

Pflugerville Independent School District

Pflugerville High School

2025-2026

Accountability Rating: B

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies



Board Approval Date: October 16, 2025

Public Presentation Date: September 25, 2025

Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Students

The ethnic diversity of the student body includes 54% Hispanic, 17% White, 18% African American, 6% Asian, 4% Two or More races.

Student Demographics - Pflugerville High School (Source: OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	1,844	1,814	1,851	1,794
African American	18.2%	18.9%	19.5%	18.06%
Hispanic	48.5%	51.3%	52.5%	53.96%
White	21.8%	18.5%	17.5%	17.11%
American Indian	0.2%	0.1%	0.1%	0.06%
Asian	7.5%	7.4%	6.5%	6.52%
Pacific Islander	0.1%	0.1%	0.1%	0.06%
Two or More Races	3.4%	3.8%	4.0%	4%

Pflugerville High School is a Title I Schoolwide campus with about 52% of students identified as economically disadvantaged. PHS provides a wide array of instructional and support services, supporting 12% of students under Section 504, 13% of students receiving special education services, and 22% who are Emergent Bilingual students. Over the last several years, there has been a slight increase in students receiving dyslexia services, Section 504, special education, Emergent Bilingual, immigrant, and students identified as At-Risk for dropping out of school.

Student Special Program Identification/Participation - Pflugerville High School (Source: TAPR & OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	45.4%	44.5%	52.5%	52.4%
Emergent Bilingual (EB/ELs)	14.8%	18.1%	21.7%	21.7%
At-Risk	51.9%	68.0%	65.5%	57.02%
Special Education	12.6%	11.9%	13.1%	13.04%
Gifted & Talented	10.1%	11.0%	10.9%	10.9%
Dyslexia	5.3%	6.6%	7.2%	7.25%
Section 504	10.7%	13.1%	12.6%	11.98%
Immigrant	1.7%	2.6%	3.84%	4.35%
Homeless	1.4%	1.1%	2.05%	1.56%
Migrant	0.0%	0.0%	0.0%	0.0%

Staff

Pflugerville High School's teaching staff is experienced and prepared to serve all learners. Approximately 50%+ of teachers have more than 11 years of teaching experience and most teachers elect to return year after year. The teaching staff is not as ethnically diverse as the student body, however, 64% of the teaching staff is White, 19% Hispanic, and 10% African American. The Spring 2025 Climate survey indicated that 81% of staff felt they have influence over the hiring of professional staff.

Teacher Demographics - Pflugerville High School (Source: TAPR & Online Data)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Teachers	130.6	135.5	149.0	138.6	147.1	136.3
African American	5.4%	5.3%	4.4%	7.9%	7.2%	10.3%
Hispanic	16.1%	15.1%	19.3%	16.1%	16.1%	19.6%
White	73.6%	73.9%	70.7%	70.3%	71.1%	64%

Teacher Demographics - Pflugerville High School (Source: TAPR & Online Data)						
American Indian	*	*	*	*	*	*
Asian	1.1%	1.3%	1.3%	1.5%	2.4%	2.8%
Pacific Islander	0.8%	1.5%	1.3%	0.7%	0.8%	0.7%
Two or More Races	3.1%	3.0%	3.0%	3.4%	2.4%	2.5%

Teachers by Years of Experience - Pflugerville High School (Source: TAPR)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	2.6%	4.9%	5.3%	6.2%	9.3%	4.5%
1-5 Years Experience	26.3%	24.2%	26.5%	19.8%	16.1%	33.4%
6-10 Years Experience	21.2%	16.4%	21.0%	22.8%	24.6%	16.9%
11-20 Years Experience	32.3%	33.8%	26.4%	29.3%	23.9%	23.9%
Over 20 Years Experience	17.7%	20.6%	20.9%	21.9%	26.1%	29.1%

Demographics Strengths

- Diversity is one of Pflugerville High School's greatest attributes. The PHS student population and faculty continue to reflect our strong culturally diverse learning environment and climate.
- Each student brings with them a different set of experiences which contributes to the richness of the curriculum and educational atmosphere.
- Each student's learning experience is enhanced with the heightened exposure to a faculty with vast experiences and advanced levels of education.
- The Spring 2025 Climate survey indicated that 95% of the staff felt that our school proactively recruits Teachers from diverse backgrounds.

Student Learning

Student Learning Summary

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

College, Career, and Military Readiness Graduates

College Applications

	Class of 2025	Class of 2024	Class of 2023	Class of 2022
Total College Applications	2,018	2,097	1,814	1,660
Total Acceptances	1,457	1,538	1,365	1,362
Total Scholarships	23.46 million	21.14 million	18.75 million	20.7 million
Apply Texas	100%	99.77 %	99.76 %	100 %
Financial Aid	62.5%	70.2 %	90.7 %	95.4 %
Financial Aid Opt-Out	172	123	26	21

Destination Statistics

	Class of 2025	Class of 2024	Class of 2023	Class of 2022
2 Year College	142	165	135	126
4 Year College	185	185	171	183
Trade School	57	45	37	52
Military Enlistment	4	4	7	8
Workforce	33	29	30	20
GAP Year	17	6	26	15

	Class of 2025	Class of 2024	Class of 2023	Class of 2022
Unknown	21	5	13	38
Total	459	439	419	441

Destination Percentages

	Class of 2025	Class of 2024	Class of 2023	Class of 2022
2 Year College	30.9%	37.6	32	28.6
4 Year College	40.3%	42.1	40.8	41.4
Trade School	12.4%	10.2	9	11.7
Post Secondary Edu	83.6	89.9	81.8	81.6
Military	.87	1	1.7	1.8
GAP Year	3.7%	1.3	6.2	3.4
Workforce	7.1%	6.6	7.2	4.5
Unknown	4.5%	1.2	3.1	8.6

CCMR Totals

Comparison	Math	English	Complete
Class of 2026	220 (51.5%)	238 (55.7%)	191 (44.7%)
Class of 2025	437 (95.2%)	435 (94.8%)	425 (92.5%)
Class of 2024	406 (87.3%)	428 (92%)	402 (86.4%)
Class of 2023	301 (71.8%)	324 (77.3%)	273 (65.2%)
Class of 2022	354 (80%)	280 (63.2%)	277 (62.6%)

Comparison	Math	English	Complete
Class of 2021	318 (69.7%)	312 (68.4%)	278 (60.9%)

2025 STAAR Year to Year Trend Data

	2022 STAAR EOC Results			2023 STAAR EOC Results			2024 STAAR EOC Results			2025 STAAR EOC Results		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
English I EOC	63%	46%	10%	68%	51%	12%	67%	50%	17%	61%	45%	12%
English II EOC	69%	53%	6%	72%	53%	10%	72%	58%	12%	70%	56%	9%
Algebra I EOC	51%	16%	7%	63%	25%	8%	65%	19%	7%	57%	20%	7%
Biology EOC	82%	57%	19%	89%	58%	20%	88%	56%	18%	90%	59%	20%
U.S. History EOC	89%	70%	48%	95%	68%	37%	95%	69%	35%	93%	62%	35%

English I

- 2025 STAAR EOC outcomes show a decrease by 6% in the Approaches level when compared to 2024 and decreased by 5% in the Meets level compared to 2024

English II

- 2025 STAAR EOC outcomes show a decrease by 2% in the Approaches level when compared to 2024 and decreased by 2% in the Meets level compared to 2024

Algebra I

- 2025 STAAR EOC outcomes show a decrease by 8% in the Approaches level when compared to 2024 and increased by 1% in the Meets level compared to 2024

Biology

- 2025 STAAR EOC outcomes show an increase by 2% in the Approaches level when compared to 2024 and increased by 3% in the Meets level compared to 2024

US History

- 2025 STAAR EOC outcomes show a decrease by 2% in the Approaches level when compared to 2024 and decreased by 7% in the Meets level compared to 2024

2025 TELPAS Results

The following data represents the percentage of students who performed at each English language proficiency level (Beginning, Intermediate, Advanced, and Advanced High) on TELPAS in each tested area in the Spring of 2025.

TELPAS COMPOSITE RATING- 9TH Grade Spring 2024			
Beginning	Intermediate	Advanced	Adv High
9%	36%	45%	9%
TELPAS COMPOSITE RATING- 9TH Grade Spring 2025			
8%	35%	40%	17%
TELPAS COMPOSITE RATING- 10TH Grade Spring 2024			
Beginning	Intermediate	Advanced	Adv High
19%	25%	38%	18%
TELPAS COMPOSITE RATING- 10TH Grade Spring 2025			
13%	34%	30%	23%
TELPAS COMPOSITE RATING- 11TH Grade Spring 2024			
Beginning	Intermediate	Advanced	Adv High
18%	39%	30%	13%

TELPAS COMPOSITE RATING- 9TH Grade Spring 2024			
TELPAS COMPOSITE RATING- 11TH Grade Spring 2025			
13%	36%	38%	13%
TELPAS COMPOSITE RATING- 12TH Grade Spring 2024			
Beginning	Intermediate	Advanced	Adv High
17%	56%	25%	3%
TELPAS COMPOSITE RATING- 12TH Grade Spring 2025			
30%	46%	21%	3%

Grade	Beginning	Intermediate	Advanced	Adv High
9th	-1	-1	-5	+8
10th	-6	+9	-8	+5
11th	-5	-3	+8	same
12th	+13	-10	-4	same

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

Graduation Rates: 4-year Rates			
	Class of 2021	Class of 2022	Class of 2023
State	90.0%	86.7%	90.3%
District - PHS	96.0%	93.3%	92.6%

Graduation Rates: 4-year Rates			
All Students - PHS	98.3%	96.8%	97.1%

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

Annual Dropout Rates (9th-12th Graders)				
	2020-2021	2021-2022	2022-2023	2023-2024
State	2.4%	2.2%	2.0%	
District - PfISD	1.3%	1.5%	1.6%	
All Students - PHS	0.3%	0.3%	0.7%	

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		83	B	
Student Achievement		85	B	70%
STAAR Performance	47	75		
College, Career and Military Readiness	92	93		
Graduation Rate	98.2	90		
School Progress		84	B	0%
Academic Growth	64	64	D	
Relative Performance (Eco Dis: 52.4%)		84	B	✓
Closing the Gaps	60	78	C	30%

Missed Closing the Gaps Targets

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

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

- All Students (missed by 8%)
- African American (missed by 9%)
- Hispanic (missed by 14%)
- High Focus (missed by 11%)

Student Learning Strengths

2025 STAAR Results shows as follows:

- Biology increased in Approaches, Meets, and Masters level compares to 2024 by 2-3%
- Increase in Algebra from 19% in 2024 to 20% in 2025 in the Meets level
- Remain the same in US History Masters level at a 35% in 2024 and 2025

2025 CCMR Totals:

- 93% CCMR (Class of 2024), highest in the last four years (CCMR rate will be finalized and official by TEA in 2025 Accountability)
- 1,457 college acceptances
- \$23.46 million in total scholarships, highest in school history

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Spring 2025 EOC Meets Grade Level performance was lower by 5% for ELA I compared to Spring 2024.

Root Cause: We need to increase the effectiveness of coaching our novice Teachers throughout the school year and understanding data driven instructional practices to improve student outcomes for ELA.

Problem Statement 2: Our Spring 2025 EOC Approaches Grade Level performance was lower by 8% for Algebra I compared to Spring 2024.

Root Cause: There was a lack of explicit EOC based daily instruction such as EOC-based questions/warmups being used on a daily basis, and lack of streamlining student intervention processes and lessons. New Algebra I Teachers in which we needed to increase the effectiveness of coaching them throughout the school year and understanding data driven instructional practices to improve student outcomes

Problem Statement 3: Our Spring 2025 EOC Meets Grade Level performance was lower by 2% for ELA II compared to Spring 2024

Root Cause: We need to increase the effectiveness of coaching our novice Teachers throughout the school year and understanding data driven instructional practices to improve student outcomes for ELA.

Problem Statement 4: While dropout rates for PHS students have remained below State and District rates, more than twice as many students dropped out in 2023-2024 compared to the prior year.

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

School Processes & Programs

School Processes & Programs Summary

Instructional & Curricular Programming

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

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

Professional Learning Communities:

All teachers actively participate in weekly Professional Learning Communities. During PLC time, teachers collaboratively plan, review data, and share in the workload. PLC collaboration enables teachers to disaggregate data together and create lesson designs that focus on student achievement and student success. This time also provides for additional assistance and collaboration with campus and district instructional leadership. The 25-26 master schedule is optimized for PLC meeting time. As a result PLC time is embedded within the instructional day

Personnel (Recruit/Support/Retain)

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

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

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

Upbeat staff survey data shows that only 61% of teachers and staff feel that professional development offered helps them improve their teaching.

Organizational

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

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

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

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

School Processes & Programs Strengths

Instructional & Curricular Programming

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

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

Personnel (Recruit/Support/Retain)

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

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

Students.

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

Organizational

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Upbeat staff survey data shows that only 61% of teachers and staff feel that professional development offered helps them improve their teaching.

Root Cause: Lack of differentiation in the sessions, relevancy, and modeling for implementation per staff feedback.

Problem Statement 2: Campus is not maximizing ACE time consistently for AVID Advisory interventions.

Root Cause: Currently, there is a need for specific Teacher training & guidance to support the implementation of the AVID intervention lessons.

Perceptions

Perceptions Summary

Staff Climate Survey Results

The Spring 2025 Upbeat Campus staff Climate Survey (65% participation) reflected the following strengths and challenges:

The categories of School Order & Safety (+9), and Instructional Leadership (+4) received gains. Principal/Teacher Trust, Autonomy Satisfaction & Purpose and Belonging & Well Being, and Satisfaction & Purpose all received gains and are 90%+.

Strengths:

PHS Spring 2025 UPBEAT STAFF CLIMATE SURVEY			
Domain	Positive	Negative	Decrease/Increase from Spring 2024 to Spring 2025
Principal/Teacher Trust	92%	8%	same
School Safety & Order	77%	23%	+9
Instructional Leadership	89%	11%	+4
Belonging & Well Being	93%	7%	+1
Care & Commitment	94%	6%	+2
Satisfaction & Purpose	95%	5%	+1
Autonomy	94%	6%	+2

Challenges:

PHS Spring 2024 UPBEAT STAFF CLIMATE SURVEY			
Domain	Positive	Negative	Decrease/Increase from Spring 2024 to Spring 2025
Professional Development	68%	32%	+4
School Safety & Order	77%	23%	+9
Appreciation	82%	18%	-6

49% of staff stated that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes per the Spring 2025 Upbeat Climate Survey.

70% of staff stated the disciplinary practices are applied fairly to all students at my school on the Spring 2025 Upbeat Climate Survey.

60% of the staff stated the professional development organized by my school's leadership team helps me improve my teaching.

61% of staff stated the professional development organized by my district helps me improve my teaching.

80% of staff stated Administrators at my school let me know when I'm doing great work.

Student Attendance

PHS has a cumulative attendance rate of 91.61% for SY24-25, a slight increase from the SY23-24 school year rate of 91.27%.

Attendance by Grade Level				
	2021-2022	2022-2023	2023-2024	2024-2025
9th Grade	92.12%	92.43%	93.5%	92.93%
10th Grade	89.91%	91.72%	91.3%	92.35%

Attendance by Grade Level				
11th Grade	92.01%	90.11%	90.8%	91.60
12th Grade	91.14%	91.64%	89.9%	89.72%
Total ADA %	91.07%	91.22%	91.27	91.61%

Discipline:

According to Skyward & On Data Suite, the priority student offenses for SY24-25 PHS are as follows:

Offense Types	2021-2022	2022-2023	2023-2024	2024-2025
Assaults	0	16	24	13
Fights	30	12	22	11
Physical Aggression	37	24	28	6
Possessions/ prohibited substance (marign/THC)	83	75	58	44
OC Placements	77	64	84	29

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

Disproportionality Rates for Discretionary OC Placements		
	2022-2023	2023-2024
All Students - OC Placement Rate	0.5%	1.5%
African American Students - OC Placement Rate	1.8%	4.8%
Disproportionality Rate - the rate at which African American students are assigned an OC placement compared to All Students	3.5 times higher rate	3.2 times higher rate

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

Perceptions Strengths

According to the Spring 2025 Upbeat Staff Survey

- The Spring 2025 Upbeat Campus staff Climate Survey (65% participation) reflected the following strengths and challenges:
- The categories of School Order & Safety (+9), and Instructional Leadership (+4) received gains.
- Principal/Teacher Trust, Autonomy Satisfaction & Purpose and Belonging & Well Being, and Satisfaction & Purpose all received gains and are 90%+.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 49% of staff stated that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes.
Root Cause: Teachers have different levels of training regarding utilization of positive behavior supports and interventions.

Problem Statement 2: For the Spring 2024 Upbeat Survey PHS has a 70% positive response in the area of School Safety and Order.
Root Cause: There is a lack of consistency in how discipline referrals were handled.

Problem Statement 3: 60% of the staff stated the professional development organized by my school's leadership team helps improve my teaching and 61% of the staff stated the professional development organized by my school's leadership team helps me improve my teaching
Root Cause: Lack of differentiation in the sessions, relevancy, and modeling per staff feedback.

Goals

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

Performance Objective 1: By Spring 2026, there will be a 10% increase from 60% to 70% of teachers stating that the available professional development from the school leadership team helps improve their teaching and is a good use of their time.

High Priority

Evaluation Data Sources: Staff Climate Survey

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

Performance Objective 2: On the 2025-2026 staff climate surveys, 60% of staff will state that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes; and 75% of staff will state the disciplinary practices are applied fairly to all students at my school.

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

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

Performance Objective 3: On the 2025-2026 staff climate surveys, 85% of teachers will share that administrators at my school notice when I am working hard.

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

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

Performance Objective 4: On the 2025-2026 staff climate surveys, 85% of staff will state that the expected workload of teachers is reasonable.

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

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

Performance Objective 1: By June 2026, there will be increases in Growth and Achievement on STAAR Reading Language Arts (RLA) & Algebra I EOC exams for all student groups to meet Closing the Gaps targets.

Improved 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 59% to 70%
- Approaches from 66% to 74%
- Meets from 49% to 57%
- Masters from 10% to 18%

English I - Improved 2026 STAAR outcomes from the prior year will be:

- Approaches from 61% to 69%
- Meets from 45% to 53%
- Masters from 12% to 20%

English II - Improved 2026 STAAR outcomes from the prior year will be:

- Approaches from 70% to 78%
- Meets from 56% to 64%
- Masters from 9% to 17%

Math - Improved 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 70% to 76%
- Approaches from 69% to 77%
- Meets from 30% to 38%
- Masters from 8% to 16%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 2: By June 2026, there will be increases at all performance levels on STAAR EOC Biology and U.S. History tests for all student groups to meet Closing the Gaps Student Success targets.

Biology - Improved 2026 STAAR EOC outcomes from the prior year will be:

- Approaches from 90% to 97%
- Meets from 57% to 65%
- Masters from 19% to 27%

U.S. History - Improved 2026 STAAR EOC outcomes from the prior year will be:

-Approaches from 94% to 98%

-Meets from 63% to 69%

-Masters from 35% to 42%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: In the 2025-2026 school year, at least 52% of students enrolled in a CTE program and eligible to reach concentrator status (by completing the required number of courses in a pathway) will either enroll in the next course in their pathway the following year or earn an industry-based certification.

Evaluation Data Sources: Skyward course enrollment reports

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

Performance Objective 2: The number of students who successfully register for an AP exam will increase from 751 to 800 testers and the number of tests taken will increase from 1,206 to 1,300 for the 2025-2026 school year.

Evaluation Data Sources: College Board AP Results

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

Performance Objective 3: To meet PflISD's 3E Promise of preparing all students for Employment, Enrollment or Enlistment after high school, the percentage of Class of 2026 Graduates who meet the criteria for College, Career, or Military Readiness (CCMR) will increase to 94%. By Class of 2029, 100% of Graduates will be CCM-ready.

HB3 Goal

Evaluation Data Sources: HB3 Goals are set to meet PflISD's 3E Promise: By Class of 2029, ALL students meet at least one CCMR indicator by the end of their senior year to be well-prepared for employment, enrollment or enlistment after high school. Goals also align to an accountability CCMR rating of "A" (minimum 88%) (see also addendums for CCMR goals by student group):

TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 75%)

TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 94%) - Reset to meet 3E Promise

TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 96%)

TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 98%)

TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

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

Performance Objective 4: During the 2025-2026 school year, 100% of PHS graduates will complete a FAFSA/TAFSA and Apply Texas applications.

HB3 Goal

Evaluation Data Sources: One Logos Data Suite

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

Performance Objective 5: By Spring 2026, there will be a 10% increase from 81% to 91% of Teachers stating that the Parents and Teachers at my school work together as partners to support Parent & Family Engagement .

Evaluation Data Sources: 2026 Campus Staff Survey Results
District & Campus staff, parent & student surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2025-2026 school year, the overall attendance rate will improve from 91.61% in the prior year to 93%.

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By the end of the 2025-2026 school year, there will be a 10% decrease in the number of students skipping (truancy) decreasing from 26% to 16% to show a reduction in Chronic Absenteeism rates.

Evaluation Data Sources: Truancy referrals

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: For the Class of 2026 Four-Year Graduation rates, PHS will improve rates by 1% compared to the previous 2025 Graduation rates and decrease dropout rates.

Evaluation Data Sources: Increased EOC outcomes
Increased graduation rates
Decreased Dropout rates

Goal 4: PflISD will improve low performing schools.

Performance Objective 4: Pflugerville High 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 B to A
- Domain 1 Rating will improve from B to A
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will improve from C to B or above

High Priority

Evaluation Data Sources: Accountability reports

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

Addendums

CCMR Graduates Campus Goals - Pflugerville HS

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 92% for the Class of 2024 to 100% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

Class of 2022 (2023 Accountability Reports - Actual Outcomes for Goal-Setting)	Class of 2023 (Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting)	Class of 2024 (Outcomes Reported in 2025 Accountability Ratings)	Class of 2025 (Outcomes Reported in 2026 Accountability Ratings)	Goals Reset to Meet PfISD 3E Promise	Class of 2026 (Outcomes Reported in 2027 Accountability Ratings)	Class of 2027 (Outcomes Reported in 2028 Accountability Ratings)	Class of 2028 (Outcomes Reported in 2029 Accountability Ratings)	Class of 2029 (Outcomes Reported in 2030 Accountability Ratings)
63%	69%	71%	75%		94%	96%	98%	100%
Actual Outcomes		92%						

Yearly Target Goals -- by Student Group -- Annual Graduates Earning CCMR

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2022 (Actual Outcomes for Goal-Setting)	58%	59%	74%	n/a	89%	n/a	48%	54%	40%	55%	65%	n/a	69%
Class of 2023 (Actual Outcomes for Goal-Setting)	58%	66%	74%	n/a	87%	n/a	67%	61%	53%	61%	79%	n/a	72%
Class of 2024	60%	68%	76%	n/a	89%	n/a	69%	63%	55%	63%	81%	n/a	74%
Actual Outcomes: Class 2024	90%	90%	98%	n/a	100%	n/a	93%	89%	84%	90%	97%	n/a	97%
Class of 2025	64%	72%	80%	n/a	93%	n/a	73%	67%	59%	67%	85%	n/a	78%
Actual Outcomes: Class 2025				n/a		n/a						n/a	
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	92%	92%	99%	n/a	100%	n/a	95%	92%	88%	92%	98%	n/a	98%
Actual Outcomes: Class 2026				n/a		n/a						n/a	
Class of 2027	95%	95%	99%	n/a	104%	n/a	96%	95%	92%	92%	99%	n/a	99%
Actual Outcomes: Class 2027				n/a		n/a						n/a	
Class of 2028	97%	97%	100%	n/a	100%	n/a	98%	98%	96%	95%	100%	n/a	100%
Actual Outcomes: Class 2028				n/a		n/a						n/a	
Class of 2029	100%	100%	100%	n/a	100%	n/a	100%	100%	100%	100%	100%	n/a	100%
Actual Outcomes: Class 2029				n/a		n/a						n/a	

Data Source: Baseline Class of 2023 from TEA Accountability Reports released August 2024.

To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.

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

CCMR Targeted Strategies

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