

Pflugerville Independent School District

Brookhollow Elementary School

2025-2026

Accountability Rating: C

Distinction Designation
Academic Achievement in Science



Board Approval Date: October 16, 2025
Public Presentation Date: September 11, 2025

Mission Statement

To provide a meaningful education experience for each student through our commitment to academic excellence and the development of interpersonal relationships in a safe and nurturing environment.

Vision

Brookhollow Elementary believes that every child, no matter how gifted or challenged, will be equally valued in an education system where the progress of every child is monitored and given individualized support.

Value Statement

Brookhollow Elementary will form collaborative relationships with families, communities, local businesses, and agencies to help guide the students to success.

Teachers and parents will encourage students to become disciplined lifelong learners who will be prepared to solve problems through creative and critical thinking.

Teachers will design instruction that will guide the students toward active participation in meaningful work for post-secondary readiness.

Brookhollow will be a positive, safe, and healthy environment for all children and staff.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Brookhollow Elementary is celebrating its 30th anniversary, opening in the fall of 1995. The school is located in an established neighborhood where many families choose to stay long after their children graduate from high school.

Despite the area's long-term residents, Brookhollow Elementary experiences a high percentage of enrollment from new families, largely due to the construction of new apartments and rental homes in the vicinity.

The school's mobility rate is 16 %, 2% higher than the district average and 1% lower than the state average. This indicates a significant student turnover throughout the year, driven by the influx of families moving in and out of the rental portion of our school community.

This mix of long-term residents and newly arrived families gives Brookhollow a dynamic and diverse student population.

Students

The student population of Brookhollow Elementary consists of 41% Hispanic, 29% White, 17% African American, 8% identifying as Two or More Races, and 6% Asian.

Student Demographics - Brookhollow Elementary School (Source: OnDataSuite)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	449	387	389	389	387
African American	15.4%	18.9%	15.2%	16.0%	17%
Hispanic	38.1%	38.2%	42.9%	41.6%	41%
White	29.8%	29.5%	29.1%	27.7%	29%
American Indian	0.2%	0.3%	0.3%	0.0%	1%
Asian	7.1%	6.7%	6.4%	6.5%	6%
Pacific Islander	1.6%	0.0%	0.0%	0.3%	.5%
Two or More Races	7.8%	6.5%	6.2%	8.0%	8%

Brookhollow is a Title I Schoolwide campus, and 49% of students were identified as economically disadvantaged in 2024. Emergent Bilingual students comprise about 14% of students, 20% receive special education services, 53% are identified as At-Risk, and 8% are Gifted and Talented. Over the past five years, there has been a steady increase each year in students receiving dyslexia services.

Student Special Program Identification/Participation - Brookhollow Elementary School (Source: TAPR & OnDataSuite)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	49.4%	45.7%	49.1%	52%	49%
Emergent Bilingual	9.1%	11.9%	10.3%	9.6%	14%
At-Risk	45.2%	58.7%	53.4%	24.3%	53%
Special Education	15.6%	16.8%	16.5%	19.1%	20%
Gifted & Talented	4.7%	4.9%	5.4%	7.8%	8%
Dyslexia	5.8%	7.2%	7.2%	7.8%	6%
Section 504	6.2%	7.0%	5.4%	6.2%	6%
Immigrant	0.7%	1.0%	0.8%	2.3%	3%
Homeless	0.5%	1.3%	1.0%	0.0%	2%
Migrant	0.0%	0.0%	0.0%	0.0%	0%
Campus Mobility Rate	13.3%	19.7%	16%	19%	16%

Staff

Brookhollow strives to meet the needs of our diverse populations by creating a climate of highly qualified staff that mirrors the culture of our students to the greatest extent. According to our district campus staffing report for 24-25, the number of Hispanic teachers continues to increase to meet the increased population of Hispanic students.

Teacher Demographics - Brookhollow Elementary School (Source: TAPR)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Teachers	34.6	37.1	34.9	31.3	32.1
African American	10.8%	10.8%	14.2%	6.4%	6.2%
Hispanic	5.8%	8.1%	8.6%	15.9%	28%
White	80.5%	75.7%	74.3%	74.5%	65.8%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%

Teacher Demographics - Brookhollow Elementary School (Source: TAPR)					
Asian	0.0%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	2.9%	5.4%	2.9%	3.2%	0.0%

Overall, our educators had varying levels of professional experience: 3.1% were new to teaching, 40.3% with 1-5 years experience, 15.8% with 6-10 years experience, 22% with 11-20 years experience, and 18.7% with over 20 years experience.

Teachers by Years of Experience - Brookhollow Elementary School (Source: TAPR)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	17.0%	5.1%	2.7%	8.5%	9.6%	3.1%
1-5 Years Experience	28.8%	31.7%	37.4%	31.5%	22.4%	40.3%
6-10 Years Experience	8.5%	11.6%	16.8%	12.3%	20.1%	15.8%
11-20 Years Experience	38.2%	40.0%	29.7%	31.5%	25.6%	22%
Over 20 Years of Experience	7.6%	11.5%	13.5%	16.2%	22.4%	18.7%

Demographics Strengths

With the increasing diversity among our student population and special education population equal to the average of our campus comparison group, Brookhollow is reflective of society as a whole. Our students develop lifelong skills and an ability to collaborate with peers from various backgrounds. We believe we are equipping young learners to collaborate with various cultures and abilities. We find that Brookhollow Elementary students are accepting of new students regardless of race, ethnicity, and needs. Moreover, we continue to see a decrease in our discipline referrals and an increase in participation in school leadership and social and emotional programs. Brookhollow serves the following neighborhoods: Brookhollow, Bohls, Saxony, Katymead, Swenson Farm, and multi-family living units.

Brookhollow Elementary has many demographic strengths. Some of the most notable demographic strengths include:

- The student population consists of many ethnic and cultural backgrounds
- Inclusiveness
- Teachers are required to be ESL-certified
- We actively recruit and seek out highly qualified staff by attending job fairs
- We have increased the number of minority and male staff to align with our student demographics

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite ongoing efforts to recruit and retain skilled educators according to the last four years of the TAPR, our elementary schools face persistent challenges

in sustaining a highly qualified teaching workforce. A significant barrier is the increasing number of uncertified or certified teachers who struggle to meet the rigorous standards of effective instruction and long-term retention.

Root Cause: The root cause of this issue lies in systemic gaps in teacher preparation and certification pathways. Additionally, high turnover among provisionally certified teachers stems from a lack of sustained mentorship, professional development, and incentives to complete full certification, further undermining the stability of the elementary teaching workforce.

Problem Statement 2: The current systems governing teacher surplus, internal transfers, and contract exit timelines create instability and disruption in staffing for underperforming or high-need elementary campuses. These processes often extend well into the summer, leading to delays in recruiting qualified candidates and compromising continuity in instruction, according to campus and district staffing data.

Root Cause: Existing surplus and transfer protocols often do not account for academic performance data, climate needs, or staffing vulnerability. In addition, flexible contract exit windows, while supportive for employee mobility, inadvertently destabilize high-need campuses when resignations occur late without replacement pipelines.

Problem Statement 3: Despite ongoing economic inflation and increased financial strain on families, Brookhollow has experienced a noticeable decline in the number of students identified as economically disadvantaged 54% to 49%. This decline is not reflective of the true needs within our community but rather highlights systemic breakdowns in outreach, communication, and accessibility.

Root Cause: The root cause stems from ineffective or inconsistent communication systems at the campus levels that fail to reach all eligible families in a timely, clear, and culturally responsive manner. Current processes often rely too heavily on digital platforms, complex language, or passive distribution methods, which may not adequately serve families with limited technology access.

Problem Statement 4: Brookhollow Elementary has experienced a significant increase in its Hispanic student population over the past few years - TAPR. While this demographic shift reflects the changing diversity of the community, the school currently lacks a fully aligned system to support the unique linguistic, academic, and cultural needs of these students and their families.

Root Cause: Outdated or insufficient systems for English language learners' support, culturally responsive teaching, and communication. Current staffing, instructional materials, and outreach practices have not scaled proportionately to match the growth of the Hispanic population. Additionally, limited access to ESL-certified educators and a lack of consistent family engagement structures create barriers.

Problem Statement 5: The most recent Upbeat Survey data reveals that teachers feel recognition for their hard work and accomplishments is insufficient, contributing to a decline of 7% in overall morale.

Root Cause: The absence of a systematic and inclusive recognition framework that regularly acknowledges staff contributions, both big and small. Current recognition efforts may be sporadic, leadership-driven rather than peer-driven, or fail to reflect the diverse ways staff add value to the school community. Furthermore, competing priorities and time constraints often push recognition practices to the back.

Student Learning

Student Learning Summary

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		75	C	
Student Achievement		72	C	0%
STAAR Performance	43	72		
College, Career and Military Readiness				
Graduation Rate				
School Progress		76	C	70%
Academic Growth	68	76	C	✓
Relative Performance (Eco Dis: 49.5%)		62	D	
Closing the Gaps	35	71	C	30%

Missed Closing the Gaps Targets

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

Brookhollow Elementary's administration, support staff, and teachers evaluate student data following each assessment. Professional Learning Communities analyze trends in student achievement by assessing the outcomes of our targeted student groups. The campus conducts meetings with teachers to desegregate student data to identify students' strengths and weaknesses, determine specific concerns, and develop a plan of action.

STAAR Math 2022 to 2025 Comparison

3rd Math 2025	Approaches	Meets	Masters
Campus	63%	35%	16%
3rd Math 2024	Approaches	Meets	Masters

3rd Math 2025	Approaches	Meets	Masters
Campus	64%	38%	16%
3rd Math 2023	Approaches	Meets	Masters
Campus	53%	21%	8%
3rd Math 2022	Approaches	Meets	Masters
Campus	65%	42%	22%

When comparing 3rd-grade STAAR Math results from 2022 to 2025, the results reflect fluctuations, with more students still maintaining performance above grade level in 2025, yet a 3% decrease at the Meets level, and no improvement at the Masters level.

4th Math 2025	Approaches	Meets	Masters
Campus	50%	27%	11%
4th Math 2024	Approaches	Meets	Masters
Campus	52%	28%	13%
4th Math 2023	Approaches	Meets	Masters
Campus	58%	30%	13%
4th Math 2022	Approaches	Meets	Masters
Campus	71%	28%	5%

Analysis of the STAAR math results for 4th graders from 2022 to 2025 highlights a decrease by 2% for the Meets and Masters performance level. This data suggests that a significant portion of 4th grade students are not reaching the higher proficiency level needed for the "Master" level, and additional support or targeted interventions in math may be necessary to help them improve.

5th Math 2025	Approaches	Meets	Masters
Campus	79%	37%	17%
5th Math 2024	Approaches	Meets	Masters
Campus	83%	60%	23%
5th Math 2023	Approaches	Meets	Masters
Campus	93%	53%	16%
5th Math 2022	Approaches	Meets	Masters
Campus	79%	33%	16%

When comparing 5th-grade STAAR math results from 2024 to 2025, 4% fewer students performed at grade level in 2025. There was a decrease at the Meets level by 23% and the

Masters level decreased by 6% as well. This indicates that most students are performing on grade level and almost half of the 5th graders should continue the rigorous instructional math to reach the Master's level.

This section provides information on student achievement on the 2024-2025 STAAR assessments for mathematics, reading/ELA, and science at the Approaches and Meets levels. These results include all student groups tested.

Brookhollow Elementary: Student Groups - STAAR Performance for 2024-2025									
Student Groups	Reading			Math			Science		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
All Students	76	56	22	66	35	15	62	27	15
African American	71	43	14	50	25	7	33	8	0
Hispanic	69	42	14	57	24	11	61	21	12
White	91	81	37	80	50	22	74	42	32
Asian	90	70	40	100	70	40	80	60	20
Two or More Races	64	55	9	73	36	9	75	25	0
Economically Disadvantaged	65	40	12	57	18	9	54	13	5
Special Education(current)	40	12	7	33	9	7	25	15	10
Emergent Bilingual	59	34	7	59	28	14	62	23	0

2024-2025 Star 360 Math

In reviewing Math performance levels:

- There was a significant increase in the percentage of Grade 3 students scoring at the At/Above benchmark level when comparing student progress from BOY at 65% to EOY at 71% a change of +6%.
- There was a significant decrease in the percentage of Grade 4 students scoring at the At/Above benchmark level when comparing student progress from BOY at 67% to EOY at 52% a change of -15%.
- There was a significant increase in the percentage of Grade 5 students scoring at the At/Above benchmark level when comparing student progress from BOY at 64% to EOY at 64% a change of -0%

Primary Math performance levels

- TxKEA Kinder: There was an increase in the percentage of Grade Kindergarten scoring On Track level when comparing student progress from BOY at 55% to EOY at 70 % a change of +15 %
- Star 360 First: There was an increase in the percentage of Grade First scoring On Track level when comparing student progress from BOY at 49% to EOY at 53%, a change of +4%
- Star 360 Second: There was an increase in the percentage of Grade Second scoring On Track level when comparing student progress from BOY at 61% to EOY at 66%, a

change of +5 %

2024-2025 Star 360 Reading

In reviewing Reading performance levels:

- There was no significant increase in the percentage of Grade 3 students scoring at the At/Above benchmark level when comparing student progress from BOY at 72% to EOY at 67% -5%.
- There was a significant increase in the percentage of Grade 4 students scoring at the At/Above benchmark level when comparing student progress from BOY at 56% to EOY at 59% a change of +3%.
- There was a significant increase in the percentage of Grade 5 students scoring at the At/Above benchmark level when comparing student progress from BOY at 53% to EOY at 59% +6%.

Primary Reading Performance Levels:

- TxKea Kinder: There was an increase in the percentage of Grade Kindergarten scoring at the OnTrack performance level when comparing student progress on Decoding: BOY at 25% to EOY at 64% a change of 39% and Blending BOY 21%to EOY 66% a change of 45%.
- TPRI First: There was an increase in the percentage of Grade First scoring at the On Track performance level when comparing student progress from BOY to EOY at 65%
- TPRI Second: There was an increase in the percentage of Grade Second scoring at the On Track performance level when comparing student progress from BOY to EOY at 36%

	Telpas Composite Scores 2025			
TELPAS Composite Ratings	Beginning	Intermediate	Advanced	Advanced High
Kindergarten - 2nd	25	25	13	38
3rd - 5th	7	43	37	13
Kindergarten	33	17	0	50
First	0	20	20	60
Second	40	40	20	0
Third	11	56	22	11
Fourth	0	38	50	13
Fifth	8	38	38	15

Student Learning Strengths

Brookhollow Elementary has created a system that focuses on interventions using teachers and support staff to meet the needs of all students by being specifically and strategically assigned to groups aligned to data-driven instructional needs, as well as to ensure that all students make growth.

Brookhollow has many strengths:

- We have tiered reading courses in Grades K-5 with two full-time literacy intervention teachers to ensure our students become fluent readers
- We have 1.0 campus Literacy Dyslexia teachers who analyze data to support students and staff, provide small group and one-on-one instruction to some of our lowest readers and highest need Section 504 students, and sit on the Instructional Leadership Team.
- Over Nine Years of implementation of the Professional Learning Community philosophy which takes place every week where grade-level teachers collaborate and create action plans to leverage the teaching and learning for all students.
- More than three-fourths of Brookhollow Elementary students are on grade level or are consistently growing as evidenced by universal screener reading assessments, district math

assessment scores, and other formative academic measures.

When students in grades K - 5 are not showing growth, student progress is discussed within PLC (professional learning communities) throughout the year to identify strategies and resources for the classroom or intervention.

Students needing additional intervention in academics or behavior are supported through the campus MTSS (Multi-tiered support system) process.

- Our students demonstrated strong English language development, exceeding TELPAS interim targets by 14%, reflecting their growth in listening, speaking, reading, and writing skills.
- 2023: Students demonstrated strong scientific reasoning and application skills, resulting in a TEA designation in science.
- 2024: Students sustained growth in science proficiency, maintaining the TEA designation through consistent progress in literacy, problem-solving, and analysis.
- 2025: Students continued to meet high performance standards, earning a third consecutive TEA designation in science, highlighting strength in applying scientific concepts to real-world contexts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Deep analysis of the 2024 and 2025 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2025 Closing the Gaps, targets were missed across student groups.

Root Cause: The missed 2025 Closing the Gaps targets across student groups stem from inconsistent use of data to drive instruction, limited differentiation to meet the needs of diverse learners, and gaps in the alignment of interventions with specific skill deficits. In addition, varying teacher capacity in providing targeted supports, combined with challenges related to student mobility and engagement, contr

Problem Statement 2: In analyzing our students' End of Year Independent Reading Levels for May 2025 compared to May 2024, although progressing, BES continues to have students who were promoted to the next grade level NOT on the expected reading level.

Root Cause: Factors such as varied teacher capacity, insufficient support for struggling readers, and interruptions in learning contribute to students not meeting grade-level reading expectations.

Problem Statement 3: For Academic Achievement RLA High Focus Group: Asian, Two or More Races, African American, Hispanic, Special Education, Economically Disadvantaged, Emergent Bilingual did not meet the Closing of the Gap interim target for STAAR 2025 Meets level.

Root Cause: Inconsistent differentiation of instruction to address the diverse academic needs of these student groups, limited targeted intervention support, and gaps in monitoring and adjusting instructional strategies based on student performance data.

Problem Statement 4: Brookhollow Elementary's student groups, including all High-Focus Groups, did not meet the Closing of the Gap interim targets in math at the Meets performance level, as reflected in the 2025 STAAR Math results.

Root Cause: Analysis of 2025 STAAR Math data and classroom performance indicates that students demonstrated gaps in foundational math skills and application of grade-level concepts. In addition, inconsistent implementation of differentiated instruction and targeted interventions for High-Focus Groups contributed to lower performance at the Meets level.

Problem Statement 5: According to the Spring 2025 Reading STAAR, the percentage of 3rd - 5th grade: Asian, Special Education, and Eco Dis students was below the overall target score for Meets Grade Level and Masters. Overall (53%) at Meets and above. Asian (50%), Eco Dis (29%), and Special Education (14%).

Root Cause: Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Problem Statement 6: According to the Spring 2024 Math STAAR, the percentage of 3rd - 5th grade: Two or More Races, Hispanic, and Eco Dis students were below the overall scoring Meets Grade Level and Masters. Overall (44%) at Meets and above. Two or More (31%), Eco Dis (26%), Hispanic (33%). BES missed 2024 Closing the Gaps targets for All students, Hispanic students, and our High Focus students.

Root Cause: Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is no consistency in pulling small guided math groups.

Problem Statement 7: Campus data indicates that a significant number of students are performing below grade level in mathematics, as evidenced by benchmark assessments, STAAR performance, and classroom diagnostics. These students struggle with foundational concepts, including number operations, problem-solving, and mathematical reasoning. Contributing factors include limited conceptual understanding, insufficient diff

Root Cause: Need for strategies: Use of Manipulatives: Incorporate tools like base-ten blocks, fraction strips, and geometric shapes to visualize and solve problems. Mental Math and Estimation: Encourage mental calculations and estimation to check the reasonableness of answers Real-World Applications: Apply mathematical concepts to problems arising in everyday life, society, and the workplace

Problem Statement 8: Student achievement data on STAAR indicate persistent performance gaps between the "All Students" group and several identified underperforming student populations within the High Focus Groups: lowest performing groups include African American 29% and Hispanic 31% -Meets.

Root Cause: Inconsistent implementation of evidence-based instructional strategies and targeted interventions. Barriers to accessing rigorous, grade-level content due to accommodations, language acquisition needs, or learning disruption from mobility. Varied teacher capacity with differentiation, scaffolding, and culturally responsive instruction

Problem Statement 9: Although Brookhollow Elementary received a TEA designation in 2025 for science, 5th-grade student performance at the Approaches and Meets levels decreased by 2% Approaches and 8% Meets compared to 2024 STAAR Science results.

Root Cause: Analysis of 2025 STAAR Science data indicates that while students demonstrated strengths in some science concepts, gaps in critical thinking, application of scientific skills, and consistent exposure to hands-on inquiry-based learning contributed to the decline in Approaches and Meets performance levels. Additionally, variations in instructional practices and pacing across classrooms may have impa

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by Brookhollow Elementary is aligned with the Texas Essential Knowledge and Skills (TEKS). A focus on developing future-ready learners has continued to be a goal for our students and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student-led instruction, problem-solving skills, and cooperative learning.

At Brookhollow Elementary, our focus is student progress. Teachers monitor the progress of all students, more frequently assessing those students identified by our Problem-Solving Support Team (PSST) as at-risk and in need of additional support. Instructional staff meets with the PSST during regularly scheduled meetings to document progress and make revisions to students' intervention plans as determined through examination of all available data. Teachers and staff also partner with parents/guardians in an effort to provide universal support for students.

Our school believes that employing high-quality, talented staff is essential for student academic growth. Teachers at Brookhollow Elementary attend collaborative professional development sessions throughout the year. The professional development is based upon the needs identified in this improvement plan. Collaborative sessions/training are provided by our own educators, instructional coaches, campus administration, district-level specialists, and out-of-district conferences/workshops. In addition to professional development, weekly grade-level collaborations/planning and long-range planning/training will reinforce what educators are learning. Our new staff members are mentored by several campus master teachers weekly through collaborative conversations/modeling. Brookhollow continues to maintain a forward movement in maintaining and hiring qualified and highly effective staff. Personnel will be recruited, developed, and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

Brookhollow Elementary continues to have a strong Parent Teacher Organization (PTO) with the majority of our support coming from donations and involvement in our events and activities.

The Brookhollow Elementary master schedule is built with identified intervention times for Early Childhood learning through 5th grade. The intervention team, including reading and math interventionists, classroom teachers, and other available personnel, provide targeted instruction for students to strengthen identified skills during this time. Teachers and students monitor learning progress during intervention through a variety of data gathering tools and techniques. Interventionists also provide instructional coaching for classroom teachers, providing additional research-based skills and strategies to implement for student progress.

In grades kindergarten through fifth, ELA teachers implement a balanced literacy approach to ensure that students are receiving small group instruction on their reading levels based on the Universal Screener used in each grade level. Our district's Universal Screener, Star 360 Math - 1-5th grade, Star 360 Reading - 3-5th grade, TPRI - 1-2nd grade, Amira, Zearn, Tx-Kea - Kindergarten and C-PALS for PK, is utilized regularly to monitor students' progress in reading and Math. Teacher teams are given the flexibility to cluster students in reading and math in order to provide a guided/balanced approach to instruction based on the student individual needs in small group instruction. Teachers in grades K-2 implement a 30 to 40 minute literacy block in which students are grouped across the grade level, and all grade level teachers share the responsibility of instruction and progress monitoring for these students. This has proven to be a successful structure to address student needs.

Science of Teaching Reading (Reading Academy), vocabulary interactive walls, Think Up Math and RLAGo Math, HMH, Pflugerville Pillars, Math Workshops, Common Schools: Get Better Faster 2.0, Campus Improvement Plan workshop, Professional Learning Communities, technology integration and Lead4ward are just a few of our curriculum and instruction programs and strategies which are a part of an ongoing process designed to ensure a guaranteed and viable curriculum. All has been phased in to ensure that students are able to utilize their knowledge to apply problem-solving skills to present their learning in real-world applications. Students are engaged in this approach to learning and utilize inquiry to drive instruction and learning opportunities. The EB program uses the academic and cultural experience of the student as a platform to provide the appropriate level of instruction in English.

Technology plays a critical role in all learning processes. The campus goal is for all students, K-5, to create products using available technology. Teachers are encouraged to utilize technology from the Technology Department by receiving program badges for modeling the use of instructional programs. District tech specialists also consult and partner with

instructional staff to explore ways to enhance learning through technology integration.

The Gifted/Talented Enrichment Program is embedded in the classroom for K-5th graders. The students experience presentations and work on individual projects. In the spring, students showcase their projects with other GT students in the district. Parents are also invited to view students' projects. Kindergarten through fifth-grade GT-identified students are also served by their classroom teachers.

Brookhollow Elementary's annual attendance summary was 94.78% of students present this past year, according to the 2024-2025 On Data Suite. An increase from the year 2023-2024 and 2022-2023. Brookhollow Elementary has experienced fluctuation in its chronic absenteeism rate, as reported by our district's PEIMS data warehouse. The rate was 21.1% in 2022-2023, 20.4% in 2023-2024, and improved to 24.29% in 2024-2025.

School Processes & Programs Strengths

The Problem Solving Support Team (SST) process has been refined and is an effective way to track student progress and make plans for intervention.

Instructional staff collaborate within and across grade level teams to enhance instruction through our Professional Learning Communities (PLCs). Instructional staff also collaborate with other district staff to share ideas.

An increase in our technology application for student-centered learning across grade level are being implemented as learning tools, and instructional staff are collaborating with district technology specialists to enhance integration.

Teachers at Brookhollow are empowered to take on leadership roles, including team leader, committee chairs, and activity sponsors.

Administration continues to support the staff with ongoing rewards, and recognition, as well as leadership opportunities such as Grade Level Leaders, Campus Academic Advisory Committee (CAAC) members, leading professional development opportunities, and teachers lead teacher committees. Staff also have opportunities to participate in conferences including Curriculum Writing, Response to Intervention, Math Workshop, Reading Academy, Science in Reading, Understanding Data Driven Instruction, MakerSpace, and Dyslexia training, Discipline in Literacy all in order to retain highly qualified teachers.

Through Professional Learning Communities, teachers at Brookhollow are gaining the knowledge and skills to disaggregate and analyze student data utilizing Student Tracking, Data Walls, the Data Wise process aligned with Star 360, Early Literacy, and STAAR assessments to identify needs for individual students.

Brookhollow prides itself on encouraging our students to be leaders of the community.

Professional Development planning begins after we complete our March formative review through our Campus Academic and Advisory Committee (CAAC). CAAC begins a Campus Needs Assessment based on discussions, teacher, parent, and student surveys, achievement data, climate and social-emotional data to decide our next steps in moving the campus community and student achievement growth forward. Cultural Competence, Restorative Practice, DBQ, Technology, ECR and SCR, Reading Academy, Bloomberg, T-TESS, Conscious Discipline, PBIS/MTSS, Interactive Vocabulary Walls for Science, and PLCs were a huge part of Brookhollow's Wednesday staff developments during the 2024-2025 school year that impacted growth for our students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student participation in enrichment programs has decreased, limiting opportunities for students to engage in extended learning, explore interests, and build leadership skills beyond the core curriculum. According to the 24-25 percent of students to signed in and the End of Year Awards.

Root Cause: A lack of consistent communication, limited scheduling flexibility, and insufficient alignment of enrichment offerings with student interests and needs have contributed to the decline in participation. Additionally, competing academic and extracurricular commitments may reduce student availability and interest in enrichment opportunities.

Problem Statement 2: Brookhollow Elementary's annual attendance summary was 94% of students present this past year according to 2024-2025 Skyward data.

Root Cause: Student absenteeism is complex and includes a variety of factors. Students may be experiencing barriers to attending or engaging in school.

Problem Statement 3: Parent involvement and student achievement have decreased in the last five years.

Root Cause: 2024 through 2025 Upbeat Data including school event sign-in documents suggest that Brookhollow Elementary will need to build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together.

Problem Statement 4: Parent participation in school events and involvement opportunities has decreased, reducing family-school connections and limiting collaboration to support student success, according to the campus 24-25 sign-in document, end-of-year volunteer spreadsheet, and parent survey.

Root Cause: Barriers such as scheduling conflicts, limited communication methods, competing work/family responsibilities, and a lack of varied engagement opportunities that reflect families' interests and needs have contributed to the decline in parent participation.

Perceptions

Perceptions Summary

Brookhollow Elementary is a school of about 387 students and 51 staff. Brookhollow passionately serves the community and the area around it. We work closely with Pflugerville Community Church, Texas Road House, Ready, Set, Teach (Pflugerville High School), Watch DOGS, strong Parent Teacher Organization, National Honor Society for both PHS and HHS, The City of Pflugerville, BES Parent Teacher Organization, Girlstart, Pflugerville High School PALS, Pflugerville Education Foundation, Pflugerville Public Library, BES No Place for Hate program, Pflugerville High School and Hendrickson High School Athletic Department and other local community members. We also passionately serve our community and neighbors.

Although a category that has remained very challenging for many school leaders to generate improvement, Work Life Balance for BES increased in positive responses across the overall category by a significant 12% according to the district's Upbeat survey for Spring 2025 compared to 2024.

Communication is key and what Brookhollow strives to do well and better every year. We send home monthly reminders and communicate via Parent Link, Facebook, Twitter, and the BES website. Teachers also communicate weekly with parents via newsletters, email, Dojo, and class tag.

At Brookhollow, students' needs are put first. BES discipline data shows referrals are consistently low for the last five school years. BES implements Positive Behavior Intervention Support and has systems such as Restorative Practices for intervening with behavior (counseling, PSST, peer mediation). BES will continue to implement these strategies.

Our discipline data reflected that there are disproportionate numbers of referrals for Hispanic and Black students compared to other races, as well as for boys compared to girls.

Safety is a top priority at BES and we hold monthly evacuation drills (reported at 100%) and annual lock-down and shelter-in-place drills. The Emergency Operation Plan is up to date and a Safety Team is established. The safety team meets twice a year to ensure all students and staff are safe at BES.

Each year, the district sends out various community surveys such as Upbeat and BES PBIS survey to students and staff. The survey results are analyzed to determine the needs of the campus in all organizational areas.

According to the Upbeat climate survey from the Spring of 2025 school year, 96% of the staff feel safe working at BES. Overall, 88% of the staff are satisfied with the direction of Brookhollow Elementary.

Our attendance rate for the 2024-2025 school year was 94%.

Perceptions Strengths

- Safety drills are 100% enforced
- Discipline data is down
- 94% of the staff report that they like the work they do and are held to high standards
- Restorative Practice continues to be focused on student overall safety and a positive climate
- We continue to review our family engagement systems to keep parents aware of how they can become involved

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Spring 2025 Upbeat survey results show that 66% of BES staff participated in the school climate survey--an decrease from the Fall of 2024.

Root Cause: Staff participation in the Spring 2025 Upbeat survey decreased due to survey fatigue, competing priorities during a busy instructional season, and limited communication emphasizing the importance of staff voice in shaping campus decisions. Some staff may also perceive that prior survey feedback has not led to visible changes, which impacts motivation to participate.

Problem Statement 2: The school's social media presence does not consistently reflect the positive culture, student successes, and academic growth occurring on campus, which may contribute to mixed perceptions of the school within the community.

Root Cause: Inconsistent posting, limited staff involvement in sharing highlights, and the absence of a clear communication plan for showcasing diverse student and staff achievements have resulted in fewer opportunities to shape a positive and accurate school narrative online

Problem Statement 3: The school does not currently have a consistent process for collecting parent feedback through surveys, limiting opportunities to fully understand parent perceptions and use their input to guide school improvement efforts.

Root Cause: A lack of established systems and timelines for developing, distributing, and analyzing parent perception surveys has resulted in limited feedback from families. Additionally, barriers such as inconsistent communication about the purpose of surveys and limited response options may reduce parent participation

Goals

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

Performance Objective 1: Brookhollow Elementary will attract and retain highly qualified, diverse educators by implementing targeted recruitment strategies and pathways for professional development that promote career growth and development.

High Priority

HB3 Goal

Evaluation Data Sources: PflSD staffing roster reflecting highly qualified certified teachers;
Staff Survey increase in areas by 5%;
Number of TIA-Designated teacher increase from prior year;
MOY and EOY Universal Screener Data increase at on-grade level performance;
STAAR results increase at all performance levels;
Campus Survey of 70% showing growth in targeted areas

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

Performance Objective 2: Brookhollow Elementary will increase the retention and recruitment of highly qualified teachers by creating a support and incentive program as measured by the achievement of a retention rate of 90% for current staff and recruiting at least 5 highly qualified new teachers by June 2026.

High Priority

Evaluation Data Sources: Frontline, PflSD Human Resources Roster,
Job Fair schedule,
Interview Agenda,
Campus Needs Assessment,
Staff Survey Results

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 on STAAR Math tests across grades 3-5 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 62% to 72%
- Approaches from 66% to 76%
- Meets from 35% to 45%
- Masters from 15% to 25%

To meet HB3 Early Childhood Math Goals:

The percentage of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 35% in June 2025 to 55% by June 2026 and 75% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Domain 3 Closing the Gaps results, STAAR Results, Results from Star 360, TEA Interim Assessment results, Accountability reports

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 on STAAR Reading Language Arts (RLA) tests across grades 3-5 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 68% to 75%
- Approaches from 76% to 80%
- Meets from 56% to 60%
- Masters from 22% to 26%

To meet HB3 Early Childhood Literacy Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 54% in June 2025 to 66% by June 2026 and to 75% by June 2030.

HB3 Goal

Evaluation Data Sources: Domain 3 Closing the Gaps results, STAAR Results, Results from Star 360, TEA Interim Assessment results, Accountability reports

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

Performance Objective 3: By June 2026, there will be increases in Achievement at all performance levels on 5th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success targets.

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

- Approaches from 62% to 72%
- Meets from 27% to 37%
- Masters from 15% to 25%

Evaluation Data Sources: STAAR science results, Accountability reports

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

Performance Objective 1: By the end of 2025-2026, 75% of BES staff will be able to demonstrate the ability to use Digital Literacy skills in classrooms.

Evaluation Data Sources: Usage for 2025-2026 shown on BES Staff Climate survey and IP Data

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

Performance Objective 2: Brookhollow will increase awareness of staff, students, and parents about Health and Wellness during campus and community events. Coordinated School Health will be provided for all students with 100% of eligible students participating in physical activity during PE class and during school activities.

Evaluation Data Sources: Community Survey, Communications including flyers, posters, list serv, email, roster, sign-in sheet, Plan for Learning Compliance roster, menus, PE PD

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: The 2025-2026 Brookhollow Elementary Staff Climate survey will reflect that BES has a safe, effective and supportive learning environment for all students at a 5% increase in positive responses from the previous year.

During the 2025-2026 school year, Brookhollow ES will reduce the number of disciplinary referrals from the prior year.

Evaluation Data Sources: 2025-2026 Staff Climate Survey

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Through family and community partnerships, we expect a 5% increase in access and opportunity for family/community participation to improve student outcomes.

Evaluation Data Sources: Attendance rosters for: parent conferences, PTO, School Report Card Public Meeting, Title I events, Campus Academic Advisory Committee, Upbeat Survey for 2025-2026 Family Engagement.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2025-2026 school year, Brookhollow's student attendance rate will improve from 94% in the prior year to 96%. Chronic Absenteeism will be reduced from 14.7% to 10%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Brookhollow Elementary'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 C to B or above

High Priority

HB3 Goal

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

Early Childhood Literacy Plan Campus Goal - Brookhollow ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 53% in Spring 2024 to 75% by June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
53%	63%	66%	68%	71%	73%	75%	
Outcomes	54%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	28%	71%	n/a	n/a	n/a	n/a	8%	26%	n/a	n/a	n/a	n/a
2024-2025	n/a	32%	75%	n/a	n/a	n/a	n/a	18%	30%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	n/a	43%	74%	n/a	n/a	n/a	n/a	17%	38%	n/a	n/a	n/a	n/a
2025-2026	n/a	42%	78%	n/a	n/a	n/a	n/a	28%	35%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	54%	80%	n/a	n/a	n/a	n/a	34%	45%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	64%	83%	n/a	n/a	n/a	n/a	38%	54%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	72%	85%	n/a	n/a	n/a	n/a	52%	65%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	78%	88%	n/a	n/a	n/a	n/a	62%	70%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Brookhollow ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 52% in Spring 2024 to 80% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
52%	58%	64%	70%	74%	78%	80%	
Outcomes	52%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53%	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Brookhollow ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 45% in Spring 2024 to 78% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
45%	52%	58%	63%	68%	74%	78%	
Outcomes	51%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	53%	33%	57%	n/a	n/a	n/a	n/a	29%	36%	n/a	n/a	n/a	n/a
2024-2025	58%	39%	62%	n/a	n/a	n/a	n/a	34%	40%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	50%	33%	77%	n/a	n/a	n/a	n/a	n/a	37%	n/a	n/a	n/a	n/a
2025-2026	64%	44%	69%	n/a	n/a	n/a	n/a	40%	45%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026													
2026-2027	68%	50%	73%	n/a	n/a	n/a	n/a	46%	50%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	72%	55%	78%	n/a	n/a	n/a	n/a	50%	55%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	74%	65%	83%	n/a	n/a	n/a	n/a	55%	60%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	76%	70%	88%	n/a	n/a	n/a	n/a	60%	65%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)
Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Brookhollow ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 58% in Spring 2024 to 90% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
58%	66%	70%	75%	80%	85%	90%	
Outcomes	53%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	50%	46%	76%	n/a	83%	n/a	50%	36%	41%	n/a	50%	n/a	n/a
2024-2025	55%	51%	79%	n/a	88%	n/a	55%	40%	46%	n/a	55%	n/a	n/a
Outcomes: 2024-2025	39%	45%	69%	n/a	n/a	n/a	50%	18%	38%	n/a	37%	n/a	n/a
2025-2026	62%	56%	83%	n/a	90%	n/a	60%	45%	50%	n/a	60%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	68%	62%	86%	n/a	92%	n/a	65%	50%	55%	n/a	65%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	74%	68%	90%	n/a	94%	n/a	70%	55%	60%	n/a	70%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	73%	93%	n/a	96%	n/a	75%	60%	65%	n/a	75%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	83%	80%	95%	n/a	98%	n/a	80%	65%	70%	n/a	80%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +
Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Brookhollow ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 38% in Spring 2024 to 75% by June 2030.

Yearly Target Goals

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
(Actual Outcome for Goal-Setting)							
38%	50%	55%	60%	65%	70%	75%	
Outcomes	35%						

Yearly Target Goals -- by Student Group

[illegible]

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

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

Early Childhood Math Progress Measure 1 - Brookhollow ES

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

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
100%	100%	100%	100%	100%	100%	100%	
Outcomes	86%						

Yearly Target Goals -- by Student Group

[illegible]

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested

Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

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

Early Childhood Math Progress Measure 2 - Brookhollow ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 67% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
67%	72%	78%	80%	82%	84%	85%	
Outcomes	70%						

Yearly Target Goals -- by Student Group

[illegible]

Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

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

Note: Student Groups that do not meet minimum group size of 10 students are marked with 1/1

Early Childhood Math Progress Measure 3 - Brookhollow ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 62% in Spring 2024 to 85% by June 2030.

[illegible]

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
62%	65%	70%	75%	78%	82%	85%	
Outcomes	51%						

Yearly Target Goals -- by Student Group

[illegible]

Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 40 students are worked with 1/11

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

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan