate**	**Advanced**	**Adv High**
18%	**39%**	**30%**	**13%**

TELPAS COMPOSITE RATING- 12TH Grade Spring 2024			
Beginning	**Intermediate**	**Advanced**	**Adv High**
17%	**56%**	**25%**	**3%**

Grade	Beginning	Intermediate	Advanced	Adv High
9th	+8	+9	-8	-10
10th	+13	-7	+2	-8
11th	+13	-3	-9	-1
12th	+5	+2	+2	-5

2024 Accountability - Domain 3 Closing the Gaps

Using the targets that were set by TEA for each student group evaluated in the Closing the Gaps domain, a total of 9 targets were missed, including all targets set for Math at Meets Grade level or above (Academic Achievement). The list below includes all targets that were missed for Pflugerville High School in this domain.

Academic Achievement Status in Math (Meets Grade Level or above performance on Algebra I EOCs):

- All Students (missed by 18%)
- African American (missed by 16%)
- Hispanic (missed by 17%)
- Asian (missed by 22%)
- Eco Dis, EB, Sped (missed by 15%)

Reading Language Arts (RLA) (English I & English II EOCs) - Met all targets for the following student groups:

- All students
- African American
- Hispanic
- High Focus

Math (Algebra I) - Met the target for the Hispanic student group. Math did not meet meet the targets for the groups listed below:

- All students,
- African American
- High Focus Group

Four-year graduation rates at PHS have been consistently over 96% for the past three years.

Graduation Rates: 4-year Rates			
	Class of 2021	**Class of 2022**	**Class of 2023**
State	90.0%	86.7%	90.3%
District - PfISD	96.0%	93.3%	92.6%
All Students - PHS	**98.3%**	**96.8%**	**97.1%**

While dropout rates for PHS students have remained below State and District rates, more than twice as many students dropped out in 2022-2023 compared to the prior year.

Annual Dropout Rates (9th-12th Graders)			
	2020-2021	**2021-2022**	**2022-2023**
State	2.4%	2.2%	2.0%
District - PfISD	1.3%	1.5%	1.6%
All Students - PHS	**0.3%**	**0.3%**	**0.7%**

Student Learning Strengths

2024 STAAR Results shows as follows:

- Increased English I and English II both increased in the Masters level

- Increase in Algebra from 63% in 2023 to 65% in 2024 in the Approaches level

- Remain the same in US History at a 95% in 2023 and 2024

2024 CCMR Totals:

- 86% CCMR, highest in the last three years (CCMR rate will be finalized and official by TEA in 2025 Accountability)

- 2,097 College applications, highest in the last two years

- Increased College acceptances to 1,538; higher than the last two years

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although we met all the targets for Reading Language Arts (RLA), we not meet any of the targets for Math in Closing the Gaps. **Root Cause:** The team had new Algebra I teachers in which we needed to increase the effectiveness of coaching them throughout the school year and understanding data driven instructional practices to improve student outcomes.

Problem Statement 2 (Prioritized): Our Spring 2024 EOC Meets Grade Level performance was lower by 5% for Algebra I compared to Spring 2023. **Root Cause:** There was a lack of explicit EOC based daily instruction such as EOC-based questions/warmups being used on a daily basis, and lack of streamlining student intervention processes and lessons.

Problem Statement 3 (Prioritized): While dropout rates for PHS students have remained below State and District rates, more than twice as many students dropped out in 2022-2023 compared to the prior year. **Root Cause:** The need to increase opportunities for students to make up hours needs to be consistent through the school year.

School Processes & Programs

School Processes & Programs Summary

Instructional & Curricular Programming

Pflugerville High School is a comprehensive high school offering a variety of instructional programming, using multiple curricular resources. Teachers and campus leadership are consistently working together to improve and design instruction to meet all of our students' needs. During the 2024-2025 school year, the instructional focus will be to collaborate with teachers to improve student performance and increase teacher effectiveness.

In order to support and close academic gaps for the 24-25 school year and meet HB 1416 requirements for Accelerated Instruction. Our students who do not demonstrate mastery on STAAR will be supported with supplemental instruction designed to increase student success on STAAR retake and future assessments. Pflugerville High School offers supplemental instruction to students that have not demonstrated mastery on English I, English II, Algebra I, Biology, and US History STAAR exams during ACE time. This intervention time is scheduled during the school day and offers students targeted instruction in the area that is needed for each student for which this is required in order to help close learning gaps. Pflugerville High School will also be adding Intensified Algebra as a course for the 24-25 school year, which will intentionally focus Algebra instruction for students who were low performing on their 8th grade STAAR Math exam. This course will be double blocked in order to maximize student learning and outcomes. Additionally, PHS will provide a Reading class for students who are not successful on STAAR 8th grade English in order to better prepare those students for success on future STAAR English exams.

Professional Learning Communities:

All teachers actively participate in weekly Professional Learning Communities. During PLC time, teachers collaboratively plan, review data, and share in the workload. PLC collaboration enables teachers to disaggregate data together and create lesson designs that focus on student achievement and student success. This time also provides for additional assistance and collaboration with campus and district instructional leadership. The 24-25 master schedule is optimized for PLC meeting time. As a result PLC time is embedded within the instructional day

Personnel (Recruit/Support/Retain)

Teachers new to campus are assigned a "buddy" to help the teacher acclimate to the campus, the culture, policies and procedures. Teachers that are new to the profession are supported by a New to the Profession PLC at the district level and assigned a mentor teacher, who is also supported by the district. Campus leadership makes it a priority to support campus morale with monthly acts of teacher and staff appreciation.

Our teaching staff is both experienced and well educated. 33% of PHS teachers hold an advanced degree, over 70% of the teaching staff has over six years of experience teaching.

The design of teacher and staff professional learning experiences is a collaborative effort. A team of teachers and campus leadership, known as the Professional Learning Steering Committee, collaborates several times a year to design professional learning based upon need, as determined by student achievement and observation data, and teacher and staff interest.

Upbeat staff survey data shows that only 52% of teachers and staff feel that professional development offered helps them improve their teaching.

Organizational

Pflugerville High School was named an AVID National Demonstration Campus in 2018, and we have been able to continue to maintain this distinction. Students and staff are supported with ongoing professional learning opportunities designed to support a "college going culture" for the campus at large. In addition, roughly 183 students are supported by the AVID program.

The AVID student population is diverse and is built to somewhat mirror the campus ethic demographics. AVID students include 39% Hispanic, 17% African American, 8% White, 5% Asian, and 5% with two or more races. AVID students are defined as students in the academic middle, capable of completing a college preparatory path with support and are often first generation college students once they exit high school. These students often are not realizing their full potential academically. In the identification process a number of criteria are considered, including: State Test Scores, Grades, Citizenship, Attendance, Desire and Determination, First in Family to Attend College, Historically Underrepresented in 4-year Colleges, Economically Disadvantaged, and Other Special Circumstances. While all of the criteria are considered for acceptance into the program, no single criteria will necessarily eliminate a student from consideration.

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The AVID program should reflect the demographics of the school it is serving. Students participating in special education, gifted and talented programs, and ELL are also considered for AVID based on the criteria listed above. Currently, there are a number of students from these groups successfully participating in the AVID program. Pflugerville High School uses the AVID program to support all other academic programming, guided by the AVID Site Team, consisting of a combination of teachers, counselors, and administrators. Strategies used by AVID students are demonstrated to all staff and are taught within all classes.

Pflugerville HS has trained 40% of staff through approved AVID Center training and continues to strive toward including additional teaching staff in participation in the AVID Summer Institute.

School Processes & Programs Strengths

Instructional & Curricular Programming

There is an established network for professional collaboration and support through weekly PLC meeting structures.

- Common Assessment processes including teacher-created blueprints, assessment writing teams by grade level department, and teacher data analysis through PLC

Personnel (Recruit/Support/Retain)

Pflugerville High School teaching staff are experienced and well educated. There is an established culture of teacher appreciation and systems of ongoing support for new and established teachers.

- Campus access to social media, campus website, and campus marquee to highlight accomplishments, recognitions, and celebrations for PHS Staff &

Students.

- Teacher leadership and opportunities to participate in curriculum and instructional development is ongoing. Teachers have opportunities to participate in CAAC, ILT, Advanced Academics, and AVID committees to provide input designed to improve campus instructional processes and school climate.
- New Teaches have the opportunities to be part of the District New Teacher Academy and participate in campus NTO PLC's.

Organizational

In 2018, Pflugerville High School was named an AVID National Demonstration School. During this school year, PHS will serve as a model for schools around the country and support the AVID network with training campuses during their implementation phase.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Upbeat staff survey data shows that only 52% of teachers and staff feel that professional development offered helps them improve their teaching. **Root Cause:** There is a lack of understanding of the hiring process and a teacher shortage caused for quicker hiring turnaround over the summer.

Problem Statement 2: Campus is not maximizing ACE time consistently for intervention. **Root Cause:** Currently, there are no specific teacher resources or AVID training in place to support effective and targeted intervention lessons for new teachers joining PHS.

Perceptions

Perceptions Summary

Staff Climate Survey Results

The Spring 2024 Upbeat Campus staff Climate Survey (68% participation) reflected the following strengths and challenges:

The category of Principal/Teacher Trust received high positive responses (92%). The categories of Parent/Teacher Communication and Appreciation also received positive gains of +4 & +12.

Strengths:

PHS Spring 2024 UPBEAT STAFF CLIMATE SURVEY			
Domain	Positive	Negative	Decrease/Increase from Spring 2023 to Spring 2024
Principal/Teacher Trust	92%	8%	+9
Autonomy	91%	9%	+10
Collaboration	95%	5%	+9
Equity	98%	2%	+6

Challenges:

PHS Spring 2024 UPBEAT STAFF CLIMATE SURVEY			
Domain	Positive	Negative	Decrease/Increase from Spring 2023 to Spring 2024
Professional Development	60%	40%	-12
School Safety & Order	67%	31%	-4
Compensation & Career Path	49%	51%	-8

52% of staff stated that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes per the Spring 2024 Upbeat Climate Survey.

67% of staff stated the disciplinary practices are applied fairly to all students at my school on the Spring 2024 Upbeat Climate Survey.

75% of staff stated the workload expected of teachers at my school is reasonable Spring 2024 Upbeat Climate Survey.

78% of staff stated that Parents and Teachers at my school work together as partners per the Spring 2024 Upbeat Climate Survey.

80% of staff will state that parents and teachers at my school work together as partners on the Spring 2024 Upbeat Climate Survey.

Student Attendance

PHS has a cumulative attendance rate of 91.3% for SY23-24, a slight increase from the 22-23 school year rate of 90.0%.

Attendance by Grade Level			
	2021-2022	2022-2023	**2023-2024**
9th Grade	92.12%	92.43%	93.5%
10th Grade	89.91%	91.72%	91.3%
11th Grade	92.01%	90.11%	90.8%
12th Grade	91.14%	91.64%	89.9%
Total ADA %	91.07%	91.22%	91.27

Discipline:

According to Skyward & On Data Suite, the priority student offenses for SY23-24 PHS are as follows:

Offense Types	2021-2022	2022-2023	2023-2024
Assaults	0	16	24
Fights	30	12	22
Physical Aggression	37	24	28
Possessions/ prohibited substance	83	75	58
OC Placements	77	64	84

Note: OC Placements increased due to the new law of vaping-students being placed at OC
(same student multiple offenses, i.e. vaping twice, or vaping & fighting)

There is an overall increase of OC placements from the 22-23 to 23-24 school year. Possession of prohibited substance, physical aggression, and fighting are targeted focus areas to decrease.

There were 294 truancy referrals during the 23-24 school year.

 24-25 SY when compared to the overall 295 truancy referrals issued out during the 23-24SY.

Disproportionality Rate

PHS has a disproportionate percentage of discretionary DAEP (OC) placements of African American students compared to All Students. During the 2023-2024 school year, African American students were 3.2 times more likely to be assigned an OC placement than the All Students group.

Disproportionality Rates for Discretionary OC Placements		
	2022-2023	2023-2024
All Students - OC Placement Rate	0.5%	1.5%
African American Students - OC Placement Rate	1.8%	4.8%

Disproportionality Rates for Discretionary OC Placements		
Disproportionality Rate - the rate at which African American students are assigned an OC placement compared to All Students	3.5 times higher rate	3.2 times higher rate

Additionally, like many schools across the region and nation, we have an over representation of students in special education and African American students receiving disciplinary referrals. PHS has hired an At-Risk Facilitator and a Restorative Practices Facilitator to help support campus implementation of campus wide strategies.

Perceptions Strengths

According to the Spring 2024 Upbeat Staff Survey

- Principal Trust/Teacher trust increased by +9 leading to a 92%,
- PHS also continues to increase in the areas of Equity (98%) +6
- Collaboration (95%) +9.
- Teacher Autonomy increased by +10 leading to a 91%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 52% of staff stated that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes. **Root Cause:** Teachers have different levels of training regarding utilization of positive behavior supports and interventions.

Problem Statement 2: For the Spring 2024 Upbeat Survey PHS has a 67% positive response in the area of School Safety and Order. **Root Cause:** There is a lack of consistency in how discipline referrals were handled.

Problem Statement 3: Possessions of prohibited substance, physical aggression, and fighting are targeted focus areas that need to decrease the number of OC placements (84 last year). **Root Cause:** Need for tighter campus monitoring systems, additional restorative practices implementation & training, need for a Discipline Best Practices systems for Staff.

Problem Statement 4 (Prioritized): PHS has a high disproportionality rate in discretionary OC placements at 3.2 times higher for African American students compared to the All Students group. **Root Cause:** 19% of the campus student body is African American. The campus largest student group.

Priority Problem Statements

Problem Statement 1: The campus has had an increasing number of Economically Disadvantaged students

Root Cause 1: Campus Tier II and Tier III systems of support need to be adjusted to meet the needs of our students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The Spring 2024 Climate survey indicated that only 74% of staff felt the diversity of teachers at PHS are representative of the diversity of PHS students.

Root Cause 2: The lack of clarity around current staff demographics compared to current student demographics creates a communication barrier with teachers and staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our Spring 2024 EOC Meets Grade Level performance was lower by 5% for Algebra I compared to Spring 2023.

Root Cause 3: There was a lack of explicit EOC based daily instruction such as EOC-based questions/warmups being used on a daily basis, and lack of streamlining student intervention processes and lessons.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Upbeat staff survey data shows that only 52% of teachers and staff feel that professional development offered helps them improve their teaching.

Root Cause 4: There is a lack of understanding of the hiring process and a teacher shortage caused for quicker hiring turnaround over the summer.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Although we met all the targets for Reading Language Arts (RLA), we not meet any of the targets for Math in Closing the Gaps.

Root Cause 5: The team had new Algebra I teachers in which we needed to increase the effectiveness of coaching them throughout the school year and understanding data driven instructional practices to improve student outcomes.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Only 52% of staff stated that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes.

Root Cause 6: Teachers have different levels of training regarding utilization of positive behavior supports and interventions.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: PHS has a high disproportionality rate in discretionary OC placements at 3.2 times higher for African American students compared to the All Students group.

Root Cause 7: 19% of the campus student body is African American. The campus largest student group.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: While dropout rates for PHS students have remained below State and District rates, more than twice as many students dropped out in 2022-2023 compared to

the prior year.

Root Cause 8: The need to increase opportunities for students to make up hours needs to be consistent through the school year.

Problem Statement 8 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: By Spring 2025, there will be an 18% increase in positive responses from the prior year's staff climate survey with 70% of teachers stating that the available professional development helps improve their teaching and is a good use of their time.

High Priority

Evaluation Data Sources: Upbeat Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: PHS Admin will clearly articulate the New to Teaching Professional Development plan and identify which sessions are campus based, district based, or compliance based at the start of each training and ensure teacher participation is consistent with the use of time in professional learning, peer coaching, and collaborative planning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To help provide clarity on which PD is within our control and thus which PD the survey is referring to.				
Staff Responsible for Monitoring: Principal, Instructional Coach, Associate Principal				
Title I: 2.4, 2.6				
Problem Statements: School Processes & Programs 1				
Strategy 2 Details	**Reviews**			
Strategy 2: PHS will redesign the master schedule so that all CORE teachers have a common PLC period that can be used for professional development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student performance across all disciplines for all student groups.				
Staff Responsible for Monitoring: Principal, Associate Principal, and Master Schedule design team				
Title I: 2.4				
Problem Statements: School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: PHS teachers will be involved in the development and implementation of a professional learning plan designed to improve students' academic performance and teacher effectiveness. **Strategy's Expected Result/Impact:** Increase student performance Improved quality of instruction and planning **Staff Responsible for Monitoring:** Principal, Associate Principal, and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Upbeat staff survey data shows that only 52% of teachers and staff feel that professional development offered helps them improve their teaching. **Root Cause**: There is a lack of understanding of the hiring process and a teacher shortage caused for quicker hiring turnaround over the summer.

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

Performance Objective 2: On the 2024-2025 staff climate surveys, 80% of staff will state that the diversity of the teachers at my school is representative of the diversity of our students.

Evaluation Data Sources: Upbeat Climate Survey and staffing/student reports
PHS administrators will participate in recruiting events and connect with universities with historically diverse populations when recruiting applicants for open teaching positions. Increased diversity across PHS faculty and staff that more closely represents our student population.

Strategy 1 Details	Reviews			
Strategy 1: PHS will utilize interview practices that encourage identification of diverse and culturally proficient candidates.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensuring the staff at PHS is culturally responsive to the needs of all students at PHS.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and interview committees. **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Focus on specific programs, universities, and networks that produce high-quality educators. Attend job fairs and connect with teacher preparation programs. Additionally, we will Highlight school culture and showcase our school's mission, values, and community involvement to attract candidates who align with our goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Diversity and Inclusion Initiatives: Actively seek to hire diverse candidates and create an inclusive hiring process that values varied perspectives. **Staff Responsible for Monitoring:** Campus Administration, Dept chairs, and Interview Committees **Title I:** 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The Spring 2024 Climate survey indicated that only 74% of staff felt the diversity of teachers at PHS are representative of the diversity of PHS students. **Root Cause**: The lack of clarity around current staff demographics compared to current student demographics creates a communication barrier with teachers and staff.

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

Performance Objective 3: On the 2024-2025 staff climate surveys, 80% of staff will state that parents and teachers at my school work together as partners.

Evaluation Data Sources: Upbeat Climate Survey and staffing/student reports
District created parent/student survey

Strategy 1 Details	Reviews			
Strategy 1: Purchase and utilize the campus communication program system to monitor student attendance, and educator development. It combines student data with communication tools to help improve student outcomes and family engagement to collect quantifiable data on parent communication.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve communication between staff and parents. **Staff Responsible for Monitoring:** All staff **Title I:** 4.1, 4.2 **Funding Sources:** School Status - 199 - State Comp Ed - $6,000				

Strategy 2 Details	Reviews			
Strategy 2: Host various parent and community engagement events (i.e. FAFSA, Meet the Teacher Night, College and Career Night, Extracurricular presentations, Parent teacher conferences).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parental support Increased student achievement **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **Title I:** 2.6, 4.2				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 4: On the 2024-2025 staff climate surveys, 70% of staff will state that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes; and 70% of staff will state the disciplinary practices are applied fairly to all students at my school.

Evaluation Data Sources: Upbeat Climate Survey and staffing/student reports

Strategy 1 Details	Reviews			
Strategy 1: PHS Playbook and revised PHS Discipline protocols & best practices P.D. will be used to teach and reinforce the minimum expectations surrounding student behavior and to provide clarity to campus expectations for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Train all staff on Instructional Playbook Share campus Playbook expectations with PHS students. **Staff Responsible for Monitoring:** All staff **Title I:** 2.6				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

Performance Objective 5: On the 2024-2025 staff climate surveys, 78% of staff will state that the expected workload of teachers is reasonable.

    Evaluation Data Sources: Upbeat Climate Survey and staffing/student reports

Strategy 1 Details				Reviews			
Strategy 1: Hire an Instructional Coach to support teachers.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers feeling confident they can maintain their daily workload long term. **Staff Responsible for Monitoring:** admin **Title I:** 2.5 **Funding Sources:** Personnel - 211 - Title I - $63,000				**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: By June 2025, there will be increases in Growth and Meets Grade Level performance on STAAR Reading Language Arts (RLA) & Algebra I EOC tests for all student groups to meet all Closing the Gaps interim targets.

 Improved 2025 STAAR outcomes from 2024 RLA at each performance level will be:
-RLA Academic Growth from 71% to 76%
-Approaches from 78% to 86%
-Meets from 50% to 58%
-Masters from 17% to 25%

 Improved 2025 STAAR outcomes from 2024 Math at each performance level will be:
-Math Academic Growth from 66% to 76%
-Approaches from 73% to 81%
-Meets from 32% to 40%
-Masters from 9% to 17%

> **High Priority**
>
> **Evaluation Data Sources:** STAAR results, Accountability reports

Strategy 1 Details				Reviews			
Strategy 1: PHS will align the master schedule so that each core content teacher has a common PLC period in order to plan Tier 1, 2 and 3 intervention, enrichment, common assessments, data analysis, lesson planning, and other teaching and learning topics.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More time to intentionally utilize the PLC process to support student learning. **Staff Responsible for Monitoring:** Lead Counselor, Principal, Associate Principal, Dept. Chairs **Title I:** 2.4, 2.6							

Strategy 2 Details	Reviews			
Strategy 2: PHS PLCs will utilize a structured backwards design model for PLC planning and implementation to ensure proper alignment from each common assessment to formative assessments, lesson plans, and data analysis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We hope to improve the efficiency and effectiveness of teaching and learning by aligning our curriculum to our instruction to our assessments in order to ultimately improve student achievement on common assessments. **Staff Responsible for Monitoring:** Instructional coaches and PLCs. **Title I:** 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Each PLC will create and submit a common formative assessment for each unit to ensure proper TEKS alignment and drive the teaching and learning process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We hope to improve the efficiency and effectiveness of teaching and learning by aligning our curriculum to our instruction to our assessments in order to ultimately improve student achievement on common assessments. **Staff Responsible for Monitoring:** Instructional coaches and PLCs **Title I:** 2.5				

Strategy 4 Details	Reviews			
Strategy 4: PHS Teachers will implement structured lesson plans to ensure the level of the content, the teachers' knowledge and skills, and the student engagement are appropriately aligned with the instructional task to maximize teaching and learning outcomes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We hope to improve the efficiency and effectiveness of teaching and learning by aligning our curriculum to our instruction to our assessments in order to ultimately improve student achievement on common assessments. **Staff Responsible for Monitoring:** Instructional coaches and PLCs **Title I:** 2.5				

Strategy 5 Details	Reviews			
Strategy 5: PHS will host an after-school program called the Panther Learning Center that will be staffed with our At-Risk Facilitator and teachers providing in-time interventions and tutorials for struggling students along with a weekly after-school late bus.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased access to students in need of support **Staff Responsible for Monitoring:** Panther Learning Center Staff Principal Associate Principal **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - 199 - State Comp Ed - $5,000				

Strategy 6 Details	Reviews			
Strategy 6: Hire a math intervention teacher to support students in Algebra 1 who have lacked success in prior math classes.	Formative			Summative
Strategy's Expected Result/Impact: increased Algebra 1 EOC results	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
Strategy 7: Teachers and students will have individual conversations about prior STAAR/EOC performance as well as each formative assessment throughout the year in order to track growth, strengths and weaknesses.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student awareness around their skills and areas to grow. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2				

Strategy 8 Details	Reviews			
Strategy 8: Implement instructional software (such as but not limited to Delta Math, IXL, and increase hardware (headphones with microphones attached) to elevate rigor and relevance of lesson to increase student engagement and academic achievement.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student outcomes; increase teacher use of instructional software to enhance lessons **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 **Funding Sources:** Delta Math - 199 - State Comp Ed - $8,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Although we met all the targets for Reading Language Arts (RLA), we not meet any of the targets for Math in Closing the Gaps.   **Root Cause**: The team had new Algebra I teachers in which we needed to increase the effectiveness of coaching them throughout the school year and understanding data driven instructional practices to improve student outcomes.
Problem Statement 2: Our Spring 2024 EOC Meets Grade Level performance was lower by 5% for Algebra I compared to Spring 2023.   **Root Cause**: There was a lack of explicit EOC based daily instruction such as EOC-based questions/warmups being used on a daily basis, and lack of streamlining student intervention processes and lessons.

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

Performance Objective 2: By June 2025, there will be increases in Meets Grade Level performance on STAAR EOC Biology and U.S. History tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved 2025 STAAR EOC outcomes from 2024 Biology at each performance level will be:
-Approaches from 89% to 94%
-Meets from 55% to 69%
-Masters from 17% to 22%

Improved 2025 STAAR EOC outcomes from 2024 for U.S. History at each performance level will be:
-Approaches from 95% to 100%
-Meets from 69% to 74%
-Masters from 36% to 41%

Evaluation Data Sources: STAAR results, Accountability reports

Strategy 1 Details		Reviews		
Strategy 1: Students identified by their PSAT scores will be provided specific enrichment ACE classes to further enhance their learning and performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will get targeted support to improve at the highest performance level.
    Staff Responsible for Monitoring: Admin team and teachers
 	
    Title I:
    2.4, 2.6				

Strategy 2 Details		Reviews		
Strategy 2: PHS will develop "Intervention Bootcamps" that will exclusively invite students who performed below the Approaches and Meets level on the 2024 EOC assessment and work with them after school to enhance their confidence, skills, and knowledge to perform at the Meets or Masters level on the 2025 EOC.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Participation will enhance students performance on the 2025 EOC.
    Staff Responsible for Monitoring: Admin team, teachers, and instructional coaches
 	
    Title I:
    2.4, 2.6, 4.2
    Problem Statements: Student Learning 1, 2
    Funding Sources: Tutorials - 211 - Title I - $580				

Strategy 3 Details	Reviews			
Strategy 3: PHS will hire a Parent Liaison with an intentional focus on supporting our Hispanic and African American students and families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure all families feel connected during the school year and inform them of their child's academic progress. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 **Funding Sources:** Personnel - 211 - Title I - $28,000, Snacks and water for parent meetings - 199 - State Comp Ed - $549				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The campus has had an increasing number of Economically Disadvantaged students **Root Cause**: Campus Tier II and Tier III systems of support need to be adjusted to meet the needs of our students.

Student Learning
Problem Statement 1: Although we met all the targets for Reading Language Arts (RLA), we not meet any of the targets for Math in Closing the Gaps. **Root Cause**: The team had new Algebra I teachers in which we needed to increase the effectiveness of coaching them throughout the school year and understanding data driven instructional practices to improve student outcomes.
Problem Statement 2: Our Spring 2024 EOC Meets Grade Level performance was lower by 5% for Algebra I compared to Spring 2023. **Root Cause**: There was a lack of explicit EOC based daily instruction such as EOC-based questions/warmups being used on a daily basis, and lack of streamlining student intervention processes and lessons.

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

Performance Objective 1: 52% or more of the students enrolled in a CTE program eligible to reach concentrator status (specific designations given to students who have completed a certain number of coursed within a pathway) in 2024-2025 will enroll in the next course in the pathway the following school year and earn an industry based certification.

Evaluation Data Sources: Skyward course enrollment reports

Strategy 1 Details	Reviews			
Strategy 1: PHS will clearly communicate the expected sequence of courses to students and families during 8th grade visits for course/pathway/endorsement selections.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clear understanding of the expected pathways and sequence of courses. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: CTE teachers will be provided course selection rosters to review student selections for the 2024-2025 school year to ensure they have selected the subsequent CTE course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students sign up for the next CTE course in their sequence **Staff Responsible for Monitoring:** CTE Teachers and Counselors	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students will be provided with an email of the suggested next course in their CTE sequence prior to course request.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will sign up for the next CTE course in their sequence. Students will have knowledge of the value of their CTE Pathway. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.4, 2.5	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: The number of students who successfully register for an AP exam will increase from 757 to 800 testers and the number of tests taken will increase from 1,072 to 1,090 for the 2024-2025 school year.

    Evaluation Data Sources: College Board AP Results

Strategy 1 Details	Reviews			
Strategy 1: PHS AP Teachers and counselors will help communicate the expectation that all students in the AP course are prepared and take the AP exam at the end of the course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of AP exams taken. **Staff Responsible for Monitoring:** Teachers and Counselors **Title I:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: AP Teachers and counselors will monitor anticipated AP exam participation through student total registration and reviewing our campus score report for AP test.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students taking the AP Exams in the course they are enrolled in. Interview students about barriers and work to eliminate those barriers. **Staff Responsible for Monitoring:** Teachers and Counselors **Title I:** 2.5	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The advanced academic team will meet routinely to discuss progress towards the goal and necessary adjustments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and responsiveness of AP participation and performance. **Staff Responsible for Monitoring:** Advanced academic team and Associate Principal **Title I:** 2.4, 2.6	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

Performance Objective 3: The Class of 2025 Graduates' CCMR rate will increase to 75% toward meeting the HB3 goal of 88% by Class of 2029.

HB3 Goal

Evaluation Data Sources: HB3 Goals are set to meet Accountability CCMR ratings of A (minimum 88%) by Class of 2029 (see also addendums for CCMR goals by student group):
TEA 2025 accountability results (Class of 2024 CCMR Graduates goal of 71%)
TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 75%)
TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 78%)
TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 82%)
TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 85%)
TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 88%)

Strategy 1 Details	Reviews			
Strategy 1: PHS will employ a part-time Graduation Coach to support students as they strive to achieve college readiness and prepare for post-secondary life.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: HB3 Goals are set to meet Accountability CCMR ratings of A (minimum 88%) by Class of 2029 (see also addendums for CCMR goals by student group): TEA 2025 accountability results (Class of 2024 CCMR Graduates goal of 71%) TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 75%) TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 78%) TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 82%) TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 85%) TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 88%) **Staff Responsible for Monitoring:** Campus Principal, College and Career Advisor **Title I:** 2.4, 2.6 **Funding Sources:** - 211 - Title I - $20,000				

Strategy 2 Details	Reviews			
Strategy 2: 100% of eligible PHS students in the Class of 2025 will take the ACCUPLACER exam (TSI).	**Formative**			**Summative**
Strategy's Expected Result/Impact: HB3 Goals are set to meet Accountability CCMR ratings of A (minimum 88%) by Class of 2029 (see also addendums for CCMR goals by student group): TEA 2025 accountability results (Class of 2024 CCMR Graduates goal of 71%) TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 75%) TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 78%) TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 82%) TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 85%) TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 88%) **Staff Responsible for Monitoring:** College and Career Advisor **Title I:** 2.5	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Students who have not met CCMR by their senior year will lose their off period and receive remediation through Tier 1 instruction and ACE, designed to support them for success on the ACCUPLACER exam.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: HB3 Goals are set to meet Accountability CCMR ratings of A (minimum 88%) by Class of 2029 (see also addendums for CCMR goals by student group): TEA 2025 accountability results (Class of 2024 CCMR Graduates goal of 71%) TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 75%) TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 78%) TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 82%) TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 85%) TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 88%) **Staff Responsible for Monitoring:** College Prep Teachers, Associate Principal, Counselors **Title I:** 2.4, 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Junior level math and English classes will align their instruction to support TSI and SAT, which both will be administered to all Juniors at some point during the school year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: HB3 Goals are set to meet Accountability CCMR ratings of A (minimum 88%) by Class of 2029 (see also addendums for CCMR goals by student group): TEA 2025 accountability results (Class of 2024 CCMR Graduates goal of 71%) TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 75%) TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 78%) TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 82%) TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 85%) TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 88%) **Staff Responsible for Monitoring:** English and math Instructional Coaches and Department Chairs, Associate Principal **Title I:** 2.5				

Strategy 5 Details	Reviews			
Strategy 5: Students will engage in a PSAT prep program during ACE designed to increase the number of National Merit Scholar qualifiers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The Class of 2025 will produce at least 2 National Merit qualifiers. **Staff Responsible for Monitoring:** Associate Principal, College & Career Advisor **Title I:** 2.5				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 4: During the 2024-2025 school year, 100% of PHS graduates will complete a FAFSA/TAFSA and Apply Texas applications.

HB3 Goal

Evaluation Data Sources: One Logos Data Suite

Strategy 1 Details	Reviews			
Strategy 1: Students will be supported to complete the applications both from a distance and in person, outside of school hours. **Strategy's Expected Result/Impact:** 100% of PHS graduates will complete a FAFSA or TAFSA and Apply Texas Common Application. **Staff Responsible for Monitoring:** College & Career Advisor **Title I:** 2.4, 2.6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2024-2025 school year, the average daily attendance rate for each 9 weeks of the 2024-2025 school year will be 3% higher than the same 9 weeks of the previous school year. The overall attendance rate will improve from 91.2% in the prior year to 93%. The Chronic Absenteeism rate will be reduced from 26% to 21%.

Evaluation Data Sources: 9-week ADA Reports, Attendance rates, Chronic Absenteeism rates

Strategy 1 Details	Reviews			
Strategy 1: Clearly communicate the importance of attendance for school, along with holding students and families accountable through routine IMPACT meetings with the frequently absent students and their parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Hold students accountable for their attendance, increase attendance rates Impact meetings to be held at once every 9 weeks. **Staff Responsible for Monitoring:** Administrators Attendance Committee **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Administrators will meet with Attendance committee to review students with chronic absences, maintain records of students' make-up hours, and communicate their balances 1-2 times per month. When necessary, file on students with excessive absences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Hold students accountable for missing school and deter them from missing more school increase attendance rates **Staff Responsible for Monitoring:** Administrators and Admin Assistants Attendance Committee **Title I:** 2.4, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2024-2025 school year, there will be a 20% decrease in the number of referrals for possession of marijuana/controlled substance to no more than 46 referrals compared to 58 referrals in the prior year.

Evaluation Data Sources: Disciplinary referrals

Strategy 1 Details			Reviews			
Strategy 1: PHS staff will work to clearly communicate the harmful effects of smoking, marijuana, controlled substances, and specifically VAPES.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease student use of prohibited items. Increase student awareness of harmful effects and resources through weekly Principal Blog. Increase staff awareness of harmful effects and resources for students via the weekly Panther Newsletter. **Staff Responsible for Monitoring:** All staff Principal Social Worker **Title I:** 2.6			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Provide a structured transition/recovery plan for students who are caught using or in possession of marijuana, controlled substances, or a VAPE.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease student use of prohibited items. **Staff Responsible for Monitoring:** Admin Team, Counselors, and Social Worker. **Title I:** 2.6			**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: There will be a 10% decrease in the number of truancy related referrals during the 24-25 SY when compared to the overall 295 truancy referrals issued out during the prior year.

Evaluation Data Sources: Truancy referrals

Strategy 1 Details	Reviews			
Strategy 1: Hire an At-Risk Facilitator to help support our frequently truant students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase students' connectedness to a staff member on campus.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Attendance Committee **Title I:** 2.6 **Funding Sources:** Personnel - 211 - Title I - $28,000				

Strategy 2 Details	Reviews			
Strategy 2: Increase parent and teacher communication utilizing School Status and Parent Link.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication between parents and teachers will help parents understand the current reality of students attendance (and grades)	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All staff will utilize School Status and Admin will monitor usage. **Title I:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: In an effort to reduce truancy referrals the campus will use at Risk Ambassadors to support and mentor students throughout the school years.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce Truancy referrals	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselors and At risk facilitators **Title I:** 2.4, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: 60% of students will say they feel able to pull themselves out of a bad mood, 50% of students will say that when things go wrong they are able to stay calm, and 50% of students will say they can control their emotions when they need to.

    Evaluation Data Sources: PHS will implement Social Emotional Instruction using weekly lesson plans during ACE period to increase student emotional well being and coping skills.

Strategy 1 Details		Reviews			

Strategy 1: PHS will continue to use the Anonymous Alert system to report any issues regarding the Student Code of Conduct.
    Strategy's Expected Result/Impact: Reduce referral rates by 5% and increase SEL support to students.
    Staff Responsible for Monitoring: Admin and Counselors
 	
    Title I:
    2.6
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			

Strategy 2: PHS students will have access to "Calming Spaces" (Zen Den) and the campus will hire a Restorative Practice Facilitator to help assist students when they need to control their emotions.
    Strategy's Expected Result/Impact: Increase attendance, increase student emotional support strategies
    Staff Responsible for Monitoring: Counselors and Restorative Practice Facilitator
 	
    Title I:
    2.6
    Funding Sources: Restorative Practice Facilitator - 211 - Title I - $50,000
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: For the Class of 2024 Four-Year Graduation rates, PHS will improve rates by 1.5% compared to the previous 2023 Graduation rates. Dropout rates will be reduced from the latest reported Class of 2023 rate of 0.7%.

Evaluation Data Sources: Increased EOC outcomes
Increased graduation rates
Decreased Dropout rates
Failure Report Data
Disciplinary Report.

Strategy 1 Details	Reviews			
Strategy 1: PHS will utilize an after school intervention program as well as Credit Recovery to support students at risk of not graduating. This program will help students in their current course work and recover credits from courses previously failed. These programs will be supported by our Credit Recovery teachers, At-Risk Teacher Ambassadors, and At-Risk Coordinator who will help to mentor and guide students. **Strategy's Expected Result/Impact:** PHS will close the gaps in the student groups who missed the graduation rate targets in 2024, reduce dropout rate **Staff Responsible for Monitoring:** Principal, Associate Principal, At-Risk Coordinator, and Instructional Coach **Title I:** 2.4, 2.6 **Funding Sources:** - 199 - State Comp Ed - $5,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: PHS will continue "Panther Pride" for the 24-25 school year. Through Panther Pride PHS will recognize outstanding student behavior and achievement. **Strategy's Expected Result/Impact:** PHS will increase student recognition for positive behavior and academic achievement, reduce dropout rate **Staff Responsible for Monitoring:** Panther Pride sponsor, Assistant Principals, Associate Principal, and Principal **Title I:** 2.6, 4.2 **Funding Sources:** - 211 - Title I - $500	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Pflugerville High School's 2025 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will improve from C to B or above
-- Domain 1 Rating will improve from C to B or above
-- Domain 2 Rating will improve from C to B or above
-- Domain 3 Rating will improve from D to C or above

High Priority

Evaluation Data Sources: Accountability reports

Strategy 1 Details		Reviews			
Strategy 1: Leadership team will be trained in understanding accountability system, resulting in campus instructional leaders using consistent protocols and processes to lead their departments during PLCs.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus Administrators increased engagement in data talks with an emphasis in data analysis and progress. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6					

Strategy 2 Details		Reviews			
Strategy 2: Campus administrators (instructional leaders) will meet weekly to focus on student progress and formative/ summative data.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Weekly agendas, campus walkthrough data, and observation & feedback conferences with teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Department Chairs, and PLC teachers **Title I:** 2.5, 2.6					

Strategy 3 Details	Reviews			
Strategy 3: Every student will be provided an intentionally chosen ACE class during the school day to provide intervention or enrichment based on their needs and prior performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Individualized instruction based on students needs will help each student grow academically. **Staff Responsible for Monitoring:** Administrative Team and ACE teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
Strategy 4: Each PLC will review data from campus and district common assessments, Star360, and TEA Interim Assessments in order to make course and individual student decisions to drive future instruction and fill learning gaps.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To improve the efficiency and effectiveness of teaching and learning, regardless of the teacher in the PLC in order to improve student achievement outcomes of the STAAR Assessment. **Staff Responsible for Monitoring:** Instructional coaches and Tested Subjects EOC PLCs **Title I:** 2.4, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Pflugerville High School

Total SCE Funds: $24,549.00
Total FTEs Funded by SCE: 0.5
Brief Description of SCE Services and/or Programs

The two main funding purposes of our SCE funds go towards paraprofessional overtime aimed at supporting at-risk students needs ($17,549.00) and for after school buses on tutorial days ($7,000.00). The additional funds are specified for various supplies and resources.

Personnel for Pflugerville High School

Name	Position	FTE
Timisha Williams	Credit Recovery Educational Associate	0.5

Title I

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is developed based on date including but no limited to:

1. accountabillity reports

2. assessment data

3. discipline and attendance data

4. student, parent, and staff climate surveys

5. CTE and enrolment reports

6. college board and CCMR reports

among others.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan is developed in multiple layers that include leadership team development, campus input, and parent/community feedback.

2.2: Regular monitoring and revision

The campus improvement plan will be evaluated four times a year and progress will be measured via CAAC and leadership team meetings.

2.3: Available to parents and community in an understandable format and language

All communication from the principals/school are posted to the campus website which has the ability to be translated into multiple languages.

2.4: Opportunities for all children to meet State standards

All students will be exposed to the TEKS through implementation of the district unit maps.

2.5: Increased learning time and well-rounded education

Students are provided additional support in the form of intervention, enrichment, and social emotions/mental health support through advisory class (ACE).

2.6: Address needs of all students, particularly at-risk

PHS has specifically targeted supports and systems to meet the needs of our At-Risk students.

3.1: Annually evaluate the schoolwide plan

The campus improvement plan will be evaluated four times a year and progress will be measured via CAAC and leadership team meetings.

4.1: Develop and distribute Parent and Family Engagement Policy

Campus compact & engagement plan are in draft form to be reviewed by parents and the community with the ability to provide feedback before finalizing the document.

4.2: Offer flexible number of parent involvement meetings

PHS will provide parent involvement meetings at various times and through a combination of virtual and in person options to ensure the best chance of meeting parents availabilities. Additionally, meeting agendas and presentations will be posted to the website for reflection and review by parents who miss a meeting.

Title I Personnel

Name	Position	Program	FTE
Catherine Beckerley	Instructional Coach		1
Maritza Barrera	Educational Associate		1
Melissa Harris	Parent Liaison		1
Teisha Greer	Facilitator Restorative Practice		1

Campus Funding Summary

			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	School Status		$6,000.00
2	1	5			$5,000.00
2	1	8	Delta Math		$8,000.00
2	2	3	Snacks and water for parent meetings		$549.00
4	5	1			$5,000.00
				Sub-Total	$24,549.00
				Budgeted Fund Source Amount	$24,549.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	Personnel		$63,000.00
2	2	2	Tutorials		$580.00
2	2	3	Personnel		$28,000.00
3	3	1			$20,000.00
4	3	1	Personnel		$28,000.00
4	4	2	Restorative Practice Facilitator		$50,000.00
4	5	2			$500.00
				Sub-Total	$190,080.00
				Budgeted Fund Source Amount	$190,080.00
				+/- Difference	$0.00
				Grand Total Budgeted	$214,629.00
				Grand Total Spent	$214,629.00
				+/- Difference	$0.00

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 Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Child Abuse and Neglect	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Coordinated Health Program	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/3/2024	Karen Shah	9/3/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/3/2024	Karen Shah	9/3/2024
Title I, Part C Migrant	Director of Federal & State Programs	9/3/2024	Karen Shah	9/3/2024
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/3/2024	Karen Shah	9/3/2024
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/Post-2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Technology Integration	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024

Addendums

CCMR Graduates Campus Goals - Pflugerville HS

The percentage of Graduates that meet one or more indicators for CCMRs will increase from 69% for the Class of 2023 to 88% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

Class of 2022 (2023 Accountability Reports - Actual Outcomes for Goal-Setting)	Class of 2023 (Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting)	Class of 2024 (Outcomes Reported in 2025 Accountability Ratings)	Class of 2025 (Outcomes Reported in 2026 Accountability Ratings)	Class of 2026 (Outcomes Reported in 2027 Accountability Ratings)	Class of 2027 (Outcomes Reported in 2028 Accountability Ratings)	Class of 2028 (Outcomes Reported in 2029 Accountability Ratings)	Class of 2029 (Outcomes Reported in 2030 Accountability Ratings)
63%	69%	71%	75%	78%	82%	85%	88%

Yearly Target Goals -- by Student Group -- Annual Graduates Earning CCMR
(Accountability Domain 3: Closing the Gaps Outcomes for Each Student Group Evaluated)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2022 (Actual Outcomes for Goal-Setting)	58%	59%	74%	n/a	89%	n/a	48%	54%	40%	55%	65%	n/a	69%
Class of 2023 (Actual Outcomes for Goal-Setting)	58%	66%	74%	n/a	87%	n/a	67%	61%	53%	61%	79%	n/a	72%
Class of 2024	60%	68%	76%	n/a	89%	n/a	69%	63%	55%	63%	81%	n/a	74%
Class of 2025	64%	72%	80%	n/a	93%	n/a	73%	67%	59%	67%	85%	n/a	78%
Class of 2026	67%	75%	83%	n/a	96%	n/a	76%	70%	62%	70%	88%	n/a	81%
Class of 2027	71%	79%	87%	n/a	100%	n/a	80%	74%	66%	74%	92%	n/a	85%
Class of 2028	74%	82%	90%	n/a	100%	n/a	83%	77%	69%	77%	95%	n/a	88%
Class of 2029	77%	85%	93%	n/a	100%	n/a	86%	80%	72%	80%	98%	n/a	91%

Data Source: Baseline Class of 2023 from TEA Accountability Reports released August 2024.
To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

CCMR Targeted Strategies

Strategies are included in the Campus Improvement Plan - Goal 3: PfISD will connect high school to career and college.