

Targeted Improvement Plan for Pflugerville Middle School

Additional Targeted Support

Selection of School Improvement Strategy

Pflugerville Middle School will implement Intensive Curriculum and Instruction Improvements. The district has been awarded a LASO 3 Instructional Leadership Pathways grant to support the implementation of this strategy.

The school improvement strategy for Pflugerville Middle School focuses on strengthening school culture systems and classroom rigor through PLC protocols, which research and district experience show can drive rapid improvements in student outcomes. Leaders participate in targeted training, observe coaching practices, and engage in facilitated fishbowl coaching conversations. This approach ensures that strategies are implemented with fidelity and that leadership practices, collaborative planning, and consistent classroom expectations are aligned to promote measurable and sustainable student growth.

The district has partnered with Big Rocks Education Services (BRES), a State Approved Provider with a national track record of helping schools and districts build strong systems and improve student outcomes. The Department of School Improvement works alongside the BRES coach to facilitate the implementation of strategies and supporting leaders in applying the work effectively at Pflugerville Middle School..

The goals for the strategy are as follows:

- Increase the All Grades ELA/Reading Meets Grade Level or Above STAAR for 2025-26 from 47% to 59%
- Increase the All Grades Math Meets Grade Level or Above STAAR for 2025-26 from 24% to 48%
- Increase the Component Points for Academic Achievement Component of Domain III from 15 out of 32 possible points (46.9 pts) to 20 out of 32 points (62.5 component pts)
- Increase the Component Points for the Growth Status Component of Domain III from 2 out of 32 possible points (6.3 pts) to 8 out of 32 possible points (25 component pts)
- Continue to meet interim target with 3 out of 4 possible points (75 pts) for the ELP Status Component of Domain III
- Increase the Component Points for the Student Success Status Component of Domain III from from 0 out of 16 possible points (0 pts) to 8 out of 16 points (50 component pts)

Curriculum and Instruction

The campus will utilize Agile Mind Math topic assessments to track and monitor student performance in math. Study Sync end-of-unit assessments will be used to track and monitor student performance in RLA. In addition, students are asked to complete three Extended Constructed Response essay questions, one per nine-week grading period leading up to the STAAR Assessment. The campus will also use screeners in reading and math to identify students who need additional interventions.

The district calendar includes 172.5 days. The school day includes 49 minutes of Math and 49 minutes of ELA instruction each day, which is sufficient time to implement the adopted curriculum.

The campus will implement a PLCs structured by course and grade level that meet three times a week. They will use a protocol to strengthen teacher planning, instructional delivery, and responsiveness to student learning. During planning, teachers study upcoming lessons to deeply understand the lesson outcomes, content, and highest-impact instructional moves. They rehearse key parts of the lesson to build confidence, refine pacing, and anticipate potential student misconceptions. Lessons are then delivered using high-quality instructional materials (HQIM), with an emphasis on maintaining alignment to the curriculum while fostering student voice, active engagement, and rigorous learning experiences. After instruction, teachers and leaders analyze common assessment and exit ticket data to identify trends in student mastery. These reviews highlight what content requires reteaching and which students need additional support. Instruction is then adjusted through targeted reteaching, scaffolding, or intervention based on the data, ensuring a continuous cycle of planning, execution, and refinement that drives improved student outcomes.

Capacity Building

All Principal Supervisors, along with the Chief of Schools and Director of School Improvement, will participate in the National Principal Supervisors Academy provided by Relay Graduate School of Education, focusing on instructional rigor, data-informed instruction, strategic planning, and coaching principals. Principals receive monthly full-day sessions, PLC time, 1:1 coaching, and Lead4Ward series membership, while Assistant Principals attend half-day sessions and targeted coaching to strengthen instructional leadership.

Teachers begin the year with professional development on curriculum resources, materials, and lesson internalization, with additional cohort-based sessions for first-, second-, and third-year teachers. Mentorship, 1:1 coaching, and two campus-led PD opportunities supplement district training, targeting PLC and data analysis, collaborative planning, RBIS, trauma-informed practices, lesson internalization, and PBIS.

Teachers receive weekly classroom observations and feedback from campus administrators, instructional coaches, and district leaders, using Kick-Up for formal T-TESS-aligned observations and Instructional Coherence Walkthroughs to assess HQIM, RBIS, and lesson plans.

Kick-Up and the Instructional Coherence Walkthrough evaluate teachers' implementation of research-based strategies, alignment to HQIM, and fidelity of weekly lesson plans, providing actionable feedback to strengthen instruction.

New or inexperienced teachers and administrators receive intensive coaching, mentoring, and cohort support; teachers and administrators without a proven track record are prioritized for additional coaching cycles; uncertified teachers receive mentoring, targeted PD, and observation feedback aligned to certification requirements.

Milestones

School Year 2025-26 - School Culture + Classroom Rigor

Summer/Fall 2025

- Identify campus leadership team participants (admin, coaches, teacher leaders)
- Kickoff training session on school culture systems and PLC alignment
- Collect baseline data on culture systems, PLC effectiveness, and classroom rigor
- Launch coaching sessions with administrators and instructional coaches, facilitated by the Department of School Improvement

Spring 2026

- Mid-year review: monitor culture implementation and PLC effectiveness
- Continue collecting data on culture systems, PLC effectiveness, and classroom rigor
- Continue coaching sessions with administrators and instructional coaches
- End-of-year reflection and results presentation

School Year 2026-27 - School Culture & Classroom Rigor Refresh + Observation/Feedback & Roles/Responsibilities

Summer/Fall 2026

- Summer planning session to refine Year 2 priorities
- Culture refresh and launch of advanced Classroom Rigor protocols
- Training on Observation/Feedback systems
- Collect baseline data on culture systems, PLC effectiveness, and classroom rigor
- Launch coaching sessions with administrators and instructional coaches, facilitated by the Department of School Improvement

Spring 2027

- Mid-year review: monitor culture implementation and PLC effectiveness
- Training and support on calendaring and leadership roles/responsibilities
- Continue collecting data on culture systems, PLC effectiveness, and classroom rigor
- Continue coaching sessions with administrators and instructional coaches
- End-of-year sustainability planning and presentation of results

Performance Management

District and campus leaders will monitor implementation through regular progress checks, data analysis, and leadership team accountability. Monthly leadership meetings, classroom walkthroughs, and coaching cycles will provide ongoing feedback, while quarterly, mid-year, and end-of-year reviews will assess milestone progress, student outcomes, and implementation fidelity. This structured approach ensures timely adjustments and promotes sustainable improvements in school culture and classroom rigor.

Progress toward the milestones will be reviewed by a combination of district and campus leaders. The Director of School Improvement (DSI) oversees overall implementation and leads quarterly progress reviews, while the Principal Supervisor holds the principal accountable and provides coaching to ensure fidelity. The campus principal and leadership team monitor day-to-day implementation, collect evidence, and report progress, with the Department of School Leadership supporting implementation and the Chief of Schools reviewing milestones at the district level.

Milestone progress will be reviewed on multiple regular cycles. Campus leadership teams will meet monthly to review classroom and PLC evidence, while district and campus leaders will conduct formal quarterly reviews to assess completion and

adjust strategies. Additionally, mid-year and end-of-year reviews will evaluate progress toward culture, classroom rigor, observation/feedback cycles, and calendaring goals to guide adjustments and plan for sustainability.

Data will be collected through multiple sources to capture implementation fidelity and impact. Leaders will document evidence during classroom walkthroughs, and PLC artifacts such as agendas, lesson plans, and student work will be reviewed. Coaching logs, notes from BRES coaching sessions, and student outcome data—including assessments and CBAs—will also be collected and submitted regularly to track progress against the milestones.

Milestone data will be shared through structured, transparent communication channels. Principals will provide updates to their leadership teams and Principal Supervisor, while the DSI will provide weekly updates to the Office of School Leadership. Key metrics will be tracked in a central dashboard, and formal presentations summarizing progress, student outcomes, and fidelity of implementation will be shared with district leadership, with highlights communicated to staff and the school community as appropriate.

Resources

Grant funds will be used to purchase the following additional resources for Pflugerville Middle School. Costs are per year of implementation of the strategy.

Resource	Cost
Instructional Leadership Coaching through BRES	\$82,500 (LASO 3 Grant) to support campus leadership at Pflugerville Middle School, along with Westview Middle School, Connally High School, and Springhill Elementary

Stakeholder Engagement

Pflugerville Middle School held a public meeting on September 9 and September 17th, 2025 to gather input on the development of the Targeted Improvement Plan from parents, teachers, staff, and community members. Stakeholders were asked what they liked about Pflugerville Middle School, what changes they would like to see, and then had the opportunity to rank school improvement strategies. The Targeted Improvement Plan was shared with stakeholders on October 7, 2025 to collect feedback on the plan. The plan was posted on the district's campus website. The board approved the plan on October 16, 2025.