

Pflugerville Independent School District

Pflugerville Middle School

2025-2026

Accountability Rating: C

Distinction Designation

Academic Achievement in Social Studies



Board Approval Date: October 16, 2025
Public Presentation Date: September 9, 2025

Mission Statement

Mission Statement: We at Pflugerville Middle School seek to create a challenging and inclusive learning environment that encourages high expectations for success through development of a growth-mindset, self-advocacy and social/emotional growth. The campus is driven by a culture that promotes student safety, high-quality instruction, cultural diversity and a powerful family and community connection.

Vision

We will empower our scholars to be critical thinkers, problem solvers and 21st-century learners through a foundation built on learning, embracing diversity, a growth-mindset and strong self-advocacy skills. Students will understand that building and maintaining positive relationships are essential components to personal growth and development.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pflugerville Middle School is a Title I Schoolwide campus situated near Pflugerville High School, Spring Hill Elementary, Provan Opportunity Center and the Central Administration Building. The campus was built in 1985 and is the oldest of the seven middle schools in PfISD. Students from Windermere, Caldwell, Spring Hill and Timmerman Elementary are considered feeder campuses as the majority of the students at each campus attend Pflugerville Middle School as 6th graders. The school serves students in grades 6-8 and with a Spring year ending enrollment of 829 students in 2024-2025. This was an ending enrollment increase of 6 students from the 2023-2024 school year. In addition to offering all students both core and elective course choices, PMS provides curriculum and instruction for our ASCEND students who learn on an accelerated track in Math and a specific Pflex class focusing on advanced thinking and creativity. The last two years has demonstrated a strong increase in family and parent engagement demonstrated by an higher parent participation of the CAAC, PTO and community events held in the Fall and Spring.

Students

For the 2025-26 school year, we are projected to have 838 students enrolled. The Hispanic student population has stayed steady the past two years right at 59%. The African-American student group represents 14% of the total population and decreased by 2% from 23-24, which is the largest decrease in the past 5 years. The White student population has shown a steady decrease each year, however increased by 2% from the 23-24 to the 24-25 school year. The Asian student population increased slightly from 23-24 to 24-25 and has stayed steady the last two years at 6% of the total student population. Students receiving Special Education services has risen each year and it is anticipated that 21-22% of all students will receive services during the 25-26 school year.

Student Demographics - Pflugerville Middle School (Source: TAPR & OnDataSuite, Skyward)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	986	836	860	821	823	829
African American	14.7%	13.2%	15.8%	17.1%	16.77%	14.23%
Hispanic	57.8%	58.6%	56.6%	57.2%	59.23%	59.30%
White	16.2%	16.2%	16.6%	15.8%	13.6%	15.56%
American Indian	0.0%	0.1%	0.2%	0.7%	0.12%	0.6%
Asian	7.7%	7.5%	6.4%	5.8%	5.95%	6.27%
Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.0%	1.2%
Two or More Races	3.3%	4.2%	4.1%	3.8%	4.25%	4.70%

Special Programs

There will be another notable increase in our special education numbers as we enter the 2025-26 school year as our Dyslexia students are now served under Special Education programming. Our Dyslexia numbers will go from 38 to 76 students, which will result in a staffing addition of one more teacher to support services for our Dyslexic students. Based on projections from the elementary feeder patterns, we are also adding a resource/inclusion teacher for the 25-26 school year. This staff member will support additional students needing Resource instruction and Inclusion services as well. Our Essential Academics program will change in name to the Functional Academics Program, which is a district directed change for this service model. This leaves 14 students to be supported by 2 teachers with 4 EA's to support and these are all staff returning from the 24-25 school year.

For the 2024-2025 school year, 9.65% of students received 504 services, which indicated an increase of 4 students from the 2023-2024 school year. The year to year trend data would indicate this number holding steady around 80 total students receiving 504 services for 2025-2026.

Our Emergent Bilingual student population continues to rise each year and programming and staff to support this population is being adjusted. With changes in our newcomer process for the district we are anticipating a 15-20 student increase in the upcoming year. For the 24-25 school year, 31% of students were identified as Emergent Bilingual. We will continue to have a 1/2 time teacher serve 20-25 students needing language acquisition supports in our Literacy Workshop class. Due to the changes in district programming and the Newcomer Academy at Westview Middle School, Pflugerville MS does not support these students via specialized Language Arts instruction or ELLA classes, but did previously in the 22-23 school year.

Our students identified as McKinney-Vento or displaced from permanent housing has stayed steady from 24-25 to 25-26 at about 18 students anticipated for enrollment.

There were also notable increases from the prior year by about 1 % more students receiving special education services and 40% more students identified with Dyslexia due to this program served under the Special Education department. For the 25-26 school year, we are gaining a teacher that will split time with Caldwell Elementary and Pflugerville Middle School supporting an additional 30 students receiving Dyslexia services.

Students receiving free and reduced lunch has increased by 10 percent over the last 3 years and this data may be skewed as staff members have supported families completing forms in a much more efficient manner. For this past school year, 66.22% of students received free or reduced lunch and were identified as Economically Disadvantaged. Based on trend data for the past 3-5 years, we can anticipate this number rising slightly, especially if systems of identification and family support of free/reduced forms continue to improve.

Student Special Program Identification/Participation - Pflugerville Middle School (Source: TAPR & OnDataSuite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	58.9%	55.3%	54.7%	56.1%	63%	67%
Emergent Bilingual (EB/EL)	22.2%	26.4%	26.7%	32.4%	33.7%	33.88
At-Risk	57.9%	56.5%	67.7%	65.6%	67.44%	65.50%
Special Education	13.9%	13.7%	15.6%	16.7%	19.08%	21.23%
Gifted & Talented	12.8%	13.2%	12.6%	12.2%	12.2%	12.79%
Dyslexia	7.4%	8.9%	9.9%	9.9%	9.9%	11.34%
Section 504	11.8%	11.3%	11.2%	9.6%	9.5%	9.65%%
Immigrant	2.0%	1.3%	1.9%	3.2%	4.0%	3.98%
Homeless	1.0%	1.0%	1.1%	1.1%	2.1%	2.05%

Student Special Program Identification/Participation - Pflugerville Middle School (Source: TAPR & OnDataSuite)						
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	13.6%	10.7%	10.5%	not yet reported	not yet reported	Not Reported

Staff

For the 25-26 school year PMS will have a total staff size of 106 employees, adding positions in Science, Social Studies, Dyslexia, Resource Math/Inclusion and Technology Applications. Of these staff members 6 are teachers, 3 are administrators, 8 were professional support, and 10 were educational aides. When comparing teacher to student demographics, the African American student group is represented by the same percentage of African American teachers and has been well-represented over at least the last 5 years. The data reflected below in the chart represents. With the addition of teacher facilitators and hiring challenges, the 0-3 year teacher percentage has steadily increased since the pandemic.

However, there are significant disparities within Hispanic and White teacher to student representation.

Teacher Demographics - Pflugerville Middle School (Source: TAPR)								
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Teachers	72.6	70.9	69.0	66.8	69.8	65	59.2	73.8%
African American	10.3%	12.1%	13.9%	10.7%	15.7%	13.4%	16.6%	12.6%
Hispanic	19.3%	19.6%	21.3%	25.0%	21.1%	18.1%	16.2%	30.1%
White	67.5%	61.9%	58.6%	61.0%	61.6%	65.5%	65.5%	53.4%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%
Asian	1.6%	3.3%	3.3%	1.8%	0.2%	0.0%	1.7%	2.1%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%
Two or More Races	1.3%	3.2%	2.9%	1.5%	1.4%	2.0%	0%	1.3%

TAPR Report from 2023-2024

Teachers by Ethnicity				
African American	14.3	23.6%	11.3%	12.6%
Hispanic	9.6	15.8%	23.7%	30.1%
White	35.3	58.3%	60.3%	53.4%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.4	2.4%	2.3%	2.1%
Pacific Islander	0.0	0.0%	0.3%	0.1%
Two or More Races	0.0	0.0%	1.7%	1.3%

PMS's teaching staff represents a balance of experienced and newer to the profession teaching staff. Approximately 27% of teachers are in their first 5 years, but this data will decrease in 2024-2025 as 6 teacher facilitators resigned after not finishing certification requirements. Teachers with 6-10 years, 11-20 years and 21-30 years of experience will also increase as Summer hiring has yielded a high number of teachers from 6 to 30 years of experience. The data chart below will change significantly when the 2024-2025 TAPR data is released.

Teachers by Years of Experience - Pflugerville Middle School (Source: TAPR)								
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	8.1%	10.2%	5.8%	8.2%	0.0%	7.9%	26.4%	8.7%
1-5Years Experience	33.6%	31.9%	40.1%	31.6%	32.7%	26.7%	12.8%	27.4%
6-10 Years Experience	24.1%	18.9%	21.8%	19.3%	21.0%	20.6%	24.4%	20.2%
11-20 Years Experience	25.3%	29.2%	22.1%	29.2%	32.3%	28.6%	20.8%	27.1%
Over 20 Years Experience	8.8%	9.9%	10.2%	11.7%	14.1%	13.2%	15.6%	16.7%

Teacher Years of Experience Data - TAPR 2023-24

Teachers by Years of Experience				
Beginning Teachers	3.6	6.0%	3.8%	8.7%
1-5 Years Experience	21.5	35.5%	37.1%	27.4%
6-10 Years Experience	12.8	21.1%	18.4%	20.2%
11-20 Years Experience	11.3	18.6%	24.6%	27.1%
21-30 Years Experience	11.4	18.8%	13.3%	13.7%
Over 30 Years Experience	0.0	0.0%	2.8%	3.0%
Number of Students per Teacher	13.6	n/a	14.0	14.7

- PMS's student population is both ethnically and socio-economically diverse.
- When comparing teacher to student demographics, the African American student group is represented by the same percentage of African American teachers and has been well-represented over at least the last 5 years.
- PMS has continued to lower teacher retention over the past 3 years by 6-8 % annually.
- PMS's proximity to PHS and Pecan Street offers opportunities for community partnerships and Parent Teacher Organization involvement.
- The PMS PTO has grown larger each year and represents a very diverse group of parents and teachers.
- PMS just facilitated the 2nd Annual Multicultural Fair celebrating the campus diversity and engaging families and the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With very few first or second year teachers hired for 25-26, a campus mentoring and support system needs to be created to provide increased comfortability for new to the campus teachers.

Root Cause: Early hiring and lack of planning and execution in 2024-2025.

Problem Statement 2: 5 year trend data shows that teacher demographics are still not matching student demographic with the Hispanic/Latino population, but did increase dramatically in 2023-24.

Root Cause: Applicant pools are not yielding candidates in a manner that allows for adequate progress with objectives and strategies regarding aligning student and teacher demographics.

Problem Statement 3: During the 2024-2025 school year, PMS had 6 teachers that were not fully certified and this creates challenges in regard to managing daily teaching tasks and responsibilities.

Root Cause: The Summer before the 2023-24 school year, hiring lacked a focus for hiring fully certified teachers and was competing with other priorities in our campus hiring profile.

Student Learning

Student Learning Summary

Based on our preliminary EOC and 2025 STAAR scores, campus strategies have not yielded outcomes desired in Mathematics. Although 2023-2024 to 2024-2025 Math data improved in 6th and 7th grade in almost all categories, 8th grade saw a slight decline in the Approaches category.

The 2025 ELA/Reading data demonstrated some year to year overall growth in 7th grade, 6th and 8th grade data declined slightly and stayed the same in some of the categories (Approaches, Meets and Masters).

8th Grade Science saw minimal decreases in year to year data when comparing 2023-2024 to 2024-2025, but adjustments in year 1 of new curriculum will help returning teachers find more comfortability with curriculum and instruction moves for the 2025-2026 school year.

8th Grade Social Studies saw the largest decrease in year to year data trends, especially in the Approaches category. This is the one data point that is troubling and will require more significant changes in objectives, strategies and possibly personnel.

The assessment data that PMS uses to measure progress includes Star360 Screeners in math and reading (at Beginning, Middle and End of Year), District (9 weeks) Assessments and the TEA Interim Assessments. We are continuing to strive towards increasing the frequency of formative assessments weekly. For 2025-26, each core subject area will be working to track short-term formative assessment data, identifying skill gaps, create exemplars and review data more frequently to inform instructional adaptations.

Below are the Star360 results showing progress in math and reading throughout the 2024-2025 school year.

BOY STAR 360 Reading 24-25					MOY STAR 360 Reading 24-25					EOY STAR 360 Reading 24-25				
Total Students	Benchmark Level				Total Students	Benchmark Level				Total Students	Benchmark Level			
	Urgent Intervention	Intervention	On Watch	AtAbove Benchmark		Urgent Intervention	Intervention	On Watch	AtAbove Benchmark		Urgent Intervention	Intervention	On Watch	AtAbove Benchmark
262	17.94%	17.56%	11.07%	53.44%	264	17.42%	15.15%	16.67%	50.76%	250	17.20%	18.80%	15.60%	48.40%
235	11.49%	19.57%	17.45%	51.49%	233	14.16%	18.45%	15.02%	52.36%	238	14.29%	18.91%	14.29%	52.52%
243	15.64%	21.81%	13.17%	49.38%	238	18.49%	18.07%	15.55%	47.90%	241	21.99%	15.77%	12.86%	49.38%
BOY STAR 360 Mathematics 24-25					MOY STAR 360 Mathematics 24-25					EOY STAR 360 Mathematics 24-25				
Total Students	Benchmark Level				Total Students	Benchmark Level				Total Students	Benchmark Level			
	Urgent Intervention	Intervention	On Watch	AtAbove Benchmark		Urgent Intervention	Intervention	On Watch	AtAbove Benchmark		Urgent Intervention	Intervention	On Watch	AtAbove Benchmark
281	8.90%	9.61%	14.95%	66.55%	28	25%	32.14%	32.14%	10.71%	273	8.42%	13.92%	16.12%	61.54%
220	8.18%	18.64%	19.09%	54.09%	18	22.22%	38.89%	16.67%	22.22%	235	10.21%	15.32%	19.15%	55.32%
212	9.43%	17.92%	19.34%	53.30%	25	24%	40%	24%	12%	240	13.75%	19.58%	19.17%	47.50%

6th Grade Language Arts:

6th Grade Language Arts demonstrated a slight decrease in the Approaches and Masters category and a 10% decrease in the Meets category.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	63%	36%	16%
2022-2023	66%	38%	15%
2023-2024	71%	55%	23%
2024-2025	68%	45%	22%

7th Grade Language Arts:

The data trend from the 2023-2024 to 2024-2025 school year for 7th Grade ELA/Reading demonstrated a 1% increase in the Approaches and Meets category and a 4% increase in the Masters category.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	73%	43%	31%
2022-2023	65%	42%	14%
2023-2024	68%	43%	21%
2024-2025	69%	44%	25%

8th Grade Language Arts:

The data trend from the 2023-2024 to 2024-2025 school year for 8th Grade ELA/Reading demonstrated a 9% decrease in the Approaches category, a 10% decrease in the Meets category and a 2% decrease in the Masters category.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	75%	50%	33%
2022-2023	65%	42%	14
2023-2024	83%	57%	27%
2024-2025	74%	47%	23%

STAAR 2025 Math Results

The data trend from the 2023-2024 to 2024-2025 school year for 6th Grade Math demonstrated a 1% increase in the Approaches category, a 2% increase in the Meets category and no change in the Masters category.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	70%	27%	10%
2022-2023	61%	24%	5%
2023-2024	60%	24%	8%

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2024-2025	61%	26%	8%

7th Grade Math:

This year's results indicated the best student achievement outcomes in 7th grade Math over the last 5 years. The data trend from the 2023-2024 to 2024-2025 school year for 7th Grade Math demonstrated a 16% increase in the Approaches category, a 7% increase in the Meets category and a 1% increase in the Masters category.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	31%	7%	2%
2022-2023	33%	11%	1%
2023-2024	21%	5%	1%
2024-2025	37%	12%	2%

8th Grade Math

8th Grade Mathematics:

Although the Approaches category decreased by 4% from 2023-24 to 2024-2025, the Meets Category increased by 8% and the Masters category improved by 4%.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	55%	23%	8%
2022-2023	70%	33%	12%
2023-2024	61%	27%	12%
2024-2025	57%	35%	16%

Algebra 1

Trend data from 2023-2024 to 2024-2025 showed a 3% decrease in the Approaches category, 7% decrease in the Meets category and 6% decrease in the Masters category.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	85%	52%	29%
2022-2023	99%	72%	35%
2023-2024	100%	76%	42%
2024-2025	97%	69%	36%

8th Grade Science

Trend data stayed steady over the last few years, but there were slight declines in all three categories from the 2023-2024 to 2024-2025 school year. The Approaches category dropped 1%, the Meets category dropped 7% and the Masters category dropped 2% over the last two years.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	65%	32%	16%
2022-2023	76%	44%	13%
2023-2024	75%	49%	18%
2024-2025	74%	42%	16%

8th Grade Social Studies

Social Studies data showed the sharpest decline of the core tested areas from 2023-2024 to 2024-2025. The data below shows a 10% decline in the Approaches category, 4% decline in the Meets category and a 2% decline in the Masters category.

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2021-2022	63%	33%	19%
2022-2023	59%	27%	12%
2023-2024	59%	31%	18%
2024-2025	49%	27%	16%

TELPAS 2024-2025 Results:

When reviewing the overall TELPAS data results from the 2024-2025 school year there was an 6% decrease from 51% in 23-24 to 45% in 2024-2025, though the interim target for the Closing the Gaps Progress in Achieving English Language Proficiency component was met by 1%. Systems of support for our Emerging Bilingual students are being evaluated and will be targeted through objectives and strategies in the 2025-26 Campus Improvement Plan. 26% of eligible students scored one level higher and only 1% of students made progress of 2 or more levels higher than the previous year. Although we anticipate multiple students being exited from the program, this is a fairly low number when compared to the total number of students tested (271 students).

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		73	C	
Student Achievement		73	C	0%
STAAR Performance	41	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		77	C	70%
Academic Growth	57	64	D	
Relative Performance (Eco Dis: 66.2%)		77	C	✓
Closing the Gaps	25	65	D	30%

Missed Closing the Gaps Targets

All interim targets were met in Academic Achievement in RLA for all student groups evaluated. The long-term target for Progress in Achieving English Language Proficiency for Emergent Bilingual students was also met.

All other targets were missed and include:

- Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Growth in RLA: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Growth in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Student Success: All Students, African American student group, Hispanic student group, High Focus student group

Identification for Additional Targeted Support & Improvement

PMS is identified for Additional Targeted Support & Improvement based on two consistently underperforming student groups that have missed performance targets on the same three indicators for three consecutive years (meeting Targeted Support requirements) AND the Closing the Gaps score for at least one of the student groups is lower than the score used to identify the lowest performing five percent of middle schools across the state.

Targeted Support & Improvement

- African American student group
- Emergent Bilingual Current & Monitored student group

Additional Targeted Support & Improvement

- African American student group

Additionally, the following student groups have missed the same three indicators for two consecutive years and are in danger of being included for Targeted Support & Improvement if results do not improve during 2025-2026:

- Hispanic student group
- Economically disadvantaged student group
- Special Education student group

PMS is required to develop and implement a Targeted Improvement Plan (TIP) during the 2025-2026 school year.

Closing the Gaps Component Goals

To meet Closing the Gaps targets in 2025-2026, PMS will meet the following component points goals:

- **Academic Achievement in RLA and Math** - from 15 out of 32 possible points (46.9 pts) to 20 out of 32 points (62.5 component pts) - demonstrating at least expected growth toward meeting targets for both Math and RLA for all student groups.
- **Academic Growth** - from 2 out of 32 possible points (6.3 pts) to 8 out of 32 possible points (25 component pts) - demonstrating at least minimum growth toward meeting targets for both Math and RLA for all student groups.
- **Progress in Achieving English Language Proficiency (ELP) for Emergent Bilingual Students** - continue to meet the interim target for 3 out of 4 possible points (75 component pts)
- **Student Success** - from 0 out of 16 possible points (0 pts) to 8 out of 16 points (50 component pts) - demonstrating at least expected growth toward meeting targets for all student groups.

Meeting these goals during the 2025-2026 school year will increase the Closing the Gaps campus outcome from 25 points (scaled to 65 - D rating) to 44 points (scaled to 74 - C rating).

Student Learning Strengths

Student Learning Strengths

Math 6-8 Grades: Every grade level showed growth from 2023-2024 to 2024-2025 in Mathematics, with the exception of the Approaches category in 8th grade Math, which showed a small decline. The Meets and Masters category in 8th grade math grew significantly from year to year. 7th Grade Math showed a 16% increase in the Approaches category and an increase in the Meets category.

Algebra 1: Although this data decreased from 2023-2024, this is still a learning strength based on the Approaches, Meets and Masters data.

7th Grade ELA demonstrated a small increase at all three performance levels.

8th Grade ELA: when looking at student strengths, there was progress in the all areas from the 2024 STAAR assessment.

6th and 7th Grade ELA: when looking at student strengths, we saw growth in the area of the Extended Constructive Writing Responses.

8th Grade Science: Although the Middle School Science curriculum saw drastic changes for the 2024-2025 school year, Pflugerville MS students performed well and the data only

decreased slightly in comparison to the 2023-2024 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math and ELA teachers are needing additional support to improve instructional strategies, planning, coaching /feedback cycles and overall pedagogy.

Root Cause: Budget cuts year to year has left core content teachers without an instructional coach to support overall planning and instruction.

Problem Statement 2: Observation, feedback and coaching cycles have been limited in frequency for supporting struggling teachers and require more specific planning and execution

Root Cause: Specific teachers had very high needs of support with classroom management and additional pedagogical support that interfered with the availability to plan coaching cycles accordingly.

Problem Statement 3: Teachers are not reviewing student work and assessment data frequently enough and were relying on CBA and Interim data as only measures for intervention.

Root Cause: Planning expectations did not include creating short term cycle formative assessments which impacted the review of student work and formative assessment data.

Problem Statement 4: Student to student discourse improved slightly, but is still not at levels needed to improve achievement data results

Root Cause: Planning documents included these strategies, but were not emphasized enough by instructional coaches and administrators. Due to the implementation of the "Panther Pride" system, faculty focus was on relationships and clarity statement # 1.

Problem Statement 5: Students needing HB 1416 hours through Tier 2 intervention was a challenge to meet requirements due to scheduling restraints, Tier 2 curriculum tools and additional curriculum needs (school links, health teks).

Root Cause: Limited advisory time, district required curriculum and student participation in tutorials.

Problem Statement 6: Outcomes for progress in achieving English language proficiency among Emergent Bilingual students, measured by progress in TELPAS domains decreased by 6% from the prior year.

Root Cause: Reduction in systems allowing for practice assessments and consistent preparation for this assessment based on targeted needs in listening, speaking, reading or writing.

School Processes & Programs

School Processes & Programs Summary

Instructional: As we move in to the 25-26 school year, there will be a strong focus on creating exemplars and shorter formative assessments for more frequent data disaggregation. New protocols in planning to identify specific skills gaps will be essential in moving student achievement outcomes. Hiring certified and experienced teachers will be a priority and as of June 5th, has been done in a very successful way. Bringing in 2 Math and 3 ELA teachers that have experience and success with student learning outcomes will be crucial to moving instruction in the right direction for the 25-26 school year.

Curricular: Continuing to use High Quality Instructional Materials in all core subjects will be key to building strong lessons in 2025-2026. Our 2 new Math teachers will be trained in the Agile Minds curriculum in late June and allowing them to plan and learn from the other 5 teachers with 2 full years of experience with the curriculum will be vital. Although 8th grade Science data decreased slightly, we have two very skilled teachers working together this year and having a full year of planning in the new curriculum will help them find more comfortability in planning engaging lessons. In looking at campus and district data for 8th grade Social Studies, this will take a comprehensive approach of reviewing the 2024-2025 STAAR assessment, curriculum implementation, planning practices and instructional strategies to make the needed changes for higher student achievement outcomes in 2025-2026.

Professional Development Needs: After a comprehensive review of our Professional Learning agendas and presentations from 2024-2025, we must move the approach from training to targeted learning. We must hold tight to our strategies created in this year's plan and progress monitor for evidence of support. Each core department has different needs and the Instructional Leadership Team will need to target these needs and create strategies to avoid a "one-size-fits-all" approach. This will mean less of the whole faculty approach and individualized professional learning with a focus on creating exemplars for units, formative assessments and data disaggregation processes that allow teachers to find skill gaps for strong Tier 1 strategies and re-teaching strategies to support student learning.

Attendance: Since COVID, we have seen incremental gains year to year in attendance measuring anywhere from .3 to .8% improvements. The past year in 2024-2025, we used our Title 1 funds to support our At-Risk students and improve attendance. While parent and student meetings increased exponentially, the ADA results did not follow and chronic absenteeism did not show the 5% reduction we had hoped for. As we enter 2025-2026 season, the Campus Leadership Team will work to create new strategies targeting our chronic absenteeism and incentivize improved attendance among the entire student body.

Student Discipline: With the implementation of the Tier 1 Classroom Management Plan/Binder in every classroom in 2024-2025, discipline incidents decreased by 400 total incidents. Surveys and qualitative data showed an 80-85% implementation rate by classroom teachers and the goal to hit 100% by all classroom teachers will be a very realistic possibility in 2025-2026. Year 2 of our "House" system will be another important part of our PBIS approach to recognize positive and pro-social/expected behaviors in all settings through awarded points in the RCA app. The school store was very popular for students to use their points each morning in accessing various items of interest.

Personnel: For the 25-26 school year, we are adding two positions to the general allocation and will add one teacher to support Science and one teacher to support Social Studies. With the addition of our "Pathways to Careers" class, we are adding an additional teacher for CTE. For special education, we will have 186 students to serve with 5 inclusion teachers and 2 resource teachers, which puts us at 21% of students receiving services. We have added 1 resource/inclusion position and a 1/2 time Dyslexia position as well for the upcoming school year.

Organization: The July Leadership Retreat will be essential for deciding on our motto for the 25-26 school year and we are strongly considering aligning our motto with the district motto using the word "Rise" in some degree to motivate students and staff. The motto of "Growing Greatness" in 23-24 has offered our strongest achievement results in regards to student academic growth and will need to be considered as well. Culture and Climate results stayed steady from Fall to Spring, but will require specific targeting in 2-3 lower scoring areas.

Administrative: With the loss of one Assistant Principal in the 24-25 school year, we begin the year with a new Assistant Principal who started this past February. The admin team is in a very strong place and has clear roles and responsibilities defined for the 25-26 school year. The strategic goal of improving our Instructional Leadership Team actions, meetings and agendas will drive our decision making to improve teacher coaching, data protocols and instructional adjustments for the 25-26 school year. Aligning our strategies and overall

work to our district pillars will be a strong focus to keep our campus "Hold Tights" just that, tight. Staying tight and aligned to our campus goals and objectives will also be highly supported by our Clarity Statements and minor adjustments will be made there during our July Leadership Retreat.

School Processes & Programs Strengths

Panther "Pride" House System:

With the implementation of a new "House" system in 2024-2025, the staff is excited to build on these PBIS systems going in to the new school year. This was a large undertaking and required systems to build and a high level of staff ownership. The staff awarded just over 60,000 points to students for positive academic and social behaviors. While survey data indicated this was a success in year 1, strategies will need to be created to enhance systems and outcomes for students in year 2.



Tier 1 Classroom Management Plan:

The addition of the Tier 1 Classroom Management Plan was a key tool for teachers to manage Tier 1 behaviors in the classroom during last school year. Referrals and incidents decreased by 400 total incidents and this was only in year 1 with about an 80-85% implementation rate. Professional Learning in August created a strong foundation of understanding that supported a high rate of implementation throughout the year and reviewing this new process/tool in October Professional Learning was a pivotal move to provide clarity and greater understanding for all staff members. The strategy to continue and grow understanding and implementation by teachers for 2025-2026 will be critical in continuing to lower referral rates, improve student behavior and provide teachers more time to facilitate Tier 1 instruction.

Positive Trends - Culture and Climate Data:

The Spring 2025 Culture and Climate Data results demonstrated positive trends in the following areas:



3	Autonomy <i>i</i>	86 14	-2
5	Instructional Leadership <i>i</i>	89 11	+2
14	Teacher Voice & Leadership <i>i</i>	85 15	+3
15	Recruitment, Hiring & Onboarding <i>i</i>	92 8	+8
17	Belonging & Wellbeing <i>i</i>	84 16	-3
18	Equal Opportunities <i>i</i>	94 6	+2
19	Inclusive Practices <i>i</i>	89 11	+1
20	Care & Commitment <i>i</i>	86 14	-3
21	Satisfaction & Purpose <i>i</i>	89 11	-3

Campus-Wide Treatment Agreements:

Creating a Treatment Agreement during the first week of school as an entire grade level has allowed for students and staff to commit to the process and gain an understanding of the importance of this living document in each classroom. The implementation of the grade-level aligned treatment agreement lead to a higher degree of implementation in classrooms this year . Teachers who committed to this and demonstrated consistent use of this during the school year had fewer referrals and conflict was handled in a seamless and expected way. Qualitative data demonstrated that teachers who followed up and facilitated the "How to Make it Right" when conflict occurred showed a decrease in overall incidents as the year progressed.

2025-2026 Clarity Statements:

The four clarity statements continue to be a foundation of all campus-wide initiatives and systems and will continue in to the 25-26 school year with further revisions made in the summer of 2025. These statements have created clarity and specific expectations around safety, collaboration, instruction and relationships. These statements have allowed for all staff to understand the "big rocks" and what we "hold tight" and what supporting documents are used in each area.



PFLUGERVILLE MIDDLE SCHOOL



Clarity Statement #1: Relationships

We use our house system, connection activities, treatment agreements, intentional trauma-skilled response practices, and communication to build relationships with students and each other, because this is essential to learning.

Clarity Statement #2: Instruction

We use all Fundamental Five strategies with high frequency and fidelity to ensure high quality, rigorous, collaborative learning experiences for all of our students.

Clarity Statement #3: Collaboration

We engage in cycles of coaching and feedback, aligned professional learning, and effective PLC practices to facilitate continuous improvement of classroom teaching and learning for all of our students.

Clarity Statement #4: Safety

We support and actively participate in a campus-wide behavior system composed of expectations for common-areas and classrooms, opportunities for student leadership, recognition of positive behavior, restorative conversations, and a clearly defined discipline referral process.

Professional Learning Communities: Lesson Tuning Protocols:

The Lesson Tuning Protocol allowed for each core department to showcase a lesson every Thursday during their planning time. In 2023-2024 most of the departments participated in this protocol and were able to get valuable constructive feedback from peers and administrators with what was going well and what could be improved. During 2024-25, this was a key strategy for the Math department and they showed gradual improvement of the process each week. This process improved week to week and allowed for the planning and instructional facilitation process to be observed by the department, administrators and campus/district Instructional Coaches. Now that the foundation of consistent implementation has been set, specific strategies related to this practice will be put in place and will benefit student achievement outcomes for the 2025-2026 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student organization and preparedness was lacking this year despite a plan to address this in advisory.

Root Cause: Bell schedule only allowed for 15-20 minutes of advisory time dedicated to organization and curriculum.

Problem Statement 2: PMS Student Attendance has steadily improved to 94.1% for 2023-24, but has not bounced back to pre-covid levels of 96%-97%.

Root Cause: lack of consistent systems, personnel and structures to identify and address families for students with struggling attendance.

Problem Statement 3: The AVID program has improved, but is still not meeting campus-wide expectations in regards to college and career student readiness.

Root Cause: Consistent staff turnover, district support/leadership and campus systems.

Perceptions

Perceptions Summary

Parent and Family Engagement:

When reviewing parent feedback and systems to monitor family engagement for 2024-2025, there are a few data points trending in a positive direction. We recently had one parent volunteer named as our District Partner of the Year at the District Partnerships Ceremony. In 2020-21 we had 2 parents serving on our Parent-Teacher Organization and this committee was struggling to find an identity, clear systems and numbers of overall volunteers were low. The last two years, the PTO has used the "BAND" app and this has allowed for a pool of 70-80 family members to volunteer their time as their schedule has allowed. The 12 members of the PTO have communicated staff and student needs through this platform and we have seen a high increase in volunteers at events, games and parent nights. The Pfall Pfestival and our 2nd Annual Multicultural Fair saw 300-500 family members in attendance and 20-30 parent volunteers supporting these events.

In May, we held our 2nd Annual Student Showcase which allowed families and students to see thier child's Science Fair and Art Projects. We had 92 families sign in and participate with their students to look at the work that was created on campus.

Our Pflugerville Middle School Facebook posts celebrating student achievements and publicizing events increased by 50% from 2023-24 to 2024-2025.

Teacher and Staff Retention:

The teacher retention data for 2025-2026 is a bit skewed for multiple reasons. We recently had 6 teachers resign due to unfulfilled certification requirements. These staff members had 2 years to complete all requirements and although they were very close to completion, they resigned and were allowed to reapply once fully certified. We are also adding positions in Science, Social Studies, CTE, Special Education and Dyslexia. True retention represents 4 Special Education positions involving retirements/moving outside of the state as well as 2 Counselor positions and 2 Math positions.

Culture and Climate Data:

After reviewing the data from Spring 2025, focus areas of improvement will be targeting Appreciation, Professional Development and School Safety and Security. August PD will allow for the facilitation of a Culture and Climate Action Plan focusing on strategies in these three areas for the 25-26 school year. The Summer Leadership Retreat with the Campus Leadership Team will support creating specific plans for campus improvement in multiple areas.

Perceptions Strengths

Panther Pride/"House" System:

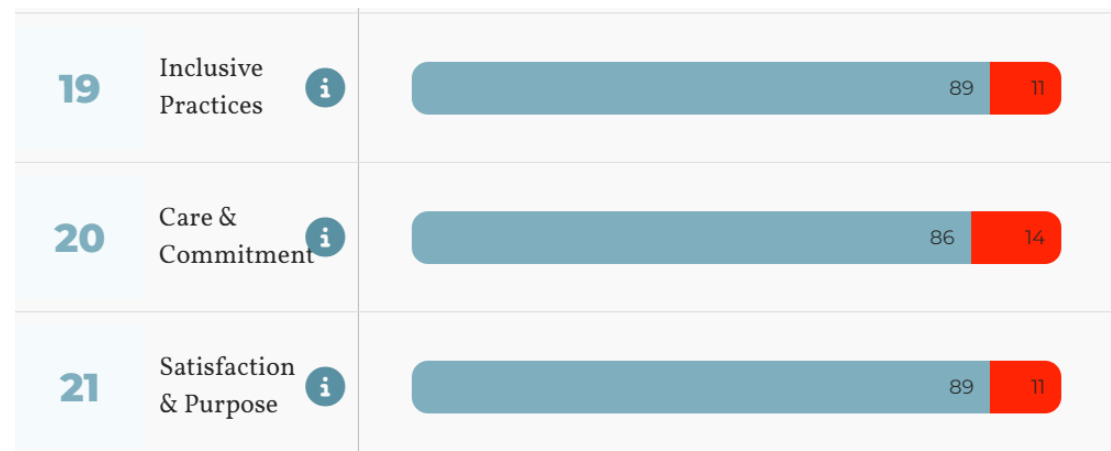
The 2024-25 school year focused on creating a "House" system through the creation of our Panther "Prides". This initiative created a tool for providing students with points through the positive reinforcement of expected/prosocial middle school behaviors. PMS staff awarded over 60,000 points to students for specific academic/behavioral expectations in all school settings.

Classroom Management Plan:

The implementation of the Tier 1 Classroom Management Plan reduced discipline referrals by 400 total incidents and provided a strong classroom management tool for classroom teachers. This provided a clear process for teachers to address the majority of negative behaviors during the school day, which were primarily off-task/classroom disruptive behaviors.

Culture and Climate Strengths:

Areas of strengths are represented by Collaboration, Instructional Leadership, Recruitment/Onboarding, Equal Opportunity, Inclusive Practices, Care/Commitment, Belonging/Well-Being and Satisfaction/Purpose.



Problem Statements Identifying Perceptions Needs

Problem Statement 1: Results from the 2025 Climate Survey demonstrate a need for more teacher appreciation strategies for the 2025-2026 school year.

Root Cause: PMS needs a more diverse array of strategies showing teacher appreciation throughout the year.

Problem Statement 2: The first year of the "Panther Pride" PBIS system started strong, but student surveys and feedback showed a need for all staff members to award more points during the second semester.

Root Cause: Lack of consistent goals set for individual staff point totals and oversight by this committee in year 1.

Problem Statement 3: Professional learning was targeted and facilitated as learning in some areas, but was too focused on "training" in multiple areas.

Root Cause: Limited time during August PD competing with mandatory staff compliance needs.

Goals

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

Performance Objective 1: Pflugerville MS will retain 85% of the overall staff in 2025-26, resulting in a 5% improvement from the previous school year.

High Priority

Evaluation Data Sources: Professional Development, Clarity Statements Feedback, Campus Mentoring Program, Teacher Surveys

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

Performance Objective 2: For the 2025-2026 school year, Pflugerville Middle School will seek highly qualified and certified teachers, reducing the number of uncertified teachers from 6 to 0.

High Priority

Evaluation Data Sources: TAPR report, HR Staffing Sheet. Hiring Profile and Guidelines

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

Performance Objective 1: By June 2026, there will be increases in both Growth and Achievement at all performance levels on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-RLA Academic Growth from 58% to 70%

-Approaches from 72% to 84%

-Meets from 47% to 59%

-Masters from 24% to 36%

High Priority

Evaluation Data Sources: Accountability reports
Closing the Gaps results for reading indicators
STAAR reading results
Common Unit Assessments
TEA Interim Assessments

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

Performance Objective 2: By June 2026, there will be increases in both Growth and Achievement at all performance levels on STAAR Math tests across grades 6-8 and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 52% to 70%
- Approaches from 60% to 76%
- Meets from 32% to 48%
- Masters from 13% to 32%

High Priority

Evaluation Data Sources: Accountability reports
Closing the Gaps results for reading indicators
STAAR reading results
Common Unit Assessments
TEA Interim Assessments

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

Performance Objective 3: By June 2026, there will be increases at all performance levels on 8th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 74% to 86%
- Meets from 44% to 54%
- Masters from 16% to 28%

High Priority

Evaluation Data Sources: STAAR results
Common Unit Assessments
TEA Interim Assessments
Accountability reports

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

Performance Objective 4: By June 2026, there will be increases at all performance levels on 8th grade STAAR Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-Approaches from 51% to 78%

-Meets from 29% to 43%

-Masters from 17% to 26%

High Priority

Evaluation Data Sources: STAAR results

Common Unit Assessments

TEA Interim Assessments

Accountability reports

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

Performance Objective 1: During the 2025-26 school year, 100% of 8th grade students will complete the most essential and required modules in the School Links platform as determined by the district and campus.

Evaluation Data Sources: School Links Platform Reports, Advisory Teacher Suveys

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

Performance Objective 2: By the end of the 2025-2026 school year, Pflugerville Middle School will integrate AVID strategies into core content instruction schoolwide, with 100% of teachers trained in WICOR strategies and at least 75% of instructional staff consistently implementing AVID methodologies, as measured by instructional walkthroughs, lesson plans, and teacher reflection tools.

High Priority

Evaluation Data Sources: Site Team/ Campus SLT Meeting Minutes,

AVID Secondary Site Data Collection Form

AVID Secondary Walkthrough Form

Goal 4: PflSD will improve low performing schools.

Performance Objective 1: During the 2025-26 school year, parent participation will increase in the following areas:

- Parent Teacher Organization will increase from 12 parent members to 16 parent members attending meetings consistently

- Culture and Climate Committee will increase from 2 parent members to 4 parent members
- Participation in the Annual Title 1 Meeting will improve and increase from 30 parent attendees to 50 parent attendees
- Attendance Meetings with Families and the student will increase from 30 meetings to 50 meetings to address drop-out prevention and chronic absenteeism

Evaluation Data Sources: Parent Call Logs, Sign-In Sheets, Calendar of Event Logs, Improved Student Attendance in specific demographics, BOY & EOY parent surveys

Goal 4: PflSD will improve low performing schools.

Performance Objective 2: Pflugerville MS will improve student attendance by 5% to reach a target goal of 99.3% for the 2025-2026 school year. Chronic Absenteeism will be reduced from 18.2 % to 13.2% by June 1st, 2026.

High Priority

Evaluation Data Sources: Attendance Reports, Improved Attendance Letter Procedures, Parent/Student Meeting Logs, Chronic Absenteeism rates

Goal 4: PflSD will improve low performing schools.

Performance Objective 3: Pflugerville MS will implement a Coordinated School Health program with a minimum of two activities in each area of fitness and social/emotional learning in order to promote well-rounded students. 100% of eligible students will participate in FitnessGram.

High Priority

Evaluation Data Sources: - Fitnessgram data
 - Canvas data checks for teacher implementation
 - Discipline rate reduction
 - Counselor logs

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: Pflugerville Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from D to C or above

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: For the 2025-2026 school year, Pflugerville Middle School will decrease discipline referrals from 706 to 600 total incidents.

High Priority

Evaluation Data Sources: Discipline Dashboard, Skyward, Tier 1 Classroom Management Binders

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 CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025