

Pflugerville Independent School District

District Improvement Plan

2024-2025



Board Approval Date: October 17, 2024
Public Presentation Date: September 30, 2024

Mission Statement

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

Vision

Pflugerville ISD...Passionately Serving the Best Interests of Students

Core Beliefs

We Believe

- Diversity is our strength
- All individuals have worth
- Relationships are foundational to success
- A safe and nurturing environment is non-negotiable
- All students have the right to diverse educational opportunities
- Social-emotional learning is as critical as academic focus
- Civic-mindedness must be explicitly cultivated in our students
- Community partnerships and high expectations improve student outcomes
- Innovation and a strong work ethic ensure excellence

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Comprehensive Needs Assessment

Revised/Approved: September 3, 2024

Demographics

Demographics Summary

Pflugerville Independent School District, founded in 1902, is a fast-growth district located in Northeast Travis County. The District encompasses approximately ninety-five square miles and includes all or part of six municipalities including Pflugerville, Austin, Coupland, Hutto, Manor and Round Rock. More than seven major institutions of higher education surround Pflugerville ISD, including The University of Texas at Austin, Concordia University, Huston-Tillotson University, St. Edward’s University, Southwestern University, Texas State University, and the Austin Community College system. PfISD is a growing district with 24 active subdivisions and 23 future subdivisions.

District enrollment as of fall 2023 is 25,297 across 35 campuses, down from 25,445 in fall 2022. The district has 22 elementary schools, 7 middle schools, 4 comprehensive high schools, an alternative high school (PACE) located at a campus that also houses the district’s 18+ program for students continuing their IEP for graduation, as well as a separate DAEP campus (the Opportunity Center). The newest elementary school, Hidden Lake ES opened in fall 2023 after opening was delayed for a year.

PfISD allows for both intradistrict and out-of-district student transfers to designated open campuses during an annual transfer application process.

District Enrollment Over Time in Pflugerville ISD					
<i>(Source: TEA TAPR 2017-2023; OnDataSuite Fall PEIMS 2023-2024)</i>					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
25,361	26,400	25,436	25,486	25,445	25,297

Students

PfISD’s student population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community. Student race and ethnicity demographics have remained relatively consistent over the past six years.

Student Race/Ethnicity Changes Over Time in Pflugerville ISD							
<i>(Source: TEA TAPR 2018-2023; OnDataSuite Fall PEIMS 2023-2024)</i>							
	Black - African American	Hispanic - Latino	White	American Indian/ Alaskan Native	Asian	Native Hawaiian/ Pacific Islander	Two or More Races
2018-2019	15.3%	48.6%	23.1%	0.2%	8.0%	0.2%	4.5%
2019-2020	15.5%	48.5%	23.0%	0.2%	8.1%	0.2%	4.6%
2020-2021	15.4%	48.2%	22.9%	0.2%	8.3%	0.2%	4.8%
2021-2022	15.5%	48.5%	22.4%	0.2%	8.5%	0.2%	4.8%
2022-2023	15.4%	48.4%	22.0%	0.3%	9.1%	0.1%	4.8%
2023-2024	15.2%	49.0%	21.5%	0.2%	9.1%	0.2%	4.9%

The decrease in student participation in the National School Lunch Program (NSLP) that was seen during the 2022-2023 school year has increased back to 2018-2019 levels with 49.3% of students identified as economically disadvantaged as of fall 2023. Increasing by one campus from the prior year, the district will serve a total of 23

schools (16 elementary, 5 middle, and 2 high schools) as Title I Schoolwide campuses in the 2024-2025 school year to provide high-quality education to enable all students to meet the state performance standards.

As of April 2024 PfISD serves 7,877 students (31%) identified as Emergent Bilingual (EB) including an unprecedented number of 1,213 recent immigrant students across all campuses, including at the Newcomer Academy at Westview MS and Connally HS. Of EB students, about 3% have been in U.S. schools for 6+ years (long-term EB students) who have not yet acquired Advanced High levels of English language proficiency needed to be exited from the program. With at least 73 different spoken languages identified (with Spanish, Vietnamese and Arabic being the top three languages served), EB students come from diverse cultural and linguistic backgrounds and require teachers who are bilingual or ESL-certified to provide appropriate, accommodated instruction.

There has been a steady increase in students participating in the special education program by 2.7% over the past 6 years, as the district ensures that all students receive the appropriate support and access to the instructional program. PfISD serves 3,500 students in special education and 2,360 students through Section 504.

The number of students identified with dyslexia has almost doubled over the last 6 years, as the State expanded identification and support through required screeners and the addition of an annual dyslexia funding allotment.

Student Demographic & Program Enrollment Over Time in Pflugerville ISD						
<i>(Source: TEA TAPR 2018-2023; OnDataSuite Fall PEIMS 2023-2024)</i>						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	51.0%	50.5%	47.8%	45.6%	45.6%	49.3%*
At-Risk	48.9%	51.6%	51.5%	60.7%	59.3%	60.3%
Emergent Bilingual (EB/EL)	22.3%	22.2%	23.5%	25.3%	27.4%	29.8%
Special Education	11.1%	12.3%	12.2%	12.4%	12.6%	13.8%
Section 504	7.7%	8.3%	9.0%	9.3%	9.5%	9.3%
Students with Dyslexia	3.3%	4.1%	4.7%	5.3%	5.7%	6.2%
Gifted & Talented Education	7.5%	7.3%	7.9%	7.6%	8.4%	8.4%
Foster Care	0.4%	0.3%	0.3%	0.3%	0.3%	0.2%
Unhoused/Homeless	0.8%	1.0%	0.9%	1.0%	0.7%	1.0%
Immigrant	2.3%	2.8%	2.4%	2.5%	3.3%	4.8%
Migrant	0.06%	0.00%	0.00%	0.00%	0.01%	0.00%
Military-Connected	1.1%	1.4%	4.9%	3.5%	5.1%	5.2%
Students with Disciplinary Placements (at DAEP or JJAEP in prior year)	1.6%	1.3%	0.4%	1.6%	not yet available	not yet available

Staff

For the 2022-2023 school year, PfISD teachers' average years of experience mirrors that of the State. In 2020-2021, the district had 66 beginning-year teachers, which nearly doubled to 123 the following year, and more than doubled to 272 in 2022-2023 representing 15% of all teachers. The district provides a mentoring program for its new-to-profession teachers within their first three years, an annual New Teacher Orientation for its new-to-district teachers, supports the work environment through Professional Learning Communities (PLCs), and offers ongoing, embedded professional learning.

Teachers – Years of Experience																
<i>(Source: TEA TAPR 2021-2022 and 2022-2023 - Latest)</i>																
	Beginning Teachers		1-5 Years		6-10 Years		11-20 Years		21-30 Years		Over 30 Years		Average Years		Average Years Experience in the District (Retention in District)	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
PfISD	6.6%	15.1%	26.6%	21.2%	21.0%	20.9%	30.2%	25.8%	12.7%	14.0%	2.8%	2.9%	11.1	10.8	6.1 yrs	6.1 yrs
State	7.9%	9.7%	26.7%	26.3%	20.6%	20.5%	28.6%	27.2%	13.2%	13.3%	2.9%	2.9%	11.1	11.0	7.2 yrs	6.9 yrs

Equity Reports (ESSA): Teacher experience related to teaching students of low-income and students of color

In 2017-2018, the district followed the then newly implemented Texas Equity Plan process as required under ESSA for all districts receiving Title I funds to create and submit plans describing how the district will decrease gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. The plans are used by TEA and districts to better understand and address the challenges faced in providing equitable access to excellent teachers for low-income and minority students and to identify effective strategies that can help shrink equity gaps and improve student learning for all. Districts are required to annually review equity reports and plans to address gaps.

The results of PfISD’s evaluation over the past 6 years shows a baseline highest 11% gap of inexperienced teachers at high-poverty campuses as compared to low-poverty campuses, with gap rates remaining steady or declining to the lowest gap of 3% for the 2022-2023 school year, in line with the gap statewide.

The baseline gap of inexperienced teachers at high-minority campuses compared to lower minority campuses was also the highest at 10%, with gap rates reducing to 4% in the 2022-2023 school year, in line with the gap statewide.

Equity Reports: Teacher Experience Related to Teaching Students of Low-Income and Students of Color <i>(Source: Internal Calculations 2017-2018; OnDataSuite 2018-2023)</i>			
		Gap in Experienced Teachers at High-Poverty Campuses	Gap in Experienced Teachers at High-Minority Campuses
2017-2018 (Baseline)	PfISD	11%	10%
	State	14%	3%
2018-2019	PfISD	8%	6%
	State	-1%	-2%
2019-2020	PfISD	4%	2%
	State	-3%	-3%
2020-2021	PfISD	5%	5%
	State	-1%	-1%
2021-2022	PfISD	5%	4%
	State	1%	2%
2022-2023	PfISD	3%	4%
	State	3%	4%
2023-2024	PfISD	not yet available	not yet available
	State	not yet available	not yet available

Teacher Demographics and Representation of Students

As of fall 2023, PfISD employed approximately 3,600 staff, of which 1,831 were teachers. There has been an increase in the number of African American, Hispanic and Asian teachers over the past six years. Teacher demographics underrepresent the Hispanic, Asian, Two or More Races and African American student groups. The representation of both African American and Hispanic teachers to students of the same race/ethnicity has improved from the 2022-2023 school year. The district's 22% of White students are overrepresented by 55% of teachers identifying as White.

Teachers by Race/Ethnicity in Pflugerville ISD							
<i>(Source: TEA TAPR 2018-2023, OnDataSuite Fall PEIMS 2023-2024)</i>							
	Black - African American	Hispanic - Latino	White	American Indian/ Alaskan Native	Asian	Native Hawaiian/ Pacific Islander	Two or More Races
2018-2019	7.9%	25.0%	62.3%	0.2%	1.6%	0.2%	2.9%
2019-2020	7.9%	24.9%	62.6%	0.2%	1.9%	0.3%	2.3%
2020-2021	8.1%	22.8%	64.4%	0.2%	1.7%	0.4%	2.3%
2021-2022	8.3%	21.3%	65.5%	0.3%	2.0%	0.3%	2.3%
2022-2023	9.9%	26.8%	58.5%	0.3%	2.7%	0.3%	1.4%
2023-2024 Teacher Demographics	12.2%	28.0%	54.8%	0.3%	3.0%	0.3%	1.4%
Student Demographics	15.2%	49.0%	21.5%	0.2%	9.1%	0.2%	4.9%
<i>Teacher representation of Students</i>	-3.0%	-21.0%	+33.3%	+0.1%	-6.1%	+0.1%	-3.5%

Campus Leadership

For PfISD campus leadership in 2022-2023, both the average years of experience and continued employment with the district were at or above State rates (see chart below). For the 2023-2024 school year, campus principal leadership remained relatively stable. Across program areas, resource management and compliance at the campus level is designated to the campus principal. At least 12 current principals are within their first few years or are a newer principal to PfISD which poses challenges given the abundance of tasks and responsibilities principals must learn and manage. For the 2024-2025 school year, 3 new elementary principals have been hired, comprised of 1 who served as the AP at the same campus and 2 from out of district.

PfISD values the continuous development of our employees and recognizes that developing leaders in all aspects of our organization is vital to student growth, achievement, and success.

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.1	6.1
Average Years Experience of Principals with District	5.4	5.3
Average Years Experience of Assistant Principals	6.0	5.2
Average Years Experience of Assistant Principals with District	4.3	4.4

Demographics Strengths

- More than seven major institutions of higher education surround PfISD.
- PfISD's student and staff population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community.
- With at least 73 different spoken languages identified, PfISD students come from diverse cultural and linguistic backgrounds.
- PfISD supports staff participation in our tiered Leadership Academy Framework focused on providing professional development opportunities and growth resulting in staff retention and potential promotion for all employees.
- With an average of 11 years experience, current classroom teachers are often tech-savvy with popular technologies and willing to implement innovative practices in an effort to improve instruction.
- PfISD has strong community engagement
- Among special education service providers, there is a sense of community and relationship focus

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Equity gaps, though in line with State rates, of inexperienced teachers at high-poverty campuses and at high-minority campuses exist. These gaps impact students with the highest needs who are instructed by teachers with the least experience. **Root Cause:** There is a teacher shortage and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.

Problem Statement 2 (Prioritized): The district continues to experience challenges in finding qualified, diverse candidates to hire and retain in leadership positions. **Root Cause:** Fewer candidates are entering into and or staying in leadership positions in the profession of education due to increased demands and expectations.

Problem Statement 3 (Prioritized): African American students are disproportionately identified for special education services, over-served with special education minutes, and receiving a disproportionate number of classroom removals for discipline. **Root Cause:** There are gaps in culturally responsive teaching and responsiveness to student behaviors.

Problem Statement 4 (Prioritized): The district continues to have vacancies in special education teaching positions, specifically LID and ECSE. Of the positions filled, many are within their first 3 years of teaching. **Root Cause:** There is a high turnover rate and teacher shortage, especially in specialized teaching assignments. Teachers in special education require additional supports but also have additional duties than general education teachers (case management, IEP paperwork, intensive students needs).

Problem Statement 5 (Prioritized): In Fall 2023, ELA teachers who had Emergent Bilingual students in their classes did not hold an ESL certification, Bilingual certification, or Teacher content certification. **Root Cause:** PfISD hires between 250 and 350 teachers every year, many of whom are not ESL certified either because they are in alternative education programs or because their university education program does not require it. The district has hired an increasing number of Teacher Facilitators (noncertified) due to teacher shortages.

Problem Statement 6 (Prioritized): Being able to onboard and train new special education teachers while they are simultaneously teaching with limited classroom experiences continues to be a challenge to student learning. **Root Cause:** Teacher turnover and specialized training needs for new special education teachers.

Problem Statement 7 (Prioritized): Overall special education staffing is a continuous need. Staff recruitment of licensed professionals (Speech Pathologist, School Psychologist) remains a challenge. **Root Cause:** Competition with other districts and contract companies for pay and job responsibilities.

Problem Statement 8 (Prioritized): The majority of teachers come to PfISD with varying levels of technology experience and expertise, many without a technology background. **Root Cause:** Teachers need learning experiences that model technology integration to best access and utilize the number of tools that PfISD provides to teach the Technology Applications TEKS.

Problem Statement 9 (Prioritized): 30% of School Counseling staff left PfISD in the 2023-2024 school year. On average counselors spend 30%+ of their time on non-counseling duties. **Root Cause:** Lack of training, time spent on non-counseling duties (mainly testing), lack of qualified candidates and competition from other districts/agencies for mental health staff.

Problem Statement 10 (Prioritized): 50% of Social Work staff left PfISD in the 2023-2024 school year. Some campuses do not have full-time Social Workers. **Root Cause:** Lack of training, lack of qualified candidates and competition from other districts/agencies for mental health staff.

Student Learning

Student Learning Summary

2024 Accountability Ratings - Delayed

2023 accountability ratings have yet to be issued due to an ongoing lawsuit arguing that changes to the accountability system were not transparent, communicated with advanced notice to districts, and applied retroactively not providing the opportunity for districts and campuses to make system and instructional adjustments necessary to meet the change in expectations.

TEA was scheduled to release 2024 accountability ratings on August 13, 2024 to districts followed by full release to the public on August 15. However, on August 12, due to a pending lawsuit against the Commissioner of Education filed by five school districts, a Temporary Restraining Order was issued by a Travis County District Judge, which was following by a Temporary Injunction Order on Sept 17 barring TEA from releasing ratings until the lawsuit goes in trial in February 2025.

PfISD is committed to staying the course with school improvement efforts, despite delays in the issuance of official ratings.

All PfISD schools are utilizing TEA-verified ratings for school improvement, with 6 campuses anticipated to be rated overall F, 4 to be rated overall D, and 2 with ratings of D or F in a domain. Campuses with an overall or any domain rating of D or F will engage in school improvement requirements through the support of the district.

On August 29, TEA did release Federal Intervention labels based on Domain 3 Closing the Gaps outcomes which, in the same manner as campuses with D and F letter grade ratings, also prompt requirements for campuses to engage in school improvement.

- At the highest level of intervention, Comprehensive Support & Improvement, based on Closing the Gaps outcomes ranking in the bottom 5% when compared to all Title I schools in Texas, four campuses were identified: Dessau ES (Year 3), Spring Hill ES (Year 1), Timmerman ES (Year 1), and Connally HS (Year 1). School improvement requirements under this label last a minimum of 2 years.
- At the next level, Additional Targeted Support & Improvement, two campuses were identified, Westview MS (Year 2) and Dessau MS (Year 1). This label is assigned when a campus has consistently underperforming student groups that have missed targets in at least the same three indicators for three consecutive years and when those student group outcomes rank in the bottom 5% compared to all other schools in Texas. Westview MS will be automatically elevated to Comprehensive Support & Improvement if outcomes do not improve during the 2024-2025 school year.
- At the lowest level of support, Targeted Support & Improvement, two campuses, Pflugerville MS and Bohls MS, were identified for having consistently underperforming student groups that have missed targets in at least the same three indicators for three consecutive years.

PfISD's identified campuses in need of improvement will engage in TEA's School Improvement 2.0 through the ESF Diagnostic (if required) and the Effective Schools Framework (ESF) system to develop, implement, monitor, and adjust Targeted Improvement Plans (TIPs) that will be approved by the PfISD Board of Trustees by February 28, 2025. Dessau ES will additionally be supported through the ESF Focused Support Grant. PfISD has also been accepted into TEA's Innovation Cohort for the 2024-2025 school year to support school improvement efforts across the district.

Federal Intervention Labels Assigned for 2024-2025 School Improvement Based on Domain 3: Closing the Gaps Outcomes	
Federal Intervention Label	Identified Campuses (8 Campuses)
<p>Comprehensive Support & Improvement (CSI) This label lasts a minimum of two years and is determined by criteria such as being in the bottom 5% of Closing the Gaps scores, graduation rates below 67.7%, or being labeled as Additional Targeted Support (ATS) for three consecutive years.</p> <p>To Exit: Campuses that do not rank in their school type's bottom 5% of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited.</p>	<p>Dessau Elementary School (Year 3) Spring Hill Elementary School (Year 1) Timmerman Elementary School Year 1 Connally High School (Year 1)</p>
<p>Additional Targeted Support & Improvement (ATS) Identification is based on a subset of TSI-identified campuses. At 3 consecutive years of TSI identification, campuses are automatically moved to the highest intervention level of Comprehensive Support & Improvement (CSI). This label can be assigned to both Title I and non-Title I schools.</p> <p>To Exit: The Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type.</p>	<p>Westview Middle School (Year 2) Dessau Middle School (Year 1)</p>
<p>Targeted Support & Improvement (TSI) Identifies campuses with consistently underperforming student groups for the same three indicators over three consecutive years (in Domain 3 Closing the Gaps). This label can be assigned to both Title I and non-Title I schools.</p> <p>Schools are identified annually for this intervention label.</p>	<p>Bohls Middle School (Asian student group) Pflugerville Middle School (African American student group)</p>

Instructional Pillars

During the 2024-2025 school year, professional learning and school improvement will be connect to the district's five Instructional Pillars

- Leveraging Professional Learning Communities (PLCs)
- Utilizing High-Quality Instructional Materials (HQIM) and Adopted Texts
- Implementing an Observation and Feedback Cycle
- Emphasizing Data Analysis
- Fostering Professional Learning

Spring 2024 STAAR Results (included in the plan addendums)

Overall district level results closely match those of the State and Region 13, with the exception of lagging math outcomes at 7th grade, 8th grade and Algebra I. When combining all 3rd-8th grade and EOC results by subject area, RLA outcomes at the Meets and Masters performance levels increased from Spring 2023 to Spring 2024. However, for all other subject areas and performance levels, Spring 2024 outcomes declined compared to Spring 2023.

STAAR Results <i>English & Spanish Combined</i>						
	Spring 2023			Spring 2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Math (3-8 & Algebra I Combined)	70%	40%	17%	66%	38%	16%
RLA (3-8, English I & English II Combined)	76%	54%	22%	74%	54%	24%
Science (5th, 8th & Biology Combined)	79%	51%	20%	71%	43%	15%
Social Studies (8th & U.S. History Combined)	77%	51%	29%	75%	49%	26%

2023-2024 Universal Screener Results (Math and Reading)

Prekindergarten students made significant progress throughout the year with the percentages of students *Making Acceptable Progress* from BOY to EOY increasing by 28% in Math and 31% in Rapid Letter Naming.

However, in overall Phonological Awareness, there was not a consistent increase from BOY to MOY to EOY of students *Making Acceptable Progress*, ending the year with 35% of students *Needing More Assistance*. In Rapid Vocabulary Naming, there was a 5% decrease overall from MOY to EOY, ending the year with only 38% of students *Making Acceptable Progress*.

	Pre-K (4-yr old) Results: C-PALLS+ Math & Literacy <small>(Source: Tango)</small> <i>(Level 'Making Acceptable Progress')</i>											
	Math			Literacy/Reading								
				Phonological Awareness Overall			Rapid Letter Naming			Rapid Vocabulary Naming		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
English Version Results	72%	89%	94%	58%	64%	62%	48%	65%	70%	42%	50%	42%
Spanish Version Results	55%	89%	95%	65%	74%	70%	12%	45%	64%	18%	28%	30%
Combined - English & Spanish Results	67%	89%	95%	60%	67%	65%	37%	58%	68%	35%	43%	38%

Kindergarten students demonstrated an increase in both math and reading throughout the 2023-2024 school year. There was a 17% increase in *On Track* performance in math and a 5% to 12% increase across the 3 reading subtests from BOY to EOY. The year ended with 40% of students not performing at readiness levels in math, as well as 30% in reading.

	Kindergarten Readiness Results: TX-KEA Math & Reading (Level 'On Track' Indicating Readiness)											
	Math			Reading								
				Vocabulary/ Vocabulario			Letter Names/ Nombres de las Letras			Spelling/ Ortografía		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
English Version Results	43%	53%	59%	55%	56%	67%	63%	64%	59%	54%	55%	58%
Spanish Version Results	43%	88%	66%	65%	73%	75%	61%	86%	66%	48%	52%	53%
Combined - English & Spanish Results	43%	61%	60%	57%	60%	69%	62%	69%	67%	53%	55%	58%

When compared to the State and Region 13 for the latest Kindergarten Readiness outcomes from 2022-2023 as measured using the TX-KEA assessment, PflISD rates lag behind by 2-5%.

Texas Education Agency
2022-23 Kindergarten Readiness
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL	
Assessed Students in KG														
2022-23	Students ready for KG	165,048	12,839	763	110	290	239	*	78	-	**	48	257	189
	Students assessed in KG	337,460	24,717	1,628	242	745	391	*	159	-	**	149	800	519
	Percent ready	48.9%	51.9%	46.9%	45.5%	38.9%	61.1%	*	49.1%	-	51.1%	32.2%	32.1%	36.4%

Students in grades 1 -12 are assessed at BOY, MOY and EOY with the Star360 math assessments as a universal screener to identify students who are at-risk for math readiness, or are in need of math intervention. The following chart shows progress from BOY to EOY at the highest outcome (*At/Above Benchmark*), and at the lowest outcome (*Urgent Intervention*) for each grade level. The goal is for the percentage of students scoring *At/Above Benchmark* to increase, coupled with a decrease in students needing *Urgent Intervention* from the beginning to the end of the school year.

MATH: Star360 Results 2023-2024 (English & Spanish Results Combined)						
	At/Above Benchmark			Urgent Intervention		
	BOY	MOY	EOY	BOY	MOY	EOY
1st Grade	70%	74%	74%	7%	8%	7%
2nd Grade	58%	67%	68%	12%	12%	12%
3rd Grade	65%	73%	75%	12%	8%	8%
4th Grade	67%	74%	74%	13%	11%	10%
5th Grade	68%	71%	72%	11%	11%	9%
6th Grade	63%	58%	57%	11%	15%	16%
7th Grade	52%	52%	56%	17%	17%	16%
8th Grade	54%	54%	54%	16%	16%	18%
9th Grade	41%	36%	43%	21%	26%	22%
10th Grade	80%	78%	80%	7%	8%	9%
11th Grade	52%	60%	63%	17%	17%	14%
12th Grade	22%	24%	29%	41%	51%	33%

- At 1st - 5th grade math, there was improvement for all grade levels at the At/Above Benchmark level from BOY to EOY of 4% - 10%, with the highest increases at 3rd and 4th grade. Rates at the Urgent Intervention level maintained or decreased by as much as 4%.
- However, as also seen in 2022-2023 outcomes, at 6th grade math there was a decrease of 6% at the At/Above Benchmark level and an increase of 5% at Urgent Intervention from BOY to EOY.
- At 7th grade, At/Above Benchmark outcomes only slightly increased by EOY, and 8th grade outcomes were maintained during all screener windows.
- At high school, rates at the At/Above Benchmark level were maintained or increased by EOY for all grade levels, with the highest increase of 11% among 11th graders. Urgent Intervention rates slightly increased by EOY for 9th and 10th grade, with improvements of 3% - 8% for 11th and 12th grade.

For reading, students in grades 1-12 are assessed at BOY, MOY and EOY with TPRI & Tejas LEE (grades 1-2) and with Star360 reading assessments (grades 3-9) as universal screeners to identify students who are at-risk for reading readiness, or who need reading intervention.

READING: Results 2023-2024							
1st & 2nd Grade: TPRI & Tejas LEE							
3rd - 9th Grade: Star360							
		At/Above Benchmark			Urgent Intervention		
		BOY	MOY	EOY	BOY	MOY	EOY
1st Grade	English Version	25%	55%	48%	41%	25%	20%
	Spanish Version	7%	24%	52%	69%	34%	22%
	Combined - English & Spanish	26%	58%	49%	38%	19%	20%
2nd Grade	English Version	30%	39%	54%	41%	31%	23%
	Spanish Version	25%	50%	45%	34%	21%	14%
	Combined - English & Spanish	34%	48%	52%	32%	20%	22%
3rd Grade	English Version	45%	51%	53%	28%	25%	26%
	Spanish Version	64%	68%	71%	11%	11%	10%
	Combined - English & Spanish	54%	61%	56%	19%	16%	23%
4th Grade	English Version	52%	56%	56%	24%	21%	21%
	Spanish Version	65%	38%	72%	11%	7%	8%
	Combined - English & Spanish	62%	66%	59%	16%	13%	19%
5th Grade	English Version	49%	51%	53%	23%	21%	22%
	Spanish Version	68%	70%	77%	12%	6%	5%
	Combined - English & Spanish	58%	61%	57%	15%	13%	19%
6th Grade	English Version	48%	47%	40%	21%	23%	27%
	Spanish Version	58% <small>(24 tested)</small>	57% <small>(21 tested)</small>	47% <small>(47 tested)</small>	13% <small>(24 tested)</small>	19% <small>(21 tested)</small>	17% <small>(47 tested)</small>
	Combined - English & Spanish	49%	47%	40%	21%	23%	27%
7th Grade	English Version	42%	43%	42%	25%	25%	24%
	Spanish Version	73% <small>(22 tested)</small>	50% <small>(2 tested)</small>	53% <small>(36 tested)</small>	5% <small>(22 tested)</small>	50% <small>(2 tested)</small>	31% <small>(36 tested)</small>
	Combined - English & Spanish	42%	43%	42%	25%	25%	24%
8th Grade	English Version	39%	39%	40%	26%	25%	25%
	Spanish Version	85% <small>(27 tested)</small>	100% <small>(1 tested)</small>	66% <small>(61 tested)</small>	4% <small>(21 tested)</small>	0% <small>(1 tested)</small>	7% <small>(61 tested)</small>
	Combined - English & Spanish	39%	39%	40%	26%	25%	25%
9th Grade	English Version	39%	39%	43%	26%	28%	25%
10th Grade	English Version	39%	40%	41%	27%	29%	27%
11th Grade	English Version	41%	45%	46%	26%	26%	24%
12th Grade	English Version	30%	36%	44%	32%	26%	20%

- At 1st and 2nd grade, there were significant improvements with 18%-23% more students not needing intervention by EOY as measured by TPRI & Tejas LEE reading assessments. Significant Intervention rates were reduced by 10%-18% by EOY.
- At 3rd grade, there was a slight 2% increase in At/Above Benchmark performance, but an increase of 4% at Urgent Intervention by EOY.
- At 4th - 6th grade, there were decreases of 1%-9% at At/Above Benchmark coupled with increases of 3%-6% at Urgent Intervention from BOY to EOY. EOY outcomes at 7th and 8th grade showed insignificant improvement from BOY.
- At high school, rates at the At/Above Benchmark level increased by EOY for all grade levels, with the highest increase of 14% among 12th graders. Urgent Intervention rates remained the same or slightly decreased by EOY, with the greatest improvement of 12% fewer 12th graders in need of urgent intervention.

When comparing math and reading screener results, students performed higher on math than reading by the EOY 2024, overall.

Progress in Achieving English Language Proficiency (TELPAS)

English Language Proficiency progress of Emergent Bilingual (EB) students is measured through the four domains of the TELPAS assessment, consisting of Listening, Speaking, Reading and Writing. For each school year, EB students are expected to increase a level of English proficiency from Beginning to Intermediate to Advanced, and finally Advanced High. Students who have not yet been exited from the EB program who demonstrate proficiency at the Advanced High level from year to year are also considered to have made progress.

Districtwide progress measured from Spring 2023 to Spring 2024 TELPAS showed that 48% of all 1st grade - 12th grade EB students met progress in English Language Proficiency. The 2023 progress rate was 2% higher at 50%. Campuses must meet Closing the Gaps targets for the English Language Proficiency (ELP) component with the expectation that 49% of elementary students, 44% of middle school students, and 34% of high school students make progress from one year to the next which was met by 27 campuses. For campuses not meeting Closing the Gaps targets, there were 4 elementary campuses and 3 high schools.

Graduation and Dropout Rates

State-calculated 4-year graduation rates across PfISD high schools have decreased over the past four consecutive years, though continuing to remain higher than rates for Region 13 and the State. While PfISD Class of 2023 graduation rates declined from Class of 2022 for all race/ethnic groups, rates increased for the Special Education (+4.2%), Emergent Bilingual (+1.9%), and Economically Disadvantaged (+0.3%) student groups.

Graduation Rates: 4-Year Longitudinal						
<i>(Source: TEA TAPR 2019-2023 - Graduation rates reported in TAPR are a year behind the year; TEA Accountability Reports Class 2023)</i>						
Official Class of 2024 Graduation Rates will be finalized and reported in Summer 2025						
	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
State	90.0%	90.3%	90.0%	89.7%	90.3%	not yet available
Region 13	92.6%	92.1%	91.7%	91.5%	91.2%	not yet available
PfISD - All Students	97.9%	96.9%	96.0%	93.3%	92.6%	not yet available
<i>African American</i>	98.3%	97.1%	94.8%	92.3%	90.4%	not yet available
<i>Hispanic</i>	98.2%	96.6%	94.9%	91.0%	90.9%	not yet available
<i>White</i>	97.4%	96.3%	98.1%	97.0%	96.8%	not yet available
<i>Asian</i>	99.4%	98.8%	97.6%	98.8%	96.3%	not yet available
<i>Two or More Races</i>	92.1%	98.4%	97.6%	94.3%	92.5%	not yet available
<i>High Focus</i>					88.9%	not yet available
<i>Special Education</i>	85.0%	91.0%	89.4%	80.6%	84.8%	not yet available
<i>Economically Disadvantaged</i>	96.9%	95.4%	93.7%	90.0%	90.3%	not yet available
<i>Emergent Bilingual</i>	97.4%	94.2%	90.0%	83.4%	85.3%	not yet available

Coupled with the decrease in 4-year graduation rates, are increases in annual dropout rates for students in grades 9-12 for the past four consecutive years, with the latest official rates for the 2022-2023 school year. Though 9-12 grade district dropout rates remain below the State and Region 13, they are over five times as high as in the 2018-2019 school year. The 2022-2023 dropout rates for grades 7-8 will be reported in the November 2024 publication of the TEA TAPR.

For the 2023-2024 school year, PfISD registered PACE with TEA from a district program to an official Dropout Recovery School (DRS) to more systematically support its 100% at-risk student population toward achieving a high school diploma, thereby reducing disparities in graduation rates between All Students and At-Risk students and reducing dropout rates. PACE HS is evaluated under the Alternative Education Accountability (AEA) System with its first graduating Class of 2024 being reported in 2025 accountability graduation rates and dropout rates.

Dropout Rates						
<i>(Source: TEA TAPR 2019-2023 - Graduation rates reported in TAPR are a year behind the year; TEA Accountability Reports Class 2023)</i>						
Official 2023-2024 Dropout Rates will be finalized and reported in Summer 2025						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grades 7-8						
State	0.4%	0.5%	0.9%	0.7%	not yet available	not yet available
Region 13	0.2%	0.3%	0.6%	0.5%	not yet available	not yet available
PfISD	0.2%	0.5%	1.0%	0.4%	not yet available	not yet available
Grade 9-12						
State	1.9%	1.6%	2.4%	2.2%	2.0%	not yet available
Region 13	1.4%	1.5%	2.0%	2.2%	2.3%	not yet available
PfISD	0.3%	0.4%	1.3%	1.5%	1.6%	not yet available

College, Career, and Military Readiness (CCMR) Annual Graduates

For the most recent CCMR rates for Class of 2023 graduates, while PflISD continues to lag behind State and Region 13 rates by 7-8%, significant increases were made from the Class of 2022 by 12% district-wide toward closing that gap between district and State and Regional outcomes. Weiss HS had a 21% increase, followed by Connally HS with +20%, Hendrickson at +7%, and Pflugerville HS with a 4% increase. For specific CCMR indicators, the highest increase over the prior year were for graduates earning an IBC by +11%, and by +9% for graduates meeting college-readiness standards for both math and RLA, as well as a 3% increase in students participating in special education graduating with an advanced diploma plan.

TEA has increased the requirements for campuses to receive an "A" rating in the CCMR portion of accountability Domain 1 Student Achievement from 60% to 88%, starting with the Class of 2022. 78% of graduates must meet at least one CCMR indicator by graduation for the campus to earn a "B" rating, and 64% for an acceptable "C" rating.

College, Career, and Military Readiness (CCMRs) Annual Graduate Rates				
<i>(Source: TEA TAPR 2022-2023 - Graduation rates reported in TAPR are a year behind the year; TEA Accountability Reports Class 2023)</i>				
Official Class of 2024 CCMR Rates will be finalized and reported in Summer 2025				
	Class of 2021	Class of 2022	Class of 2023	Class of 2024
State	65%	70%	76%	not yet available
Region 13	70%	71%	77%	not yet available
Total PflISD CCMR Graduates	61%	57%	69%	not yet available
Connally High School	46%	40%	60%	not yet available
Hendrickson High School	64%	65%	72%	not yet available
Pflugerville High School	67%	66%	69%	not yet available
Weiss High School	61%	51%	72%	not yet available
PACE High School				not yet available
Total CCMR Indicators Met - All PflISD Graduates				
College-Ready				
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for college prep course (in both RLA and math)	48%	43%	52%	not yet available
Met criterion score on AP exams	31%	28%	28%	not yet available
Earned college credit for a Dual Credit course	8%	11%	11%	not yet available
Completed an OnRamps course and qualified for college credit	2%	3%	4%	not yet available
Earned an Associate's Degree	0%	0%	0%	not yet available
Graduated under an advanced diploma plan and identified as a current special education student	4%	5%	8%	not yet available
Career-Ready				
Earned Industry-Based Certification (IBC)	6%	6%	17%	not yet available
Earned a Level I or Level II Certificate	0%	0%	0%	not yet available
Graduated with completed IEP and workforce readiness	3%	2%	4%	not yet available
Military-Ready				
Military Enlistment	not included	not included	1%	not yet available

HB 3 CCMR Goals & Progress Toward Meeting Goals

Districts and campuses must set 5-year HB 3 goals for CCMR rates. With those Board-approved goals ending with the Class of 2024 graduates, new 5-year goals have been set based on the latest outcomes and toward the goal of all campuses earning an accountability rating of an A (88%) in the CCMR portion of Domain 1 Student Achievement.

Efforts to increase CCMR rates include:

- Continue working with students on TSIA testing through College and Career Centers & Student Advising (all comprehensive High Schools are TSI test sites)
- All comprehensive High Schools offer college preparation courses in math and reading
- CTE programming advising is reflected in new choice sheets and includes information on P-TECH, endorsement pathways, and industry-based certifications
- Robust AP and dual credit offerings
- Military recruitment and advising
- College and Career Advisors at each high school
- Utilize SchoolLinks, a college and career readiness platform, to track CCMR completion rates and as a student planning and advising tool for career education and college planning and application process
- Utilize Texas College Bridge program, a free adaptive learning platform provided by TEA, to guide 11th and 12th grade students at all comprehensive high schools through individualized college preparation courses in math and English, at their own pace, and with a facilitator to help meet their college and career readiness goals and CCMR indicator for A-F accountability.

Student Learning Strengths

- Prekindergarten students made significant progress throughout the year with the percentages of students *Making Acceptable Progress* from BOY to EOY increasing by 28% in Math and 31% in Rapid Letter Naming.
- Kindergarten students demonstrated an increase in both math and reading throughout the 2023-2024 school year. There was a 17% increase in *On Track* performance in math and a 5% to 12% increase across the 3 reading subtests from BOY to EOY.
- As measured by Star360 math screeners, in 1st - 5th grade math, there was improvement for all grade levels at the At/Above Benchmark level from BOY to EOY of 4% - 10%, with the highest increases at 3rd and 4th grade. Rates at the Urgent Intervention level maintained or decreased by as much as 4%. At high school, rates at the At/Above Benchmark level were maintained or increased by EOY for all grade levels, with the highest increase of 11% among 11th graders.
- At 1st and 2nd grade, there were significant improvements with 18%-23% more students not needing intervention by EOY as measured by TPRI & Tejas LEE reading assessments. Significant Intervention rates were reduced by 10%-18% by EOY.
- As measured by Star360 reading screeners, there was a 14% increase in At/Above Benchmark performance for 12th grade students coupled with a decrease in Urgent Intervention rates by 12% from BOY to EOY.
- When combining all 3rd-8th grade and EOC RLA results, outcomes at the Meets and Masters performance levels increased from Spring 2023 to Spring 2024.
- 27 of 34 campuses met the English Language Proficiency progress targets in Closing the Gaps; targets were met by all middle schools
- 4-year Graduation Rates for the Class of 2023 increased for the Special Education (+4.2%), Emergent Bilingual (+1.9%), and Economically Disadvantaged (+0.3%) student groups compared to the prior year.
- For the most recent CCMR rates for Class of 2023 graduates, while PfISD lags behind State and Region 13 rates by 7-8%, significant increases were made from the Class of 2022 by 12% district-wide toward closing that gap between district and State and Regional outcomes. Weiss HS had a 21% increase, followed by Connally HS with +20%, Hendrickson at +7%, and Pflugerville HS with a 4% increase.
- For specific CCMR indicators, the highest increase over the prior year were for graduates earning an IBC by +11%, and by +9% for graduates meeting college-readiness standards for both math and RLA, as well as a 3% increase in students participating in special education graduating with an advanced diploma plan.
- For 2022-2023 12th graders participating in special education, CCMR rates in Closing the Gaps have closed when compared to All Students, with 71% of SPED students meeting a CCMR indicator compared to 55% for All Students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): PfISD has 8 schools required to engage in ESF school improvement during the 2024-2025 school year based on assigned Federal Intervention labels. An additional 6 schools have "anticipated" 2024 accountability letter grade ratings of D or F overall or in a domain. **Root Cause:** Overall, 2024 STAAR outcomes for growth and achievement declined from the prior year and/or 2024 STAAR achievement at Meets Grade Level or Above lagged below Closing the Gaps targets, with particularly low outcomes in math. With few targets met for the All Students group, low performance points to the needs for foundational Tier I support for both teaching and learning and campus systems.

Problem Statement 2 (Prioritized): CCMR Graduate rates lag behind State and Region 13 rates by 7-8%. Although significant improvement was made from the prior year, all high schools would be rated a C or D in stand-alone CCMR outcomes in 2024 Accountability for Class of 2023 CCMR Graduates. **Root Cause:** Need to continue efforts of internal individual student tracking toward CCMRs beginning in 9th grade with increased opportunities and support for students to earn a CCMR by graduation.

Problem Statement 3 (Prioritized): The 4-year Graduation Rate has declined over the past 4 years, at the lowest rate of 92.6% for the Class of 2023. The 9th-12th grade Dropout Rate has increased to the highest rate in at least 5 years at 1.6% for 2022-2023 (latest official rates as of Fall 2024). **Root Cause:** With a district rate of 60% of PK-12th grade students identified as At-Risk of dropping out of school, based largely on academic outcomes, early and ongoing intervention and supplemental supports are required to ensure students are well-prepared by high school and through to graduation.

Problem Statement 4 (Prioritized): When combining all 3rd-8th grade and EOC results by subject area, Spring 2024 outcomes for Math, Science and Social Studies declined from Spring 2023 at all performance levels. **Root Cause:** Insufficient instructional coherence which may include gaps in teacher training on effective practices for math, science, and social studies, as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 5 (Prioritized): For 2024 STAAR math outcomes, an overall 58% of students made growth from the prior year and 40% of All Students performed at Meets Grade Level with similar performance of 42% in 2023. Significant gaps in performance below the All Students rate exists by 10-22% for student groups. EOY math screeners showed similar low outcomes for math at 6th-12th grade. **Root Cause:** Math results have not improved primarily due to the loss of foundational and prerequisite math skills during the pandemic as many students are still struggling to recover these essential skills. High chronic absenteeism rates point to ongoing instructional disruptions that further hinder progress. Insufficient instructional coherence could also be factors.

Problem Statement 6 (Prioritized): For 2024 STAAR RLA outcomes, while an overall 70% of students made growth from the prior year, 55% of All Students performed at Meets Grade Level with the same achievement in 2023. Significant gaps in student group performance below the All Students rate exists by 9-34%. EOY RLA screeners showed similar outcomes of 40-60% of 1st-12th graders performing at levels indicating a need for intervention. **Root Cause:** Insufficient instructional coherence which may include gaps in teacher training on effective practices for RLA as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 7 (Prioritized): PK 4-yr-old students were identified at the "Needing More Assistance" level at a rate of 35% in Phonological Awareness and 62% in Rapid Vocabulary Naming as measured by the EOY 2024 PK C-PALLS+ screener. **Root Cause:** PK participation is based on eligibility where socioeconomic factors, such as limited access to books and educational resources at home, as well as insufficient parental engagement in early literacy activities, which are crucial in developing foundational skills may be lacking. Rich literacy environments and effective reading instruction in school provide access to students.

Problem Statement 8 (Prioritized): For Kindergarten students, the year ended with 40% performing below the readiness level of "On Track" in math, as well as 30% below readiness in reading as measured by the EOY 2024 TX-KEA screener. When compared to the State and Region 13 for the latest Kindergarten Readiness outcomes reported in 2022-2023 as measured using the TX-KEA assessment, PfISD rates lag behind by 2-5%. **Root Cause:** Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.

Problem Statement 9 (Prioritized): For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools. **Root Cause:** There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

District Processes & Programs

District Processes & Programs Summary

Organizational Structure

PfISD will operate under the leadership of a new Superintendent beginning in May 2024. Information gathered from a “100 Day Listening and Learning Tour” will provide a foundation for the development of the district’s updated Strategic Plan.

With a district commitment to continuously improve efficiency and systems to better meet the needs of campuses, the district’s central organizational structure is regularly evaluated for adjustment. For the 2024-2025 school year, campuses are reorganized under the supervision of four Assistant Superintendents to support campus leadership and school improvement with oversight by the new Chief of Schools position.

School Improvement Structure

The district is struggling to improve low-performing schools despite significant efforts and resources. Existing support structures have proven inadequate, resulting in persistent achievement gaps. To effectively address these challenges, drive sustainable improvement, and create a coherent and integrated approach to school improvement, the district will add a dedicated Director of School Improvement supplemental position for the 2024-2025 school year, funded through a coordination of Title I and Title II.

This new role will provide leadership and strategic support to help schools meet state standards and boost academic outcomes. The Director will work alongside Assistant Superintendents, with school leaders, teachers, and stakeholders to implement evidence-based interventions, enhance instructional practices, and optimize resource use for improved student achievement.

The Executive Director of Accountability and Compliance will work directly with the Director of School Improvement, Assistant Superintendents, and Chief of Schools to identify the critical needs of the district and each campus through analysis of outcomes as well as to ensure that all federal and state requirements for district and school improvement are met.

During the 2023-2024 school year, despite initial delays caused by the distraction and uncertainty of the accountability lawsuit and delays in school improvement required training at the regional level, the PfISD Academics & Innovation Department collaborated with campus leadership teams through Professional Learning Communities (PLCs), centering improvement efforts around the district’s five Instructional Pillars. The district’s instructional framework was also redefined and, anchored by the Instructional Pillars, now serves as the foundation for school improvement across all campuses, irrespective of letter grade ratings, with additional targeted support provided to campuses with lower performance.

Campus Leadership

For the 2024-2025 school year, four new elementary school principals have been named with all other campus principals continuing at the same campus from the previous school year.

Professional Practices

PfISD believes that comprehensive, ongoing professional learning is central to school improvement and student success. High-quality professional learning in PfISD is research-based, data driven, provides follow-up, is flexible to meet learners’ needs, and is continuously evaluated for its effectiveness. The district’s professional learning plan is supplemented with Title II funds. The district’s Professional Learning Steering Committee provides recommendations for the structure of designated professional learning days.

To increase focus on student learning, PfISD began implementing Professional Learning Communities (PLCs) district-wide in all its campuses in 2012-2013. Composed of collaborative teams where teachers work interdependently to achieve common goals linked to the purpose of learning for all students, teachers tailor instruction to ensure that all students master the skills needed before moving on. Teachers collaborate with their campus peers to share best teaching practices, experiences and methods that have proven to be effective.

PfISD has an active site-based decision-making committee known as the District Academic Advisory Council (DAAC), chaired by the Chief Academic and Innovation Officer, with membership consisting of teachers, parents, community members, and business members to provide input and advisory on such requirements as the

District Improvement Plan, the district's professional learning plan, the review of dropout rates and dropout prevention, waiver requests to the State, and the district's Parent and Family Engagement Plan (ESSA). Every campus is also supported by their own site-based decision-making committees, termed the Campus Academic Advisory Council (CAAC).

Leadership Development

PfISD is committed to developing leaders as key to the district's success. In January 2023, PfISD established the Department of Leadership Development to provide ongoing professional learning for both aspiring and current leaders. This department collaborates with Human Resources to help employees reach their full leadership potential.

To enhance district-wide leadership, PfISD offers continuous learning opportunities through its Leadership Academy Framework. This framework engages staff from various departments in exploring leadership pathways, making them feel valued and invested in.

PfISD's focus is on cultivating strong leaders at all levels to better serve students, parents, staff, and the community. The tiered Leadership Academy Framework includes the Aspiring Leadership Academy, Leadership Academy Institute, and Executive Coaching, which are held annually from September through the school year. These programs support PfISD's goals of attracting, developing, and retaining top talent.

The Leadership Academies were successfully launched for the 2023-2024 school year with an increase in the number of participants in both academies from the prior year.

- The Aspiring Leadership Academy increased from 22 to 26 participants.
- The Leadership Academy Institute increased from 8 to 19 participants.
- Executive Coaching Sessions with the Executive Director of Leadership Development was launched in 2023-2024 with 12 participants.

In Fall 2024, the PfISD Leadership Profile was finalized which summarizes the district's shared vision of leadership excellence.

Human Resources

The Human Resources Department is committed to providing PfISD students with the best and most qualified staff and to providing excellent customer service and support to all employees. The district continues to experience challenges in finding qualified, diverse candidates to hire and retain in teaching positions as fewer candidates are entering into and staying in the profession.

In the 2024-2025 school year, the HR Department will focus on the main initiatives of ensuring that the district's self-insured medical plans are more cost advantageous, review and possibly implement an applicant quality tool for non-teachers, and further institutionalize the Pfutures and Pfirst Class teacher recruitment initiative, further implement the next steps to the paperless office electronic system, and review market competitiveness of co-curricular and extra-curricular stipends for PfISD teachers.

PfISD's recruitment program is divided into two major areas:

- Pfirst Class Program - designed for immediate classroom ready candidates. These candidates will qualify to enter a classroom within a few short weeks after selection.
- Pfutures Program - designed for soon to be classroom educators. Candidates in this program could be high school students, educational associates or student teachers.

Teacher Incentive Allotment (TIA)

PfISD is known for being innovative in approaches to teaching and learning, and built upon that success by participating in the Teacher Incentive Allotment (TIA) system through district system design and implementation. As the first district in the Central Texas metroplex to earn full approval through 2025-2026 with with application for system renewal due in April 2026 to continue system implementation, TIA provides a pathway for PfISD to reward its highest performing teachers with salary incentives, enabling recruitment and retention of highly-effective teachers.

In each of the two years of system implementation, PfISD has successfully designated 40% of eligible teachers. Starting the 2024-2025 school year, 386 designated teachers serve in PfISD classrooms. With a 93% retention rate of designated teachers, PfISD meets the primary TIA goal of retaining highly-effective teachers in the classroom. For the 2023-2024 school year, PfISD's TIA program implementation brought \$4.6 million in state funding into PfISD with \$4.3 million of those dollars directed toward stipends for designated teachers. A total of \$6.1 million has been directed from the State to PfISD across the first two years of program implementation.

For the 2023-2024 school year, teacher eligibility included ECSE - 12th grade teachers in RLA courses, ECSE - Algebra I and Algebra II math courses, as well as

intervention teachers of RLA and math, Dyslexia teachers, and Special Education Resource & Inclusion teachers. On an annual basis, the district researches, gathers input, and considers expansion to additional teacher groups, which resulted in TEA approval to add six new teacher groups as TIA-eligible for Geometry, Science (5th, 8th, Biology), Social Studies (8th, U.S. History), Special Education Social Communications Support, Special Education Essential Academics, and Special Education Communication teachers starting with the 2024-2025 data collection.

As a program requirement, PfISD participates in the TIA Annual Survey, sent out to all district teachers, campus administrator teacher appraisers, and HR staff and department directors directly involved in the recruitment, hiring and retention of teachers. Results provide the district TIA leadership team with information on perceptions of the district's program implementation to inform system implementation and improvement.

Curriculum & Instruction

PfISD provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. The district's commitment to a fully-staffed curriculum and instruction team provides for an appropriate level of campus support to better meet teachers' and students' needs.

PfISD has an internally-developed, aligned and viable curriculum that specifically addresses the unique needs of PfISD students. Through the curriculum management plan, ongoing review and refinement of the curriculum is practice. Within the curriculum, there are vertical alignment documents, year-at-a-glance documents, and unit maps to help teachers and campuses plan their work effectively. Teachers with students needing specialized support can look to the curriculum documents for recommended instructional strategies and materials, including differentiation strategies, as well as alignment of Pre-Advanced Placement courses with Advanced Placement courses. District Formative Assessments aligned to the district curriculum are administered on a 9-week basis to inform refinement of the district curriculum. Additional features are continuously added to district assessments to provide greater accessibility to meet students' needs. The aligned system of accountability, curriculum & instruction and assessment supports the continuous school improvement model.

Technology Integration

PfISD's Technology Integration Services Department responds to learning needs across the district by purchasing, promoting, and modeling resources to teachers and students that increase staff and student technology skills, ensuring student mastery of the technology applications TEKS and increasing computational thinking skills across K-12 content areas for college and career readiness. As a result of integrated lessons that focus on computational thinking and core content, students have demonstrated growth in computational thinking, pattern recognition, decomposition, and algorithms. These skills are transferable to multiple disciplines and are observable in daily problem-solving scenarios.

The department supports teaching and learning through instructional technology training and best practices, engaging in collaborative planning with classroom teachers and PLCs to support the implementation of district-maintained technologies and to ensure that the Technology TEKS are taught at every grade level. The team meets regularly with middle school Tech Apps teachers to assess needs and determine the best support for classroom instruction. The team facilitates the integration of technology-based lessons in the classroom, provides coaching in lesson planning through supporting teachers with integration ideas, and modeling/co-teaching of innovative curriculum-based technology integration activities, delivery of campus-based professional learning on the integration of digital literacy tools into the curriculum, and incorporation of computational thinking within the content to develop students' computer science knowledge and concepts.

Integration Services is adept at sharing information and resources that empower students and staff. These resources increase the level of teacher engagement in the areas of computational thinking and student driven learning. Over the past 2 years there have been higher participation rates from teachers in PD sessions, department initiatives, and higher requests for instructional technology support.

District Assessment System

The Curriculum & Innovation Department reviews the district assessment system annually in response to campus feedback and to streamline assessment tools used, while still meeting state requirements to assess and report the readiness of students in PK - 3rd grade, and of 7th graders who did not pass 6th grade STAAR reading.

The need to utilize assessment tools that are aligned across grade levels and designed for screening to identify students who meet at-risk criteria to provide supplemental tiered instructional supports and progress monitoring for students in the PSST/RtI process, as well as measure student growth as required for eligible teachers of the Teacher Incentive Allotment program led to the district-wide implementation of Commissioner-approved math and reading Universal Screeners and readiness assessments across grades PK-12.

State Compensatory Education (SCE) for Students At-Risk of Dropping out of School

PfISD follows the State's fifteen criteria for identifying PK-12 grade students as at-risk for dropping out of school and utilizes State Compensatory Education (SCE) funds to provide supplemental resources to support the reduction in any disparity in performance on assessment instruments or in the rates of high school completion between economically disadvantaged students, at-risk students, and all other students. Allowable use of SCE funds and services is extended to support students who

are eligible for the National School Lunch Program as educationally disadvantaged or who are enrolled at a Title I Schoolwide campus, not limited to only students meeting one or more of the fifteen state at-risk criteria.

SCE funds are used to reduce disparity in performance in assessment outcomes and rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. PfISD utilizes a minimum of 55% of SCE funds for high school accelerated instruction to support students in passing STAAR EOC exams for graduation, as well as support for the RtI program by allocating intervention teachers to campuses. Principals also receive discretionary SCE funds in their campus budgets to support identified at-risk students, which is generally used for supplemental pay for teachers to provide supplemental accelerated instruction outside of the regular school day to meet students' HB4545/HB1416 minutes, as well as for bus service following extended-day learning. During Spring 2018, campus staffing guidelines, which included allocations for supplemental SCE-funded interventionist positions, were reviewed and adjusted to provide equitable support to campuses. To additionally provide supplement support, many Title I schools utilize their Title I allocations for additional interventionist positions to supplement the district's staffing allocations.

School Social Workers

In many situations when students are at-risk of dropping out of school, it is essential to address social emotional needs for student success. The district's social workers provide families and students with support by mobilizing available resources, fostering positive relationships between family, school and community and developing opportunities for students to prosper in their educational experiences and beyond. An area of need that school social workers have identified is to address the increase in substance use referrals across the district which has led to an increase in the number of students placed at the DAEP (OC), or who opt to enroll at PACE. Campus intervention specific to substance use is minimal for students and families who have been identified as needing intervention, though the smaller learning environments at the OC and PACE campuses allows for the opportunity to achieve school connectedness, which is one of the most important protective factors, in which students believe that adults and peers in their school care about their learning about about them as people.

Special Education

The Special Education Department's processes and procedures are rooted in IDEA, including student's access to a free and appropriate public education. The district's special education programs provide inclusive environments with high quality instruction and support services to students identified with a need for specially designed instruction (academic, behavioral, functional) that enable all students to achieve their full potential in the least restrictive environment. All students in PfISD are served in general education settings to the greatest extent appropriate, receiving appropriately differentiated grade level instruction with research-based, best practice supports and services, bridging students' access to the general education curriculum. All staff facilitate and support instruction and learning of all students and participate in regular professional learning opportunities. The Special Education Department maintains guidelines for student placements (Resource/Inclusion, LID, Speech Services, etc.) and provides ongoing learning for staff.

Stakeholders include students, families, teachers, administrators and district leaders. Parents are key members of their child's team and experience proactive, collaborative communication about their student's needs, services, and progress. The department works to find ways to engage and connect with families who speak languages other than English with sensitivity and cultural responsiveness in decision-making and informational sessions, such as Section 504 Informational Night.

In the 2024-2025 school year the Special Education Department will focus on continued work in complying with HB 3928 for changes in Dyslexia, addressing compliance with documentation for ARD prep (PLAAFP, Goals/Objectives, Schedule of Service, AU Supplement) based on cyclical CAP, and working to address behavior training for all staff through Restorative Practices and inclusive models, as well as addressing disciplinary practices that result in disproportionality in disciplinary removals to promote success for all students.

Multilingual Instruction

All PfISD campuses offer the English as a Second Language (ESL) program for eligible Emergent Bilingual (EB) students in grade PK-12 if the bilingual program is not available in their language or grade level, or if parents chose to deny bilingual program placement. Intensive English language instruction is provided by teachers trained in recognizing and working with language differences using the academic and cultural experience of each student as a platform with a focus on learning English for effective participation in other classes.

Bilingual education programs are designed to allow Emergent Bilingual students who share a common home language to access the State's general curriculum and improve their proficiency in both English and in their native language. Elementary students identified as Emergent Bilingual who speak Spanish or Vietnamese should be enrolled in the bilingual program. PfISD has implemented State-recognized one-way and two-way Spanish-English dual language programs at 11 elementary campuses. The PfISD Vietnamese-English bilingual language program provided at one elementary campus promotes oral language development, and biculturalism for participating students.

PfISD has welcomed a large number of recent immigrant students from other countries during the past year. In the 2023-2024 school year, the district opened both the International Welcome Center to centralize registration and provide extra support to newcomer students and a Newcomer Middle school program at Westview MS. High school students have the option to attend the Newcomer Academy at Connally HS and middle school newcomers now have the option to attend the Newcomer Academy at Westview MS. Students enrolled at the Newcomer Academies receive intensive English language instruction and appropriately accommodated academic instruction and are awarded as many credits as possible based on school records from their home country. Upon opening these two brand new programs, the processes, procedures, and roles are still being refined and finalized.

While the Multilingual Dept has trained content area teachers and Instructional Coaches in language-rich strategies to support content-based language instruction to support English language proficiency of long-term EB students, increased consistency in implementation is needed.

PfISD utilizes Title III funds for supplemental district-level dual language program specialist positions to provide additional program support at campuses. The district strives to ensure that all teachers are appropriately certified to teach in the respective ESL or bilingual program. Across the district's multilingual programs, campuses with higher needs are staffed with less experienced teachers and non-certified Teacher Facilitators.

The department annually reviews information from families denying program participation to address concerns and issues. At elementary, some families deny language program services to attend their home campus, sometimes due to lack of available Pre-K spots. Some Spanish-speaking families may be unaware of the benefits of language programs available to emergent bilingual students. Some families choose not to attend the secondary Newcomer Academies based on the perception of the school climate not being inclusive, concerns for student safety on the campus, and transportation difficulties.

Gifted and Talented

The district's Gifted and Talented program identifies and supports potentially high academic students and provides them with opportunities that promote academic rigor, depth, and breadth, acceleration and college preparation, independent research, and social and emotional development to nurture the development of their full academic potential.

Advanced Academics

PfISD is committed to the belief that equitable access for all students to advanced academic coursework in a rigorous and challenging curriculum in preparation for postsecondary success should be provided. Based on this premise, all students are highly encouraged to enroll in Advanced, Accelerated, Advanced Placement (AP), Austin Community College (ACC) Dual Credit, and the University of Texas (UT) OnRamps courses offered at their campus. The district continues to seek opportunities to increase the number of students participating in advanced courses to improve equity of program participation for all students.

PfISD offers accelerated mathematics on all of its middle school campuses through the Accelerated Math Pathway. These courses allow students to be on a track of coursework that research has shown will better prepare them for postsecondary education opportunities and entering the workforce. Students enrolled in Pre-AP Math 6 and Pre-AP Math 7 courses will master all math concepts from the 6th, 7th and 8th grades so that during their final year of middle school, students begin their first high school math course of Algebra I which allows students to enroll in additional, more rigorous math courses during their time in high school. Research shows that students in Central Texas who take higher levels of math coursework have better chances at earning a living wage and completing a postsecondary degree.

Career and Technical Education (CTE)

PfISD's Career and Technical Education has more than 50 industry and postsecondary partners and provides career and postsecondary preparation for over 8,000 students (~32%) with CTE programming available at all high schools and middle schools. Students can explore careers across 22 programs of study such as Health Science, Engineering, Automotive Technology, Agriculture, and Information Technology. In the 2024-2025 school year 4 programs (Automotive, Culinary Arts, Fire Academy, and Advanced Manufacturing) will transition to career academies, offering students an opportunity to earn a Level 1 College Certificate at no cost.

CTE programs provide students with opportunities to engage with industry experts and/or simulate industry environments while building academic and technical skills, including employability skills. With a continued increase in need for employees in many industries in the region, the goal is to implement programs that are developed through collaboration with postsecondary and industry partners so that all students graduate ready for their next steps and employers have a work-ready pool of candidates in Central Texas. Significant increases in IBC attainment among graduates increased significantly by 6.7% from Class of 2022 at 9.8% to Class of 2023 at 16.5%. Based on the latest data for Class of 2023 graduates, PfISD's rate of credential attainment for industry certifications was at 16.5% compared to 25.3% across Region 13 and 33.4% across the state. Program completion was at 40% for 2021-2022, 1% below the state rate.

To support this goal and through the continued expansion of course offerings and work-based learning opportunities aligned to industry standards, a Pathways in Technology Early College High School (P-TECH) model for specific courses has been implemented. Through P-TECH, students have the opportunity to earn a high school diploma, an industry-recognized associate degree, and gain relevant work experience in a growing field while enrolled in high school. Providing the opportunity for

students to develop specific skills and competencies through P-TECH courses directly translates to the employment needs in high-growth industries in Central Texas, providing a pathway to immediate career opportunities for students.

Fine Arts

The Department of Fine Arts serves as a crucial platform for nurturing creativity, fostering talent, and promoting community engagement. Through various programs and initiatives, it plays a significant role in enriching the educational experience of students across the district.

PfISD is committed to ensuring that its programs are inclusive and reflective of the diversity of the district and is dedicated to providing all students the opportunity to participate in a highly competitive and comprehensive fine arts extracurricular program by employing dedicated professionals and providing appropriate funding through fairly administered and conducted activities. The district believes that extracurricular activities are a microcosm of society and that through participation in our programs, students will inherently learn life skills enabling them to be productive members of society, capable of managing time, striving to set and obtain goals, and developing an enhanced self-discipline. PfISD is dedicated to the goal of being recognized as a premier fine arts extracurricular program in the state of Texas through the commitments of increasing participation in all activities, offering activities to meet students' needs, providing adequate and equitable funding for all programs, affording all students the opportunity to try out/audition for all activities, recruiting and hiring the best directors/sponsors possible and encouraging continual development, exhibiting outstanding sportsmanship in victory and defeat, developing lifelong skills needed in a competitive society, stressing the importance of excellence in the classroom, as well as in competition, and fielding competitive teams in each category. Elementary music and art are provided across all elementary campuses, with secondary school offerings for band, choir, dance, orchestra, theater, and visual arts.

PfISD values the experiences that participation in fine arts and other co-curricular and extracurricular activities provide students to enhance student learning and bolster outcomes through a holistic and comprehensive view of student success that reflects the diverse talents, experiences and aspirations of students. PfISD fine arts programs support students' academic growth, depth of learning, social and emotional well-being, college and career readiness, community engagement, and cultivating lifelong learners.

During the 2024-2025 school year, the Fine Arts department focus will be on teacher retention including strategies addressing competitive compensation, supportive work environments, recognition and appreciation, mentorship programs, promoting work-life balance, and providing opportunities for growth. The main initiative will be improving the professional learning opportunities for teachers across all district fine arts programs to enhance their skills and effectiveness, thereby improving the overall quality of arts education. The PD program for fine arts teachers will be improved by conducting a needs assessment, facilitating collaboration and networking opportunities for teachers, inviting guest speakers and experts to conduct workshops, lectures, and demonstrations, as well as providing in-classroom support and coaching, training and support for integrating technology into fine arts instruction. Continuous improvement and adjustment of the fine arts PD program will be conducted by continuously evaluating the effectiveness and soliciting feedback from teachers.

Athletics

As an integral part of a successful school program, the PfISD athletics program plays a vital contributing part in the total education system. Athletics programs provide a way for students to develop into responsible members of society. Participation in athletics develops the bodies and minds of students to high levels of efficiency as well as developing self-confidence and a sense of personal accomplishment through work ethic, teamwork, sportsmanship, integrity, and sacrifice. Numerous sports are offered to secondary students including football, basketball, cheerleading, dance, soccer, powerlifting, cross country, golf, softball, strength & conditioning, tennis, track & field, volleyball, wrestling, baseball, athletic training, ROTC, and swimming & diving. All coaches work within the guidelines of the athletic department to help every athlete succeed and are certified to have completed trainings in Rules Compliance, CPR/AED, and Concussion and Safety per UIL rule. The district stadium has secured a number of business sponsors supporting PfISD's athletics program.

Extended Day Program

PfISD offers the Extended Day Program (EDP) as a tuition-based, licensed childcare operation that services each elementary campus within the district. This campus-based program allows for a seamless transition from the classroom to after school care for students in grades PK-5. The intent of the Extended Day Program is to not only provide a safe environment, but also an atmosphere in which the school experience of the student is enhanced. EDP is owned and operated by the school district and employees of the program work for PfISD.

Summer Programs

PfISD provides State-required summer school programs including PK/K Bilingual & ESL summer school, Extended School Year (ESY) for students receiving special education services, and STAAR EOC accelerated instruction summer school to prepare for and pass EOCs for graduation. Middle school course recovery, high school credit recovery, and other opportunities are provided as summer programming.

Food and Child Nutrition Services

The district contracts with Aramark for food services. The food services department strives to nurture students' well-being, improve their overall dining experience, and adopt healthy lifestyles by providing nutritious menus, innovative dining environments, and wellness-based education and promotions. Aramark has donated nearly 18 tons of food to area food banks, provides assistance to Pflugerville Pfiends weekend backpack programs, and has sponsored over 300 bikes and helmets for PfISD students since 2007.

Over the past several years, Pflugerville ISD has seen a dramatic increase in the total of unpaid lunch charges by students. By law, all school districts must pay for all unpaid lunch charges at the end of the school year with its general fund. Although PfISD has always reserved funds to pay for these unpaid lunch fees, this cost has increased dramatically over the past few years, climbing as high as \$180,000 in 2022. Paying such large sums for unpaid lunches significantly impacts the district's ability to pay for employees, general utilities, and day-to-day expenses. Financial help is provided to families with negative meal balances through the *Pay It Forward* program and the *Pfood Pfairness* non-profit organization established by PfISD students to ensure every student has access to hot nourishing meals by offering families the essential funds to lessen the financial strain associated with students' lunch expenses.

Transportation

PfISD's in-house Transportation Department operates a fleet of air-conditioned buses equipped with seatbelts to ensure that students are transported safely and securely. Each bus is equipped with GPS and cameras, which allows each vehicle to be tracked and monitored at all times. This fleet is also equipped with the latest engine technology, which has allowed PfISD to reduce its carbon footprint through reduced carbon emissions.

Procedures

During the 2017-2018 school year, PfISD school administrators, staff, students, parents, and community members collaborated to create a strategic plan that was approved by the Board of Trustees in May 2018 to guide the district from 2018-2023. Strategies and action plans were identified for the focused areas of teaching and learning, human resources, funding and finance, facilities, and communication. During the 2024-2025 school year, the current plan will be evaluated and a new multi-year strategic plan will be developed under the leadership of the district's new Superintendent.

PfISD's technology infrastructure is robust and continuously enhanced to meet the needs of the district including increased instructional technology integration and the majority of assessments administered online. Students gain access to technology through the use of iPads in grades PK-2nd, laptops in grades 3rd-12th, desktops in classrooms, individual student devices, shared labs, and other resources. During Spring 2020 when teaching and learning shifted to remote means, the Technology Department provided 23,000 devices to students and staff following a 1:1 model with training and support for successful learning online and working remotely. Several thousand additional student devices were subsequently purchased including district-issued laptops to all teachers for the first time. 2022 Bond Funds are used to purchase 15,000 Chromebooks for district-wide student use. Through the collection and replacement of devices, the district will follow a 1:2 ratio at elementary and a 1:1 ratio at secondary for the 2024-2025 school year. Many campuses supplement these locally-funded devices with additional laptop carts using their campus Title I funds.

During the 2020-2021 school year, the district replaced both its Student Information System and Business Information System.

To support student transitions from elementary to middle school, and from middle to high school, opportunities are provided for students and parents to visit their future campus to meet with staff and learn about course offerings and campus expectations.

PfISD plans the academic calendar to exceed the state's instructional minutes requirement of 75,600 minutes to ensure a buffer if built in for unanticipated closures due to weather or other emergencies.

PfISD's Health Services Department assists students, staff, and the community in achieving and maintaining optimal health through health promotion and education, disease prevention, and intervention of specific health conditions. School nurses provide health care to students, perform health screenings and coordinate referrals as the liaison between school personnel, family, community and healthcare providers.

The district's Safety & Emergency Management Department is responsible for mitigation, preparedness, response, and recovery programs. PfISD has emergency preparedness and operations plans, and continually conducts drills and training with staff and students. Partnering with local and regional first responders and emergency management personnel, the district ensures preparedness to provide exceptional service before, during, and after any emergency conditions. Emergency Operations Plans are reviewed annually and updated as necessary. Fire evacuation drills, tornado/severe weather drills, lock-out, and lock-down drills are conducted in accordance with TEC guidelines and Fire Department regulations. Recent safety and security upgrades have been made to the entry vestibules at several campuses. Required intruder audits are conducted at all campuses.

PfISD is environmentally conscious as evidenced through the use of solar panels, recycling, and the reduction in water usage and electricity.

District Processes & Programs Strengths

- The Leadership Academies were successfully launched for the 2023-2024 school year with an increase in the number of participants in both academies from the prior year.
 - The Aspiring Leadership Academy increased from 22 to 26 participants.
 - The Leadership Academy Institute increased from 8 to 19 participants.
 - Executive Coaching Sessions with the Executive Director of Leadership Development was launched in 2023-2024 with 12 participants.
- The HR Department implements two recruitment programs to attract and prepare new teachers.
- The Teacher Incentive Allotment program has a 93% retention rate with 386 designated teachers serving in classrooms across the district receiving a total of \$4.3 million in stipends for the 2023-2024 school year.
- PfISD provides a wide range and scope of curriculum, interventions and supports following research-based practices to meet student needs.
- As a result of integrated lessons that focus on computational thinking and core content, students have demonstrated growth in computational thinking, pattern recognition, decomposition, and algorithms through the leadership of the Technology Integration Department.
- The Special Education Department views students as individuals with their program and support services based around individual needs, as general education students first.
- In the 2023-2024 school year, the district opened both the International Welcome Center to centralize registration and provide extra support to newcomer students and a Newcomer Middle school program at Westview MS.
- In the 2024-2025 school year 4 programs (Automotive, Culinary Arts, Fire Academy, and Advanced Manufacturing) will transition to career academies, offering students an opportunity to earn a Level 1 College Certificate at no cost.
- There were significant increases in IBC attainment among PfISD graduates by 6.7% from Class of 2022 at 9.8% to Class of 2023 at 16.5%.
- The Fine Arts Department boasts strong professional development, community partnerships, clear procedures and protocols, and diverse program offerings through a comprehensive curriculum. The Department is in constant communication with stakeholders by hosting events for PfISD, UIL and TMEA throughout the city, fostering relationships with the Pflugerville community.
- Since 2007, PfISD has offered Universal Free Breakfast and Breakfast In The Classroom, both USDA programs. PfISD was one of the first districts in the state of Texas to offer CACFP supper meals, bringing the total of meals served at some PfISD campuses to four per day.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The district is struggling to improve low-performing schools despite significant efforts and resources. **Root Cause:** Existing district level structures to support school improvement have proven inadequate, resulting in persistent achievement gaps.

Problem Statement 2 (Prioritized): Special education teachers do not have the same professional learning content as general education teachers. While special education teachers must support students at the highest levels of intervention through both content and instructional strategies, they receive the least training to be simultaneously successful at both. **Root Cause:** Access to teaching staff to provide quality professional learning is limited. Limitations require department staff need to be creative in scheduling access for professional learning and training.

Problem Statement 3 (Prioritized): There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success. **Root Cause:** There is a need to monitor and promote the implementation of the differentiation strategies to improve the lack of accountability in ensuring consistent implementation.

Problem Statement 4 (Prioritized): Advising of students related to postsecondary goals, program and course enrollment and persistence is incomplete; this leads to missed opportunities for students to achieve relevant, meaningful CCMR outcomes. **Root Cause:** Possibly a lack of awareness/training of counselors and CCAs, need for better tracking systems, not enough counseling staff to meet regularly with all students to hold meaningful conversations.

Problem Statement 5 (Prioritized): Not all teachers are familiar with and/or implement the Technology TEKS that are required to be taught at their grade level. Though tools and

resources are provided to teach the Technology TEKS, integration of technology in classroom instruction is lacking. **Root Cause:** Teachers need engaging learning experiences that model technology integration, to then transfer it to their teaching practice.

Problem Statement 6 (Prioritized): For CTE, there is a need to improve student outcomes in program completion, industry certification and work-based learning. Based on the latest data for Class of 2023 graduates, PfISD's rate of credential attainment for industry certifications was at 16.5% compared to 25.3% across Region 13 and 33.4% across the state. Program completion was at 40% for 2021-2022, 1% below the state rate. **Root Cause:** A lack of access to resources/tools for planning and tracking did not allow counselors opportunity to monitor and adjust student plans based on post-secondary goals which resulted in ineffective advising and scheduling. Students may get off completion track and lose opportunities for credentialing and work-based learning as a result.

Perceptions

Perceptions Summary

Student Attendance

PfISD attendance rates remained steady for the 2023-2024 school year. District-level attendance specialists are staffed to support campus leaver teams with student attendance issues including home visits to locate and recover students who have left school.

Student Attendance Rates						
<i>(Source: TEA TAPR 2019-2022; OnDataSuite Summer PEIMS 2022-2023 & 2023-2024)</i>						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
PfISD	95.7%	97.8%	95.6%	91.8%	92.8%	92.9%
Region 13	95.6%	98.4%	95.5%	91.8%	Not yet available	Not yet available
State	95.4%	98.3%	95.0%	92.2%	Not yet available	Not yet available

Chronic Absenteeism

Defined as the number of K-12 students enrolled for at least 10 days and absent for 10 percent or more days, the rate of chronic absenteeism steeply increased in the 2021-2022 school year. While finalized rates through the 2021-2022 school year for PfISD were in line with the increased rates across Region 13 and the State, and can be attributed to differences in attendance reporting following full return to school post-COVID, rates are also in line with the decline in overall attendance rates in 2021-2022 as districts worked to locate and reassimilate students to in-person school procedures. The district estimated rate for the 2022-2023 school year decreased by 5%, as attendance rates for the same year also increased. As of July 2024, the estimated 2023-2024 rate is expected to slightly decrease from the prior year. Estimated rates will be finalized in the TEA TAPR release in November 2024.

Chronic Absenteeism Rates						
<i>(Source: TEA TAPR 2019-2022; latest data available from 2021-2022; 2022-2023 & 2023-2024 OnDataSuite Low Attendance Report)</i>						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 (estimated)	2023-2024 (estimated)
PfISD	10.4%	7.2%	12.0%	25.3%	21.1%	20.4%
Region 13	10.5%	6.9%	13.2%	26.8%	Not yet available	Not yet available
State	11.4%	6.7%	15.0%	25.7%	Not yet available	Not yet available

Disciplinary Removals - Disproportionality

The district is engaged in continuous improvement efforts within two accountability systems that have identified rates of disproportionality in disciplinary removals among student groups:

- **Results Driven Accountability (RDA)**

- **Special Education Students: Total Disciplinary Removals Rate** (to ISS, OSS, DAEP-OC, Expulsions). Note: If an individual student is removed more than once, they will be counted in the removal rate for as many times as they were removed. TEA Threshold Rate: 0 to 19.0.
- PfISD rates are shown in the chart below, those highlighted indicate a district rate that exceeds the TEA Threshold Rate, which is the case in all years except 2021-2022
- The 2023-2024 rate was released in September 2024 at 1.7% higher than the prior year in spite of district efforts to bring awareness to the issue during the 203-2024 school year.

Total Disciplinary Removals Rate for Students Receiving Special Education Services							
<i>(Source: TEA RDA Reports)</i>							
	TEA Threshold Rate: 0 to 19.0						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
PfISD	68.8	74.2	66.9	46.3	10.4	41.7	43.4

- **African American students receiving Special Education services: Disciplinary removal rate (to ISS, OSS, DAEP-OC, Expulsions).** Note: If an individual student is removed more than once, they will be counted in the removal rate for as many times as they were removed. **TEA Threshold Ratio: >2.5**
- PfISD rates are shown in the chart below, those highlighted indicate a district rate that exceeds the TEA Threshold Ratio, which was the case in 2020-2021 and in 2022-2023 where the district was identified in *Significant Disproportionality (SD) - Year 1*. The 2023-2024 rates were received in Sept 2024 at 2.1, below the SD rate.
- Once a district is identified in Significant Disproportionality for 3 consecutive years, TEA provides required support to districts to identify the root cause of the disproportionality and requires the district to allocate a portion of its special education funding to address the root causes.

Disciplinary Removals Rate for African American Students Receiving Special Education Services							
<i>(Source: TEA RDA Reports)</i>							
	TEA Threshold Ratio: >2.5						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
PfISD	1.9	1.8	2.5	2.7 (identified for Significant Disproportionality Year 1)	2.1	2.6 (identified for Significant Disproportionality Year 1)	2.1

• **Discipline Data Validation & Monitoring**

- **African American students: Discretionary placements at OC (DAEP) compared to the All Students group rate.** There is a disproportionate rate of discretionary DAEP placements for African American students as compared to the All Students group. Over the past 10+ years, African American students have received discretionary OC placements at a rate of 2.0 to 2.6 times higher than that of All Students with about half of the placements due to fighting and the other half due to various Student Code of Conduct violations. Accompanying this disproportionate placement rate, there is also a disproportionate rate of overall disciplinary referrals of African American students as well as removals to ISS and OSS when compared to the All Students rate.
- PFISD rates are shown in the chart below, those highlighted indicate a district rate that exceeds the TEA Threshold Rate of 2.0, which is expected again for the 2023-2024 school year.

Discretionary DAEP (OC) Placement Rate in Pflugerville ISD <i>(Source: TEA DVM Discipline Reports 2014-2023, OnDataSuite 2023-2024)</i>			
	African American Rate	All Students Rate	Disproportionality Rate (TEA Threshold 2.0)
2013-2014	3.0%	1.3%	2.3
2014-2015	2.1%	0.9%	2.3
2015-2016	1.0%	0.5%	2.0
2016-2017	1.2%	0.5%	2.4
2017-2018	1.1%	0.4%	2.5
2018-2019	1.2%	0.5%	2.3
2019-2020	0.9%	0.4%	2.5
2020-2021	0.05% (5 or fewer students)	0.02% (5 or fewer students)	2.6 Not identified due to small numbers
2021-2022	1.0%	0.4%	2.6
2022-2023	1.1%	0.5%	2.4
2023-2024 (estimated)	0.9%	0.4%	2.8

Compliance and data reviews are conducted annually as required by TEA with continuous improvement efforts to address these disproportionality rates. The Spring 2024 needs assessment conducted with campus administrators identified campus-implementation of the following practices aimed at reducing disciplinary removals:

- Positive Behavior Intervention and Support (PBIS)
- Restorative Practices – relationship centered learning that includes creating Treatment Agreements in all classrooms
- Social Emotional Learning (SEL) to include counselor and social worker check-ins with students, and SEL targeted to the behavior
- Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) model including implementation of Culture & Climate Teams
- Mentors assigned to students
- Campus leadership academies to support students with recurring behavioral issues
- Classroom management coaching for teachers
- Utilizing discipline matrix for classroom-managed behaviors/office-managed behaviors
- Increasing parental contact/parental support/parental involvement

To integrate Tier I (schoolwide) systems that support the whole child, the district’s MTSS department has created and implemented MTSS Culture & Climate Teams to integrate district initiatives (PBIS, Trauma-Informed SEL, Restorative Practices and Attendance) in a blended model that is supported by a single campus-based team. Each campus team meets at least monthly and follows a district-provided fidelity tool to guide action items and to complete short and long-term goals focusing on implementation and student outcomes.

During the 2022-2023 SY, The National Dropout Prevention Center (NDPC) provided training for campuses on the implementation of SEL.

For Restorative Practices implementation, Cohort 3 schools (3rd year implementation) were trained through the National Educators for Restorative Practices (NEDRP, recently rebranded to Differentiated Discipline) during the 2022-2023 SY. In July 2023, all campuses were trained on the use of “Get-To-Know-You Circles” also known as “Green” Circles to introduce campus administrators to the first steps in building a successful restorative approach to discipline. Professional trainers provided guidance, tools, and effective strategies on the best approaches to introducing the concept of “Circles” into the school environment. It is the district’s goal that schools begin utilizing the Green Circles practice first, before graduating to Conflict Resolution Circles in the future.

The district Student Affairs and MTSS departments provide support for all district-implemented efforts aimed at reducing classroom removals including the assignment of discretionary DAEP placements.

Staff Engagement

For several years, the district has engaged with Upbeat to survey staff district-wide on climate and culture perceptions in the Fall and Spring semesters. Campus principals and district leaders receive the survey results to review, reflect, and create action plans to address areas of need. In both the Fall 2023 and Spring 2024 surveys, there was an overall 70% participation rate among district staff and other campus staff, and 77% for teachers. Notable Spring 2024 results are below:

Summary - Spring 2024 Upbeat Staff Survey Results			
Category	Faculty (Teachers)	Other Campus Staff	District Staff
Equity (opportunities are accessible to all; leaders value perspectives of staff from all backgrounds; respect of staff, students and families of all backgrounds)	93%	90%	87%
Self-Efficacy (feeling successful in position; feel successful in supporting students’ academic and social-emotional development)	91%	90%	88%
Inclusion (leaders actively work toward making an inclusive culture)	90%	89%	86%
Care & Commitment (shared responsibility for success; teachers set high standards for students; teachers strive to improve practice; teachers care about students’ wellbeing, teachers to above and beyond to support students)	88%	87%	83% (77% - Employees in my department take a solution oriented approach to their work rather than focusing on compliance)
Satisfaction & Purpose (looking forward to coming to work; plan to be in role for at least another year)	87% (77% - I look forward	88%	88%

at least another year)	to teaching every day)		
Autonomy (viewed as expert, appropriate discretion over what and how to teach/work)	87%	82% (77% - Leaders in my school view employees as experts)	83%
Belonging & Wellbeing (workplace supports mental wellbeing; I have someone to turn to at work when I'm having a difficult time; successfully manage stress; I have ways to prevent stress; I feel like I belong; people care about me)	86% (79% - My school is a place that supports teachers' mental wellbeing)	82% (79% - My school is a place that supports employees' mental wellbeing)	87%
Principal/Supervisor & Teacher/Employee Trust (looks out for wellbeing; trust of principal/supervisor; am backed by principal/supervisor)	86%	83%	83%
Instructional Leadership (Principal communicates clear vision for teaching & learning; Principal uses data to monitor student progress; Principal is an effective instructional leader)	86%		
Resources & Facilities (provided with necessary instructional materials; teacher access to high-quality curricula; building clean & well-maintained; funding to meet schools' needs)	86%	84% (79% - The school building is clean and well-maintained)	70% (58% - My department has the funding it needs to meet schools' needs)
Recruitment, Hiring, Onboarding (welcoming; expectations for role were clear in hiring process; teachers have influence in hiring professional staff; proactive recruitment from diverse backgrounds)	86% (74% - Teachers have influence over hiring of professional staff)	89%	88%
Collaboration (trust of peers/colleagues; teams do meaningful work; help one another improve practice)	85%	79% (72% - Employees in my school trust each other)	82%
Evaluation (evaluation system is fair, I am evaluated accurately; feedback helps me improve)	85%	80%	82%
Student Engagement What percent of your students are regularly engaging in learning activities?	84%		
Diversity			

(staff is racially, ethnically, and culturally diverse; diversity of teachers is representative of students; staff from diverse backgrounds are retained)	84%	88%	85%
Parent/Teacher Communication (trusting relationship, work as partners, parents have confidence in teachers)	83% (77% - parents and teachers work together as partners)		
Appreciation (supervisor acknowledgement of good work; supervisor notices when working hard; recognized publicly for outstanding work)	78%	80%	75%
Cultural Competence (open discussions of race, ethnicity and culture; campus leaders actively address racism or other forms of discrimination)	73%	67%	65%
Work/Life Balance (reasonable workload; sustainable workload for the long-term; balance with work and personal responsibilities)	71%	83% (75% - The workload expected of employees in my school is reasonable)	82% (75% - The workload expected of employees in my department is reasonable)

Professional Development (supports my growth; helps me to improve; is a good use of my time)	71% (62% - PD is a good use of my time) (65% - PD helps improve my teaching)	75%	81%
School Safety & Order (rules for student behavior are consistently enforced by all; disciplinary practices are fairly enforced for all students; I feel safe at my school; my school is safe for students)	70% (53% - rules for student behavior are consistently enforced) (57% - disciplinary practices are applied fairly)		
Voice & Leadership (leaders actively seek input; opportunities to take on leadership roles; highly-skilled teachers are given extra responsibilities)	79% (69% - Teachers at my school play an active role in shaping school	75%	72%

	<p>policies)</p> <p>50%</p> <p>(37% - I am satisfied with the salary I earn as a teacher at my school)</p> <p>(43% - Teachers are compensated fairly for taking on extra responsibilities)</p>	<p>50%</p> <p>(38% - I am satisfied with the salary I earn as an employee in my school)</p> <p>(41% - Employees are compensated fairly for taking on extra responsibilities in my school)</p>	<p>56%</p> <p>(55% - I am satisfied with the salary I earn as an employee in my department)</p> <p>(50% - Employees are compensated fairly for taking on extra responsibilities in my department)</p>
<p>Compensation & Career Path (fair compensation for extra responsibilities; salary satisfaction; opportunities to advance)</p>			

Teacher Turnover Rate

The district’s teacher turnover rate tends to be higher than the State rate. There was a significant decrease in the PfISD teacher turnover rate from the 2019-2020 to 2020-2021 school years, followed by steady and significant increases over the last three reported years of 4% and 5.9%. As a continuous improvement effort, PfISD aims to retain high-quality teachers and reduce the teacher turnover rate to below the State rate.

Teacher Turnover Rate for Pflugerville ISD Compared to State						
<i>(Source: TEA TAPR 2019-2023)</i>						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Rate – PfISD	17.5%	18.0%	15.1%	19.1%	25.0%	Not yet reported
Rate - State	16.5%	16.8%	14.3%	17.7%	21.4%	Not yet reported

Parents/Guardians, Families, and Community Engagement

PfISD provides a wide variety of opportunities for parent, family, and community participation. The Special Education, Multilingual, Advanced Academics, and Student Health Services Departments, among others, provide opportunities for parents to connect through advisory groups, support meetings, and transition fairs. The Multilingual Department also utilizes Title III funds to support parents of elementary school students through The Latino Family Literacy Project which teaches parents the importance of establishing a family reading routine with their children and it helps both parents and their children learn English vocabulary together as a family. The Multilingual Department also supports districtwide need district-widemilies who speak languages other than English in events, informational sessions and meeting, while challenges do exist in engaging the families in decision-making efforts.

The Community Relations Department communicates with a variety of PfISD stakeholders, including parents, students, community members, PfISD staff and more through a strong social media presence, email, texting and call-outs, direct mail, and local news media along with increased video production and publications to promote district events to the greater community. The district’s Multilingual Department also supports communications by providing translations in Spanish and Vietnamese, including translations during events.

PfISD develops strong partnerships with a variety of community groups including the Pflugerville Chamber of Commerce, the Pflugerville Community Development Corporation, the Pflugerville Fire Department ESD 2, and others. The district continues its partnerships with various businesses across the area including A+ Credit Union, who offer credit union branches within two of the district’s campuses that provide for student employment. The Pflugerville Education Foundation is an integral partner for the success of innovative district initiatives whose donors include a wide variety of businesses, families, and individuals.

Perceptions Strengths

- Chronic Absenteeism Rates, which still high, are expected to decrease for the 2nd consecutive year
- Across all employees who participated in the Spring 2024 Upbeat survey, there were high positive responses for feeling successful, autonomy, satisfaction &

- purpose, care & commitment, belonging & wellbeing, trust, equity, inclusion, and diversity.
- PfISD provides a wide variety of opportunities for parent, family, and community participation supported at the district level with the continuation of the district Title-IV funded Parent & Family Engagement Coordinator position.
- Among teaching staff, PfISD has a variety of backgrounds and levels of experience resulting in a wide base of content knowledge and expertise.
- PfISD is engaged in a multiple-year plan for training, implementation, and support for Restorative Practices to decrease disciplinary referrals and to address the disproportionality within the current discipline practices to ensure a positive and safe school environment for all students.
- By working as a unified team to continuously support students' participation in the Least Restrictive Environment and maintaining access to the general education curriculum, the district's Special Education Department collectively responds to perceptions that students receiving special education services need to be removed from their campus.
- CTE teachers appreciate the level of district support, collaboration, and student recognition opportunities. Most CTE teachers report good to excellent support at the district level when requesting clarity on communication, who to contact for assistance, and curriculum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While the PfISD Chronic Absenteeism Rate for the 2023-2024 school year is estimated to decrease for the 2nd consecutive year, it remains high at over 20%. **Root Cause:** Inadequate support systems for students facing barriers to attendance may exist. Factors such as insufficient mental health resources, lack of family engagement, and ineffective interventions for at-risk students can hinder efforts to improve attendance, resulting in ongoing challenges.

Problem Statement 2 (Prioritized): Student Attendance Rates have been stagnant for the past two years and remain at 3% lower than pre-COVID rates at 92.9%. **Root Cause:** The COVID-19 pandemic disrupted school-family communication, weakening relationships and complicating attendance efforts. Inadequate early identification of chronic absenteeism and lack of support for mental health or socio-economic challenges have hindered recovery of pre-pandemic attendance rates. Ongoing health concerns and changing attitudes toward attendance are also affecting trends.

Problem Statement 3 (Prioritized): Under two accountability monitoring systems, PfISD is identified as having disproportionate rates of disciplinary removals of students in the African American student group (0.4% increase from prior year), the Special Education student group (6% increase), and among African American students receiving Special Education services (0.2% decrease). **Root Cause:** Need for relationship building, classroom management training (specifically strategies and resources to support students who continually struggle with behaviors), culturally responsive teaching and approaches to behaviors, more consistent and proactive restorative approaches to student conflict, more involvement of counselors, students, and families in the disciplinary process.

Problem Statement 4 (Prioritized): In the Spring 2024 Employee Survey of teachers, 53% responded that rules for student behavior are consistently enforced and 57% responded that disciplinary practices are applied fairly. **Root Cause:** Inconsistent district-wide behavior management guidelines and communication, coupled with high turnover among behavior coordinators and varied interpretations by administrators, contribute to perceived inconsistencies. Limited professional development in classroom management and restorative practices further exacerbates these issues.

Problem Statement 5 (Prioritized): There is a disproportionate number of academic failures and discipline referrals for Emergent Bilingual students compared to non-Emergent Bilingual students. **Root Cause:** Some campuses and classrooms do not have a culture and climate that is responsive to the needs of beginner students. There is a need for relationship building and culturally responsive teaching and approaches to behaviors.

Problem Statement 6 (Prioritized): In the Spring 2024 Employee Survey, when considering fair compensation for employees taking on additional responsibilities, only 41% of campus staff, 43% of teachers, and 50% of district staff agreed. For salary satisfaction, 37% of teachers, 38% of other campus staff, and 55% of district staff agreed. **Root Cause:** Current state funding has made it difficult for the district to increase salaries to the desired levels, leaving our employees unable to keep up with inflation and the rising cost of goods and services.

Problem Statement 7 (Prioritized): There were steady and significant increases in the PfISD teacher turnover rate over the last three years of 4% and 5.9%. The 2022-2023 rate (latest reported) was 3.6% above the State rate. **Root Cause:** Fewer candidates are entering into the teaching profession and a high number are leaving the profession for higher paying and/or less demanding jobs.

Problem Statement 8 (Prioritized): In the Spring 2024 Employee Survey of teacher responses for professional learning, 62% feel that it is a good use of their time and 65% feel that it helps improve their teaching. **Root Cause:** There may be a lack of relevance and alignment between the training provided and teachers' specific needs or classroom challenges. If professional development opportunities do not address practical teaching strategies or are not tailored to their contexts, teachers may not see them as valuable, leading to lower engagement and effectiveness.

Priority Problem Statements

Problem Statement 1: Equity gaps, though in line with State rates, of inexperienced teachers at high-poverty campuses and at high-minority campuses exist. These gaps impact students with the highest needs who are instructed by teachers with the least experience.

Root Cause 1: There is a teacher shortage and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.

Problem Statement 1 Areas: Demographics

Problem Statement 2: African American students are disproportionately identified for special education services, over-served with special education minutes, and receiving a disproportionate number of classroom removals for discipline.

Root Cause 2: There are gaps in culturally responsive teaching and responsiveness to student behaviors.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The district continues to experience challenges in finding qualified, diverse candidates to hire and retain in leadership positions.

Root Cause 3: Fewer candidates are entering into and or staying in leadership positions in the profession of education due to increased demands and expectations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: While the PfISD Chronic Absenteeism Rate for the 2023-2024 school year is estimated to decrease for the 2nd consecutive year, it remains high at over 20%.

Root Cause 4: Inadequate support systems for students facing barriers to attendance may exist. Factors such as insufficient mental health resources, lack of family engagement, and ineffective interventions for at-risk students can hinder efforts to improve attendance, resulting in ongoing challenges.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

Root Cause 5: There is a need to monitor and promote the implementation of the differentiation strategies to improve the lack of accountability in ensuring consistent implementation.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: In Fall 2023, ELA teachers who had Emergent Bilingual students in their classes did not hold an ESL certification, Bilingual certification, or Teacher content certification.

Root Cause 6: PfISD hires between 250 and 350 teachers every year, many of whom are not ESL certified either because they are in alternative education programs or because their university education program does not require it. The district has hired an increasing number of Teacher Facilitators (noncertified) due to teacher shortages.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Being able to onboard and train new special education teachers while they are simultaneously teaching with limited classroom experiences continues to be a challenge to student learning.

Root Cause 7: Teacher turnover and specialized training needs for new special education teachers.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Overall special education staffing is a continuous need. Staff recruitment of licensed professionals (Speech Pathologist, School Psychologist) remains a challenge.

Root Cause 8: Competition with other districts and contract companies for pay and job responsibilities.

Problem Statement 8 Areas: Demographics

Problem Statement 9: 30% of School Counseling staff left PfISD in the 2023-2024 school year. On average counselors spend 30%+ of their time on non-counseling duties.

Root Cause 9: Lack of training, time spent on non-counseling duties (mainly testing), lack of qualified candidates and competition from other districts/agencies for mental health staff.

Problem Statement 9 Areas: Demographics

Problem Statement 10: 50% of Social Work staff left PfISD in the 2023-2024 school year. Some campuses do not have full-time Social Workers.

Root Cause 10: Lack of training, lack of qualified candidates and competition from other districts/agencies for mental health staff.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There were steady and significant increases in the PfISD teacher turnover rate over the last three years of 4% and 5.9%. The 2022-2023 rate (latest reported) was 3.6% above the State rate.

Root Cause 11: Fewer candidates are entering into the teaching profession and a high number are leaving the profession for higher paying and/or less demanding jobs.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Under two accountability monitoring systems, PfISD is identified as having disproportionate rates of disciplinary removals of students in the African American student group (0.4% increase from prior year), the Special Education student group (6% increase), and among African American students receiving Special Education services (0.2% decrease).

Root Cause 12: Need for relationship building, classroom management training (specifically strategies and resources to support students who continually struggle with behaviors), culturally responsive teaching and approaches to behaviors, more consistent and proactive restorative approaches to student conflict, more involvement of counselors, students, and families in the disciplinary process.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: The district continues to have vacancies in special education teaching positions, specifically LID and ECSE. Of the positions filled, many are within their first 3 years of teaching.

Root Cause 13: There is a high turnover rate and teacher shortage, especially in specialized teaching assignments. Teachers in special education require additional supports but also have additional duties than general education teachers (case management, IEP paperwork, intensive students needs).

Problem Statement 13 Areas: Demographics

Problem Statement 14: The majority of teachers come to PflSD with varying levels of technology experience and expertise, many without a technology background.

Root Cause 14: Teachers need learning experiences that model technology integration to best access and utilize the number of tools that PflSD provides to teach the Technology Applications TEKS.

Problem Statement 14 Areas: Demographics

Problem Statement 15: PK 4-yr-old students were identified at the "Needing More Assistance" level at a rate of 35% in Phonological Awareness and 62% in Rapid Vocabulary Naming as measured by the EOY 2024 PK C-PALLS+ screener.

Root Cause 15: PK participation is based on eligibility where socioeconomic factors, such as limited access to books and educational resources at home, as well as insufficient parental engagement in early literacy activities, which are crucial in developing foundational skills may be lacking. Rich literacy environments and effective reading instruction in school provide access to students.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: CCMR Graduate rates lag behind State and Region 13 rates by 7-8%. Although significant improvement was made from the prior year, all high schools would be rated a C or D in stand-alone CCMR outcomes in 2024 Accountability for Class of 2023 CCMR Graduates.

Root Cause 16: Need to continue efforts of internal individual student tracking toward CCMRs beginning in 9th grade with increased opportunities and support for students to earn a CCMR by graduation.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: The 4-year Graduation Rate has declined over the past 4 years, at the lowest rate of 92.6% for the Class of 2023. The 9th-12th grade Dropout Rate has increased to the highest rate in at least 5 years at 1.6% for 2022-2023 (latest official rates as of Fall 2024).

Root Cause 17: With a district rate of 60% of PK-12th grade students identified as At-Risk of dropping out of school, based largely on academic outcomes, early and ongoing intervention and supplemental supports are required to ensure students are well-prepared by high school and through to graduation.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: For Kindergarten students, the year ended with 40% performing below the readiness level of "On Track" in math, as well as 30% below readiness in reading as measured by the EOY 2024 TX-KEA screener. When compared to the State and Region 13 for the latest Kindergarten Readiness outcomes reported in 2022-2023 as measured using the TX-KEA assessment, PflSD rates lag behind by 2-5%.

Root Cause 18: Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: Special education teachers do not have the same professional learning content as general education teachers. While special education teachers must support students at the highest levels of intervention through both content and instructional strategies, they receive the least training to be simultaneously successful at both.

Root Cause 19: Access to teaching staff to provide quality professional learning is limited. Limitations require department staff need to be creative in scheduling access for

professional learning and training.

Problem Statement 19 Areas: District Processes & Programs

Problem Statement 20: For CTE, there is a need to improve student outcomes in program completion, industry certification and work-based learning. Based on the latest data for Class of 2023 graduates, PflSD's rate of credential attainment for industry certifications was at 16.5% compared to 25.3% across Region 13 and 33.4% across the state. Program completion was at 40% for 2021-2022, 1% below the state rate.

Root Cause 20: A lack of access to resources/tools for planning and tracking did not allow counselors opportunity to monitor and adjust student plans based on post-secondary goals which resulted in ineffective advising and scheduling. Students may get off completion track and lose opportunities for credentialing and work-based learning as a result.

Problem Statement 20 Areas: District Processes & Programs

Problem Statement 21: Not all teachers are familiar with and/or implement the Technology TEKS that are required to be taught at their grade level. Though tools and resources are provided to teach the Technology TEKS, integration of technology in classroom instruction is lacking.

Root Cause 21: Teachers need engaging learning experiences that model technology integration, to then transfer it to their teaching practice.

Problem Statement 21 Areas: District Processes & Programs

Problem Statement 22: Advising of students related to postsecondary goals, program and course enrollment and persistence is incomplete; this leads to missed opportunities for students to achieve relevant, meaningful CCMR outcomes.

Root Cause 22: Possibly a lack of awareness/training of counselors and CCAs, need for better tracking systems, not enough counseling staff to meet regularly with all students to hold meaningful conversations.

Problem Statement 22 Areas: District Processes & Programs

Problem Statement 23: There is a disproportionate number of academic failures and discipline referrals for Emergent Bilingual students compared to non-Emergent Bilingual students.

Root Cause 23: Some campuses and classrooms do not have a culture and climate that is responsive to the needs of beginner students. There is a need for relationship building and culturally responsive teaching and approaches to behaviors.

Problem Statement 23 Areas: Perceptions

Problem Statement 24: For 2024 STAAR math outcomes, an overall 58% of students made growth from the prior year and 40% of All Students performed at Meets Grade Level with similar performance of 42% in 2023. Significant gaps in performance below the All Students rate exists by 10-22% for student groups. EOY math screeners showed similar low outcomes for math at 6th-12th grade.

Root Cause 24: Math results have not improved primarily due to the loss of foundational and prerequisite math skills during the pandemic as many students are still struggling to recover these essential skills. High chronic absenteeism rates point to ongoing instructional disruptions that further hinder progress. Insufficient instructional coherence could also be factors.

Problem Statement 24 Areas: Student Learning

Problem Statement 25: For 2024 STAAR RLA outcomes, while an overall 70% of students made growth from the prior year, 55% of All Students performed at Meets Grade Level with the same achievement in 2023. Significant gaps in student group performance below the All Students rate exists by 9-34%. EOY RLA screeners showed similar outcomes of

40-60% of 1st-12th graders performing at levels indicating a need for intervention.

Root Cause 25: Insufficient instructional coherence which may include gaps in teacher training on effective practices for RLA as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 25 Areas: Student Learning

Problem Statement 26: When combining all 3rd-8th grade and EOC results by subject area, Spring 2024 outcomes for Math, Science and Social Studies declined from Spring 2023 at all performance levels.

Root Cause 26: Insufficient instructional coherence which may include gaps in teacher training on effective practices for math, science, and social studies, as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 26 Areas: Student Learning

Problem Statement 27: The district is struggling to improve low-performing schools despite significant efforts and resources.

Root Cause 27: Existing district level structures to support school improvement have proven inadequate, resulting in persistent achievement gaps.

Problem Statement 27 Areas: District Processes & Programs

Problem Statement 28: PflISD has 8 schools required to engage in ESF school improvement during the 2024-2025 school year based on assigned Federal Intervention labels. An additional 6 schools have "anticipated" 2024 accountability letter grade ratings of D or F overall or in a domain.

Root Cause 28: Overall, 2024 STAAR outcomes for growth and achievement declined from the prior year and/or 2024 STAAR achievement at Meets Grade Level or Above lagged below Closing the Gaps targets, with particularly low outcomes in math. With few targets met for the All Students group, low performance points to the needs for foundational Tier I support for both teaching and learning and campus systems.

Problem Statement 28 Areas: Student Learning

Problem Statement 29: In the Spring 2024 Employee Survey, when considering fair compensation for employees taking on additional responsibilities, only 41% of campus staff, 43% of teachers, and 50% of district staff agreed. For salary satisfaction, 37% of teachers, 38% of other campus staff, and 55% of district staff agreed.

Root Cause 29: Current state funding has made it difficult for the district to increase salaries to the desired levels, leaving our employees unable to keep up with inflation and the rising cost of goods and services.

Problem Statement 29 Areas: Perceptions

Problem Statement 30: In the Spring 2024 Employee Survey of teachers, 53% responded that rules for student behavior are consistently enforced and 57% responded that disciplinary practices are applied fairly.

Root Cause 30: Inconsistent district-wide behavior management guidelines and communication, coupled with high turnover among behavior coordinators and varied interpretations by administrators, contribute to perceived inconsistencies. Limited professional development in classroom management and restorative practices further exacerbates these issues.

Problem Statement 30 Areas: Perceptions

Problem Statement 31: In the Spring 2024 Employee Survey of teacher responses for professional learning, 62% feel that it is a good use of their time and 65% feel that it helps improve their teaching.

Root Cause 31: There may be a lack of relevance and alignment between the training provided and teachers' specific needs or classroom challenges. If professional development

opportunities do not address practical teaching strategies or are not tailored to their contexts, teachers may not see them as valuable, leading to lower engagement and effectiveness.

Problem Statement 31 Areas: Perceptions

Problem Statement 32: Student Attendance Rates have been stagnant for the past two years and remain at 3% lower than pre-COVID rates at 92.9%.

Root Cause 32: The COVID-19 pandemic disrupted school-family communication, weakening relationships and complicating attendance efforts. Inadequate early identification of chronic absenteeism and lack of support for mental health or socio-economic challenges have hindered recovery of pre-pandemic attendance rates. Ongoing health concerns and changing attitudes toward attendance are also affecting trends.

Problem Statement 32 Areas: Perceptions

Problem Statement 33: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools.

Root Cause 33: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

Problem Statement 33 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 Reading and math goals for PreK-3
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Goals





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

Performance Objective 1: By August 2025, PfISD's teacher retention rate will exceed the State rate by attracting and retaining highly effective teachers. The latest official rates are 75% for PfISD and 78.6% for the State as of 2022-2023.

Evaluation Data Sources: Human resources data sets, TEA teacher retention data sets, TAPR teacher turnover rates converted to retention rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a continuous improvement plan that includes baseline data collection and progress monitoring tools of PfISD's three-year teacher induction program.</p> <p>Strategy's Expected Result/Impact: Creation of induction program monitoring system to include comprehensive induction program practices & procedures</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Director of Curriculum & Innovation, Professional Learning Coordinator</p> <p>Problem Statements: Perceptions 7, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Research and validate teacher pay scale equity across years of service, particularly for teachers with 15 or more years of experience.</p> <p>Strategy's Expected Result/Impact: Competitive pay scale across all years' experience to attract and retain experienced educators</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer, Chief Financial Officer</p> <p>Problem Statements: Perceptions 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Refine and adjust exiting practices for employees departing district.</p> <p>Strategy's Expected Result/Impact: Inform practices, procedures, and communication across departments to improve efficiency and communication and to increase retention rate</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer</p> <p>Problem Statements: Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: PfISD will continue to implement the Teacher Incentive Allotment (TIA) Program, as approved by TEA. In October 2024, PfISD will submit the 2023-2024 TIA Data Collection evidencing correlation between T-TESS ratings and student growth outcomes to meet TIA system standards for a valid and reliable district TIA system. As a result, by May 2025, TEA will approve new PfISD-proposed designations for 2023-2024 cohort teachers. Continue to explore program expansion to additional teacher groups.</p> <p>Strategy's Expected Result/Impact: Increase PfISD teacher retention, incentivize highly effective teachers to teach in lower performing schools, add designated teachers to the district TIA system</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability & Compliance, Chief Academic & Innovation Officer, Chief Human Resources Officer, Chief Finance Officer</p> <p>Equity Plan</p> <p>Problem Statements: Demographics 1, 4 - Perceptions 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor and implement T-TESS calibration and congruence system (Domains 2-Instruction & 3-Learning Environment) for Assistant Superintendents, Principals, and Assistant Principals.</p> <p>Strategy's Expected Result/Impact: Increased efficiency and inter-rater reliability of T-TESS appraisers; teachers receive evidence-based feedback based on reliable and meaningful observation that improves instructional quality and student performance</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Assistant Superintendents</p> <p>Equity Plan</p> <p>Problem Statements: Demographics 1, 2, 8 - Perceptions 1, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide training opportunities and resources for all teachers to earn National Board Certification and accompanying TIA Recognized level designation.</p> <p>Strategy's Expected Result/Impact: Additional PfISD teachers earn National Board Certification; improved student academic achievement; increased teacher retention rate</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer, Director of Curriculum & Innovation, Professional Learning Coordinator</p> <p>Problem Statements: Demographics 1 - Perceptions 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Review market competitiveness of co-curricular and extra-curricular stipends for PfISD teachers. Strategy's Expected Result/Impact: Competitive stipends to attract and retain teachers Staff Responsible for Monitoring: Chief Human Resources Officer Problem Statements: Perceptions 6, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Ensure that district self-insured medical plans are more cost advantageous. Strategy's Expected Result/Impact: Increased staff retention, reduced impact to staff compensation Staff Responsible for Monitoring: Chief Human Resources Officer Problem Statements: Perceptions 6, 7	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Equity gaps, though in line with State rates, of inexperienced teachers at high-poverty campuses and at high-minority campuses exist. These gaps impact students with the highest needs who are instructed by teachers with the least experience. Root Cause: There is a teacher shortage and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.</p> <p>Problem Statement 2: The district continues to experience challenges in finding qualified, diverse candidates to hire and retain in leadership positions. Root Cause: Fewer candidates are entering into and or staying in leadership positions in the profession of education due to increased demands and expectations.</p> <p>Problem Statement 4: The district continues to have vacancies in special education teaching positions, specifically LID and ECSE. Of the positions filled, many are within their first 3 years of teaching. Root Cause: There is a high turnover rate and teacher shortage, especially in specialized teaching assignments. Teachers in special education require additional supports but also have additional duties than general education teachers (case management, IEP paperwork, intensive students needs).</p> <p>Problem Statement 8: The majority of teachers come to PfISD with varying levels of technology experience and expertise, many without a technology background. Root Cause: Teachers need learning experiences that model technology integration to best access and utilize the number of tools that PfISD provides to teach the Technology Applications TEKS.</p>
Perceptions
<p>Problem Statement 1: While the PfISD Chronic Absenteeism Rate for the 2023-2024 school year is estimated to decrease for the 2nd consecutive year, it remains high at over 20%. Root Cause: Inadequate support systems for students facing barriers to attendance may exist. Factors such as insufficient mental health resources, lack of family engagement, and ineffective interventions for at-risk students can hinder efforts to improve attendance, resulting in ongoing challenges.</p>

Perceptions

Problem Statement 6: In the Spring 2024 Employee Survey, when considering fair compensation for employees taking on additional responsibilities, only 41% of campus staff, 43% of teachers, and 50% of district staff agreed. For salary satisfaction, 37% of teachers, 38% of other campus staff, and 55% of district staff agreed. **Root Cause:** Current state funding has made it difficult for the district to increase salaries to the desired levels, leaving our employees unable to keep up with inflation and the rising cost of goods and services.

Problem Statement 7: There were steady and significant increases in the PfISD teacher turnover rate over the last three years of 4% and 5.9%. The 2022-2023 rate (latest reported) was 3.6% above the State rate. **Root Cause:** Fewer candidates are entering into the teaching profession and a high number are leaving the profession for higher paying and/or less demanding jobs.

Problem Statement 8: In the Spring 2024 Employee Survey of teacher responses for professional learning, 62% feel that it is a good use of their time and 65% feel that it helps improve their teaching. **Root Cause:** There may be a lack of relevance and alignment between the training provided and teachers' specific needs or classroom challenges. If professional development opportunities do not address practical teaching strategies or are not tailored to their contexts, teachers may not see them as valuable, leading to lower engagement and effectiveness.

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





Performance Objective 2: To ensure that teachers and staff are receiving high-quality professional development, by August 2025, 100% of teachers will provide professional development feedback and 80% of teachers will demonstrate evidence of implementation of professional learning practices.

Evaluation Data Sources: Upbeat staff survey results, professional learning survey results, walkthrough data reports, student performance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a continuous professional learning improvement plan that includes effective methods for collecting professional learning feedback that informs professional learning content & delivery.</p> <p>Strategy's Expected Result/Impact: Increased T-TESS outcomes in Domain 4 (Professional Practices & Responsibilities) (specifically 4.3-Professional Development); increased teacher satisfaction results with Upbeat & professional learning surveys; developed comprehensive data sets to progress monitor the professional learning system</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Innovation, Professional Learning Coordinator</p> <p>Problem Statements: Demographics 1 - Perceptions 7, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer professional development that demonstrates and models a variety of strategies & skills that specifically align to T-TESS teacher growth toward distinguished ratings in T-TESS Domains 1 (Planning) & 2 (Instruction).</p> <p>Strategy's Expected Result/Impact: Increased student performance as measured by screener data, STAAR, TELPAS, Advanced Placement, and Industry-Based Certification results</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Innovation, Director of Technology Integration</p> <p>Equity Plan</p> <p>Problem Statements: Demographics 1, 8 - District Processes & Programs 5 - Perceptions 7, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct campus and classroom walkthrough observations to gather data of instructional practices, implementation of professional learning strategies, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved teacher proficiency with T-TESS Domains 1-3 (Planning, Instruction, and Learning Environment) ; increased student achievement and engagement</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Director of Curriculum & Innovation</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 4, 8 - Student Learning 9 - District Processes & Programs 5 - Perceptions 1, 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental training and classroom support for teachers, administrators, educational associates and parents/families.</p> <p>Strategy's Expected Result/Impact: Improved teacher performance and student understanding. Training schedules, sign-ins, and evaluations.</p> <p>8 0.5 FTE = District Instructional Coaches 5 FTE = District Dual Language Instruction Specialist 1 FTE = Coordinator of Multilingual Programs 1 FTE= Coordinator of Professional Learning</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Innovation, Professional Learning Coordinator PNP Director of Curriculum Advancement</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 2, 5, 8, 9, 10 - Student Learning 9 - Perceptions 1, 3, 7, 8</p> <p>Funding Sources: Payroll cost - 211 - Title I - \$321,815, Payroll cost - 255 - Title II - \$377,533, Payroll cost (salaries, benefits and extra duty pay) - 263- Title III ELA - \$455,117, PFE miscellaneous expenses - 263- Title III ELA - \$4,000, PNP-Registrations and Misc Contracted Services - 255 - Title II - \$15,594</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Recruit and attract teachers and educational associates who can provide high-quality education to students with the most need.</p> <p>-Supplemental recruitment cost -Moving cost reimbursement to candidates recruited at job fairs for high need campuses. \$500: 75-299 miles distance \$1,000: 300+ miles distance</p> <p>Strategy's Expected Result/Impact: Schedules, Sign-in sheets and evaluations of hired : candidate ratio</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer</p> <p>Equity Plan</p> <p>Problem Statements: Demographics 1, 4 - Perceptions 7</p> <p>Funding Sources: - 255 - Title II - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: For teachers of specialized areas including Fine Arts and CTE, provide ongoing professional learning and training opportunities for career growth, specifically tailored to the needs, interest and expertise of teachers including methods such as workshops, conferences, masterclasses, opportunities for collaboration with other professionals in the field, and opportunities to lead initiatives or projects.</p> <p>Strategy's Expected Result/Impact: Teacher retention and development</p> <p>Staff Responsible for Monitoring: Director of Fine Arts, Director of CTE</p> <p>Problem Statements: Demographics 2 - Perceptions 7, 8</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Equity gaps, though in line with State rates, of inexperienced teachers at high-poverty campuses and at high-minority campuses exist. These gaps impact students with the highest needs who are instructed by teachers with the least experience. Root Cause: There is a teacher shortage and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.</p>
<p>Problem Statement 2: The district continues to experience challenges in finding qualified, diverse candidates to hire and retain in leadership positions. Root Cause: Fewer candidates are entering into and or staying in leadership positions in the profession of education due to increased demands and expectations.</p>
<p>Problem Statement 4: The district continues to have vacancies in special education teaching positions, specifically LID and ECSE. Of the positions filled, many are within their first 3 years of teaching. Root Cause: There is a high turnover rate and teacher shortage, especially in specialized teaching assignments. Teachers in special education require additional supports but also have additional duties than general education teachers (case management, IEP paperwork, intensive students needs).</p>
<p>Problem Statement 5: In Fall 2023, ELA teachers who had Emergent Bilingual students in their classes did not hold an ESL certification, Bilingual certification, or Teacher content certification. Root Cause: PfISD hires between 250 and 350 teachers every year, many of whom are not ESL certified either because they are in alternative education programs or because their university education program does not require it. The district has hired an increasing number of Teacher Facilitators (noncertified) due to teacher shortages.</p>
<p>Problem Statement 8: The majority of teachers come to PfISD with varying levels of technology experience and expertise, many without a technology background. Root Cause: Teachers need learning experiences that model technology integration to best access and utilize the number of tools that PfISD provides to teach the Technology Applications TEKS.</p>
<p>Problem Statement 9: 30% of School Counseling staff left PfISD in the 2023-2024 school year. On average counselors spend 30%+ of their time on non-counseling duties. Root Cause: Lack of training, time spent on non-counseling duties (mainly testing), lack of qualified candidates and competition from other districts/agencies for mental health staff.</p>
<p>Problem Statement 10: 50% of Social Work staff left PfISD in the 2023-2024 school year. Some campuses do not have full-time Social Workers. Root Cause: Lack of training, lack of qualified candidates and competition from other districts/agencies for mental health staff.</p>
Student Learning
<p>Problem Statement 9: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools. Root Cause: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.</p>

District Processes & Programs

Problem Statement 5: Not all teachers are familiar with and/or implement the Technology TEKS that are required to be taught at their grade level. Though tools and resources are provided to teach the Technology TEKS, integration of technology in classroom instruction is lacking. **Root Cause:** Teachers need engaging learning experiences that model technology integration, to then transfer it to their teaching practice.

Perceptions

Problem Statement 1: While the PfISD Chronic Absenteeism Rate for the 2023-2024 school year is estimated to decrease for the 2nd consecutive year, it remains high at over 20%. **Root Cause:** Inadequate support systems for students facing barriers to attendance may exist. Factors such as insufficient mental health resources, lack of family engagement, and ineffective interventions for at-risk students can hinder efforts to improve attendance, resulting in ongoing challenges.

Problem Statement 3: Under two accountability monitoring systems, PfISD is identified as having disproportionate rates of disciplinary removals of students in the African American student group (0.4% increase from prior year), the Special Education student group (6% increase), and among African American students receiving Special Education services (0.2% decrease). **Root Cause:** Need for relationship building, classroom management training (specifically strategies and resources to support students who continually struggle with behaviors), culturally responsive teaching and approaches to behaviors, more consistent and proactive restorative approaches to student conflict, more involvement of counselors, students, and families in the disciplinary process.

Problem Statement 7: There were steady and significant increases in the PfISD teacher turnover rate over the last three years of 4% and 5.9%. The 2022-2023 rate (latest reported) was 3.6% above the State rate. **Root Cause:** Fewer candidates are entering into the teaching profession and a high number are leaving the profession for higher paying and/or less demanding jobs.





Problem Statement 8: In the Spring 2024 Employee Survey of teacher responses for professional learning, 62% feel that it is a good use of their time and 65% feel that it helps improve their teaching. **Root Cause:** There may be a lack of relevance and alignment between the training provided and teachers' specific needs or classroom challenges. If professional development opportunities do not address practical teaching strategies or are not tailored to their contexts, teachers may not see them as valuable, leading to lower engagement and effectiveness.

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

Performance Objective 3: The employee participation rate in the district's employee culture and climate survey will increase from an average of 74% for Spring 2024 to 85% for Spring 2025. Additionally, the Spring 2025 survey results will indicate an 85% or better positive responses in each category, or an increase in positive responses in the seven categories that were below 85%.

Evaluation Data Sources: Upbeat survey results, increased staff retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue and refine district employee communication tools and recognition including, but not limited to, newsletters, emails, meetings, and social media.</p> <p>Strategy's Expected Result/Impact: Increased positive results for employee communication</p> <p>Staff Responsible for Monitoring: Chief Communications Officer, Chief Human Resources Officer, Chief Academic & Innovation Officer, Directors, Coordinators</p> <p>Problem Statements: Demographics 2 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Adapt district onboarding procedures and processes to accommodate for employees who join PfISD throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased employee satisfaction; improved introduction and new employee initiation to district</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer, Directors, Professional Learning Coordinator</p> <p>Problem Statements: Demographics 4, 6 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to expand Leadership Development professional learning opportunities for aspiring leaders, campus, and district level leaders.</p> <p>Strategy's Expected Result/Impact: Increase staff retention, support recruitment, support aspiring and current PfISD leaders</p> <p>Staff Responsible for Monitoring: Executive Director of Leadership Development, Chief Human Resources Officer</p> <p>Problem Statements: Demographics 2 - Perceptions 8</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the level of professional development, training and support for Elementary, Middle, and High School Counselors and Social Work staff during staff development days and PLCs so that they are better equipped to respond to a variety of issues.</p> <p>Counselor training to focus on how to counsel highly anxious students, bullying prevention, campus staff awareness of counseling roles/responsibilities, crisis response protocols in the Healthy Students Handbook (risk assessment, suicide/homicide ideation, non-suicidal self-harm), tracking student academic progress via credit audits, meetings with students/parents, 6-year plans.</p> <p>Social Work training will be conducted by community agencies and providers to build expertise in serving students and families. Increased staff support such as check -ins with teams will also be implemented.</p> <p>Strategy's Expected Result/Impact: Staff retention, improved employee satisfaction For counselors, improved focus on counseling duties</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling</p> <p>Problem Statements: Demographics 9, 10 - District Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the level of professional development, training and support for Special Education staff, differentiated by discipline area (School Psychologists, SLP, Educational Aides, Teachers, etc.). Follow-through to check for implementation and generalization of concepts will be implemented and additional learning needs identified. Promoting inclusive practices for students served through special education addressing the whole child will be the foundation for professional learning.</p> <p>Strategy's Expected Result/Impact: Retention of Special Education staff</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p> <p>Problem Statements: Demographics 7 - District Processes & Programs 2 - Perceptions 8</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: The district continues to experience challenges in finding qualified, diverse candidates to hire and retain in leadership positions. Root Cause: Fewer candidates are entering into and or staying in leadership positions in the profession of education due to increased demands and expectations.</p> <p>Problem Statement 4: The district continues to have vacancies in special education teaching positions, specifically LID and ECSE. Of the positions filled, many are within their first 3 years of teaching. Root Cause: There is a high turnover rate and teacher shortage, especially in specialized teaching assignments. Teachers in special education require additional supports but also have additional duties than general education teachers (case management, IEP paperwork, intensive students needs).</p>

Demographics

Problem Statement 6: Being able to onboard and train new special education teachers while they are simultaneously teaching with limited classroom experiences continues to be a challenge to student learning. **Root Cause:** Teacher turnover and specialized training needs for new special education teachers.

Problem Statement 7: Overall special education staffing is a continuous need. Staff recruitment of licensed professionals (Speech Pathologist, School Psychologist) remains a challenge. **Root Cause:** Competition with other districts and contract companies for pay and job responsibilities.

Problem Statement 9: 30% of School Counseling staff left PfISD in the 2023-2024 school year. On average counselors spend 30%+ of their time on non-counseling duties. **Root Cause:** Lack of training, time spent on non-counseling duties (mainly testing), lack of qualified candidates and competition from other districts/agencies for mental health staff.

Problem Statement 10: 50% of Social Work staff left PfISD in the 2023-2024 school year. Some campuses do not have full-time Social Workers. **Root Cause:** Lack of training, lack of qualified candidates and competition from other districts/agencies for mental health staff.

District Processes & Programs

Problem Statement 2: Special education teachers do not have the same professional learning content as general education teachers. While special education teachers must support students at the highest levels of intervention through both content and instructional strategies, they receive the least training to be simultaneously successful at both. **Root Cause:** Access to teaching staff to provide quality professional learning is limited. Limitations require department staff need to be creative in scheduling access for professional learning and training.

Problem Statement 4: Advising of students related to postsecondary goals, program and course enrollment and persistence is incomplete; this leads to missed opportunities for students to achieve relevant, meaningful CCMR outcomes. **Root Cause:** Possibly a lack of awareness/training of counselors and CCAs, need for better tracking systems, not enough counseling staff to meet regularly with all students to hold meaningful conversations.

Perceptions

Problem Statement 7: There were steady and significant increases in the PfISD teacher turnover rate over the last three years of 4% and 5.9%. The 2022-2023 rate (latest reported) was 3.6% above the State rate. **Root Cause:** Fewer candidates are entering into the teaching profession and a high number are leaving the profession for higher paying and/or less demanding jobs.

Problem Statement 8: In the Spring 2024 Employee Survey of teacher responses for professional learning, 62% feel that it is a good use of their time and 65% feel that it helps improve their teaching. **Root Cause:** There may be a lack of relevance and alignment between the training provided and teachers' specific needs or classroom challenges. If professional development opportunities do not address practical teaching strategies or are not tailored to their contexts, teachers may not see them as valuable, leading to lower engagement and effectiveness.

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

Performance Objective 1: By June 2025, there will be an 11% increase in both Growth and Meets Grade Level performance on STAAR Math tests across grades 3-8 and Algebra I for all student groups to meet Closing the Gaps interim targets applicable to campus performance.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Math Academic Growth from 58% to 69%
- Approaches from 66% to 77%
- Meets from 38% to 49%
- Masters from 16% to 27%

To meet HB3 Early Childhood Math Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 43% in June 2024 to 49% by June 2025 and to 60% by June 2030.

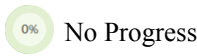
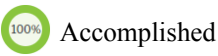
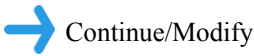

HB3 Goal

Evaluation Data Sources: 2025 STAAR math results, August 2025 Accountability results

Strategy 1 Details	Reviews			
<p>Strategy 1: Across all math classrooms, all PfISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth in math, Increased Meets Grade Level performance on 2025 STAAR math tests</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 5, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement professional learning responsive to teachers' needs and student outcomes in Math, including but not limited to Agile Mind, 5E Instructional Model, PLC protocols, Language-Rich Interactive Classrooms, and Intervention Supports.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy to best respond to students' identified areas of growth</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 5, 9</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Across math, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement.</p> <p>Supplemental math curriculum specialists will support the district's critical needs in math instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth in math, All student groups will score at grade-level or above as measured by each grade level's universal screener</p> <p>Meet HB3 Early Childhood Math Goals of grade level or above performance: (see also addendums for HB3 goals by student group)</p> <ul style="list-style-type: none"> -PreK: from 94% in June 2024 to 96% by June 2025 and 100% by June 2030, as measured by C-PALLS+ -Kindergarten: from 56% in June 2024 to 59% by June 2025 and 70% by June 2030, as measured by TX-KEA -1st-3rd Grade: 63% in June 2024 to 65% by June 2025 and 70% by June 2030, as measured by Star360 Math and STAAR <p>2 FTE = District Specialist for Elementary Math</p> <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 5, 8</p> <p>Funding Sources: Payroll - 211 - Title I - \$89,954, Payroll - 255 - Title II - \$89,954</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Refine analysis of student performance in Math through multiple data points (including, but not limited to, district assessments, prior STAAR assessments, and TEA interim assessments) to adjust instructional approaches, resources, professional development, and intervention opportunities to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved systems for progress monitoring students' math performance throughout the year, Improved student achievement and growth in math</p> <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Develop an elementary math plan and implement across all campuses with varied levels of support provided based on need. As a keystone piece of the plan, Just in Time (JIT) training with a focus on Trainer-of-Trainers model will be implemented. JIT sessions will help 2nd grade and 4th grade teachers unpack the 2nd, 3rd, and 4th nine weeks standards, including STAAR Review for 4th grade. Manipulatives training and a make-and-take of resources will be provided to set up students for success during Tier I and Tier II instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth in math</p> <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 5, 8 - Perceptions 8</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: PflSD has 8 schools required to engage in ESF school improvement during the 2024-2025 school year based on assigned Federal Intervention labels. An additional 6 schools have "anticipated" 2024 accountability letter grade ratings of D or F overall or in a domain. Root Cause: Overall, 2024 STAAR outcomes for growth and achievement declined from the prior year and/or 2024 STAAR achievement at Meets Grade Level or Above lagged below Closing the Gaps targets, with particularly low outcomes in math. With few targets met for the All Students group, low performance points to the needs for foundational Tier I support for both teaching and learning and campus systems.</p> <p>Problem Statement 4: When combining all 3rd-8th grade and EOC results by subject area, Spring 2024 outcomes for Math, Science and Social Studies declined from Spring 2023 at all performance levels. Root Cause: Insufficient instructional coherence which may include gaps in teacher training on effective practices for math, science, and social studies, as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.</p> <p>Problem Statement 5: For 2024 STAAR math outcomes, an overall 58% of students made growth from the prior year and 40% of All Students performed at Meets Grade Level with similar performance of 42% in 2023. Significant gaps in performance below the All Students rate exists by 10-22% for student groups. EOY math screeners showed similar low outcomes for math at 6th-12th grade. Root Cause: Math results have not improved primarily due to the loss of foundational and prerequisite math skills during the pandemic as many students are still struggling to recover these essential skills. High chronic absenteeism rates point to ongoing instructional disruptions that further hinder progress. Insufficient instructional coherence could also be factors.</p> <p>Problem Statement 8: For Kindergarten students, the year ended with 40% performing below the readiness level of "On Track" in math, as well as 30% below readiness in reading as measured by the EOY 2024 TX-KEA screener. When compared to the State and Region 13 for the latest Kindergarten Readiness outcomes reported in 2022-2023 as measured using the TX-KEA assessment, PflSD rates lag behind by 2-5%. Root Cause: Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.</p> <p>Problem Statement 9: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools. Root Cause: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.</p>

Perceptions

Problem Statement 8: In the Spring 2024 Employee Survey of teacher responses for professional learning, 62% feel that it is a good use of their time and 65% feel that it helps improve their teaching. **Root Cause:** There may be a lack of relevance and alignment between the training provided and teachers' specific needs or classroom challenges. If professional development opportunities do not address practical teaching strategies or are not tailored to their contexts, teachers may not see them as valuable, leading to lower engagement and effectiveness.

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

Performance Objective 2: By June 2025, there will be a 5% increase in both Growth and Meets Grade Level performance on STAAR Reading Language Arts (RLA) tests across grades 3-8 and English I & English II EOCs for all student groups to meet Closing the Gaps interim targets applicable to campus performance.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:





- RLA Academic Growth from 70% to 75%
- Approaches from 74% to 79%
- Meets from 54% to 59%
- Masters from 24% to 29%

To meet HB3 Early Childhood Literacy Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 48% in June 2024 to 53% by June 2025 and to 68% by June 2030.

HB3 Goal

Evaluation Data Sources: 2025 STAAR RLA results, August 2025 Accountability results

Strategy 1 Details	Reviews			
<p>Strategy 1: Across all RLA classrooms, all PfISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and growth in RLA, Increased Meets Grade Level performance on 2025 STAAR RLA tests</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Problem Statements: Student Learning 1, 4, 5, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement professional learning responsive to teachers' needs and student outcomes in RLA, including but not limited to Reading Academies, Literacy Framework, PLC protocols, Language-Rich Interactive Classroom, and Intervention Supports.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy to best respond to students' identified areas of growth</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Problem Statements: Student Learning 6, 7, 8, 9</p> <p>Funding Sources: Supplemental Pay for PD - 211 - Title I - \$17,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Across RLA, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in the area of reading language arts/literacy; all student groups will score at grade-level or above as measured by each grade level's universal screener</p> <p>Meet HB3 Early Childhood Literacy Goals of grade level or above performance: (see also addendums for HB3 goals by student group)</p> <ul style="list-style-type: none"> -PreK: from 29% in June 2024 to 34% by June 2025 and 60% by June 2030, as measured by C-PALLS+ -Kindergarten: from 43% in June 2024 to 46% by June 2025 and 60% by June 2030, as measured by TX-KEA -1st-3rd Grade: from 55% in June 2024 to 58% by June 2025 and 70% by June 2030, as measured by TPRI, Tejas LEE, Star360 Reading and STAAR <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Problem Statements: Student Learning 6, 7, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Refine analysis of student performance in RLA through multiple data points (including, but not limited to, district assessments, prior STAAR assessments, and TEA interim assessments) to adjust instructional approaches, resources, professional development, and intervention opportunities to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved systems for progress monitoring students' reading & writing performance throughout the year; improved student achievement in the area of RLA</p> <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: PfISD has 8 schools required to engage in ESF school improvement during the 2024-2025 school year based on assigned Federal Intervention labels. An additional 6 schools have "anticipated" 2024 accountability letter grade ratings of D or F overall or in a domain. Root Cause: Overall, 2024 STAAR outcomes for growth and achievement declined from the prior year and/or 2024 STAAR achievement at Meets Grade Level or Above lagged below Closing the Gaps targets, with particularly low outcomes in math. With few targets met for the All Students group, low performance points to the needs for foundational Tier I support for both teaching and learning and campus systems.</p> <p>Problem Statement 4: When combining all 3rd-8th grade and EOC results by subject area, Spring 2024 outcomes for Math, Science and Social Studies declined from Spring 2023 at all performance levels. Root Cause: Insufficient instructional coherence which may include gaps in teacher training on effective practices for math, science, and social studies, as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.</p>

Student Learning

Problem Statement 5: For 2024 STAAR math outcomes, an overall 58% of students made growth from the prior year and 40% of All Students performed at Meets Grade Level with similar performance of 42% in 2023. Significant gaps in performance below the All Students rate exists by 10-22% for student groups. EOY math screeners showed similar low outcomes for math at 6th-12th grade. **Root Cause:** Math results have not improved primarily due to the loss of foundational and prerequisite math skills during the pandemic as many students are still struggling to recover these essential skills. High chronic absenteeism rates point to ongoing instructional disruptions that further hinder progress. Insufficient instructional coherence could also be factors.

Problem Statement 6: For 2024 STAAR RLA outcomes, while an overall 70% of students made growth from the prior year, 55% of All Students performed at Meets Grade Level with the same achievement in 2023. Significant gaps in student group performance below the All Students rate exists by 9-34%. EOY RLA screeners showed similar outcomes of 40-60% of 1st-12th graders performing at levels indicating a need for intervention. **Root Cause:** Insufficient instructional coherence which may include gaps in teacher training on effective practices for RLA as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 7: PK 4-yr-old students were identified at the "Needing More Assistance" level at a rate of 35% in Phonological Awareness and 62% in Rapid Vocabulary Naming as measured by the EOY 2024 PK C-PALLS+ screener. **Root Cause:** PK participation is based on eligibility where socioeconomic factors, such as limited access to books and educational resources at home, as well as insufficient parental engagement in early literacy activities, which are crucial in developing foundational skills may be lacking. Rich literacy environments and effective reading instruction in school provide access to students.

Problem Statement 8: For Kindergarten students, the year ended with 40% performing below the readiness level of "On Track" in math, as well as 30% below readiness in reading as measured by the EOY 2024 TX-KEA screener. When compared to the State and Region 13 for the latest Kindergarten Readiness outcomes reported in 2022-2023 as measured using the TX-KEA assessment, PfISD rates lag behind by 2-5%. **Root Cause:** Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.

Problem Statement 9: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools. **Root Cause:** There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

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





Performance Objective 3: By June 2025, there will be a 6% increase in Meets Grade Level performance on STAAR Science tests across grades 5, 8 and Biology EOC for all student groups to meet Closing the Gaps Student Success Status interim targets applicable to campus performance.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 71% to 77%
- Meets from 43% to 49%
- Masters from 15% to 21%

Evaluation Data Sources: 2025 STAAR science results, August 2025 Accountability results

Strategy 1 Details	Reviews			
<p>Strategy 1: Across all science classrooms, all PfISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in science, Increased Meets Grade Level performance on 2025 STAAR science tests</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 5, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement professional learning to grow teachers in science pedagogy topics, including but not limited to 3-Dimensional instruction, inquiry, science literacy, argumentation, language rich classrooms, and engineering. Professional learning will include Just in Time planning, PLC support, and targeted learning through observation and feedback to increase capacity in teacher leaders representing all levels of instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy to best respond to students' identified areas of need</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 4, 9</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Across Science, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in the area of science</p> <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Refine analysis of student performance in Science through multiple data points (including, but not limited to, district assessments, prior STAAR assessments, and TEA interim assessments) to adjust instructional approaches, resources, professional development, and intervention opportunities to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved system for progress monitoring students' science performance throughout the year; improved student achievement in the area of science</p> <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: PfISD has 8 schools required to engage in ESF school improvement during the 2024-2025 school year based on assigned Federal Intervention labels. An additional 6 schools have "anticipated" 2024 accountability letter grade ratings of D or F overall or in a domain. Root Cause: Overall, 2024 STAAR outcomes for growth and achievement declined from the prior year and/or 2024 STAAR achievement at Meets Grade Level or Above lagged below Closing the Gaps targets, with particularly low outcomes in math. With few targets met for the All Students group, low performance points to the needs for foundational Tier I support for both teaching and learning and campus systems.</p> <p>Problem Statement 4: When combining all 3rd-8th grade and EOC results by subject area, Spring 2024 outcomes for Math, Science and Social Studies declined from Spring 2023 at all performance levels. Root Cause: Insufficient instructional coherence which may include gaps in teacher training on effective practices for math, science, and social studies, as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.</p>

Student Learning

Problem Statement 5: For 2024 STAAR math outcomes, an overall 58% of students made growth from the prior year and 40% of All Students performed at Meets Grade Level with similar performance of 42% in 2023. Significant gaps in performance below the All Students rate exists by 10-22% for student groups. EOY math screeners showed similar low outcomes for math at 6th-12th grade. **Root Cause:** Math results have not improved primarily due to the loss of foundational and prerequisite math skills during the pandemic as many students are still struggling to recover these essential skills. High chronic absenteeism rates point to ongoing instructional disruptions that further hinder progress. Insufficient instructional coherence could also be factors.

Problem Statement 8: For Kindergarten students, the year ended with 40% performing below the readiness level of "On Track" in math, as well as 30% below readiness in reading as measured by the EOY 2024 TX-KEA screener. When compared to the State and Region 13 for the latest Kindergarten Readiness outcomes reported in 2022-2023 as measured using the TX-KEA assessment, PflISD rates lag behind by 2-5%. **Root Cause:** Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.

Problem Statement 9: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools. **Root Cause:** There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

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





Performance Objective 4: By June 2025, there will be a 5% increase in Meets Grade Level performance on STAAR Social Studies tests across grade 8 and U.S. History EOC for all student groups to meet Closing the Gaps Student Success Status interim targets applicable to campus performance.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 75% to 80%
- Meets from 49% to 54%
- Masters from 26% to 31%

Evaluation Data Sources: 2025 STAAR social studies results, August 2025 Accountability results

Strategy 1 Details	Reviews			
<p>Strategy 1: Across all social studies classrooms, all PfISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in social studies, Increased Meets Grade Level performance on 2025 STAAR social studies tests</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 5, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement professional learning responsive to teachers' needs and student outcomes in Social Studies, including but not limited to Document-Based Questions (DBQ), Just in Time planning, PLC protocols, Language-Rich Interactive Classrooms, and Intervention Supports.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy to best respond to students' identified areas of need</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 4, 9</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Across Social Studies, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in the area of social studies</p> <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Refine analysis of student performance in Social Studies through multiple data points (including, but not limited to, district assessments, prior STAAR assessments, and TEA interim assessments) to adjust instructional approaches, resources, professional development, and intervention opportunities to align with standards, curriculum, rigor, and student engagement.</p> <p>Strategy's Expected Result/Impact: Improved system for progress monitoring students' social studies performance throughout the year; improved student achievement in the area of social studies</p> <p>Staff Responsible for Monitoring: Administrators, Chief Academic & Innovation Officer, Curriculum Staff</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: PfISD has 8 schools required to engage in ESF school improvement during the 2024-2025 school year based on assigned Federal Intervention labels. An additional 6 schools have "anticipated" 2024 accountability letter grade ratings of D or F overall or in a domain. Root Cause: Overall, 2024 STAAR outcomes for growth and achievement declined from the prior year and/or 2024 STAAR achievement at Meets Grade Level or Above lagged below Closing the Gaps targets, with particularly low outcomes in math. With few targets met for the All Students group, low performance points to the needs for foundational Tier I support for both teaching and learning and campus systems.</p> <p>Problem Statement 4: When combining all 3rd-8th grade and EOC results by subject area, Spring 2024 outcomes for Math, Science and Social Studies declined from Spring 2023 at all performance levels. Root Cause: Insufficient instructional coherence which may include gaps in teacher training on effective practices for math, science, and social studies, as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.</p>

Student Learning

Problem Statement 5: For 2024 STAAR math outcomes, an overall 58% of students made growth from the prior year and 40% of All Students performed at Meets Grade Level with similar performance of 42% in 2023. Significant gaps in performance below the All Students rate exists by 10-22% for student groups. EOY math screeners showed similar low outcomes for math at 6th-12th grade. **Root Cause:** Math results have not improved primarily due to the loss of foundational and prerequisite math skills during the pandemic as many students are still struggling to recover these essential skills. High chronic absenteeism rates point to ongoing instructional disruptions that further hinder progress. Insufficient instructional coherence could also be factors.

Problem Statement 8: For Kindergarten students, the year ended with 40% performing below the readiness level of "On Track" in math, as well as 30% below readiness in reading as measured by the EOY 2024 TX-KEA screener. When compared to the State and Region 13 for the latest Kindergarten Readiness outcomes reported in 2022-2023 as measured using the TX-KEA assessment, PflISD rates lag behind by 2-5%. **Root Cause:** Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.

Problem Statement 9: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools. **Root Cause:** There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

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

Performance Objective 1: The percentage of Class of 2025 Graduates who meet the criteria for College, Career, or Military Readiness (CCMR) will increase to 75% (from 69% for Class of 2023), and to 88% for Class of 2029 Graduates.

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 72%)

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			
<p>Strategy 1: COLLEGE-Readiness: Utilize and monitor intervention materials and programs for students who have not yet reached College-Ready Texas Success Initiative (TSI) criteria in BOTH RLA and math (through TSIA, SAT, ACT, College Prep courses).</p> <p>Strategy's Expected Result/Impact: Improved CCMR outcomes by graduation as measured by meeting Texas Success Initiative (TSI) criteria in BOTH RLA and math (through TSIA, SAT, ACT, College Prep courses)</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Academics Directors & Coordinators, Curriculum Staff</p> <p>Problem Statements: Student Learning 2, 3 - District Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: COLLEGE-Readiness: Implement system to effectively recruit for, monitor, and evaluate advanced academics programs to increase enrollment of historically underrepresented student groups and to increase the rates of successful completion of advanced, Advanced Placement, Dual Credit, and OnRamps courses.</p> <p>Strategy's Expected Result/Impact: Representative enrollment in college-readiness courses reflects student population; improved student achievement and CCMR outcomes</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Advanced Academics Coordinator, Curriculum Staff</p> <p>Problem Statements: Student Learning 2, 3 - District Processes & Programs 4</p> <p>Funding Sources: Advanced Placement exam fees - 289 - Title IV - \$16,250</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: COLLEGE-Readiness: Continue implementation of the Pathways in Technology Early College High Schools (P-TECH) program for Computer Information Technology. Students participating in the Pfuture Teachers Academy will continue through 2028, though active recruitment into the program will end for the 2025-2026 school year as the district explores transitioning to an Early College High School model.</p> <p>Strategy's Expected Result/Impact: Expanded college and career opportunities for students including dual credit accrual and obtainment of associate degree; improved student achievement and CCMR outcomes</p> <p>Staff Responsible for Monitoring: Director of CTE, P-TECH Coordinator</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 3 - District Processes & Programs 4 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CAREER-Readiness: Refine and expand CTE course offerings and work-based learning opportunities by evaluating current programs/pathways and providing supplemental resources and equipment that align with industry standards and credentialing opportunities.</p> <p>Strategy's Expected Result/Impact: Expanded career opportunities for students and improved career-readiness achievement and CCMR outcomes, an IBC rate of 20% for Class of 2024 CCMR Graduates</p> <p>Staff Responsible for Monitoring: Director of CTE, Executive Director of Special Education</p> <p>Problem Statements: Student Learning 2, 3 - District Processes & Programs 4, 6</p> <p>Funding Sources: Work-based Learning Specialist-Salary and benefits - 244 - Perkins - \$90,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Equity gaps, though in line with State rates, of inexperienced teachers at high-poverty campuses and at high-minority campuses exist. These gaps impact students with the highest needs who are instructed by teachers with the least experience. Root Cause: There is a teacher shortage and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.</p>
Student Learning
<p>Problem Statement 2: CCMR Graduate rates lag behind State and Region 13 rates by 7-8%. Although significant improvement was made from the prior year, all high schools would be rated a C or D in stand-alone CCMR outcomes in 2024 Accountability for Class of 2023 CCMR Graduates. Root Cause: Need to continue efforts of internal individual student tracking toward CCMRs beginning in 9th grade with increased opportunities and support for students to earn a CCMR by graduation.</p>

Student Learning

Problem Statement 3: The 4-year Graduation Rate has declined over the past 4 years, at the lowest rate of 92.6% for the Class of 2023. The 9th-12th grade Dropout Rate has increased to the highest rate in at least 5 years at 1.6% for 2022-2023 (latest official rates as of Fall 2024). **Root Cause:** With a district rate of 60% of PK-12th grade students identified as At-Risk of dropping out of school, based largely on academic outcomes, early and ongoing intervention and supplemental supports are required to ensure students are well-prepared by high school and through to graduation.

District Processes & Programs

Problem Statement 4: Advising of students related to postsecondary goals, program and course enrollment and persistence is incomplete; this leads to missed opportunities for students to achieve relevant, meaningful CCMR outcomes. **Root Cause:** Possibly a lack of awareness/training of counselors and CCAs, need for better tracking systems, not enough counseling staff to meet regularly with all students to hold meaningful conversations.

Problem Statement 6: For CTE, there is a need to improve student outcomes in program completion, industry certification and work-based learning. Based on the latest data for Class of 2023 graduates, PfISD's rate of credential attainment for industry certifications was at 16.5% compared to 25.3% across Region 13 and 33.4% across the state. Program completion was at 40% for 2021-2022, 1% below the state rate. **Root Cause:** A lack of access to resources/tools for planning and tracking did not allow counselors opportunity to monitor and adjust student plans based on post-secondary goals which resulted in ineffective advising and scheduling. Students may get off completion track and lose opportunities for credentialing and work-based learning as a result.

Perceptions

Problem Statement 7: There were steady and significant increases in the PfISD teacher turnover rate over the last three years of 4% and 5.9%. The 2022-2023 rate (latest reported) was 3.6% above the State rate. **Root Cause:** Fewer candidates are entering into the teaching profession and a high number are leaving the profession for higher paying and/or less demanding jobs.





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

Performance Objective 2: By August 2025, reports of overall Class of 2024 graduation rates will have increased above the Class of 2023 rates. Additionally, August 2025 accountability reports of 2024 Graduates in Domain 3 Closing the Gaps, all Federal 4-year Graduation Rate interim targets specific to each evaluated Super Group will be met (All Students 90%; African American 86.3%; Hispanic 88.1%, High Focus 86.5%).

Evaluation Data Sources: TEA 2025 accountability results (for Class of 2024 4-year graduates)

Note: The new High Focus Super Group is comprised of Economically Disadvantaged, Emergent Bilingual, Special Education, Foster Care, Homeless, and Migrant students)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide aligned and integrated support to teachers as they differentiate instruction and provide accommodations for Emergent Bilingual students and students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Improved student achievement outcomes and course credit accrual</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Academics Directors, Coordinators</p> <p>Problem Statements: Demographics 1, 3, 5 - Student Learning 3, 9 - District Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: Extra Duty Pay (tutoring) - 263- Title III ELA - \$4,000, Contracted Services - 263- Title III ELA - \$63,100, Supplies and Materials - 263- Title III ELA - \$91,259, Travel and Registrations - 263- Title III ELA - \$15,360, Payroll, Contracted Services & Misc. Operating Expenses - 263- Title III Immigrant - \$85,212</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide restorative, culturally responsive, and trauma-informed supports and interventions for students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement outcomes, improved student sense of belonging, and improved student emotional regulation as measured by student survey tools</p> <p>Staff Responsible for Monitoring: Assistant Superintendents and Academics staff PNP Director of Academic Advancement</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 3, 9 - Perceptions 1</p> <p>Funding Sources: Mental Health Supports - 289 - Title IV - \$65,000, PNP- supplies for Mental Health support - 289 - Title IV - \$6,780</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Offer variety of credit accrual opportunities including traditional course completion, credit by exam, credit recovery, summer school, and self-paced.</p> <p>Strategy's Expected Result/Impact: Improved student achievement outcomes and increased credit accrual rates</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Innovation, Assistant Superintendents</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Expanding the dropout recovery and student support offerings at the PACE campus by revamping the campus application to TEA to provide flexible school schedules for students who are At-Risk of dropping out of school.</p> <p>Strategy's Expected Result/Impact: Increased credit accrual rates</p> <p>Staff Responsible for Monitoring: Chief of Schools, Assistant Superintendent for PACE, Director of Student Affairs</p> <p>Problem Statements: Student Learning 2, 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Equity gaps, though in line with State rates, of inexperienced teachers at high-poverty campuses and at high-minority campuses exist. These gaps impact students with the highest needs who are instructed by teachers with the least experience. Root Cause: There is a teacher shortage and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.</p>
<p>Problem Statement 3: African American students are disproportionately identified for special education services, over-served with special education minutes, and receiving a disproportionate number of classroom removals for discipline. Root Cause: There are gaps in culturally responsive teaching and responsiveness to student behaviors.</p>
<p>Problem Statement 5: In Fall 2023, ELA teachers who had Emergent Bilingual students in their classes did not hold an ESL certification, Bilingual certification, or Teacher content certification. Root Cause: PfISD hires between 250 and 350 teachers every year, many of whom are not ESL certified either because they are in alternative education programs or because their university education program does not require it. The district has hired an increasing number of Teacher Facilitators (noncertified) due to teacher shortages.</p>
Student Learning
<p>Problem Statement 2: CCMR Graduate rates lag behind State and Region 13 rates by 7-8%. Although significant improvement was made from the prior year, all high schools would be rated a C or D in stand-alone CCMR outcomes in 2024 Accountability for Class of 2023 CCMR Graduates. Root Cause: Need to continue efforts of internal individual student tracking toward CCMRs beginning in 9th grade with increased opportunities and support for students to earn a CCMR by graduation.</p>
<p>Problem Statement 3: The 4-year Graduation Rate has declined over the past 4 years, at the lowest rate of 92.6% for the Class of 2023. The 9th-12th grade Dropout Rate has increased to the highest rate in at least 5 years at 1.6% for 2022-2023 (latest official rates as of Fall 2024). Root Cause: With a district rate of 60% of PK-12th grade students identified as At-Risk of dropping out of school, based largely on academic outcomes, early and ongoing intervention and supplemental supports are required to ensure students are well-prepared by high school and through to graduation.</p>

Student Learning

Problem Statement 9: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools. **Root Cause:** There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

District Processes & Programs

Problem Statement 3: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success. **Root Cause:** There is a need to monitor and promote the implementation of the differentiation strategies to improve the lack of accountability in ensuring consistent implementation.

Perceptions

Problem Statement 1: While the PfISD Chronic Absenteeism Rate for the 2023-2024 school year is estimated to decrease for the 2nd consecutive year, it remains high at over 20%. **Root Cause:** Inadequate support systems for students facing barriers to attendance may exist. Factors such as insufficient mental health resources, lack of family engagement, and ineffective interventions for at-risk students can hinder efforts to improve attendance, resulting in ongoing challenges.

Problem Statement 2: Student Attendance Rates have been stagnant for the past two years and remain at 3% lower than pre-COVID rates at 92.9%. **Root Cause:** The COVID-19 pandemic disrupted school-family communication, weakening relationships and complicating attendance efforts. Inadequate early identification of chronic absenteeism and lack of support for mental health or socio-economic challenges have hindered recovery of pre-pandemic attendance rates. Ongoing health concerns and changing attitudes toward attendance are also affecting trends.





Goal 4: PfISD will improve low performing schools.

Performance Objective 1: 2025 A-F accountability ratings for overall and each domain will improve for all campuses from the prior year as follows, resulting in district ratings of C improving to B through the proportional weighting of campus outcomes.

- D and F ratings will improve to C or above
- C ratings will improve to B or above
- B ratings will improve to A
- A ratings will maintain at A

Evaluation Data Sources: August 2025 TEA Accountability Ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: PfISD will add a supplemental Director of School Improvement position to enhance the direct support to campuses through leadership and strategic support of the implementation of evidence-based interventions, reinforcement of high-yield instructional practices, and optimization of resources through the actualization of Campus Improvement Plans (CIPs) and Targeted Improvement Plans (TIPs).</p> <p>Strategy's Expected Result/Impact: Improved campus systems, improved instructional practices, improved student growth and achievement outcomes, improved campus accountability ratings</p> <p>Staff Responsible for Monitoring: Chief of Schools</p> <p>Problem Statements: Student Learning 1, 2, 3 - District Processes & Programs 1</p> <p>Funding Sources: Director of School Improvement personnel unit - 211 - Title I - \$66,000, Director of School Improvement personnel unit - 255 - Title II - \$66,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identified campuses in need of improvement will engage in TEA's School Improvement 2.0 through the ESF Diagnostic (if required) and the Effective Schools Framework (ESF) system to develop, implement, monitor, and adjust Targeted Improvement Plans (TIPs) that will be approved by the PfISD Board of Trustees during the TEA-required timeframe of December 2024 - February 2025. Dessau Elementary will additionally be supported through the ESF Focused Support Grant.</p> <p>Strategy's Expected Result/Impact: Improved campus systems, improved instructional practices, improved student growth and achievement</p> <p>Staff Responsible for Monitoring: Superintendent of Schools (TEA-required), Chief of Schools (TEA-required role of DCSI), Assistant Superintendents (TEA-required role of Principal Supervisor), Director of School Improvement, Executive Director of Accountability & Compliance (TEA-required role of Performance Manager), Principals (TEA-required)</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: During the 2024-2025 school year, PflSD will engage in TEA's Innovation Cohort to support school improvement efforts across vertical campuses throughout the district.</p> <p>Strategy's Expected Result/Impact: Improved instructional alignment, improved professional practices, progress toward campus and district goals; improved student achievement, student growth, and accountability outcomes</p> <p>Staff Responsible for Monitoring: Chief of Schools</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All PflSD campuses will implement highly effective PLC structures within the recurring cycle of inquiry centered around the four critical questions.</p> <p>Strategy's Expected Result/Impact: Improved instructional alignment, professional practices, progress toward campus and district goals</p> <p>Staff Responsible for Monitoring: Chief Academic & Innovation Officer, Assistant Superintendents</p> <p>Problem Statements: Student Learning 4, 5, 6, 7, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Lead parent and family engagement efforts through PflSD's supplemental Parent & Family Engagement Coordinator providing coordinated support and family outreach opportunities.</p> <p>Strategy's Expected Result/Impact: Improved parent and family communication, outreach, and engagement as measured by parent survey</p> <p>Staff Responsible for Monitoring: Executive Director of Student Affairs</p> <p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: Parent & Family Engagement personnel unit & materials - 289 - Title IV - \$103,375, Translations - 211 - Title I - \$9,960</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: PfISD has 8 schools required to engage in ESF school improvement during the 2024-2025 school year based on assigned Federal Intervention labels. An additional 6 schools have "anticipated" 2024 accountability letter grade ratings of D or F overall or in a domain. **Root Cause:** Overall, 2024 STAAR outcomes for growth and achievement declined from the prior year and/or 2024 STAAR achievement at Meets Grade Level or Above lagged below Closing the Gaps targets, with particularly low outcomes in math. With few targets met for the All Students group, low performance points to the needs for foundational Tier I support for both teaching and learning and campus systems.

Problem Statement 2: CCMR Graduate rates lag behind State and Region 13 rates by 7-8%. Although significant improvement was made from the prior year, all high schools would be rated a C or D in stand-alone CCMR outcomes in 2024 Accountability for Class of 2023 CCMR Graduates. **Root Cause:** Need to continue efforts of internal individual student tracking toward CCMRs beginning in 9th grade with increased opportunities and support for students to earn a CCMR by graduation.

Problem Statement 3: The 4-year Graduation Rate has declined over the past 4 years, at the lowest rate of 92.6% for the Class of 2023. The 9th-12th grade Dropout Rate has increased to the highest rate in at least 5 years at 1.6% for 2022-2023 (latest official rates as of Fall 2024). **Root Cause:** With a district rate of 60% of PK-12th grade students identified as At-Risk of dropping out of school, based largely on academic outcomes, early and ongoing intervention and supplemental supports are required to ensure students are well-prepared by high school and through to graduation.

Problem Statement 4: When combining all 3rd-8th grade and EOC results by subject area, Spring 2024 outcomes for Math, Science and Social Studies declined from Spring 2023 at all performance levels. **Root Cause:** Insufficient instructional coherence which may include gaps in teacher training on effective practices for math, science, and social studies, as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 5: For 2024 STAAR math outcomes, an overall 58% of students made growth from the prior year and 40% of All Students performed at Meets Grade Level with similar performance of 42% in 2023. Significant gaps in performance below the All Students rate exists by 10-22% for student groups. EOY math screeners showed similar low outcomes for math at 6th-12th grade. **Root Cause:** Math results have not improved primarily due to the loss of foundational and prerequisite math skills during the pandemic as many students are still struggling to recover these essential skills. High chronic absenteeism rates point to ongoing instructional disruptions that further hinder progress. Insufficient instructional coherence could also be factors.

Problem Statement 6: For 2024 STAAR RLA outcomes, while an overall 70% of students made growth from the prior year, 55% of All Students performed at Meets Grade Level with the same achievement in 2023. Significant gaps in student group performance below the All Students rate exists by 9-34%. EOY RLA screeners showed similar outcomes of 40-60% of 1st-12th graders performing at levels indicating a need for intervention. **Root Cause:** Insufficient instructional coherence which may include gaps in teacher training on effective practices for RLA as well as a lack of implementation of high-quality instructional materials and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 7: PK 4-yr-old students were identified at the "Needing More Assistance" level at a rate of 35% in Phonological Awareness and 62% in Rapid Vocabulary Naming as measured by the EOY 2024 PK C-PALLS+ screener. **Root Cause:** PK participation is based on eligibility where socioeconomic factors, such as limited access to books and educational resources at home, as well as insufficient parental engagement in early literacy activities, which are crucial in developing foundational skills may be lacking. Rich literacy environments and effective reading instruction in school provide access to students.

Problem Statement 8: For Kindergarten students, the year ended with 40% performing below the readiness level of "On Track" in math, as well as 30% below readiness in reading as measured by the EOY 2024 TX-KEA screener. When compared to the State and Region 13 for the latest Kindergarten Readiness outcomes reported in 2022-2023 as measured using the TX-KEA assessment, PfISD rates lag behind by 2-5%. **Root Cause:** Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.

Problem Statement 9: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by 4 elementary schools and 3 high schools. **Root Cause:** There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

District Processes & Programs

Problem Statement 1: The district is struggling to improve low-performing schools despite significant efforts and resources. **Root Cause:** Existing district level structures to support school improvement have proven inadequate, resulting in persistent achievement gaps.

Perceptions

Problem Statement 1: While the PfISD Chronic Absenteeism Rate for the 2023-2024 school year is estimated to decrease for the 2nd consecutive year, it remains high at over 20%. **Root Cause:** Inadequate support systems for students facing barriers to attendance may exist. Factors such as insufficient mental health resources, lack of family engagement, and ineffective interventions for at-risk students can hinder efforts to improve attendance, resulting in ongoing challenges.

Problem Statement 3: Under two accountability monitoring systems, PfISD is identified as having disproportionate rates of disciplinary removals of students in the African American student group (0.4% increase from prior year), the Special Education student group (6% increase), and among African American students receiving Special Education services (0.2% decrease). **Root Cause:** Need for relationship building, classroom management training (specifically strategies and resources to support students who continually struggle with behaviors), culturally responsive teaching and approaches to behaviors, more consistent and proactive restorative approaches to student conflict, more involvement of counselors, students, and families in the disciplinary process.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2025, PfISD will reduce the disproportionality rates in student group placements at the district alternative education program (DAEP), out of school suspension (OSS), and in school suspension (ISS), across all student groups, specifically for African American students, students receiving special education services, and African American students receiving special education services.

2023-2024 Disproportionality Rates

- Discretionary Placements for African American Students: 2.8 (should be less than 2.0)
- Total Removals for students receiving Special Education services: 43.4% (should be less than 19%)
- Total Removals for African American students receiving Special Education services: 2.1 (reduced from 2.6 in 2022-2023) (should be less than 2.5)


Evaluation Data Sources: -Disciplinary placement and classroom removal rates,

-TEA Results Driven Accountability (RDA) reports (for Special Education Removal Rates and Significant Disproportionality rate in removals of African American students receiving special education services).

-Discipline Data Reporting Compliance Reviews (for disproportionality rate in discretionary placements of African American students to DAEP (OC).

Strategy 1 Details	Reviews			
<p>Strategy 1: All district campuses will continue to implement a PBIS program through Campus Climate and Culture Teams. PfISD will continue to provide Restorative Practices training to ensure a positive, safe school environment for all students. As part of the district's Strategic Plan, the district and campuses will engage in trauma-skilled training and practices.</p> <p>Strategy's Expected Result/Impact: Reduction in overall disciplinary removal rates; Reduction in disproportionality rates of discretionary disciplinary placements for African American students; Reduction in placement/removal rates for students receiving special education services</p> <p>Staff Responsible for Monitoring: Executive Director of Student Affairs, Executive Director of Special Education, Assistant Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: A disciplinary report dashboard will be created to provide easy access and consistently updated information to closely monitor disciplinary actions and consequences across student groups. District and campus staff will review the dashboard and monthly removal reports (ISS, OSS, DAEP) to identify any variance in the application of disciplinary policies, procedures, or practices from campus to campus or student group to student group to improve, clarify, or provide additional training on procedures.</p> <p>Strategy's Expected Result/Impact: Increased district-wide awareness of disciplinary issues to inform practices; Reduction in disproportionality rates of discretionary disciplinary placements for African American students; Reduction in removal rates for students receiving special education services</p> <p>Staff Responsible for Monitoring: Executive Director of Student Affairs, Executive Director of Accountability & Compliance, Executive Director of Special Education, Assistant Superintendents, District Special Education Behavior Staff, Campus Behavior Coordinators (CBCs), Principals</p> <p>Results Driven Accountability Problem Statements: Demographics 3 - Perceptions 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Equity gaps, though in line with State rates, of inexperienced teachers at high-poverty campuses and at high-minority campuses exist. These gaps impact students with the highest needs who are instructed by teachers with the least experience. Root Cause: There is a teacher shortage and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.</p>
<p>Problem Statement 3: African American students are disproportionately identified for special education services, over-served with special education minutes, and receiving a disproportionate number of classroom removals for discipline. Root Cause: There are gaps in culturally responsive teaching and responsiveness to student behaviors.</p>
Perceptions
<p>Problem Statement 3: Under two accountability monitoring systems, PfISD is identified as having disproportionate rates of disciplinary removals of students in the African American student group (0.4% increase from prior year), the Special Education student group (6% increase), and among African American students receiving Special Education services (0.2% decrease). Root Cause: Need for relationship building, classroom management training (specifically strategies and resources to support students who continually struggle with behaviors), culturally responsive teaching and approaches to behaviors, more consistent and proactive restorative approaches to student conflict, more involvement of counselors, students, and families in the disciplinary process.</p>
<p>Problem Statement 4: In the Spring 2024 Employee Survey of teachers, 53% responded that rules for student behavior are consistently enforced and 57% responded that disciplinary practices are applied fairly. Root Cause: Inconsistent district-wide behavior management guidelines and communication, coupled with high turnover among behavior coordinators and varied interpretations by administrators, contribute to perceived inconsistencies. Limited professional development in classroom management and restorative practices further exacerbates these issues.</p>





Perceptions

Problem Statement 5: There is a disproportionate number of academic failures and discipline referrals for Emergent Bilingual students compared to non-Emergent Bilingual students. **Root Cause:** Some campuses and classrooms do not have a culture and climate that is responsive to the needs of beginner students. There is a need for relationship building and culturally responsive teaching and approaches to behaviors.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By June 2025, the PfISD student attendance rate will increase by 5% from 92.9% in 2023-2024 to 96.9%. The rate of Chronic Absenteeism will be reduced by 5% from the estimated 2023-2024 rate of 20.4% to 15.4%.

Evaluation Data Sources: 2023-2024 TAPR for 2022-2023 Chronic Absenteeism Rate;
2024-2025 Attendance Rates to meet or exceed the 2018-2019 pre-COVID rate of 95.7%

Strategy 1 Details	Reviews			
<p>Strategy 1: An attendance reporting dashboard will be created to provide campus and district staff with access to consistently updated information to better monitor attendance including Chronic Absenteeism to inform and evaluate the implementation of policies, procedures and practices at both the campus and district level. A software will be purchased to contact parents and keep recorded logs of these communications.</p> <p>Strategy's Expected Result/Impact: Increased district-wide awareness of chronic absenteeism issues to inform practices; Increase in Attendance Rates; Reduction in Chronic Absenteeism Rates</p> <p>Staff Responsible for Monitoring: Executive Director of Student Affairs</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Software - 199 - State Comp Ed - \$106,250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By targeting the Connally HS feeder pattern during the 2024-2025 school year, the Chronic Absenteeism rate will be reduced for economically disadvantaged African American students from 30% to 25% and for economically disadvantaged Hispanic students from 28% to 23%.</p> <p>Strategy's Expected Result/Impact: Reduction in Chronic Absenteeism rates; increase in attendance rates</p> <p>Staff Responsible for Monitoring: Executive Director of Student Affairs</p> <p>Problem Statements: Student Learning 2, 3 - District Processes & Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: CCMR Graduate rates lag behind State and Region 13 rates by 7-8%. Although significant improvement was made from the prior year, all high schools would be rated a C or D in stand-alone CCMR outcomes in 2024 Accountability for Class of 2023 CCMR Graduates. **Root Cause:** Need to continue efforts of internal individual student tracking toward CCMRs beginning in 9th grade with increased opportunities and support for students to earn a CCMR by graduation.

Problem Statement 3: The 4-year Graduation Rate has declined over the past 4 years, at the lowest rate of 92.6% for the Class of 2023. The 9th-12th grade Dropout Rate has increased to the highest rate in at least 5 years at 1.6% for 2022-2023 (latest official rates as of Fall 2024). **Root Cause:** With a district rate of 60% of PK-12th grade students identified as At-Risk of dropping out of school, based largely on academic outcomes, early and ongoing intervention and supplemental supports are required to ensure students are well-prepared by high school and through to graduation.

District Processes & Programs

Problem Statement 1: The district is struggling to improve low-performing schools despite significant efforts and resources. **Root Cause:** Existing district level structures to support school improvement have proven inadequate, resulting in persistent achievement gaps.

Perceptions

Problem Statement 1: While the PfISD Chronic Absenteeism Rate for the 2023-2024 school year is estimated to decrease for the 2nd consecutive year, it remains high at over 20%. **Root Cause:** Inadequate support systems for students facing barriers to attendance may exist. Factors such as insufficient mental health resources, lack of family engagement, and ineffective interventions for at-risk students can hinder efforts to improve attendance, resulting in ongoing challenges.

Problem Statement 2: Student Attendance Rates have been stagnant for the past two years and remain at 3% lower than pre-COVID rates at 92.9%. **Root Cause:** The COVID-19 pandemic disrupted school-family communication, weakening relationships and complicating attendance efforts. Inadequate early identification of chronic absenteeism and lack of support for mental health or socio-economic challenges have hindered recovery of pre-pandemic attendance rates. Ongoing health concerns and changing attitudes toward attendance are also affecting trends.

RDA Strategies

Goal	Objective	Strategy	Description
1	2	3	Conduct campus and classroom walkthrough observations to gather data of instructional practices, implementation of professional learning strategies, and student engagement.
1	2	4	Provide supplemental training and classroom support for teachers, administrators, educational associates and parents/families.
2	1	1	Across all math classrooms, all PfISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.
2	1	2	Implement professional learning responsive to teachers' needs and student outcomes in Math, including but not limited to Agile Mind, 5E Instructional Model, PLC protocols, Language-Rich Interactive Classrooms, and Intervention Supports.
2	1	3	Across math, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement. Supplemental math curriculum specialists will support the district's critical needs in math instruction.
2	1	4	Refine analysis of student performance in Math through multiple data points (including, but not limited to, district assessments, prior STAAR assessments, and TEA interim assessments) to adjust instructional approaches, resources, professional development, and intervention opportunities to align with standards, curriculum, rigor, and student engagement.
2	1	5	Develop an elementary math plan and implement across all campuses with varied levels of support provided based on need. As a keystone piece of the plan, Just in Time (JIT) training with a focus on Trainer-of-Trainers model will be implemented. JIT sessions will help 2nd grade and 4th grade teachers unpack the 2nd, 3rd, and 4th nine weeks standards, including STAAR Review for 4th grade. Manipulatives training and a make-and-take of resources will be provided to set up students for success during Tier I and Tier II instruction.
2	3	1	Across all science classrooms, all PfISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.
2	3	2	Implement professional learning to grow teachers in science pedagogy topics, including but not limited to 3-Dimensional instruction, inquiry, science literacy, argumentation, language rich classrooms, and engineering. Professional learning will include Just in Time planning, PLC support, and targeted learning through observation and feedback to increase capacity in teacher leaders representing all levels of instruction.
2	3	3	Across Science, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement.
2	3	4	Refine analysis of student performance in Science through multiple data points (including, but not limited to, district assessments, prior STAAR assessments, and TEA interim assessments) to adjust instructional approaches, resources, professional development, and intervention opportunities to align with standards, curriculum, rigor, and student engagement.
2	4	1	Across all social studies classrooms, all PfISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.
2	4	2	Implement professional learning responsive to teachers' needs and student outcomes in Social Studies, including but not limited to Document-Based Questions (DBQ), Just in Time planning, PLC protocols, Language-Rich Interactive Classrooms, and Intervention Supports.

Goal	Objective	Strategy	Description
2	4	3	Across Social Studies, analyze formative classroom observation data and student progress monitoring data to adjust instructional approaches, resources, professional development, and intervention to align with standards, curriculum, rigor, and student engagement.
2	4	4	Refine analysis of student performance in Social Studies through multiple data points (including, but not limited to, district assessments, prior STAAR assessments, and TEA interim assessments) to adjust instructional approaches, resources, professional development, and intervention opportunities to align with standards, curriculum, rigor, and student engagement.
4	2	1	All district campuses will continue to implement a PBIS program through Campus Climate and Culture Teams. PfISD will continue to provide Restorative Practices training to ensure a positive, safe school environment for all students. As part of the district's Strategic Plan, the district and campuses will engage in trauma-skilled training and practices.
4	2	2	A disciplinary report dashboard will be created to provide easy access and consistently updated information to closely monitor disciplinary actions and consequences across student groups. District and campus staff will review the dashboard and monthly removal reports (ISS, OSS, DAEP) to identify any variance in the application of disciplinary policies, procedures, or practices from campus to campus or student group to student group to improve, clarify, or provide additional training on procedures.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$10,520,052.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The PfISD State Compensatory Education program funds the district's high school accelerated instruction programs, throughout the school year and during summer school, to support students toward satisfactory performance on STAAR EOC exams to meet high school graduation requirements. PfISD SCE allotment provides academic intervention teacher positions to each campus to provide targeted Tier 2 and Tier 3 instruction to students struggling to meet academic standards, as well as to support newcomer Emergent Bilingual students in the Newcomer Academies. Campus staffing allocations are based on enrollment with discretionary SCE funds allocated based on the number of identified at-risk students requiring supplemental support services. Additional SCE funds are used to provide instructional resources for intervention teachers as well as pay for supplemental tutoring services outside the school day for identified at-risk students. The district's Disciplinary Alternative Education Program (DAEP) and Alternative High School budgets are also funded by SCE to support at-risk students toward graduation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adeniken, Helen	District Instructional Coach		0.5
Bradford, Brooke	District Instructional Coach		0.5
Evaro, Rosella	District Instructional Coach		0.5
Gregory, Christopher	District Instructional Coach		0.5
Lo, Sheryl	Social Worker-Project Hope		0.5
Naugle, Rachel	Director of School Improvement		0.5
Patrick, Gracie	District Specialist-Math		0.5
Polk, Jonathan	District Instructional Coach		0.5
Rothrock, Sandra	District Instructional Coach		0.5
Shaw, Kelly	District Instructional Coach		0.5
Uballe, Michelle	District Instructional Coach		0.5
Ward, Justin	District Specialist-Math		0.5

District Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Software		\$106,250.00
Sub-Total					\$106,250.00
Budgeted Fund Source Amount					\$901,293.00
+/- Difference					\$795,043.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Payroll cost		\$321,815.00
2	1	3	Payroll		\$89,954.00
2	2	2	Supplemental Pay for PD		\$17,500.00
4	1	1	Director of School Improvement personnel unit		\$66,000.00
4	1	5	Translations		\$9,960.00
Sub-Total					\$505,229.00
Budgeted Fund Source Amount					\$3,559,348.00
+/- Difference					\$3,054,119.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	PNP-Registrations and Misc Contracted Services		\$15,594.00
1	2	4	Payroll cost		\$377,533.00
1	2	5			\$20,000.00
2	1	3	Payroll		\$89,954.00
4	1	1	Director of School Improvement personnel unit		\$66,000.00
Sub-Total					\$569,081.00
Budgeted Fund Source Amount					\$570,127.00
+/- Difference					\$1,046.00

263- Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Payroll cost (salaries, benefits and extra duty pay)		\$455,117.00
1	2	4	PFE miscellaneous expenses		\$4,000.00
3	2	1	Supplies and Materials		\$91,259.00
3	2	1	Contracted Services		\$63,100.00
3	2	1	Travel and Registrations		\$15,360.00
3	2	1	Extra Duty Pay (tutoring)		\$4,000.00
Sub-Total					\$632,836.00
Budgeted Fund Source Amount					\$632,836.00
+/- Difference					\$0.00
263- Title III Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Payroll, Contracted Services & Misc. Operating Expenses		\$85,212.00
Sub-Total					\$85,212.00
Budgeted Fund Source Amount					\$85,212.00
+/- Difference					\$0.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Advanced Placement exam fees		\$16,250.00
3	2	2	PNP- supplies for Mental Health support		\$6,780.00
3	2	2	Mental Health Supports		\$65,000.00
4	1	5	Parent & Family Engagement personnel unit & materials		\$103,375.00
Sub-Total					\$191,405.00
Budgeted Fund Source Amount					\$260,762.00
+/- Difference					\$69,357.00
244 - Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Work-based Learning Specialist-Salary and benefits		\$90,000.00
Sub-Total					\$90,000.00
Budgeted Fund Source Amount					\$181,525.00
+/- Difference					\$91,525.00

244 - Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$6,191,103.00
				Grand Total Spent	\$2,180,013.00
				+/- Difference	\$4,011,090.00

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 District 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	9/3/2024
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
Dating Violence Policy	Executive Director of Student Affairs	9/3/2024	Karen Shah	2/11/2025
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
Measure of Poverty	Director of Federal and State Programs	6/13/2024	Karen Shah	2/11/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/2/2024	Karen Shah	2/11/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/2/2024	Karen Shah	2/11/2025
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	10/1/2024	Karen Shah	2/11/2025

Policy Documents & Addendums

District Policies, Procedures and Requirements

2024-2025 PflISD District Improvement Plan

Bullying Prevention

- [Pflugerville ISD Student Handbook](#) (pg. 34)
- [FFI\(LOCAL\) Student Welfare: Freedom from Bullying](#)

Coordinated School Health Program

- PflISD Coordinated Health Program:
 - [All Levels - PE](#)
 - [All Levels - Health](#)
 - [EHAA\(LOCAL\) Basic Instructional Program: Required Instruction \(All Levels\): School Health Advisory Council \(SHAC\)](#)
 - [FFA\(LOCAL\) Student Welfare: Wellness and Health Services](#)

Disciplinary Alternative Education Program (DAEP)

- [Pflugerville ISD Student Handbook](#) (pg. 14)
- [Pflugerville ISD Student Code of Conduct](#) (pg. 18)
- [FO\(LOCAL\) Student Discipline](#)
- [Provan Opportunity Center \(OC\)](#) – Program Website
- Disproportionality Rates Addressed in Comprehensive Needs Assessment

Decision-Making and Planning Policy Evaluation

- [BQ\(LOCAL\) Planning and Decision-Making Process](#)

Dropout Prevention

- [Pflugerville Academic & Career Education \(PACE\)](#) - Campus Website
- Dropout Rates Addressed in Comprehensive Needs Assessment

Dyslexia Treatment Program

- [PflISD Dyslexia Handbook](#)

Title I, Part C Migrant

- [PflISD Department of Federal & State Programs Website](#)

Pregnancy Related Services

- [PflISD Health Services Website](#)
- [PflISD Social Work Website](#)
- [PflISD Section 504 Website](#)

Post-Secondary Preparedness

- [PflISD Postsecondary Readiness Website](#)

Recruiting Teachers & Paraprofessionals

- [PflISD Human Resources – Careers Website](#)

Child Abuse & Neglect

- [PflISD Employee Handbook](#) - Reporting Suspected Child Abuse (pg. 64)
- [PflISD Employee Handbook](#) - Sexual Abuse & Maltreatment of Children (pg. 65)
- [FFG\(LOCAL\) — Student Welfare: Child Abuse and Neglect](#)
- [FFF\(LOCAL\) — Student Welfare: Student Safety](#)

Student Welfare: Crisis Intervention Programs and Training

- [Pflugerville ISD Student Handbook](#) (pg. 82)
 - Suicide prevention, intervention, and postvention (pg. 5, 51, 77)
 - Substance Abuse (pg. 49, 77)
 - Mental Health Support (pg. 77)
- [PfISD Social Work Website](#)
- [FFB\(LOCAL\) FFB — Student Welfare: Crisis Intervention](#)

Student Welfare: Freedom from Discrimination, Harassment, and Retaliation (Including Dating Violence)

- [Pflugerville ISD Student Handbook](#) (pg. 51)
- [FFH\(LOCAL\) — Dating Violence](#)

Student Welfare: Discipline/Conflict/Violence Management

- [Pflugerville ISD Student Handbook](#) (pg. 51)
- [FO\(LOCAL\) — Student Discipline](#)
- [PfISD MTSS - Behavior Website](#)

Texas Behavior Support Initiative (TBSI)

- [Pflugerville ISD Student Handbook](#) – Positive Behavior Interventions & Supports (pg. 77)
- [PfISD MTSS - Behavior Website](#)
- [PfISD Special Education Website](#) – Behavior Support Services

Technology Integration

- [PfISD Integration Services: Instructional Technology Website](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & CKE(LEGAL))

- [Security Officer](#)
- [Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)
- [CKE\(LOCAL\) — Safety Program/Risk Management: Security Personnel](#)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action	
Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Wellness

The District shall support the general wellness of all students by implementing measurable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

**Development,
Implementation, and
Review of Guidelines
and Goals**

The local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the SHAC shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

[See BDF for required membership of the SHAC.]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines

Foods and
Beverages Sold

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

Foods and
Beverages Provided

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

Wellness Goals

Nutrition Promotion
and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.
3. The District shall provide professional development so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

3. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.
4. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, lifelong physical activity for District employees and students.
5. The District shall encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.
6. The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day. [See GKD]

Other School-Based Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.
2. The District shall promote wellness for students and their families at suitable District and campus activities.
3. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

Implementation

The Superintendent shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification

The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention

The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

The District shall notify a parent of a student with whom an educator is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification (SBEC) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an educator's alleged abuse or commission of an otherwise unlawful act with the student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with the student.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The potential effect of the misconduct on the school environment;
 - e. Requirements of Chapter 37 of the Education Code; and
 - f. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.

3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the District and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LLEGAL)]

Pflugerville Independent School District - Job Description

Job Title/Position:	Security Officer	Department/School:	Health & Safety Services
Pay Information:	Clerical/Paraprofessional Compensation Plan	Supervised By:	Executive Director of Health & Safety or Designee
FLSA:	Non-Exempt	Date Revised:	January 2020

Primary Purpose:

Ensure the safety and well-being of all students and staff at assigned school site(s). Provide routine security duties and protection for students and vehicles in the student parking lot and provide first line of assistance/intervention in dealing with related issues. Assist school administration and staff in maintaining order, resolving conflicts, and ensuring that student school code of conduct and district local board policies are followed on school property.

Minimum Qualifications (Experience/Education/Certification):

High school diploma or GED; two (2) years of experience in security of schools, government, industry, military, or law enforcement; valid Driver's License and clean driving record; CPR certification; pass screening and DPS background checks.

Major Responsibilities:

1. Provide visibility, patrol interior and exterior of campus or district owned property, provide assistance, and be an emergency contact for all staff, students, faculty and guests of the school site.
2. Report all concerns related to health and safety to department administration, and incidents of misbehavior to the proper school authority.
3. Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards, as requested.
4. Assist local law enforcement and other emergency response staff as requested.
5. Complete all documentation and incident reports as established by campus, department, or district administration.
6. Develop and maintain effective working relationships with all stakeholders within PfISD.
7. Assist in evacuations of students and staff during drills and emergency situations.
8. Respond to calls for service which may include theft, criminal mischief, and minor investigations, escorting students as requested, disturbances or disorders on school district sites.
9. Work overtime assignments as assigned on any campus within the district.
10. Maintain professional standards and a school environment that is safe and secure for all students and staff.
11. Maintain and follow all necessary rules and regulations to maintain Security officer license with Texas DPS.
12. Follow Educator Code of Conduct & all policies, procedures, laws and State/Federal regulations.
13. Perform other duties as assigned.

Special Knowledge/Skills:

- Supervise and direct students in a friendly, unemotional manner.
- Work cooperatively and effectively with faculty and staff.
- Interpret and enforce rules and regulations according to varying situations.
- Write complete and concise reports.
- Handle a variety of tasks and set priorities among them for timely completion.
- Perform well under pressure.
- Resolve matters with discretion and diplomacy.
- Exercise discretion in the dissemination of information.
- Ability to use two-way radios, computers, and body cameras.

Supervisory Responsibilities:

None

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Exposure daily to possible adverse weather elements for extended periods of time. Must be able to push, pull, lift, and/or carry at least 40 lbs. Maintain emotional control under stress. May be subjected to hazardous conditions. Ability to endure continuous walking and standing.

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Employee's Signature: _____ Date: _____

Employee's Printed Name: _____

Pflugerville Independent School District - Job Description

Job Title/Position:	Police Officer	Department/School:	Police Department/Assigned Campus(es)
Pay Information:	Police Department Compensation Plan	Supervised By:	Chief of Police
FLSA:	Non-Exempt	Date Revised:	January 2020

Primary Purpose:

Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

Minimum Qualifications (Experience/Education/Certification):

High school diploma or GED; Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE); clear and valid Texas driver's license; background in law enforcement or related work experience.

Major Responsibilities:

1. Perform daily operations of the district police department to ensure effective law enforcement.
2. Coordinate and collaborate enforcement activities with other department directors and campus principals and work cooperatively to develop and implement preventative policing, police programs, gang management plans, and other safety programs; collaborate with PD Leadership and the Executive Director of Health, Safety, Crisis and Emergency Management as appropriate.
3. Investigate and make recommendations on all complaints and accusations made against district police officers or staff as assigned by PD leadership.
4. Develop and present in-service training for department and PfISD employees as appropriate.
5. Ensure enforcement of all laws and ordinances within the scope of board policy and the jurisdiction of district.
6. Oversee investigation of criminal activities that occur within the district's jurisdiction and support other agencies conducting investigations.
7. Serve as district liaison to state and local law enforcement agencies and juvenile authorities and represent the district on assigned committees and task forces.
8. Patrol district property to protect all students, staff and visitors from physical harm and prevent property loss due to theft or vandalism.
9. Follow the district Emergency Response Guide and Emergency Operations Procedures (EOP).
10. Collaborate, communicate and coordinate with the PfISD HR Administrator as appropriate.
11. Compile, maintain, and file all reports, records, and other documents as required.
12. Communicate effectively with students, parents, staff, and the community.
13. Adhere to standards for the department based on accepted practices in each specific area of operation.
14. Follow Educator Code of Conduct & all policies, procedures, laws and State/Federal regulations.
15. Perform other duties as assigned.

Special Knowledge/Skills:

- General knowledge of criminal investigation, police report writing, and criminal laws
- Training and ability to subdue offenders, including use of firearms and handcuffs
- Bonded as required by Texas Education Code §37.081(h)
- Ability to pass required physical, psychiatric, and drug tests
- Ability to work well with youth and adults

Supervisory Responsibilities:

None

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; call back status for emergencies.

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Employee's Signature: _____ Date: _____

Employee's Printed Name: _____

**District Police
Department**

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

Supervisory
Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control. Officers shall have statewide jurisdiction while traveling for District events in accordance with the Texas Code of Criminal Procedure.

Police Authority

Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of all laws as necessary.
5. Enforce all laws and District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Assist in investigating violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.

8. Carry out all other duties as directed by the chief of police or Superintendent.

District police officers shall not be assigned routine classroom discipline or administrative tasks. District police officers shall only be assigned duties relating to law enforcement intervention and shall not be tasked with behavioral or administrative duties better addressed by other District employees.

Temporary Assignment

District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.

Limitations on Nonschool Employment

No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police.

Relationship with Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts among the department and the agencies. The memorandum of understanding shall be approved by the Board.

Video Monitoring

If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.

Access to Recordings

Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Body-Worn Cameras

District officers shall use body-worn cameras only when performing official law enforcement duties and in accordance with the provisions of the District police department's body-worn camera program. Officers shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.

Training

All District officers shall receive at least the minimum amount of education and training required by law.

Department Regulations Manual

To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the ad-

ministration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.

Racial Profiling

The chief of police shall develop and implement regulations to ensure compliance with state law regarding racial profiling. Police officers employed by the District shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.

Use of Force

The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.

High-Speed Pursuit

Officers shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.

Complaints

Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint.

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

[See CKEA(LEGAL)]

School Marshals

Pursuant to its authority under state law, the Board may appoint an employee of the District to serve as a school marshal if the employee is certified as eligible by the Texas Commission on Law Enforcement (TCOLE). [See CKEB(LEGAL)]

Pflugerville Independent School District - Job Description

Job Title/Position:	Asst Chief of Police	Department/School:	Police Department
Pay Information:	Police Department Compensation Plan	Supervised By:	Superintendent
FLSA:	Exempt	Date Revised:	November 2022

Primary Purpose:

Direct and manage district police department. Coordinate daily operations of department to provide safe environment for students and staff. Coordinate efforts with other law enforcement agencies engaging with the school district. Ensure enforcement of all federal, state, and local laws and ordinances.

Minimum Qualifications (Experience/Education/Certification):

High school diploma or GED. Graduation from TCOLE Approved Academy. Texas Peace Officer license issued by Texas Commission on Law Enforcement (TCOLE). Clear and valid Texas driver's license. Meet and maintain liability eligibility. SRO training completed before employment or equivalent advanced training by National Association of School Resource Officers. Five years' law enforcement experience in supervisory or command capacity. Demonstrated community activities. Past officer trainer experience.

Major Responsibilities:

1. Direct the daily operations of the district police department to ensure effective law enforcement; ensure enforcement of all laws and ordinances within the scope of board policy and the jurisdiction of district.
2. Establish and maintain standards for the department based on accepted practices in each specific area of operation; develop department safety procedures including procedures for safe handling and use of firearms and other equipment.
3. Coordinate and collaborate enforcement activities with other department directors and campus principals to ensure that police department policies, procedures and general orders are in line with other department and district policies, procedures and regulations; regularly meet with campus and central office administration on security, safety and law enforcement matters; work cooperatively to develop and implement preventative policing, police programs, gang management plans, and other safety programs.
4. Oversee investigation of criminal activities that occur within the district's jurisdiction and support other agencies conducting investigations.
5. Develop and present in-service training for department and PfISD employees as appropriate.
6. Prepare, compile, maintain, and file all reports, records, and other documents as required.
7. Serve as district liaison to state and local law enforcement agencies and juvenile authorities; represent the district on assigned committees and task forces; respond to specific requests from other agencies or departments and organize department resources to meet requests.
8. Patrol district property to protect all students, staff and visitors from physical harm and prevent property loss due to theft or vandalism.
9. Follow the district Emergency Response Guide and Emergency Operations Procedures (EOP).
10. Collaborate, communicate and coordinate with the PfISD HR Administrator; coordinate all HR functions with the PfISD HR Administrator and follow/align practices with existing HR procedures and regulations; select, train, supervise, and evaluate staff and make sound recommendations relative to assignment, retention, discipline, and dismissal.
11. Investigate and make recommendations on all complaints and accusations made against district police officers or police department staff.
12. Maintain secured property room for storage of weapons and contraband confiscated by district police officers.
13. Compile and administer department budget based on documented needs. Ensure that operations are cost-effective and funds are managed wisely.
14. Work with command staff to solve day-to-day problems within the department.
15. Coordinate police activities with campus activities and campus/departments activities.
16. Demonstrate awareness of district and community needs and initiate activities to meet identified needs.
17. Present a positive image of the department at all times, being positive and supportive of the ISD and its staff in all communications and interactions, both internally and externally.
18. Keep the Superintendent abreast of legal issues and department activities.
19. Comply with the Texas Educator's Code of Ethics, & all policies, procedures, laws and State/Federal regulations.
20. Perform any other duties as assigned.

Special Knowledge/Skills:

- Knowledge of overall operations of a police department
- Knowledge of criminal investigations, police report writing, and criminal law
- Ability to manage budget and personnel
- Training and ability to subdue offenders, including use of firearms and handcuffs
- Bondable as required by Texas Education Code §37.081(h)
- Strong public relations, organizational, communication, and interpersonal skills
- Knowledge of local and state laws
- Knowledge of local government administrative structure, policies and administrative procedures
- Ability to work with students, parents, faculty and community
- Strong organizational, communication and interpersonal skills
- Ability to problem solve, think critically and manage conflict under stress of time constraints and emotional witnesses/victims
- Ability to Collaborate, Coordinate and work as a team member with other ISD leaders

Supervisory Responsibilities:

Supervise, evaluate, and recommend personnel actions of police officers and department staff

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Tools/Equipment Used: District vehicle, firearm, handcuffs, alarm system, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking, climbing and running; frequent keyboarding and use of mouse; frequent driving

Lifting: Moderate lifting and carrying (less than 15 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather). Frequent districtwide travel

Other: Specific hearing and visual requirements. May be exposed to adverse and hazardous working conditions, including violent and armed confrontations in extreme cases. Ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously. Physical fitness tests are required quarterly. This position may involve routine exposure to blood or bodily fluids. Regular attendance is required for this position.

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

*Districts employing police officers must have adopted policies CKE (Legal) and DEB (Legal). The district must also have a memorandum of understanding that outlines reasonable communication and coordination efforts between school police department and law enforcement agencies that have overlapping functions.

***To meet the executive exemption test, the primary duty must be management **and** the employee must supervise at least two full-time employees.*

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Employee's Signature: _____

Date: _____

Employee's Printed Name: _____

Pflugerville Independent School District - Job Description

Job Title/Position:	Lieutenant	Department/School:	Police Department/Assigned Campus(es)
Pay Information:	Police Department Compensation Plan	Supervised By:	Chief of Police
FLSA:	Exempt	Date Revised:	January 2020

Primary Purpose:

Supports and facilitates the educational process within the district by providing a safe and secure environment through enforcement of state laws, preservation of public order, protection of life and the prevention, detection, or investigation of crime. Supports effective law enforcement throughout the school district by providing supervision, training, and direction to all department personnel under their command.

Minimum Qualifications (Experience/Education/Certification):

High school diploma or equivalent and all other underlying education and experience required of the School District Police Officer position; 4 years of progressively responsible law enforcement experience within the State of Texas; 2 year's supervisory experience; 2 years' experience PfISD Sergeant; Intermediate Certified Peace Officers Certificate from TCLEOSE; completion or current progression through the Law Enforcement Management Institute (LEMIT). Supervisory training; clear and valid Class C Texas drivers license.

Major Responsibilities:

1. Provide supervision for the training and daily administrative operations for assigned School District Police Sergeants and Officers.
2. Supervise and direct assigned personnel: assign and review work; schedule work hours, including overtime hours; train Police personnel; complete performance evaluations; make recommendations regarding hiring and terminating the employment of assigned personnel; administer disciplinary action, including reprimanding and suspending personnel as required.
3. Assist the School District Chief of Police in all organizational elements to include budgeting, investigations, hiring, supervising, scheduling, training, crime prevention, record management, and dispatching. Assume the duties of the School District Chief of Police, as required. Coordinate special projects as assigned by School District Chief of Police.
4. Plan and develop short and long-term strategic planning initiatives in conjunction with the School District Chief of Police in order to support the goals of the Police Department in promoting district-wide safety for the Pflugerville Independent School District.
5. Develop, recommend, and implement operating procedures to enhance the effectiveness of the department/section. Maintain departmental records that include personnel training records.
6. Effectively communicate and collaborate with district personnel, students, parents, and the community.
7. Direct criminal investigations while facilitating communication with internal departments and external agencies.
8. Facilitate the coordination between the School Police, outside law enforcement, and external agencies; Represents the School Police on departmental matters with federal, state, and local agencies, as directed.
9. Support the School District Police Department in roles that include: providing input regarding equipment needs for budget purposes, completing state required uniform crime reports, initiating District-wide traffic assessments, scheduling overtime assignments, processing evidence, testing controlled substances, providing emergency response for Transportation incidents, and providing security for Board meetings or other special events.
10. Perform any or all duties of a Patrol Officer, as needed: must be available to respond to rapid callbacks to fill officer opening or to support on-duty officers in response to calls for service and initial investigations of criminal and traffic offenses: act as officer backup when needed.
11. Serve on the department's hiring board, as needed: interview candidates and recommend the hiring of departmental personnel.
12. Investigate or assign personnel to investigate all offenses, adult and juvenile, which occur within the department's jurisdiction: investigate crime scenes; operate and maintain investigative equipment; conduct surveillance and stakeout operations. Administer Crime Victims Compensation Program information: prepare and submit reports as directed by department management; maintain departmental administrative records and files.
13. Conduct or oversees internal affairs investigations, as assigned by the Chief of Police or his designate.
14. Ensure confiscated property and evidence is stored and disposed of in accordance with department policies and Procedures. Prepare cases for presentation to County/District Attorney's Office: appear in court to present evidence or serve as witness.
15. Demonstrate a high level of personal integrity, a collaborative leadership style and high ethical standards.
16. Obtain and maintain training and certification levels as required by the department, TCLEOSE, TCIC/NCIC.
17. Comply with the Texas Educator's Code of Ethics & all policies, procedures, laws and State/Federal regulations.
18. Perform other duties as assigned.

Special Knowledge/Skills:

- General knowledge of criminal investigation, police report writing, and criminal laws
- Training and ability to subdue offenders, including use of firearms and handcuffs
- Bonded as required by Texas Education Code §37.081(h)
- Ability to pass required physical, psychiatric, and drug tests
- Ability to work well with youth and adults

Supervisory Responsibilities:

PfISD PD Police Officers and civilian PfISD PD employees

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Employee's Signature: _____

Date: _____

Employee's Printed Name: _____

Pflugerville Independent School District - Job Description

Job Title/Position:	Police Officer - Detective	Department/School:	Police Department/Assigned Campus(es)
Pay Information:	Police Dept. Compensation Plan	Supervised By:	Chief of Police
FLSA:	Non-Exempt	Date Revised:	April 2020

Primary Purpose:

Conduct investigations into criminal offenses. Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

Qualifications (Experience/Education/Certification):

High school diploma or GED; clear and valid Texas driver's license; Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE); background in law enforcement or related work experience; 2 years' experience as a certified Police Officer.

Major Responsibilities:

1. Perform any or all duties of a Patrol Officer / School District Police Officer, as needed: respond to emergency calls and routine complaints and disturbances; take action as necessary; serve warrants.
2. Conduct investigations into criminal offenses: investigate crime scenes; investigate gang activity;
3. Operate and maintain investigative equipment; gather and label evidence maintaining a proper chain of custody; take photographs and fingerprints for court case preparation; interview witnesses and suspects.
4. Serve as primary investigator for internal complaints as directed, both administrative and internal affairs related.
5. Investigate and make recommendations on complaints and accusations made against district police officers or staff, as assigned by PD leadership.
6. Make arrests; file charges before appropriate judges; escort suspects to court appearances.
7. Accurately prepare and maintain written statements, depositions, and reports concerning crimes, complaints, and investigations.
8. Cooperate with other law enforcement agencies and municipal police departments as directed and as outlined in PfISD PD's MOU's with other agencies: share information; serve on interagency task forces; provide support for joint investigations and other law enforcement operations.
9. Act as department liaison with community groups to foster good police-community relations: provide schools and community groups with reliable information regarding police department activities and crime prevention methods.
10. Train other police personnel in investigative matters and SDPO duties, as needed.
11. Act as replacement or support personnel for SDPO's or patrol officer, as necessary.
12. Supervise and coordinate special events, as assigned.
13. Research crime statistics and compile reports, as requested.
14. Follow the district Emergency Response Guide and Emergency Operations Procedures (EOP).
15. Collaborate, communicate and Coordinate with the PfISD HR Administrator as appropriate.
16. Compile, maintain, and file all reports, records, and other documents as required.
17. Adhere to standards for the department based on accepted practices in each specific area of operation.
18. Follow Educator Code of Conduct & all policies, procedures, laws and State/Federal regulations.
19. Perform other duties as assigned.

Special Knowledge/Skills:

- General knowledge of criminal investigation, police report writing, and criminal laws
- Ability to apply general management/leadership principles and train others
- Excellent communication (verbal and written), analytical, and organizational skills and the ability to understand and relay detailed written and verbal operating procedures and instructions
- Completion of specialized training relating specifically to investigative techniques/methods
- Training and ability to subdue offenders, including use of firearms and handcuffs
- Bonded as required by Texas Education Code §37.081(h)
- Ability to pass required physical, psychiatric, and drug tests
- Ability to work well with youth and adults

Supervisory Responsibilities:

None.

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; call back status for emergencies.

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Employee's Signature: _____

Date: _____

Employee's Printed Name: _____

Pflugerville Independent School District - Job Description

Job Title/Position:	Sergeant	Department/School:	Police Department/Assigned Campus(es)
Pay Information:	Police Department Compensation Plan	Supervised By:	Chief of Police
FLSA:	Non-Exempt	Date Revised:	January 2020

Primary Purpose:

A School District Police Sergeant is the first-level of management within the department that exercises direct supervision over PfISD Police Officers, as well as civilian personnel, and volunteers. Sergeants work independently using discretion and judgment in making decisions and performing a full-range of police duties. Facilitates school-based law enforcement by providing effective supervision, training, and direction to assigned personnel; may manage the resources, equipment, and materials of specific programs directed toward enhancing department and school district goals and objectives to provide for a safe learning environment for all stakeholders.

Minimum Qualifications (Experience/Education/Certification):

High school diploma or equivalent and all other underlying education and experience required of the School Resource Officer position; 2 years' experience as a senior police officer; clear and valid Class C Texas drivers' license; supervisory training; completion of the Law Enforcement Management Institute (LEMIT) within 2 years of assuming Sergeant position.

Major Responsibilities:

1. Supervise and direct assigned School Resource Officer personnel: assign and review work; schedule work hours, including compensatory time and overtime hours; complete performance evaluations; make recommendations regarding hiring and terminating the employment of assigned personnel; administer disciplinary action, including reprimanding and suspending personnel as required.
2. Train and mentor new officers; provide ongoing training, as required, for all police personnel.
3. Develop, recommend, and implement approved policies, procedures, and goals to enhance the effectiveness of the department.
4. Identify resources needed and review level of need with appropriate management staff. Allocate resources accordingly.
5. Perform any or all duties of a School Resource Officer, as necessary; must be available to respond to rapid callbacks to support any police operation or call for service.
6. Visit accident scenes, crime scenes, and incidents to provide assistance and review the activities of subordinates.
7. Supervise and participate in the investigation of cases involving subordinates. Conduct interviews with students, school district personnel, and citizens, as necessary. Respond to all internal and external complaints in a tactful manner.
8. Stay current with trends and innovations in the field of school based law enforcement.
9. Serve on department hiring boards, as needed; interview candidates and make recommendations in the hiring and promotion of department employees.
10. Effectively communicate and collaborate with district personnel, students, parents, and the community.
11. Prepare and submit program and division reports as directed by the Chief of Police or designate.
12. Prepare cases for presentation to District and/or County Attorney offices; appear in court to present evidence or serve as a witness.
13. Monitor and maintain all vehicles and equipment assigned to his/her section.
14. Assume duties of commanding officer, as necessary. Perform all duties of a police officer, as required.
15. Follow Educator Code of Conduct & all policies, procedures, laws and State/Federal regulations.
16. Perform other duties as assigned.

Special Knowledge/Skills:

- General knowledge of criminal investigation, police report writing, and criminal laws
- Training and ability to subdue offenders, including use of firearms and handcuffs
- Bonded as required by Texas Education Code §37.081(h)
- Ability to pass required physical, psychiatric, and drug tests
- Ability to work well with youth and adults

Supervisory Responsibilities:

PfISD PD Police Officers and civilian PfISD PD employees.

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Employee's Signature: _____ Date: _____

Employee's Printed Name: _____

Pflugerville ISD Parent & Family Engagement Policy



Pflugerville ISD Parent & Family Engagement Policy ESSA Section 1116 (a) 2024-2025

General

1. *ESSA Section 1116 (a) (1): Pflugerville ISD will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.*

Pflugerville ISD recognizes that families are most closely involved with their child's classroom and campus, and to that end, PfISD provides support to campus administrators to best organize, plan, and implement family engagement activities for their specific campus. The district outlines its overarching Parent and Family Engagement efforts through the [2023-2024 Pflugerville ISD Student Handbook \(pg. 89\)](#) **Parent and Family Engagement (All Grade Levels)**

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- [Monitoring your child's academic progress and contacting teachers as needed.](#)
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school [volunteer](#).
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- [Contacting school officials](#) if you are concerned with your child's emotional or mental well-being.
- Attending [board meetings](#) to learn more about district operations.

Written Policy	
2.	<i>ESSA Section 1116 (a) (2): Pflugerville ISD receives Title I, Part A funds. Our goal is to plan and implement effective parent and family engagement activities to improve student academic achievement and school performance. Therefore, Pflugerville ISD will develop jointly with, agree with, and distribute to parents and family members of participating children a written Parent & Family Engagement Plan.</i>
Pflugerville ISD develops jointly with, agrees with, and distributes to parents and family members the written Parent & Family Engagement Plan through these systems: <ul style="list-style-type: none"> • Input from the District Academic Advisory Council, which is composed of representative parents, classroom teachers, community & business members, and other school district staff. • Consensus from District Academic Advisory Council members with specific feedback from members' campuses, parent and family groups, and community & business groups. • Distribution through the Pflugerville ISD district website and digital resources 	
3.	ESSA Section 1116 (a) (2) (A): Pflugerville ISD will involve parents and family members in jointly developing the local educational agency plan (the District Improvement Plan [DIP]) under ESSA Section 1112, and the development and support of improvement plans under paragraphs (1) and (2) of ESSA Section 1111 (d).
Pflugerville ISD involves parents and family members in jointly developing the District Improvement Plan through these systems: <ul style="list-style-type: none"> • The District Academic Advisory Council members provide perceptual feedback through surveys during the spring semester to inform the upcoming school year's District Improvement Plan. 	
4.	ESSA Section 1116 (a) (2) (B): Pflugerville ISD will provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. This may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
Pflugerville ISD provides coordination, technical assistance, and other support to assist and build the capacity of campuses through these systems: <ul style="list-style-type: none"> • The Federal & State Programs Department allocates Title I, Part A funds to each Title I campus for parent & family engagement efforts, and during the 2019-2020 school year, will add a Title I Parent & Family Engagement Coordinator position to shepherd the work of parent & family engagement efforts. • The Special Programs Departments, including Multilingual Education, Special Education, Career & Technical Education, Section 504 & Dyslexia Services, Career & College Readiness, and Advanced Academics, provide parent and family engagement information sessions throughout the school year to help parents and families access current resources. • The Pflugerville Education Foundation (PEF) provides resources to help Pflugerville ISD students reach their full potential. 	
5.	ESSA Section 1116 (a) (2) (C): Pflugerville ISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
Pflugerville ISD coordinates and integrates parent and family engagement strategies under Title I, Part A with other federal, state, and local laws and programs through these strategies: <ul style="list-style-type: none"> • Campuses offer transition welcoming events for new students, parents, and families including Pre-K Camp, Kinder Camp, 6th grade workshop, freshmen orientation and other induction activities. • The Multilingual Department coordinates with campuses to provide services to parents and families for English language acquisition, family literacy support, and refugee/recent immigrant supports. • The Social Work Department provides specialized support to students, parents, and families and connects them to community services and support. 	

6.	<p>ESSA Section 1116 (a) (2) (D): Pflugerville ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part including identifying:</p>
	<p>(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);</p> <p>(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and</p> <p>(iii) Strategies to support successful school and family interactions.</p> <p>ESSA Section 1116 (a) (2) (E): Pflugerville ISD will use the findings of such evaluation identified in subpart D (above) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies in this section;</p>
<p>Pflugerville ISD conducts an annual evaluation of the content & effectiveness of the parent and family engagement plan during the fall semester each year through its District Academic Advisory Council (DAAC). The DAAC members review the plan and make recommendations for refinement by considering barriers to participation, the needs of parents and family members, and strategies for successful engagement.</p>	
7.	<p>ESSA Section 1116 (a) (2) (F): Pflugerville ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.</p>
<p>Pflugerville ISD involves parents in school activities through a variety of groups including Parent Teacher Organizations, Parent Teacher Associations, Fine Arts Booster Clubs, Athletic Booster Clubs, District Advisory Committees such as DAAC, CTE Redesign Committee, Parent Advisors for Gifted Education (PAGE), etc.</p>	
8.	<p>ESSA Section 1116 (a) (3): Pflugerville ISD reserves at least 1% of its Title I allocation to assist schools to carry out the activities described in the Parent and Family Engagement Plan.</p>
<p>Pflugerville ISD allocates \$3,656,455 directly to campuses for parent and family engagement activities. These funds are allocated on a per-pupil basis per each socioeconomically disadvantaged student per Title I campus. Each campus also budgets and expends additional campus and Title I funds to support their family engagement efforts.</p> <p>Funds are used to</p> <ul style="list-style-type: none"> • Provide professional development for district and school personnel about parent & family engagement strategies. • Support programs that reach parents and family members at home, in the community, and at school. • Disseminate information on best practices focused on parent and family engagement, especially those for increasing engagement of economically disadvantaged parents and family members. • Collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. • Engage in any other activities and strategies that Pflugerville ISD determines are appropriate and consistent with the district parent and family engagement plan. 	
<p>These Pflugerville ISD campuses are served with Title I, Part A funds during the 2021-22 school year:</p>	
<p>High Schools (2): Connally, Pflugerville</p> <p>Middle Schools (5): Bohls, Dessau, Park Crest, Pflugerville, Westview</p> <p>Elementary Schools (15): Barron, Brookhollow, Caldwell, Copperfield, Dearing, Delco, Dessau, Northwest, Parmer Lane, Pflugerville, River Oaks, Spring Hill, Timmerman, Wieland, Windermere</p>	

ESSA Section 1118 (e): To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Pflugerville ISD shall:

- Provide assistance to parents of children served by Pflugerville ISD in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- Provide such other reasonable support for parental involvement activities under this section as parents may request.

The District Academic Advisory Council reviewed this plan on September 20, 2023, and will confirm it on November 2, 2023. The DAAC is chaired by Adelaida Olivarez, Chief Academic & Innovation Officer, and the Parent & Family Engagement Plan is facilitated by Dana Wilcott, Coordinator of Family Services.

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Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

STUDENT WELFARE
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FFH
(LOCAL)

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Title IX Sexual Harassment	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

HB3 Early Childhood Math Plan District Goal - PfISD

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 43% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
43%	49%	51%	53%	55%	57%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	34%	32%	59%	n/a	64%	n/a	55%	17%	26%	n/a	29%	n/a	n/a
2024-2025	40%	38%	65%	n/a	70%	n/a	61%	23%	32%	n/a	35%	n/a	n/a
2025-2026	42%	40%	67%	n/a	72%	n/a	63%	25%	34%	n/a	37%	n/a	n/a
2026-2027	44%	42%	69%	n/a	74%	n/a	65%	27%	36%	n/a	39%	n/a	n/a
2027-2028	46%	44%	71%	n/a	76%	n/a	67%	29%	38%	n/a	41%	n/a	n/a
2028-2029	48%	46%	73%	n/a	78%	n/a	69%	31%	40%	n/a	43%	n/a	n/a
2029-2030	51%	49%	76%	n/a	81%	n/a	72%	34%	43%	n/a	46%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - PfISD

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 94% in Spring 2024 to 100% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
94%	95%	96%	97%	98%	99%	100%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	95%	93%	94%	n/a	97%	n/a	96%	87%	93%	n/a	95%	n/a	n/a
2024-2025	96%	94%	95%	n/a	98%	n/a	97%	88%	94%	n/a	96%	n/a	n/a
2025-2026	97%	95%	96%	n/a	99%	n/a	98%	89%	95%	n/a	97%	n/a	n/a
2026-2027	98%	96%	97%	n/a	100%	n/a	99%	90%	96%	n/a	98%	n/a	n/a
2027-2028	99%	97%	98%	n/a	100%	n/a	100%	91%	97%	n/a	99%	n/a	n/a
2028-2029	100%	98%	99%	n/a	100%	n/a	100%	92%	98%	n/a	100%	n/a	n/a
2029-2030	100%	99%	100%	n/a	100%	n/a	100%	93%	99%	n/a	100%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested
Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - PfISD

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 56% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
56%	59%	61%	63%	65%	67%	70%	

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	49%	57%	63%	n/a	63%	n/a	67%	31%	51%	n/a	59%	n/a	n/a
2024-2025	52%	60%	66%	n/a	66%	n/a	70%	34%	54%	n/a	62%	n/a	n/a
2025-2026	54%	62%	68%	n/a	68%	n/a	72%	36%	56%	n/a	64%	n/a	n/a
2026-2027	56%	64%	70%	n/a	70%	n/a	74%	38%	58%	n/a	66%	n/a	n/a
2027-2028	58%	66%	72%	n/a	72%	n/a	76%	40%	60%	n/a	68%	n/a	n/a
2028-2029	60%	68%	74%	n/a	74%	n/a	78%	42%	62%	n/a	70%	n/a	n/a
2029-2030	63%	71%	77%	n/a	77%	n/a	81%	45%	65%	n/a	73%	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated) (English version results (966 students On Track) + Spanish version results (114 students On Track; out of 1926 total students)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - PfISD

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 63% in Spring to 70% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
63%	65%	66%	67%	68%	69%	70%	

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	51%	56%	75%	n/a	76%	n/a	74%	39%	51%	n/a	56%	n/a	n/a
2024-2025	53%	58%	77%	n/a	78%	n/a	76%	41%	53%	n/a	58%	n/a	n/a
2025-2026	54%	59%	78%	n/a	79%	n/a	77%	42%	54%	n/a	59%	n/a	n/a
2026-2027	55%	60%	79%	n/a	80%	n/a	78%	43%	55%	n/a	60%	n/a	n/a
2027-2028	56%	61%	80%	n/a	81%	n/a	79%	44%	56%	n/a	61%	n/a	n/a
2028-2029	57%	62%	81%	n/a	82%	n/a	80%	45%	57%	n/a	62%	n/a	n/a
2029-2030	58%	63%	82%	n/a	83%	n/a	81%	46%	58%	n/a	63%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the District Improvement Plan

HB3 Early Childhood Literacy Plan Goal - PfISD

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 48% in Spring 2024 to 68% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
48%	53%	56%	59%	62%	65%	68%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	40%	35%	64%	n/a	70%	n/a	66%	15%	30%	n/a	34%	n/a	n/a
2024-2025	45%	40%	69%	n/a	75%	n/a	71%	20%	35%	n/a	39%	n/a	n/a
2025-2026	48%	43%	72%	n/a	78%	n/a	74%	23%	38%	n/a	42%	n/a	n/a
2026-2027	51%	46%	75%	n/a	81%	n/a	77%	26%	41%	n/a	45%	n/a	n/a
2027-2028	54%	49%	78%	n/a	84%	n/a	80%	29%	44%	n/a	48%	n/a	n/a
2028-2029	57%	42%	81%	n/a	87%	n/a	83%	32%	47%	n/a	51%	n/a	n/a
2029-2030	60%	60%	76%	n/a	82%	n/a	78%	35%	50%	n/a	54%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - PfISD

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 29% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
29%	34%	39%	44%	49%	54%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	28%	23%	36%	n/a	44%	n/a	57%	18%	25%	n/a	27%	n/a	n/a
2024-2025	33%	28%	41%	n/a	49%	n/a	62%	23%	30%	n/a	32%	n/a	n/a
2025-2026	38%	33%	46%	n/a	54%	n/a	67%	28%	35%	n/a	37%	n/a	n/a
2026-2027	43%	38%	51%	n/a	59%	n/a	72%	33%	40%	n/a	42%	n/a	n/a
2027-2028	48%	43%	56%	n/a	64%	n/a	77%	38%	45%	n/a	47%	n/a	n/a
2028-2029	53%	48%	61%	n/a	69%	n/a	82%	43%	50%	n/a	52%	n/a	n/a
2029-2030	59%	54%	67%	n/a	75%	n/a	88%	49%	56%	n/a	58%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - PfISD

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 43% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
43%	46%	49%	52%	55%	58%	60%	

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	40%	35%	56%	n/a	46%	n/a	53%	23%	33%	n/a	36%	n/a	n/a
2024-2025	43%	38%	59%	n/a	49%	n/a	56%	26%	36%	n/a	39%	n/a	n/a
2025-2026	46%	41%	62%	n/a	52%	n/a	59%	29%	39%	n/a	42%	n/a	n/a
2026-2027	49%	44%	65%	n/a	55%	n/a	62%	32%	42%	n/a	45%	n/a	n/a
2027-2028	52%	47%	68%	n/a	58%	n/a	65%	35%	45%	n/a	48%	n/a	n/a
2028-2029	55%	50%	71%	n/a	61%	n/a	68%	38%	48%	n/a	51%	n/a	n/a
2029-2030	57%	52%	73%	n/a	63%	n/a	70%	40%	50%	n/a	53%	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)
Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated) (English version results (696 students On Track in all three subtests) + Spanish version results (127 students On Track in all three subtests; out of 1926 total students tested)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - PfISD

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 55% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
55%	58%	61%	64%	66%	68%	70%	

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	46%	47%	69%	n/a	75%	n/a	63%	22%	41%	n/a	47%	n/a	n/a
2024-2025	49%	50%	72%	n/a	76%	n/a	66%	25%	44%	n/a	50%	n/a	n/a
2025-2026	52%	53%	75%	n/a	79%	n/a	69%	28%	47%	n/a	53%	n/a	n/a
2026-2027	55%	56%	78%	n/a	82%	n/a	72%	31%	50%	n/a	56%	n/a	n/a
2027-2028	57%	58%	80%	n/a	84%	n/a	74%	33%	52%	n/a	58%	n/a	n/a
2028-2029	59%	60%	82%	n/a	86%	n/a	76%	35%	54%	n/a	60%	n/a	n/a
2029-2030	61%	62%	84%	n/a	88%	n/a	78%	37%	56%	n/a	62%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +
Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

Strategies are included in the District Improvement Plan

CCMR Graduates District Goals - Pflugerville ISD

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

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)
57%	69%	72%	75%	78%	82%	85%	88%

Yearly Target Goals -- by Student Group

(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 <small>(Actual Outcomes for Goal-Setting)</small>	44%	46%	66%	n/a	75%	n/a	58%	43%	36%	48%	58%	48%	61%
Class of 2023 <small>(Actual Outcomes for Goal-Setting)</small>	62%	65%	78%	n/a	82%	n/a	68%	64%	52%	63%	89%	36%	71%
Class of 2024	65%	68%	81%	n/a	85%	n/a	71%	67%	55%	66%	89%	39%	74%
Class of 2025	68%	71%	84%	n/a	88%	n/a	74%	70%	58%	69%	89%	42%	77%
Class of 2026	71%	74%	87%	n/a	91%	n/a	77%	73%	61%	72%	92%	45%	80%
Class of 2027	75%	78%	91%	n/a	95%	n/a	81%	77%	65%	76%	92%	49%	84%
Class of 2028	78%	81%	94%	n/a	95%	n/a	84%	80%	68%	79%	95%	52%	87%
Class of 2029	81%	84%	95%	n/a	95%	n/a	87%	83%	71%	82%	95%	55%	90%

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

See District Improvement Plan, Goal 3: PfISD will connect high school to career and college.