

Pflugerville Independent School District

Caldwell Elementary School

2025-2026

Accountability Rating: C



Board Approval Date: October 16, 2025
Public Presentation Date: September 24, 2025

Mission Statement

Fannie Mae Caldwell Elementary promotes a diverse, nurturing, and collaborative community with high expectations which inspires us ALL to believe in our potential and achieve our goals.

Vision

Learning Together, Learning Forever

Value Statement

We Believe:

All individuals have worth
Relationships are foundational to success
In educating the whole child both academically and emotionally/socially
In developing civic-minded students
In providing diverse educational opportunities for all students
Diversity is our strength
In providing a safe and nurturing environment for all students and staff
High expectations from and partnerships with our community promote student success.
A strong work ethic and a focus on innovation are vital for staff and students to reach excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Caldwell is an elementary campus that feeds into Pflugerville Middle School and then Pflugerville High School. It is located on the northwestern edge of the school district and opened in 2002. The school serves students in grades Pre-K through 5th grade and has a current enrollment of 545 students and an average class size of 17 students.

Students

Over the past 3 years, the enrollment has remained steady at around 530-545 students.

The Hispanic student population increased by 2% last school year for a total of 64.95% of the total school population. White and African American student groups are the next largest portion of the student population representing 15.96% and 10.83% respectively.

Student Demographics- Caldwell ES (Source: TAPR & OnDataSuite)			
	2022-2023	2023-2024	2024-2025
Total Enrollment	531	540	545
African American	10.0%	10.4%	10.83%
Hispanic	60.8%	62.6%	64.95%
White	17.9%	17.2%	15.96%
American Indian	0.4%	0.2%	0.37%
Asian	4.9%	3.3%	3.49%
Pacific Islander	0.2%	0	0
Two or More Races	5.8%	6.3%	4.4%

Caldwell has worked diligently to refine the PSST/MTSS process, which has resulted in a more efficient identification of Special Education students. Currently, 20.37% of the student population is served in Special Education, including students with speech impairments, dyslexia, learning disabilities, intellectual disabilities, and autism.

Staff Demographics

CWES believes it is important to have our staff demographics be a reflection of our student demographics. There has been an increased effort to diversify staff working at CWES to better align with the demographics of our students. We want our students of different backgrounds to see teachers as role models and representative of them. This is something we will continue to strive to improve each year.

Teacher Demographics - Caldwell ES (Source: TAPR)		
	2023-2024	2024-2025
Total Teachers	45.5	
African American	4.4%	
Hispanic	38.6%	
White	57%	
American Indian	0	
Asian	0	
Pacific Islander	0	
Two or more races	0	

CWES prides itself in not only working towards diversifying our staff, but also hiring early-to-the-profession teachers. CWES has 5 teachers early in their career for the 2024-2025 school year, including 3 new to the profession teachers. These teachers participate in our mentor program and new teacher academy. This allows the opportunity for our returning teachers to act as mentors and further promote collaboration aimed at student growth. At CWES, we believe ideas and perspectives come from all levels of experience, and we are stronger when we work together.

Teachers Years by Experience- Caldwell ES (Source: TAPR)		
	2023-2024	2024-2025
Beginning Teachers	0%	
1-5 Years of Experience	43.3%	
6-10 Years of Experience	19.3%	

Teachers Years by Experience- Caldwell ES (Source: TAPR)		
11-20 Years of Experience	19.8%	
Over 20 Years of Experience	17.6%	

Caldwell has 11 teachers who have earned Texas Incentive Allotment (TIA) designations.

Texas Incentive Allotment (TIA) Designations		
	2023-2024	2024-2025
Recognized	2	3
Exemplary	2	4
Master	7	13

Caldwell Elementary is a Title I campus where 69.91% of students qualify for the Free or Reduced Lunch program. There is a large population of Emergent Bilingual students who primarily have a native language of Spanish. The majority of students, 71.38%, are considered to be At-Risk for not graduating high school due to meeting at least 1 of the 13 state At-Risk Indicators. The Gifted and Talented population has grown, as shown by a consistent rise in the percentage of students identified.

Student by Special Program Identification/Participation - Caldwell ES					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	56.9%	58.9%	58.3%	67%	69.91%
Emergent Bilingual students	40.6%	37.5%	38.5%	43%	46.79%
At-Risk	60.6%	69.3%	66.5%	71.5%	71.38%
Special Education	17.1%	16.1%	14.7%	17.4%	20.37%

Student by Special Program Identification/Participation - Caldwell ES

Gifted & Talented	4.2%	4.1%	5.8%	6.3%	7.52%
Section 504	9.3%	7.1%	7.3%	6.3%	6.97%
Students with Dyslexia	9.1%	8.1%	8.3%	7.8%	7.16%
Homeless	1.4%	1%	0.2%	0.7%	1.65%
Immigrant	7.4%	5.5%	9%	11.5%	13.58%

Demographics Strengths

Caldwell Elementary is a diverse campus. CWES serves both the immediate neighborhoods and students zoned to other campuses within the district. With dual language one-way and two-way programs, we support Emergent Bilingual students and Spanish language learners from across the district. This diversity fosters an inclusive environment, reflected in projects and cultural perspectives shared during events such as cultural parades, Multicultural Night, and Holidays Around the World. The influx of 74 immigrant students from countries including Mexico, Cuba, Guatemala, Honduras, Venezuela, Afghanistan, Iraq, Nepal, Liberia, Uganda, and Vietnam has enriched our school culture, bringing in new traditions, foods, and perspectives. We take pride in celebrating the many cultures represented on our campus, integrating them into our curriculum, literature, and fine arts programs. Beyond our student body, we also make an effort to highlight and honor cultures outside of our school community throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our immigrant population continues to increase and now accounts for 13.58% of our campus population.

Root Cause: The demographic shift presents challenges in addressing language barriers, cultural integration, academic support, and family engagement, potentially impacting overall student achievement and community involvement if not adequately addressed within our current educational framework.

Problem Statement 2: We have a high percentage of at-risk students that currently account for 71.38% of our school population.

Root Cause: The significant proportion of vulnerable learners presents a challenge in ensuring equitable academic outcomes, engagement, and overall student success within our current educational framework. This necessitates the development and implementation of targeted, evidence-based strategies to address their unique educational and socio-emotional needs.

Student Learning

Student Learning Summary

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		78	C	
Student Achievement		70	C	0%
STAAR Performance	41	70		
College, Career and Military Readiness				
Graduation Rate				
School Progress		79	C	70%
Academic Growth	70	79	C	✓
Relative Performance (Eco Dis: 70.0%)		70	C	
Closing the Gaps	47	75	C	30%

Missed Closing the Gaps Targets

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

2024-2025 STAAR Results

Caldwell's overall reading performance (ALL students) for 2024-2025 was 43% at Meets. Caldwell's overall math performance was (ALL students) 38% at Meets. Caldwell's overall 5th grade science performance was 18% at Meets.

2025 STAAR Results									
	Reading			Math			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	71%	37%	14%	62%	34%	13%	N/A	N/A	N/A
4th	79%	36%	12%	68%	32%	11%	N/A	N/A	N/A
5th	71%	47%	23%	69%	47%	18%	45%	18%	5%

2024-2025 TELPAS Results

Emergent Bilingual students at Caldwell take TELPAS to measure their English language acquisition. 61% of EB students in kindergarten ended the year at a Beginning level in English. This number reduces as you move up in grade levels ending with 17% of students at a beginning level in English in the 5th grade. 60% of students progressed at least one proficiency level from 2nd to 3rd grade.

2025 TELPAS Results Composite Ratings				
	Beginning	Intermediate	Advanced	Advanced High
Kinder	61%	31%	8%	0%
1st Grade	57%	21%	9%	13%
2nd Grade	18%	54%	29%	0%
3rd Grade	15%	57%	19%	9%
4th Grade	33%	19%	39%	8%
5th Grade	17%	23%	43%	17%

2025 TELPAS Results Yearly Progress in Composite Ratings			
	Progresses ONE Proficiency Level	Progressed TWO Proficiency Levels	Progressed THREE Proficiency Levels
3rd Grade	57%	2%	0%
4th Grade	43%	0%	0%
5th Grade	50%	4%	0%

2024-2025 End-of-Year Universal Screener Results

Based on the 2024-2025 End-of-Year Universal Screener Results, there are notable trends across grade levels and language groups. In Pre-K, both English and Spanish speakers show strong performance in most areas, with over 70% making adequate progress in phonological awareness and math. Kindergarten results reveal challenges, particularly in English vocabulary and letter naming. In 1st and 2nd grades, Spanish speakers generally outperform English speakers in reading, while math results are more varied. For 3rd through 5th grades, Spanish speakers tend to have higher percentages in the "At/Above Benchmark" category for reading, while math results are more mixed. Across all grades, math performance is generally stronger than reading for both language groups. The data suggests a need for targeted interventions, especially in early literacy skills for English speakers and upper-grade math for Spanish speakers. Overall, the results highlight areas of strength and opportunities for improvement in the school's bilingual education program.

Pre-K (English)	Making Adequate Progress	Not Making Adequate Progress		Pre-K (Spanish)	Making Adequate Progress	Not Making Adequate Progress
Phonological Awareness	72%	28%		Conciencia Fonológica	71%	29%
Rapid Letter Naming	63%	37%		Alfabeto de Nombramiento Rápido	71%	29%

Pre-K (English)	Making Adequate Progress	Not Making Adequate Progress		Pre-K (Spanish)	Making Adequate Progress	Not Making Adequate Progress
Rapid Vocabulary Naming	84%	16%		Vocabulario de Nombramiento Rápido	52%	48%
Math	94%	6%		Matemáticas	90%	10%

Kindergarten (English)	On-Track	Monitor	Support		Kindergarten (Spanish)	On-Track	Monitor	Support
Vocabulary	30%	16%	55%		Vocabulario	58%	7%	35%
Letter Names	35%	14%	51%		Nombres de las letras	60%	21%	19%
Spelling	60%	14%	26%		Ortografía	72%	7%	21%
Math	43%	5%	52%		Matemáticas	58%	7%	35%

1st Grade READING	No Interv.	Moderate Interv.	Significant Interv.		1st Grade MATH	At/Above Benchmark	On Watch	Interv.	Urgent Interv.
English	42%	33%	23%		English	53%	17%	15%	16%
Spanish	67%	30%	4%		Spanish	75%	8%	17%	0%

2nd Grade READING	No Interv.	Moderate Interv.	Significant Interv.		2nd Grade MATH	At/Above Benchmark	On Watch	Interv.	Urgent Interv.
English	40%	32%	29%		English	57%	13%	20%	11%
Spanish	18%	67%	15%		Spanish	40%	35%	10%	15%

3rd Grade READING	At/Above Benchmark	On Watch	Interv.	Urgent Interv.		3rd Grade MATH	At/Above Benchmark	On Watch	Interv.	Urgent Interv.
English	41%	11%	20%	28%		English	62%	23%	8%	7%
Spanish	67%	9%	14%	10%		Spanish	64%	16%	12%	8%

4th Grade READING	At/Above Benchmark	On Watch	Interv.	Urgent Interv.		4th Grade MATH	At/Above Benchmark	On Watch	Interv.	Urgent Interv.
English	45%	18%	11%	26%		English	71%	14%	11%	5%
Spanish	56%	15%	15%	13%		Spanish	74%	23%	3%	0%

5th Grade READING	At/Above Benchmark	On Watch	Interv.	Urgent Interv.		5th Grade MATH	At/Above Benchmark	On Watch	Interv.	Urgent Interv.
English	55%	13%	13%	20%		English	65%	14%	10%	10%
Spanish	74%	12%	12%	3%		Spanish	54%	15%	23%	8%

3rd-5th Grade Interim Assessment Results

Based on the 2024/2025 Interim Assessment Results for 3rd-5th grade students, we can observe several trends across different subjects and student groups. In Math, there was a slight improvement from Fall to Winter, with the overall "Meets" percentage increasing from 34% to 39%. African American students showed significant progress in Math, rising from 29% to 43% meeting standards. Students in Special Education (SpEd) also improved in Math, moving from 13% to 20%.

Reading results show a slight decline overall, dropping from 49% to 44% meeting standards. However, African American students maintained a strong performance at 62% for both periods. SpEd students saw a small decrease in Reading, from 29% to 25%.

Science results, which only represent 5th grade students, show low overall performance but some improvement, increasing from 8% to 14% meeting standards. Notably, both African American and SpEd students show 0% meeting standards in Science for both periods, indicating a significant area for improvement.

These results highlight areas of progress, particularly in Math, but also reveal subjects and student groups that may require additional support, especially in Science and for SpEd students across all subjects.

Interim 2024/2025	Fall	Winter
Math	Meets 34%	Meets 39%
African American	Meets 29%	Meets 43%
SpEd	Meets 13%	Meets 20%
Reading	Meets 49%	Meets 44%
African American	Meets 62%	Meets 62%
SpEd	Meets 29%	Meets 25%
Science	Meets 8%	Meets 14%
African American	Meets 0%	Meets 0%

Interim 2024/2025	Fall	Winter
SpEd	Meets 0%	Meets 0%

Note: All 3rd-5th grade students combined for both Math and Reading. Science data only represents 5th grade students.

Student Learning Strengths

CWES has access to multiple data sources that are used to analyze student achievement. Data from the 2024-2025 school year shows several promising trends across various grade levels and subjects. Pre-K students are excelling, with an impressive 94% in English and 90% in Spanish making adequate progress in math. Upper elementary grades demonstrate strong math performance, particularly 4th grade with 71% of English learners and 74% of Spanish learners at or above benchmark. Reading results are encouraging, with nearly half of students in grades 3-5 meeting standards. African American students show particular strength in reading, maintaining a solid 62% meeting standards in both fall and winter interim assessments. Math scores for grades 3-5 improved from fall to winter interim assessments, rising from 34% to 39% meeting standards, with African American students making significant gains from 29% to 43%. In science, 5th graders showed progress, nearly doubling the percentage of students meeting standards from 8% in fall to 14% in winter according to interim assessments. Our 5th grade students are leading the way, with 47% meeting standards in both reading and math on the STAAR assessment, and showing the highest mastery levels in these subjects. Reading performance is consistently strong across all grades, with 4th grade boasting an impressive 79% of students approaching standard.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2024, 53% of Grade 3 students at Caldwell ES met grade-level expectations in Math, declining slightly to 52% in early 2025. Both figures remain below the district averages of 57% and 58%, the region's 57% and 59%, and the state's 58% and 59%, indicating a persistent need to strengthen foundational math skills.

Root Cause: Root Cause: The consistently lower "Meets Grade Level" rates in Grade 3 Math at Caldwell ES may stem from gaps in early numeracy skill development, limited targeted interventions for struggling students, and potential instructional inconsistencies in foundational math concepts compared to district and regional standards.

Problem Statement 2: Caldwell ES's Grade 4 Reading performance shows only 46% of students meeting grade-level standards in 2024 and 47% in early 2025. These results are consistently lower than district averages (54% in 2024, 55% in 2025), regional averages (56%, 57%), and state averages (58%, 59%), highlighting an ongoing literacy gap.

Root Cause: The persistent lag in Grade 4 Reading proficiency likely results from insufficient differentiated literacy instruction, reduced access to effective reading interventions, and challenges in vocabulary and comprehension strategies that hinder students from meeting grade-level expectations relative to peers in the district and region.

Problem Statement 3: In 2024, 49% of Grade 5 students at Caldwell ES met grade-level science standards, dropping slightly to 48% in early 2025. These rates trail behind district (52%, 53%), region (55%, 56%), and state (56%, 57%) averages, revealing inconsistent achievement in science that requires attention.

Root Cause: Variability in Grade 5 Science achievement at Caldwell ES may be linked to uneven curriculum alignment with state standards, limited hands-on learning opportunities, and inconsistent instructional pacing, which collectively affect students' ability to consistently meet grade-level science benchmarks.

School Processes & Programs

School Processes & Programs Summary

During the 2024-2025 school year, 131 discipline incidents were documented. A total of 51 students received office referrals during the school year. Of these students, 33% are black, 8% are white, 49% are hispanic, 4% are American Indian, 3% are Asian, and 4% are two or more races. This data shows a disproportionate representation of certain student groups receiving discipline referrals. Caldwell remains committed to utilizing restorative practices and ensuring equitable disciplinary practices. Systematic and preventative behavior interventions are utilized on a consistent basis to support the whole child.

Caldwell has implemented a campus-wide Den system that categorizes all students into one of four dens. Every member of our school community is welcomed into the Caspian, Bali, Trinil, or Javan Den. As part of their Den, both students and staff from all grade levels form a smaller school family that nurtures positive relationships and supports overall success. The Den System also provides opportunities for students to connect and engage with peers and staff across the campus, including those in their future grade levels. By incorporating Den Activities and Den Rallies throughout the year, students can become acquainted with upcoming expectations.

Alongside these advantages, the Den system functions as a behavior management tool. Students receive "Den Points" for demonstrating Safety, Responsibility, Respect, or one of the eight "Tiger Traits." Dens accumulate points to achieve higher levels of rewards. Furthermore, faculty and staff are recognized for their participation in the program. This encourages adults on campus to commend students for exhibiting positive behavior by granting Den Points. Additionally, students who exemplify the monthly Tiger Trait are selected by their teachers as the Student of the Month and are celebrated during one of our monthly Den Rallies.

During the 2024-2025 school year, the Assistant Principal took on the role of Problem Solving Support Team (PSST) Coordinator. This has contributed to streamlined processes and consistency of documentation. Once teachers complete the PSST request form, the coordinator schedules timely PSST meetings. Our PSST meets with individual teachers to suggest behavior strategies, interventions, and data tracking tools to use with students who are experiencing academic and/or behavioral challenges. The team meets as many times as needed to review progress and adjust interventions. PSST meetings are scheduled on a consistent day; the schedule is maintained on a Google document that is shared with all staff.

Caldwell has Professional Learning Communities (PLCs) for each grade level/ team of teachers. For the 2024-2025 school year, we continued

to provide PLCs with protected time to collaborate together. This structure will continue during the 2025-2026 school year. During supported PLC meetings, members (grade level classroom teachers, Interventionist, Instructional Coach, and an Administrator) look at state standards to identify those that are essential to student success, develop instructional strategies for daily lessons, create assessments to measure student learning, and analyze data to identify students who have mastered concepts and those who need additional reteaching. In addition to supported PLCs, grade levels also hold unsupported meetings throughout the week to continue the PLC process. Two times during the year, teachers are provided with protected time for Data Talks led by campus administrators to analyze benchmark data and formulate actionable plans. Teachers are provided the opportunity to attend a PLC conference each year, as well as PLC related sessions during district professional development. These trainings prepare teachers to collaborate with team members and move through the PLC process, leading to highly effective instruction.

Caldwell offers many opportunities to develop instructional leaders. There are two PLC leaders per grade level: one for math & science and one for language arts. Leaders in these roles receive coaching and training during PLC Leader meetings, and the Instructional Coach is available before and during PLC meetings to help facilitate. Teachers can also serve as mentor teachers and receive training and support from PfISD and Lead4ward. Teachers have the opportunity to lead campus committees, including Wellness and Health, Culture & Equity, and Sunshine Committee. Skilled teachers are encouraged to provide professional development to staff on topics pertaining to areas of expertise. Our campus is led by a leadership team that includes the Principal, Assistant Principal, Instructional Coach and Counselor. Decision-making is done through a process which includes teacher representation on the Instructional Leadership Team (ILT). ILT includes volunteer faculty members who are selected through an application process. Grade-level Team Leaders engage in the problem solving process with campus administration to assist in addressing campus concerns or needs. Teachers are asked for feedback on campus processes a minimum of 2 times per year through the Upbeat survey issued by the district. Data collected from the survey is reviewed and campus leadership sets specific goals for improvement. Additionally, the Campus Academic Advisory Council (CAAC) provides feedback on professional development, and the campus improvement plan.

Caldwell serves a population of students who receive special education or 504 services. Committees meet annually each year to review the progress the student is making and establish plans to meet individual needs. Student plans are implemented with fidelity, and data is consistently collected to guide the decision-making committees. Caldwell has a strong dyslexia program with 3 dyslexia-trained teachers serving 46 students. These teaching experts work closely with classroom teachers to help identify students with dyslexia and provide early intervention.

The campus is making efforts to better equip staff members to see school processes and programming through the lens of equity. Through our PLCs, staff dedicate time to discussions and professional learning centered around research on equity in education and the impact these practices have on student outcomes.

Caldwell also has a Positive Behavior Intervention Support (PBIS) committee. This committee is composed of teachers from various grade levels and teams across campus. They meet monthly to discuss the school-wide Tier 1 behavior plan as well as provide feedback for Tier 2 and 3 interventions. This team monitors progress towards campus-wide behavior goals and makes recommendations when needed.

CWES has one Chromebook per every two students in grades 2-5. Additionally, each PK-1 grade classroom has 5 iPads and 5 Chromebooks to support instruction. We have continued to dedicate money for resources housed in our Learning Lab and Science Lab. These areas house our growing literacy library, mathematics manipulatives collection, science materials and professional resources. CWES has a comprehensive system for meeting the accelerated instruction component of House Bill 1416. Fourth and fifth graders in need of accelerated instruction are identified based on their STAAR performance in the Spring of 2025. The campus intervention team has formed small groups of students and works with these groups on targeted skills.

During the 2024-2025 school year, Caldwell partnered with Education Connection to bring in literacy volunteers to read with students. The purpose of this program is to support child literacy and decrease future dropout rates. The program has 10 Literacy Partners who serve 22 students on a weekly basis.

Caldwell uses the district application pool as the primary source for locating highly qualified candidates. In today's dynamic educational landscape, schools face intense competition to attract and retain exceptionally skilled and qualified educators. Caldwell has a system in place to show potential candidates the benefits of the school community. This includes a presentation with photos and examples of Caldwell at its best. We believe that when candidates get to know our campus, they will want to join us. For the 2025-2026 school year, Caldwell will have two VIT teachers—one in kindergarten and one in fifth grade—who are from Spain and teaching in bilingual classrooms. These educators demonstrate a strong level of instructional practice and fulfill all the qualifications of high-quality teachers. Caldwell intends to continue its involvement in the VIT program.

In the 2024-2025 school year, Caldwell hosted students from Pflugerville High School for Career Day, a Black History Month Read In, and for

the Science Fair. This allows Caldwell's students to see their older peers and learn about opportunities they will have in high school.

School Processes & Programs Strengths

The dyslexia identification process and intervention program at Caldwell are a strength of the campus. All classroom teachers are trained once a year on dyslexia identification and classroom strategies. The campus dyslexia interventionists have extensive knowledge and experience that allows for early identification and implementation of effective interventions. Students in this program are closely monitored and make large academic gains within a school year.

Professional Learning Communities (PLC) continue to be a priority at Caldwell. By embracing the structure of a Professional Learning Community, all campus educators maintain focus on student achievement and strive to identify individual student learning needs. The community of professionals devote time and energy to developing plans and implementing instruction to ensure all students meet grade level mastery.

Caldwell prides itself on developing instructional leaders. Teachers are provided with many opportunities to lead committees or participate on a number of different leadership teams. Teachers are also encouraged to participate on district-level committees or take part in the district leadership academy. Skilled teachers are encouraged to provide professional development to staff on topics they have demonstrated strength.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 131 discipline incidents were documented. A total of 51 students received office referrals during the school year. Of these students, 33% are black, 8% are white, 49% are hispanic, 4% are American Indian, 3% are Asian, and 4% are two or more races. This data shows a disproportionate representation of certain student groups receiving discipline referrals.

Root Cause: Disproportionate representation in referrals is likely due to systemic factors within the school environment. This disparity suggests that certain student groups, particularly Black and Hispanic students, may be more frequently subjected to disciplinary actions due to potential biases, cultural misunderstandings, inconsistent enforcement of rules, or lack of culturally responsive support systems.

Problem Statement 2: There was an 86% teacher retention rate from the 2024-2025 school year to the 2025-2026 school year. We did not reach our goal of retaining 90% of teachers.

Root Cause: Problems in teacher retention stems from general educational challenges including evolving demands in the classroom, workload pressures, and limited access to ongoing professional growth. Additionally, personal life changes such as family responsibilities, health concerns, and relocation contribute to teachers deciding to leave. Together, these factors impact teacher satisfaction and commitment.

Perceptions

Perceptions Summary

The staff of Fannie Mae Caldwell Elementary believes that everyone should feel welcome on our campus. We pride ourselves on our friendly and inviting atmosphere that promotes both high expectations and a love of learning. This belief is evident in our mission statement which states "Fannie Mae Caldwell Elementary will promote a nurturing community with high expectations that inspires ALL to accomplish their goals and believe in their dreams."

CWES is identified as a Title I campus: 70% of our students come from low socioeconomic backgrounds. Approximately 39% of our students have parents that primarily speak Spanish, while another 4% of our student population speaks a language other than English or Spanish. Additionally, we serve a sizable English-speaking community with its own unique identities.

Campus events consistently provide opportunities for our diverse community to come together in celebration of learning. Quarterly POPS Rallies are held to recognize academic achievements for students in grades 2-5. Perfect attendance and academic improvement awards are also awarded. A school Den Rally is held the first Friday of each month where students sit with the members of their den. Student awards are given for the highest point earner in each Den as well as a collective Den award for the most points earned. In addition, we highlight one of our eight Tiger Traits (character traits) and recognize a student from each homeroom who has demonstrated this trait during the previous month. Parents are invited to attend one Family Den Rally held each semester.

Caldwell has implemented a schoolwide communication system called School Status in which teachers and parents can communicate via text message. This gives parents direct and immediate access to communication with teachers. Teachers can send class wide messages to all parents at once as well as share schoolwide announcements and fliers etc. Additionally, social media connects the school with the community at large by advertising upcoming events, as well as sharing photos and information about student successes. Another method of communication is the Caldwell Connection. This is a monthly newsletter sent by the Principal, Brendy Dossey, through email as well as posted to social media to reach as many community members as possible.

There are multiple volunteer opportunities for families to participate in the school community, including Watch D.O.G.S., PTO, and general volunteer opportunities. There is a strong core group of parents who organize and facilitate many campus events. We are always looking for new ways to expand our pool of volunteers.

According to the 2025 Spring Upbeat Staff Survey, 92% of staff members felt that they have built trusting relationships with parents.

During the 2024-2025 school year, 94.5% of our student population attended school regularly. Our campus strives to implement strategies to encourage students to arrive on time and attend school daily in order to avoid missing vital instruction. 16.2% of our student population has chronic absenteeism. This is a 0.3% decrease from the 2023-2024 school year.

The campus engages families in academic community-building opportunities by holding three academic nights per school year. Parents are invited to the school during the evenings to participate in math, literacy, and STEM activities with their child. Activities are created and facilitated by teachers. The campus PTO provides dinner for families at these events as well. This year, the campus Culture & Equity

Committee partnered with PTO to integrate a Multicultural Night with our Spring Event. Families are invited to bring items that represent their culture, including food, flags, music and more.

A student climate survey was administered to all students in Pre-K through 5th grade during the 2025 spring semester. The purpose of this survey was to measure the social and emotional support provided to students as well as gain an understanding of the students' perceptions surrounding topics related to academic structures, communication, staff support, and safety.

74% of 2nd-5th grade students responded "Always" to the phrase, "My teacher respects me and believes in me." 71% of the same population of students responded "Always" to "My principal thinks I can be successful at school." The survey also asked these students to respond to the statement, "My teacher helps me to learn in different ways and helps me understand my mistakes." 82% of students indicated that they feel this is true either, "Most of the time" or "Always."

The survey helped the campus to identify an area of growth to be academic challenges provided to students in grades 2-5. 51% of students chose, "Never," "Rarely," or "Sometimes" to respond to the statement, "My teachers ask me challenging questions and give me challenging work." In addition, 42% of students responded "Never," "Rarely," or "Sometimes" to "Students at my school respect and help each other."

A survey was also administered to Pre-K through 1st grade students. These students were read a phrase and were asked to respond yes or no. 20% of students felt that the teacher does not help students follow the rules. Similarly to the results from the 2nd-5th grade survey, 12% of the primary students responded "no" to the phrases, "Students respect and help each other." and "My teacher challenges me to learn new things."

Primary students indicated they feel physically safe at school as evidenced by 99% of students providing a favorable response. 98.5% of these same students responded "yes" to "My teacher shows me respect and believes I can learn." and "My teacher makes learning fun."

The recent parent survey at Caldwell Elementary School revealed a generally positive perception of the school's educational quality and environment. An impressive 88% of parents rated the quality of teaching as Good or Excellent, highlighting the school's strength in academic instruction. The school's facilities also received outstanding feedback, with 90% of parents rating cleanliness and maintenance highly. Communication efforts were well-received, with the majority of parents feeling informed and comfortable approaching the school with concerns. The bilingual program, dedicated staff, and inclusive atmosphere were highlighted as key strengths, along with the innovative "Den" system for building community. However, some areas for improvement emerged, particularly in extracurricular activities and homework consistency, where parents expressed a desire for more options and clearer policies.

While parents appreciated the school's efforts in student well-being and support, there were mixed responses regarding certain aspects of student life. Anti-bullying policies received lower ratings, with some parents expressing concerns about their effectiveness. Extracurricular activities were an area identified for growth, with only 54% of parents rating the range of activities positively. Many parents suggested expanding offerings to include more field trips, educational speakers, and additional clubs such as chess and robotics. Mental health support and assistance for students with additional needs were generally well-regarded, though there's room for enhancement. To improve parent involvement, suggestions included language exchange programs and increased family events. Despite these areas for growth, the overall sentiment reflected a strong community connection, with parents feeling positively about their involvement in their children's education and the school's welcoming environment. The Caldwell Connection newsletter and school website were seen as useful tools for communication,

though some parents suggested improvements to the website's functionality.

Perceptions Strengths

CWES is a nurturing and inviting school where all students are valued and challenged to achieve academic, social, and emotional growth. The campus PBIS committee promotes a positive campus climate for students, staff, parents, and community. No Place for Hate initiatives promote a safe and positive environment for all students to benefit and grow socially and emotionally. Caldwell is working towards building a community that involves every student and celebrates their individuality. Our strength is in the multitude of backgrounds that our students and staff bring to our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 16.2% of our student population has chronic absenteeism.

Root Cause: Chronic absenteeism rate is likely linked to underlying systemic and environmental factors. Contributing elements may include lack of supportive school climate, barriers related to students' socio-economic backgrounds, cultural disconnects, and potential gaps in family and community engagement. These factors may disproportionately impact certain student groups.

Problem Statement 2: 21% of teachers report that they do not work together as partners with parents.

Root Cause: Information (including volunteer opportunities, grade access in Skyward, etc) is not easily/readily accessible to parents.

Problem Statement 3: Student climate survey revealed significant areas for growth in our campus academic environment, particularly for students in grades 2-5. Alarming, 51% of students indicated that they "Never," "Rarely," or "Sometimes" feel challenged by their teachers in terms of questions and workload.

Root Cause: Lack of rigorous academic engagement that is essential for fostering critical thinking and problem-solving skills.

Problem Statement 4: 42% of students reported sentiments regarding peer interactions, stating that they "Never," "Rarely," or "Sometimes" experience respect and support from their classmates.

Root Cause: Lack of consistent implementation of structured social-emotional learning (SEL) programs limits students' skills in empathy and conflict resolution, leading to disrespectful peer interactions.

Goals

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

Performance Objective 1: By May 2026, 80% of the staff at CWES will respond favorably to the statement "The professional development organized by school's leadership team helps me improve my teaching." when completing the Upbeat survey, representing an 6% increase in favorable responses.

Evaluation Data Sources: Upbeat Survey

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

Performance Objective 2: During the 2025-2026 school year, all teachers will receive instructional feedback at least once a month from a member of the Instructional Leadership Team leading to an increase in T-TESS "Distinguished" ratings in Differentiation (Dimension 2.4) from 12% to 20% on Summative Evaluations.

High Priority

Evaluation Data Sources: Feedback Form

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

Performance Objective 3: By the end of the 2025-2026 school year, the teacher retention rate will increase from 86% to 92%, improving by 6% points compared to the prior school year.

Evaluation Data Sources: Feedback Forms and Sign-in Sheets

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 and Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

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

Math

-Academic Growth from 66% to 74%

- Approaches from 69% to 80%
- Meets from 40% to 48%
- Masters from 16% to 28%

To meet HB Early Childhood Math Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 34% in June 2025 to 52% by June 2026 and to 60% by June 2030.

RLA

- Academic Growth from 68% to 74%
- Approaches from 74% to 82%
- Meets from 44% to 53%
- Masters from 17% to 28%

To meet HB Early Childhood Literacy Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 36% in June 2025 to 46% by June 2026 and to 60% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 2: By the end of the 2025-2026 school year, 74% of students will make the expected year's growth in Reading and Math, according to district universal screeners.

High Priority

HB3 Goal

Evaluation Data Sources: EOY Universal Screener results

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 46% to 61%
- Meets from 20% to 35%
- Masters from 5% to 20%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 4: By the end of the 2025-2026 school year, the English proficiency of 60% of Emergent Bilingual students in grades 3rd-5th will increase at least one level on the TELPAS composite ratings to continue to meet the Closing the Gaps long-term target for Progress in Achieving English Language Proficiency.

High Priority

Evaluation Data Sources: TELPAS, Accountability reports

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

Performance Objective 1: By the end of the 2025-2025 school year, 100% of students PK-5 will participate in activities that raise their awareness of how to prepare for and plan their future.

Evaluation Data Sources: Checklist of activities

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2025-2026 school year, 90% of staff members will respond favorably to Cultural Competence questions asked on the Spring Upbeat Survey representing a 5% increase of favorable responses.

High Priority

Evaluation Data Sources: Upbeat and Parent Culture and Climate Surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2025-2026, we will have a minimum of 20 volunteers sign-in and provide support each month.

Evaluation Data Sources: Raptor; approved volunteer list; sign-in sheets

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2025-2026 school year, we will increase average daily attendance rates by 2% from 94.5% to at least 96.5% and decrease chronic absenteeism by 2% from 16.2% to no more than 14.2%.

High Priority

Evaluation Data Sources: Attendance rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2026, there will be a 10% decrease in campus office referrals moving from 131 referrals to no more than 118 referrals, and the percentage of student groups represented in office referrals will be proportionate to the overall school demographics.

High Priority

Evaluation Data Sources: office referral data

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: By the end of the 2025-2026 school year, to ensure Coordinated School Health, 100% of staff will meet the needs of all students and families through a focus on creating positive relationships, effective communication, bullying education, physical health, and social-emotional development.

Evaluation Data Sources: Parent and student surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: During the 2025-2026 school year, 100% of classroom teachers and interventionists will engage in systematic data analysis to identify individual student needs and plan targeted instruction.

Evaluation Data Sources: Student Achievement Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 7: Caldwell Elementary School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

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

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 Progress Measure 2 - Caldwell ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 25% in Spring 2024 to 60% 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	
25%	31%	37%	43%	49%	55%	60%	
Outcomes	38%						

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)	7%	19%	44%	n/a	n/a	n/a	n/a	19%	16%	n/a	25%	n/a	n/a
2024-2025	13%	25%	50%	n/a	n/a	n/a	n/a	25%	22%	n/a	31%	n/a	n/a
Outcomes: 2024-2025	n/a	35%	64%	n/a	n/a	n/a	n/a	12%	37%	n/a	41%	n/a	n/a
2025-2026	19%	31%	56%	n/a	n/a	n/a	n/a	31%	28%	n/a	37%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	25%	37%	62%	n/a	n/a	n/a	n/a	37%	34%	n/a	43%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	31%	43%	68%	n/a	n/a	n/a	n/a	43%	40%	n/a	49%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	37%	49%	74%	n/a	n/a	n/a	n/a	49%	46%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	42%	54%	79%	n/a	n/a	n/a	n/a	54%	51%	n/a	61%	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) (English version results (696 students On Track in all three subtests) + Spanish version results (127 students On Track in all three subtests; out of 1926 total students tested)

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

Early Childhood Literacy Progress Measure 3 - Caldwell ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 54% in Spring 2024 to 60% 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	
54%	55%	56%	57%	58%	59%	60%	
Outcomes	46%						

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)	56%	52%	64%	n/a	n/a	n/a	40%	14%	47%	n/a	56%	n/a	n/a
2024-2025	57%	53%	65%	n/a	n/a	n/a	41%	15%	48%	n/a	57%	n/a	n/a
Outcomes: 2024-2025	50%	38%	64%	n/a	n/a	n/a	54%	19%	37%	n/a	38%	n/a	n/a
2025-2026	58%	54%	66%	n/a	n/a	n/a	42%	16%	49%	n/a	58%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	59%	55%	67%	n/a	n/a	n/a	43%	17%	50%	n/a	59%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	60%	56%	68%	n/a	n/a	n/a	44%	18%	51%	n/a	60%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	61%	57%	69%	n/a	n/a	n/a	45%	19%	52%	n/a	61%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	62%	58%	70%	n/a	n/a	n/a	46%	20%	53%	n/a	62%	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 Progress Measure 2 - Caldwell ES													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 32% in Spring 2024 to 60% 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							
32%	37%	42%	47%	52%	56%	60%							
Outcomes	55%												
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)	21%	29%	44%	n/a	n/a	n/a	n/a	14%	25%	n/a	27%	n/a	n/a
2024-2025	26%	34%	49%	n/a	n/a	n/a	n/a	19%	30%	n/a	32%	n/a	n/a
Outcomes: 2024-2025	n/a	50%	64%	n/a	n/a	n/a	n/a	29%	55%	n/a	68%	n/a	n/a
2025-2026	31%	39%	54%	n/a	n/a	n/a	n/a	24%	35%	n/a	37%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	36%	44%	59%	n/a	n/a	n/a	n/a	29%	40%	n/a	42%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	41%	49%	64%	n/a	n/a	n/a	n/a	34%	45%	n/a	47%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	45%	53%	68%	n/a	n/a	n/a	n/a	38%	49%	n/a	51%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	49%	57%	72%	n/a	n/a	n/a	n/a	42%	53%	n/a	55%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated) (English version results (966 students On Track) + Spanish version results (114 students On Track; out of 1926 total students) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

Early Childhood Math Progress Measure 3 - Caldwell 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 63% in Spring 2024 to 75% 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							
63%	65%	67%	69%	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)	60%	60%	73%	n/a	n/a	n/a	70%	36%	57%	n/a	54%	n/a	n/a
2024-2025	62%	62%	75%	n/a	n/a	n/a	72%	38%	59%	n/a	56%	n/a	n/a
Outcomes: 2024-2025	53%	48%	70%	n/a	n/a	n/a	69%	33%	49%	n/a	49%	n/a	n/a
2025-2026	64%	64%	77%	n/a	n/a	n/a	74%	40%	61%	n/a	58%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	66%	66%	79%	n/a	n/a	n/a	76%	42%	63%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	68%	68%	81%	n/a	n/a	n/a	78%	44%	65%	n/a	62%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	70%	70%	83%	n/a	n/a	n/a	80%	46%	67%	n/a	64%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	72%	72%	85%	n/a	n/a	n/a	82%	48%	69%	n/a	66%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

EC Math Targeted Professional Development Plan
Strategies are included in the Campus Improvement Plan

CWES Academic Advisory Council

October 1, 2025

Purpose: A campus academic advisory council shall be established on each campus to assist the principal. The council shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal. The council shall serve primarily in an advisory or consultative manner regarding:

1. The development, review, and revision of the campus plan,
2. The review of major campus programs,
3. The campus budget,
4. The review of student performance and campus plan progress,
5. The review of drop-out and completion rate information [see BQA(LEGAL)], and
6. Opinions related to campus waivers.

The council shall:

1. Approve staff development portions of the campus plan,
2. Determine the manner in which performance incentives shall be used, and
3. Hold an annual public meeting after campus ratings have been received.

Location: Library

Facilitator: Brendy Dossey

Time: 3:15pm

Attendance: Please refer to the sign-in sheet

<u>Topic</u>	<u>Facilitator</u>	<u>Notes</u>	<u>Next Steps/Timeline</u>
Public Meeting	Brendy Dossey	• 2025 Campus Accountability Ratings • Academic Performance Highlights from 2024-2025 • Campus Improvement Plan (CIP) Performance Objectives for 2025-2026	
Title 1 Parent Meeting	Brendy Dossey	• What is a Title I School & Funding? • School & District Plans • Parent & Family Engagement • School Compact • Teacher Qualifications & Annual Review	

CAAC Meeting 10.01.25

[illegible]

CAAC Meeting 10.01.25

[illegible]

CAAC Meeting 10.01.25

[illegible]

CAAC Meeting 10.01.25

[illegible]

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Time: 3:15pm

Attendance: Please refer to the sign-in sheet

<u>Topic</u>	<u>Facilitator</u>	<u>Notes</u>	<u>Next Steps/Timeline</u>
Public Meeting	Brendy Dossey	• 2025 Campus Accountability Ratings • Academic Performance Highlights from 2024-2025 • Campus Improvement Plan (CIP) Performance Objectives for 2025-2026	
Title I Parent Meeting	Brendy Dossey	• What is a Title I School & Funding? • School & District Plans • Parent & Family Engagement • School Compact • Teacher Qualifications & Annual Review	

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October 1, 2025

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4. The review of student performance and campus plan progress,
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<u>Topic</u>	<u>Facilitator</u>	<u>Notes</u>	<u>Next Steps/Timeline</u>
Public Meeting	Brendy Dossey	• 2025 Campus Accountability Ratings • Academic Performance Highlights from 2024-2025 • Campus Improvement Plan (CIP) Performance Objectives for 2025-2026	
Title 1 Parent Meeting	Brendy Dossey	• What is a Title I School & Funding? • School & District Plans • Parent & Family Engagement • School Compact • Teacher Qualifications & Annual Review	

Welcome to Caldwell

Bienvenidos a Caldwell

September 11, 2025



Principal
Brendy Dossey



Assistant Principal
Elizabeth Schuster



Please Sign In



Follow us on



PFISD Caldwell Elementary



School Starts at 7:35

School Ends at 2:50

Breakfast starts at 7:20 in class

Clases empiezan a las 7:35

Clases terminan a las 2:50

El servicio de desayuno comienza a las 7:20 en clase

*Students are tardy when the bell rings at
7:35*

*Los estudiantes reciben tardanzas cuando
suena la campana a las 7:35*



Attendance Matters

Every student. Every day.

Caldwell PTO Info

Información de la PTO de Caldwell

September 11, 2025

*Stay connected this year by
following us on these platforms!*

*¡Mantente conectado este año
siguiéndonos en estas
plataformas!*



Website

bit.ly/cwespto



Facebook

@FannieMaeCaldwell
ElementaryPTO



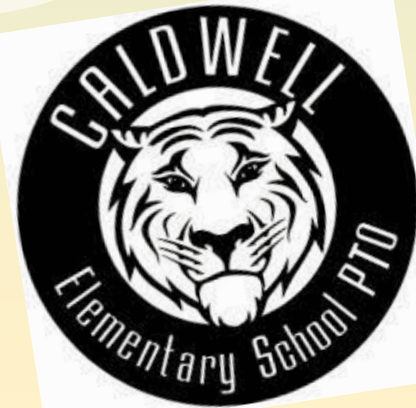
Instagram

@cwes.pto



Email

fanniemaecaldwellpto
@gmail.com



MEET THE PTO LEADERSHIP

CONOCE AL EQUIPO DE LIDERAZGO DE LA PTO



PRESIDENT PRESIDENTA

CARA HAS SERVED AS VICE PRESIDENT AND YEARBOOK CHAIR. SHE HAS A CHILD IN 4TH GRADE, 5RD GRADE, AND PRE-K.

CARA HA SERVIDO COMO VICEPRESIDENTA Y ENCARGADA DEL ANUARIO. TIENE HIJOS EN CUARTO GRADO, TERCER GRADO Y PREKINDER.

CARA HAMLIN



TREASURER TESORERA

AUDREI HAS SERVED AS TREASURER FOR 1 YEAR AND SECRETARY. SHE HAS A CHILD IN 5TH GRADE, 4TH GRADE, 1ST GRADE, AND PRE-K.

AUDREI HA SERVIDO COMO TESORERA Y TAMBIÉN COMO SECRETARIA. TIENE HIJOS EN QUINTO GRADO, CUARTO GRADO, PRIMER GRADO Y PREKINDER.

**AUDREI
POWELSON**



FUNDRAISING CHAIR ENCARGADO DE RECAUDACIÓN DE FONDOS

THIS IS PATRICK'S 1ST YEAR IN PTO LEADERSHIP. HE HAS A CHILD IN 5RD GRADE AND 8TH GRADE.

ESTE ES EL PRIMER AÑO DE PATRICK EN EL LIDERAZGO DE LA PTO. TIENE UN HIJO EN TERCER GRADO Y OTRO EN OCTAVO GRADO.

PATRICK HARPER



COMMUNICATIONS SECRETARY SECRETARIA DE COMUNICACIONES

THIS IS LAUREN'S 1ST YEAR IN PTO LEADERSHIP. SHE HAS A CHILD IN 1ST GRADE.

ESTE ES EL PRIMER AÑO DE LAUREN EN EL LIDERAZGO DE LA PTO. TIENE UN HIJO EN PRIMER GRADO.

LAUREN HOHLT



RECORDING SECRETARY SECRETARIA DE ACTAS

DEBBIE HAS SERVED AS SECRETARY AND VOLUNTEER COORDINATOR. SHE HAS A CHILD IN KINDER & 6TH GRADE.

DEBBIE HA SERVIDO COMO SECRETARIA Y COORDINADORA DE VOLUNTARIOS. TIENE UN HIJO EN KINDER Y OTRO EN SEXTO GRADO.

**DEBBIE
PIPER-KILGO**



VACANCIES VACANTES

VICE PRESIDENT
BILINGUAL CHAIR
FALL EVENT CHAIR
VOLUNTEER COORDINATOR

VICEPRESIDENCIA
ENCARGADO BILINGÜE
ENCARGADO DE EVENTOS
COORDINADOR DE VOLUNTARIOS

What is a PTO

¿Qué es un PTO?

- If you are a **teacher, parent, or caretaker** of a student at Caldwell then you are already part of the PTO.
- There are no fees or requirements to join.
- Si eres **maestro, padre, madre o tutor** de un estudiante de Caldwell, ¡ya formas parte de la PTO!
- No hay cuotas ni requisitos para unirse.

What do We Do?

¿Qué hacemos?

- Fundraise to support the teachers and students at Caldwell.
- Donate funds to improve the school, support classroom goals, empower teachers, and make sure that our students get the best support possible.
- Recaudamos fondos para apoyar a los maestros y estudiantes de Caldwell.
- Donamos fondos para mejorar la escuela, apoyar las metas del aula, empoderar a los maestros y asegurarnos de que nuestros estudiantes reciban el mejor apoyo posible.

PTO Meetings

Reuniones de PTO

PTO Meetings in the Library & Google Meet from 5:30 - 6:30 pm

Reuniones de PTO en la biblioteca y Google Meet de 5:30 a 6:30 pm

Fall/Otono 2025

September 16

October 21

November 18

December 16

Spring/Primavera 2026

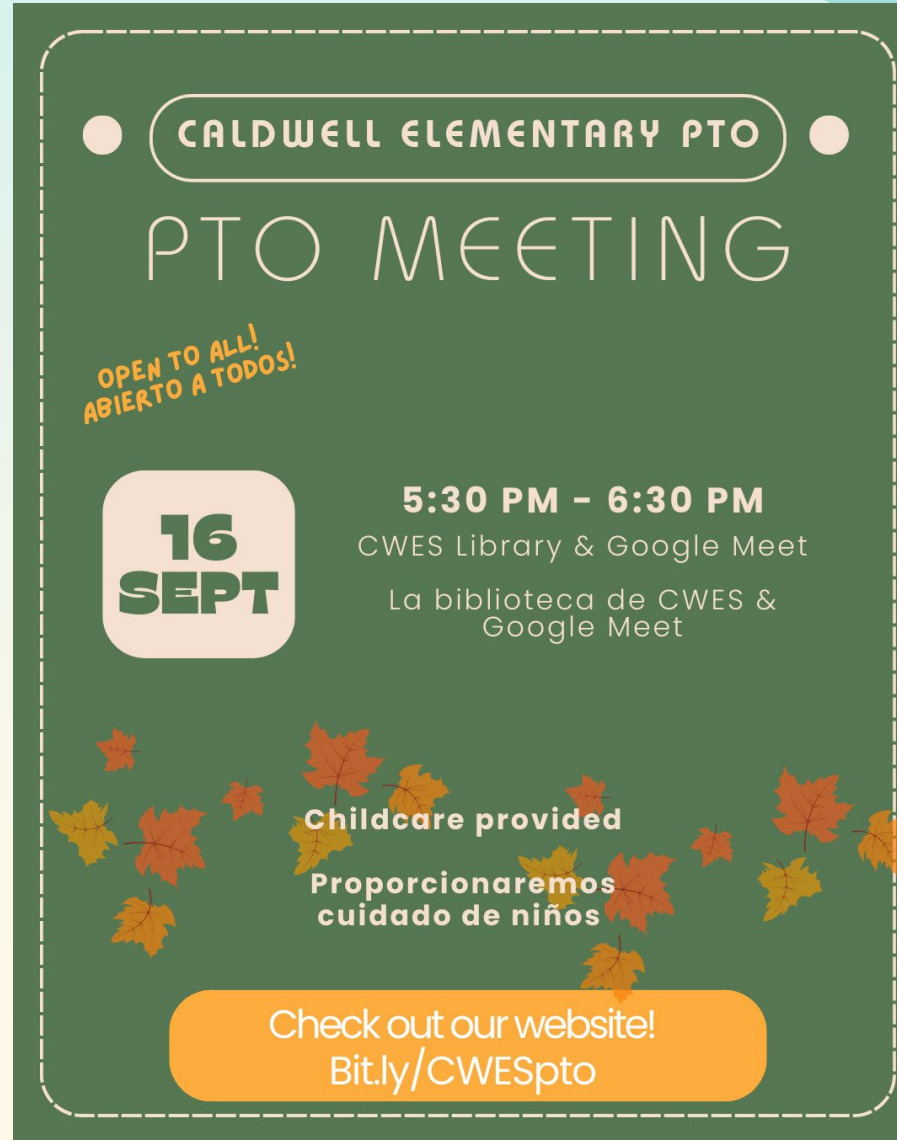
January 20

February 17

March 10

April 21

May 19



A flyer for Caldwell Elementary PTO meetings. It features a green background with a dashed white border. At the top, it says 'CALDWELL ELEMENTARY PTO' in a white rounded rectangle. Below that, 'PTO MEETING' is written in large white letters. To the left, 'OPEN TO ALL! ABIERTO A TODOS!' is written in orange. In the center, a pink box contains '16 SEPT'. To the right, the time '5:30 PM - 6:30 PM' is listed, followed by 'CWES Library & Google Meet' and 'La biblioteca de CWES & Google Meet'. At the bottom, 'Childcare provided' and 'Proporcionaremos cuidado de niños' are written. An orange button at the very bottom says 'Check out our website! Bit.ly/CWESpto'. Decorative orange and yellow leaves are scattered at the bottom.

CALDWELL ELEMENTARY PTO

PTO MEETING

OPEN TO ALL!
ABIERTO A TODOS!

16
SEPT

5:30 PM - 6:30 PM
CWES Library & Google Meet
La biblioteca de CWES &
Google Meet

Childcare provided
Proporcionaremos
cuidado de niños

Check out our website!
[Bit.ly/CWESpto](https://bit.ly/CWESpto)

Fundraisers/Recaudadores de fondos

 **FAVOR**
Delivering More

FOR LOCAL SCHOOLS

15% OF EVERY ORDER
supports Caldwell PTO
from Sept 5 to Oct 31

use code: **CALDWELL**

 **FAVOR**
Delivering More

**HACIENDO MÁS ENTREGAS
A LAS ESCUELAS LOCALES**



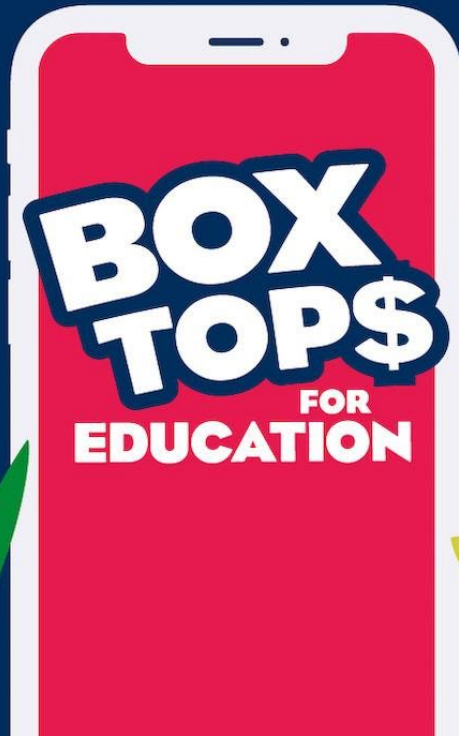
EL 15% DE CADA PEDIDO
entre el 5 de Septiembre y 31 de Octubre
se destinará a **Caldwell PTO**

usa el código: **CALDWELL**

Usa el código una vez para participar en el programa de recaudación de fondos durante el periodo que se indica a continuación.
El programa de recaudación de fondos es válido para los pedidos realizados entre el 09/05/2025 y el 10/31/2025 después de que se haya aplicado el código de la promo. Se aplicará una donación del 15% del valor total del artículo para cada pedido que cumpla los requisitos, antes de impuestos, propina mínima y demás tarifas. El importe total que cumpla con los requisitos se donará al final de la recaudación de fondos, hasta un importe máximo de \$1,000 en total. Consulta a tus asesores para informarte sobre las cuestiones fiscales.

HELP GROW THE EARNINGS

at our school



CALDWELL ELEMENTARY
ROUND ROCK, TX



Referral Code: MG0Q33AO

Upcoming Volunteer Opportunities

- Stock the Breakroom: Sept 8th - 12th
- Bookfair: September 11th - 19th:
<https://bit.ly/cwesfbf2025>
- Copy Room Helper: On Tuesdays,
Help us make copies for Thursday
Folders
- Fall Fling planning meeting: Monday,
Sept 22 at 11 am on Google Meet



Oportunidades de Voluntariado

Próximas

- Abastecer la sala de descanso: del 8 al 12 de septiembre
- Feria del libro: del 11 al 19 de septiembre:
<https://bit.ly/cwesfbf2025>
- Ayudante de sala de fotocopias: los martes, ayúdenos a hacer copias para las carpetas de los jueves
- Reunión de planificación de Baile de Otoño: lunes 22 de septiembre a las 11 a. m. en Google Meet

VISITOR

VS

VOLUNTEER

Which One is Right for You?

VISITOR

VOLUNTEER

- Attends Assemblies
- Eats lunch with their student(s)
- Interacts directly with only their student(s)

VS

- Works individually or in small groups as guest readers/tutors
- Assists with helping entire classes
- Chaperones Field Trips
- Field Day Volunteer
- Volunteers as a Mentor, WATCH D.O.G., Library Helper

- Can arrive the day of the event/lunch and give your personal ID to the office for a Visitor Badge

VS

- Need to apply online each year with the PFISD Volunteer Application: <https://bit.ly/pfisdv2526>

Become a Volunteer

Conviértete en voluntario

Complete the 2025 -2026 PFISD Volunteer Application

Complete la Solicitud de Voluntario de PFISD 2025 -2026

<https://bit.ly/pfisdv2526>



VISITANTE

VS

VOLUNTARIO

¿Cuál es el adecuado para ti?

VISITANTE

VOLUNTARIO

- Asiste a asambleas
- Come almuerzo con su(s) estudiante(s)
- Interactúa directamente solo con su(s) estudiante(s)

VS

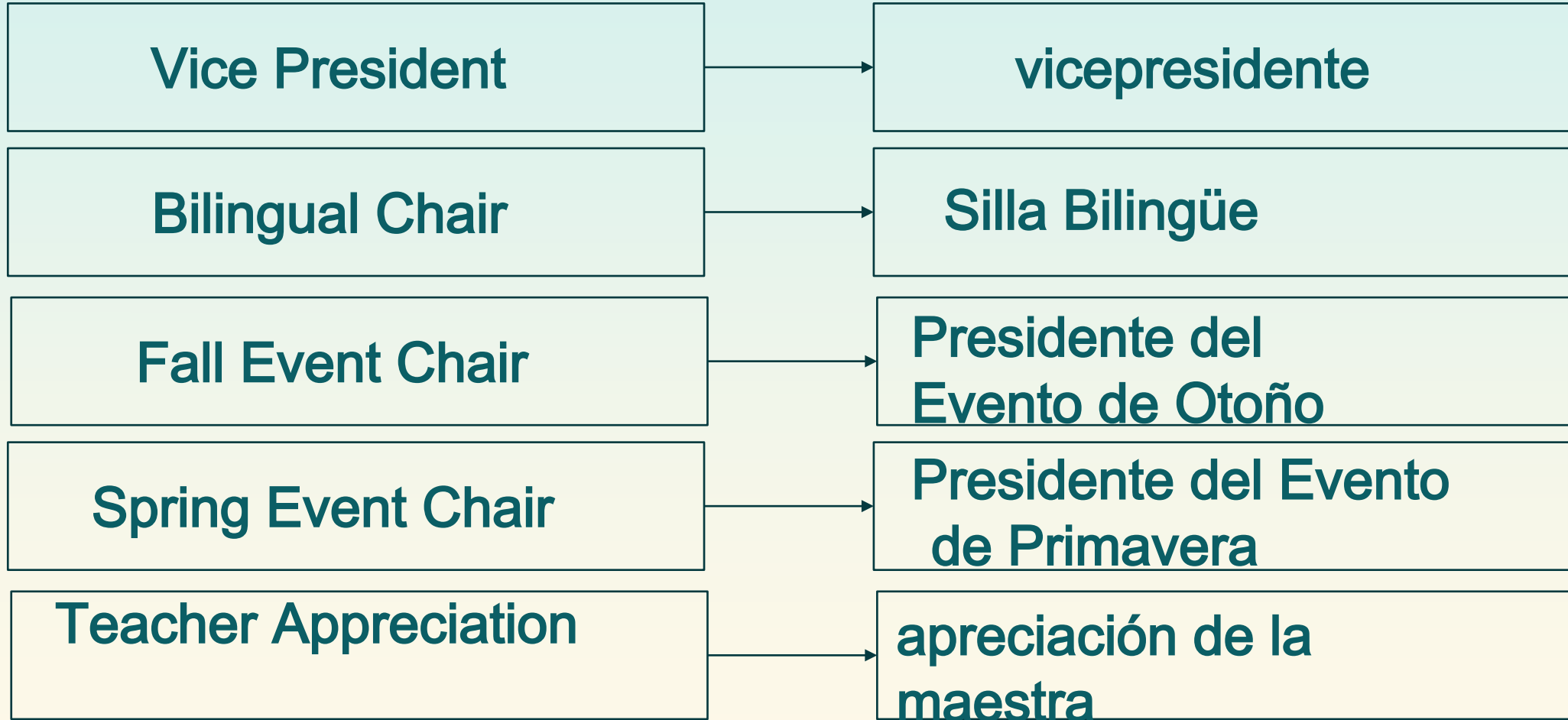
- Trabaja individualmente o en grupos pequeños como lectores/tutores invitados.
- Asiste a ayudar a clases enteras.
- Acompaña excursiones.
- Voluntario del Día de Campo.
- Voluntarios como mentor, WATCH D.O.G., ayudante de biblioteca.

- Puede llegar el día del evento/almuerzo y entregar su identificación personal a la oficina para obtener un distintivo de visitante.

VS

- Necesitas aplicar en línea cada año con la Solicitud de Voluntario de PFISD: <https://bit.ly/pfisdv2526>

Chairpersons Needed Necesitamos Presidentes





Leadership Needs

Necesidades de liderazgo

Communication
Committee

Comité de
Comunicación

Bilingual Committee

Comité Bilingüe

Fundraising Committee

Comité de Recaudación
de Fondos

Merchandise
Committee

Comité de Mercancías

Volunteer/Engagement
Coordinator

Coordinador/a de
Voluntariado/Compromiso

Fall Event Committee

Comité del Evento
de Otoño

Calendar Review

Upcoming Events:

- September 8th – 12th: Stock the Breakroom
- September 11th – 19th: Fall Book Fair
- September 19th: Kona Ice Fundraiser
- October 16th: Fall Pictures
- October 24th: PTO Fall Fling
- November 13th: Math Night

Check the website for all events & flyers:
bit.ly/cwespto

Revisión del Calendario

Próximos Eventos:

- 8 al 12 de septiembre: Abastecer la sala de descanso
- 11 al 19 de septiembre: Feria del Libro de Otoño
- 19 de septiembre
- 16 de octubre: Fotos de Otoño
- 24 de octubre: Fiesta de Otoño del PTO
- 13 de noviembre: Noche de Matemáticas

¡Revisa nuestro sitio web para más detalles!
bit.ly/cwespto

Support our PTO with a Donation

Apoye a nuestro PTO con una donación

<https://bit.ly/donatecwespto>

*Stay connected this year by
following us on these platforms!*

*¡Mantente conectado este año
siguiéndonos en estas
plataformas!*



Website

bit.ly/cwespto



Facebook

@FannieMaeCaldwell
ElementaryPTO



Instagram

@cwes.pto



Email

fanniemaecaldwellpto
@gmail.com



Don't Forget No Olvides

*Stay connected this year by
following us on these platforms!*

*¡Mantente conectado este año
siguiéndonos en estas
plataformas!*



Website

bit.ly/cwespto



Facebook

*@FannieMaeCaldwell
ElementaryPTO*



Instagram

@cwes.pto



Email

*fanniemaecaldwellpto
@gmail.com*

Thank You

Visit the Classrooms!

Session One 5:50–6:10

Session Two 6:15–6:35

Session Three 6:40–7:00

Please move to the next session when
you hear the announcement.

The Book Fair is open until 7:15pm.

Lunch Applications

- ▶ Complete lunch applications online:
- ▶ Complete las solicitudes de almuerzo en línea:

<http://www.pfisd.net/Page/5>



Reminders for Safety and Efficiency

- ▶ Bring your ID whenever you visit the school
- ▶ Bring your dismissal name tag EVERY DAY for car pick up and walk-up
- ▶ Cross the parking lot at the crosswalk
- ▶ Presente su tarjeta de identificación cada vez que visita a la escuela
- ▶ Traiga su cartel con el nombre de su hijo/ a cada día a la hora de despedida
- ▶ Cruce en el lugar designado para la cruzada peatonal

School Ratings

Texas School Ratings are based on state assessment results from Spring 2024

Las calificaciones de las escuelas de Texas se basan en los resultados de las evaluaciones estatales de la primavera de 2024

The ratings for last year have been delayed due to the state implementing a new accountability system.

Las calificaciones del año pasado se retrasaron debido a que el estado implementó un nuevo sistema de rendición de cuentas.

Caldwell is a Title I Campus

- ▶ CWES receives Title I federal funds to supplement the school's existing programs. The program's intent is to improve student academic achievement.
- ▶ Money is used to pay for additional staff members and resources
 - ▶ Intervention Paraprofessional
 - ▶ Part-Time Social Worker
 - ▶ Computer Programs to support all grade levels and content areas
 - ▶ Professional Development for Teachers
 - ▶ 1% of the funds must be designated for Parent and Family Engagement

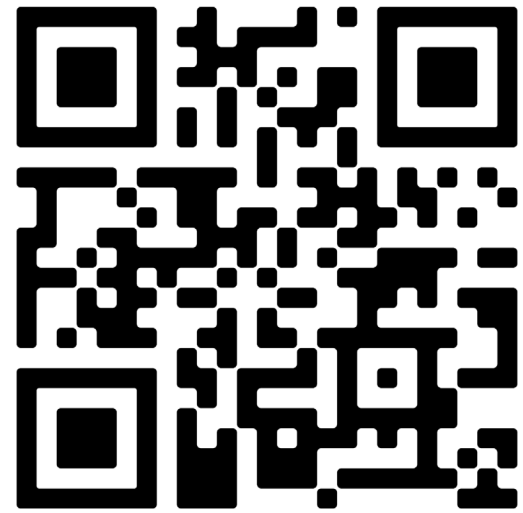
- ▶ CWES recibe fondos federales del Título I para complementar los programas existentes de la escuela. La intención del programa es mejorar el rendimiento académico de los estudiantes.
- ▶ El dinero se utiliza para pagar miembros del personal y recursos adicionales
 - ▶ Paraprofesional de intervención
 - ▶ Trabajadora social de medio tiempo
 - ▶ Programas de computadora para apoyar todos los niveles de grado y áreas de contenido
 - ▶ Desarrollo profesional para maestros
 - ▶ El 1% de los fondos debe designarse para la participación de padres y familias.

Family Engagement Plan

Shared Responsibilities for High Student Academic Achievement

- Evening academic nights (Open House, Literacy Night, Math Night, Science Night)
Noches académicas vespertinas (Casa Abierta, Noche de Alfabetización, Noche de Matemáticas, Noche de Ciencias)
- Parent/Teacher Conferences Conferencias de padres y profesores
- Provide materials, and articles through social media and the Caldwell Connection
Proporcionar materiales y artículos a través de las redes sociales y Caldwell Connection.
- Provide materials and training through evening community events
Proporcionar materiales y capacitación a través de eventos comunitarios nocturnos.
- Social Worker will provide support to families in becoming partners with the campus.
El trabajador social brindará apoyo a las familias para que se conviertan en socios del campus.
- The principal will also work with PTO to provide opportunities for parent engagement in supporting the school
El director también trabajará con el PTO para brindar oportunidades para la participación de los padres en el apoyo a la escuela.
- Designated parent conference days Días designados para conferencias con los padres

Ideas for Family Engagement



Campus Improvement Plan

The school's Campus Improvement Plan (CIP) includes:

- A needs assessment and summary of data
- Goals, objectives, and strategies to address the academic needs of students
- Professional development needs
- Coordination of resources and services
- Identification of Title I, Part A funds and expenditures
- Strategies from the school's parental involvement policy
- Title I parents have the right to be involved in the development of the CIP

El Plan de Mejora del Campus por sus siglas en ingles (CIP) de la escuela incluye:

- Una evaluación de necesidades y un resumen de datos.
- Metas, objetivos y estrategias para abordar las necesidades académicas de los estudiantes.
- Necesidades de desarrollo profesional.
- Coordinación de recursos y servicios.
- Identificación de fondos y gastos del Título I, Parte A
- Estrategias de la política de participación parental del colegio
- Los padres del Título I tienen derecho a participar en el desarrollo del CIP.

School Compact

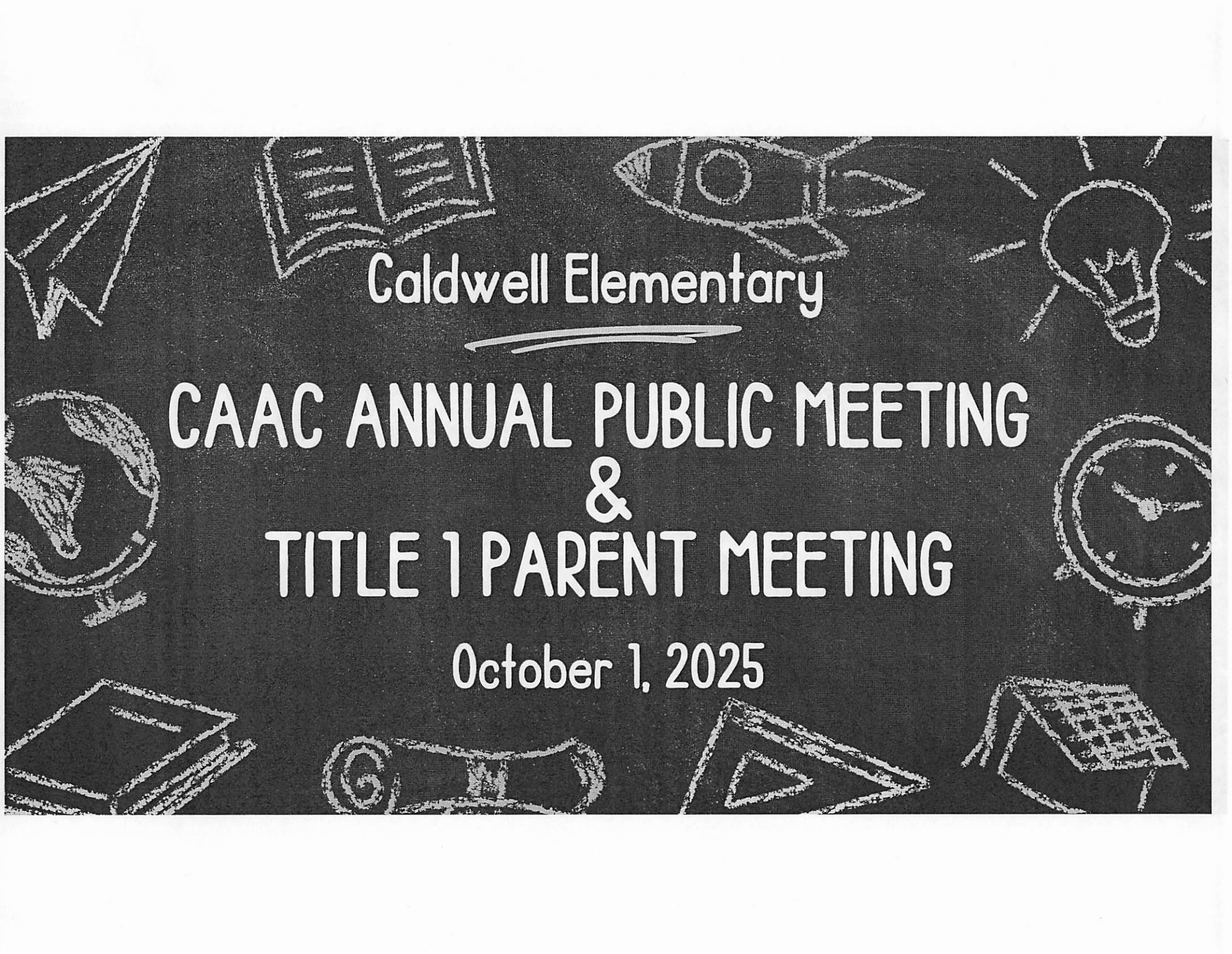
Fannie Mae Caldwell Elementary 2023-2024 School Compact

Student Responsibilities	Parent Responsibilities	Staff Responsibilities
To be successful in school, I will: • Be Safe - Keep my hands, feet, and objects to myself - Speak up to an adult if someone is being unsafe • Be Respectful - To myself, others, and school property - Use positive and kind words - Be thoughtful and consider the feelings of others • Be responsible - Be on time to school each day - Complete work assigned by my teachers - Set and work towards goals	To promote my child's success in school, I will: • Encourage my child to reach their goals • Ensure that my child is completing work assigned by the teacher • Read to and with my child daily • Maintain communication with the teacher and school staff • Read and respond to communication from the school • Monitor attendance and ensure that my child is at school each day that they are not sick • Monitor the use of technology • Promote positive use of time outside of school	To promote your child's success in school, we will: • Establish and maintain open lines of communication • Promote and maintain high expectations for ourselves, and for all members of the school community • Provide appropriate curriculum and instruction to support academic success while considering learning styles • Encourage students to meet their learning goals and be responsible for their learning • Foster a safe and caring learning environment • Maintain the highest levels of professionalism at all times
Student Signature	Parent Signature	Teacher Signature

We Need Your Leadership and Input

Campus Academic Advisory Council (CAAC)

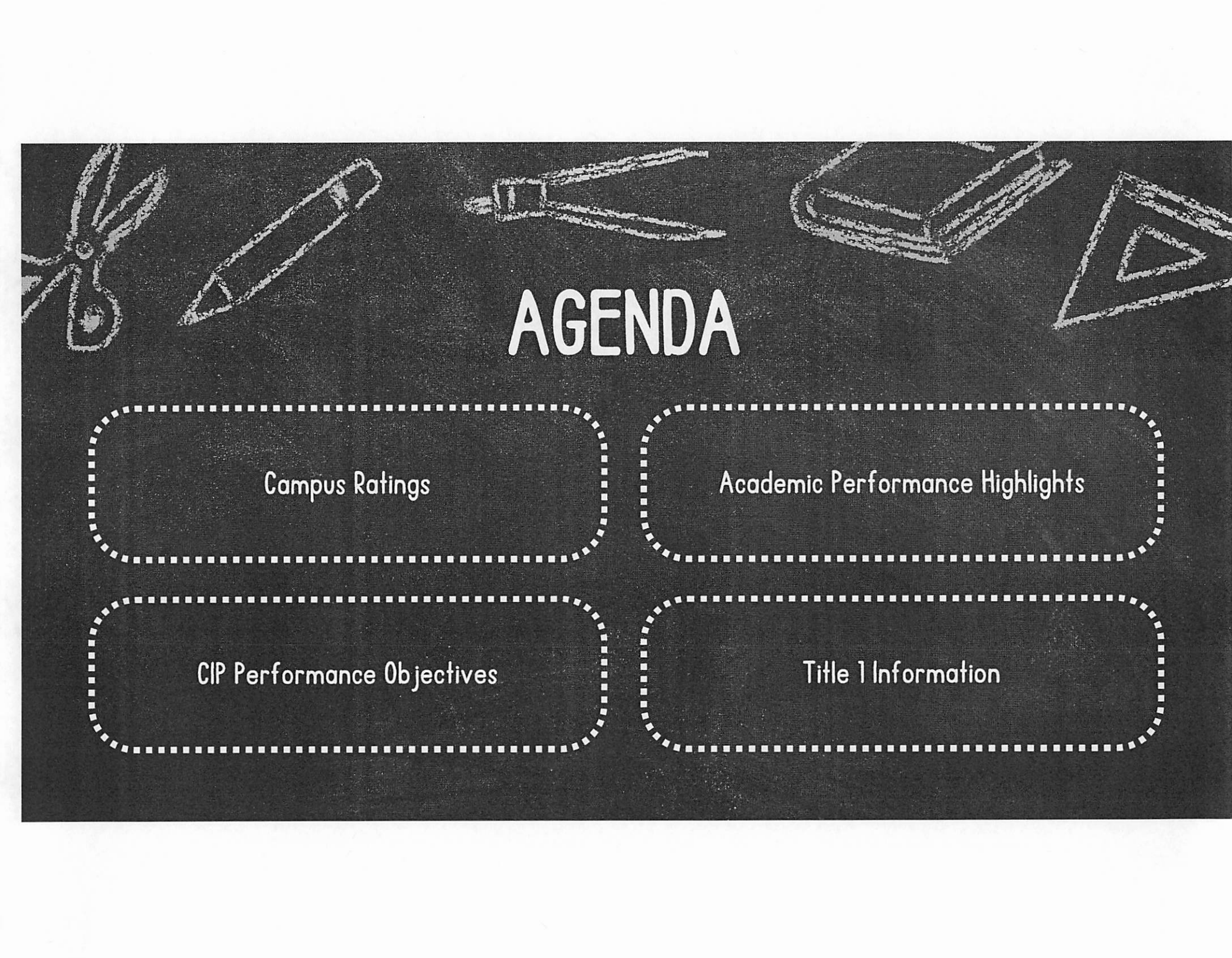


The background is a dark chalkboard with various white chalk-drawn icons. In the top left is a paper airplane. Next to it is an open book. To the right is a rocket ship. Further right is a lightbulb with rays emanating from it. On the left side, there is a globe. On the right side, there is a round clock. At the bottom left is a stack of books. In the bottom center is a rolled-up scroll. At the bottom right is a triangular ruler. The text is centered on the board.

Caldwell Elementary

**CAAC ANNUAL PUBLIC MEETING
&
TITLE 1 PARENT MEETING**

October 1, 2025



AGENDA

Campus Ratings

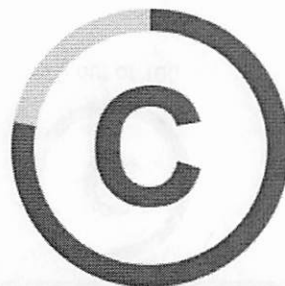
Academic Performance Highlights

CIP Performance Objectives

Title I Information

2025 RATINGS

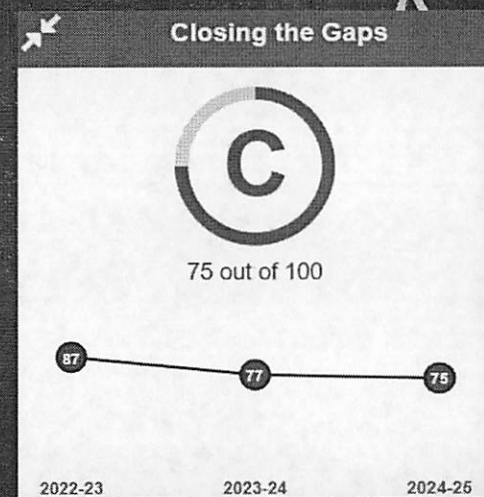
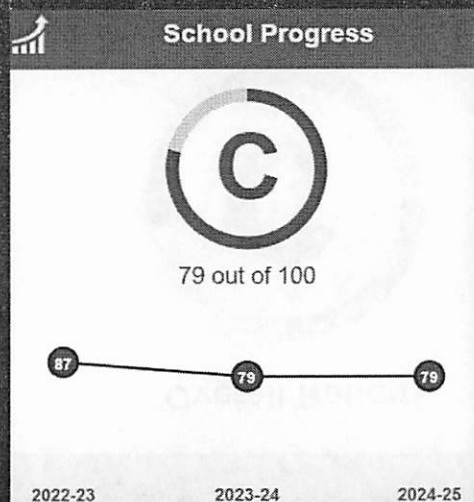
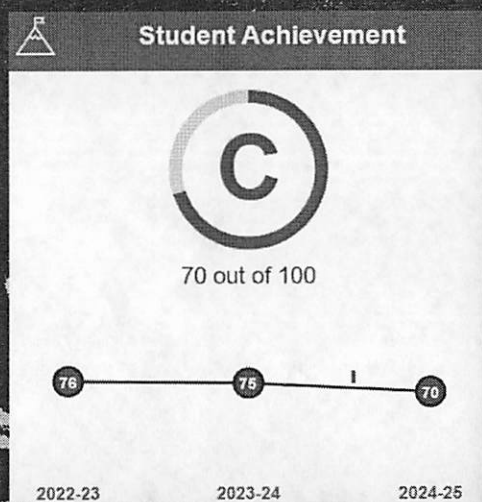
Overall Rating



78 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

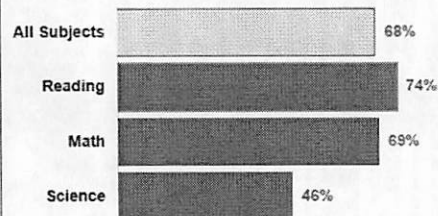
2025 RATINGS



2025 RATINGS

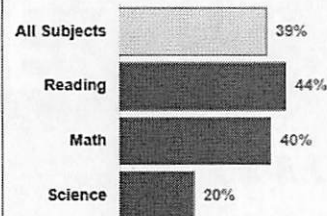


Percentage of Students Approaching Grade Level or Above



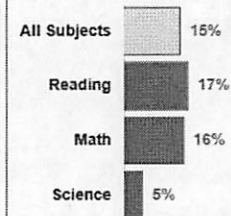
Subject	This School	District
All Subjects	68%	74%
Reading	74%	76%
Math	69%	70%
Science	46%	76%

Percentage of Students Meeting Grade Level or Above

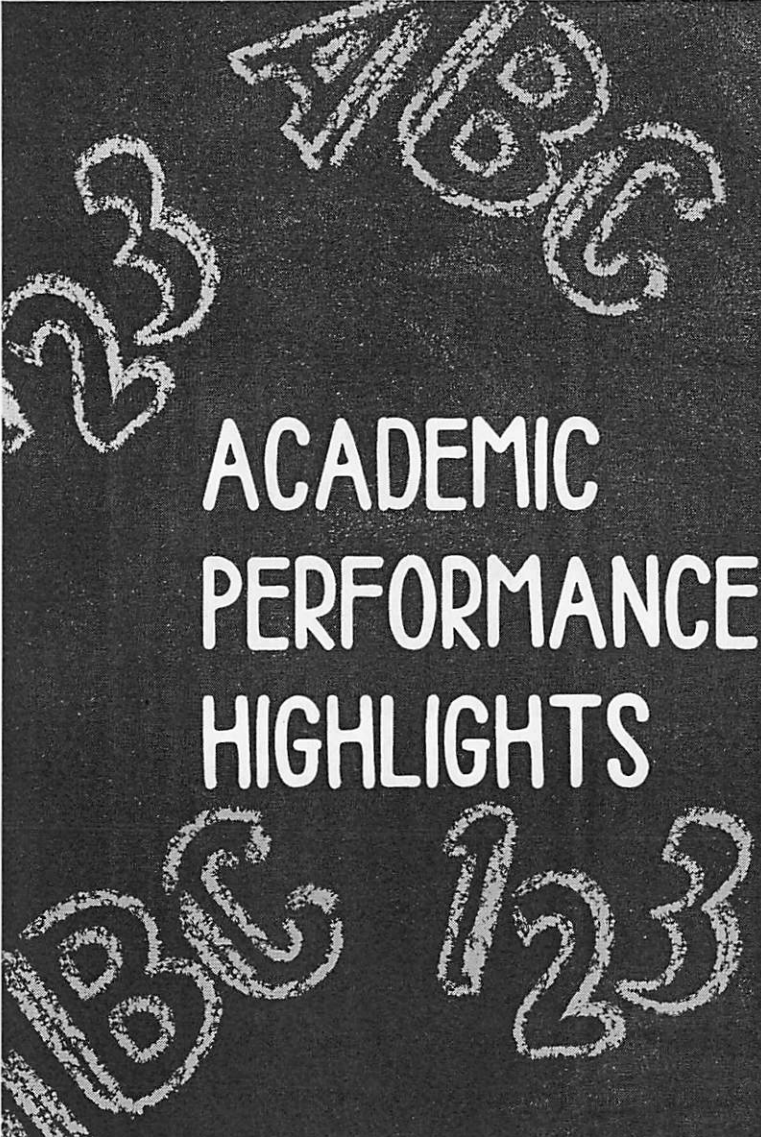


Subject	This School	District
All Subjects	39%	49%
Reading	44%	55%
Math	40%	42%
Science	20%	47%

Percentage of Students Mastering Grade Level



Subject	This School	District
All Subjects	15%	21%
Reading	17%	24%
Math	16%	18%
Science	5%	17%

The background is a dark, textured surface resembling a chalkboard. It is decorated with white chalk-like drawings of numbers and letters. In the top left, there are the numbers 1, 2, and 3. In the top right, there are the letters A, B, and C. In the bottom left, there are the letters B, C, and D. In the bottom right, there are the numbers 1, 2, and 3. The text 'ACADEMIC PERFORMANCE HIGHLIGHTS' is written in a bold, white, sans-serif font, centered on the left side of the image.

ACADEMIC PERFORMANCE HIGHLIGHTS

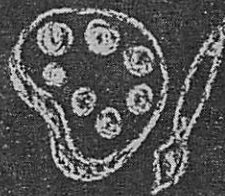
- Pre-K students are excelling, with an impressive 94% in English and 90% in Spanish making adequate progress in math.
- The percentage of 3rd grade students achieving "Masters" on the RLA STAAR increased by 6% for 2024-2025.
- 80% of 4th grade students reached the "Approaches" level on the RLA STAAR.
- 100% if Points Earned for English Language Proficiency.
- All RLA Growth Targets were met in the Closing the Gap Domain.

CIP PERFORMANCE OBJECTIVES

GOAL 1: PFISD WILL RECRUIT, SUPPORT, AND RETAIN TEACHERS AND PRINCIPALS.



By May 2026, 80% of the staff at CWES will respond favorably to the statement "The professional development organized by school's leadership team helps me improve my teaching." when completing the Upbeat survey, representing an 6% increase in favorable responses.



During the 2025-2026 school year, all teachers will receive instructional feedback at least once a month from a member of the Instructional Leadership Team leading to an increase in T-TESS "Distinguished" ratings in Differentiation [Dimension 2.4] from 12% to 20% on Summative Evaluations.



By the end of the 2025-2026 school year, the teacher retention rate will increase from 86% to 92%, improving by 6% points compared to the 2024-2025 school year.

CIP PERFORMANCE OBJECTIVES

GOAL 2: PFISD WILL BUILD A FOUNDATION OF READING AND MATH.



UPDATE



By the end of the 2025-2026 school year, 70% of students will make the expected year's growth in Reading and Math, according to district universal screeners.



By June 2026, there will be a 7% increase in Meets Grade Level performance on 5th grade STAAR Science tests for all student groups to meet all Closing the Gaps Student Success Status interim targets. Improved Spring 2026 STAAR outcomes from Spring 2025 at each performance level will be: -Approaches from 45% to 52% -Meets from 18% to 25% -Masters from 5% to 12%



By the end of the 2025-2026 school year, the English proficiency of 60% of Emergent Bilingual students in grades 3rd-5th will increase at least one level on the TELPAS composite ratings.

CIP PERFORMANCE OBJECTIVES

GOAL 3: PFISD WILL CONNECT HIGH SCHOOL TO CAREER AND COLLEGE.



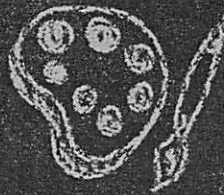
By the end of the
2025-2025 school year,
100% of students PK-5
will participate in
activities that raise
their awareness of
how to prepare for
and plan their future.

CIP PERFORMANCE OBJECTIVES

GOAL 4: PFISD WILL IMPROVE LOW PERFORMING SCHOOLS.



By the end of the 2025-2026 school year, 90% of staff members will respond favorably to Cultural Competence questions asked on the Spring Upbeat Survey representing a 5% increase of favorable responses.



During the 2025-2026, we will have a minimum of 20 volunteers sign-in and provide support each month.



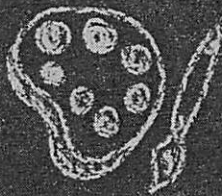
During the 2025-2026 school year, we will increase average daily attendance rates by 2% from 94.5% to at least 96.5% and decrease chronic absenteeism by 2% from 16.2% to no more than 14.2%.



By the end of the year 2025-2026 school year, there will be a 10% decrease in campus office referrals moving from 131 referrals to no more than 118 referrals, and the percentage of student groups represented in office referrals will be proportionate to the overall school demographics.

CIP PERFORMANCE OBJECTIVES

GOAL 4: PFISD WILL IMPROVE LOW PERFORMING SCHOOLS.



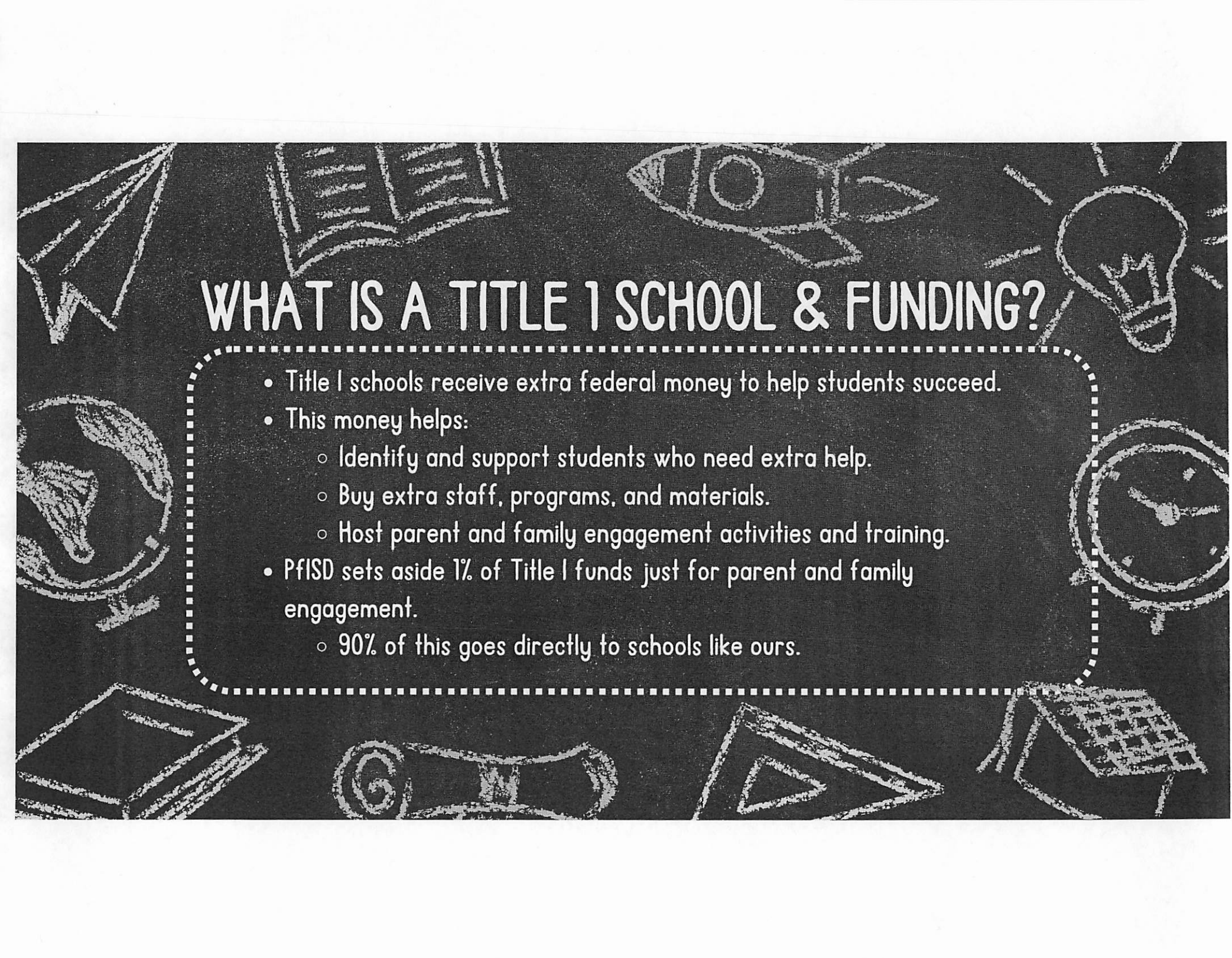
By the end of the 2025-2026 school year, to ensure coordinated school health, 100% of staff will meet the needs of all students and families through a focus on creating positive relationships, effective communication, bullying education, physical health, and social-emotional development.



During the 2025-2026 school year, 100% of classroom teachers and interventionists will engage in systematic data analysis to identify individual student needs and plan targeted instruction.

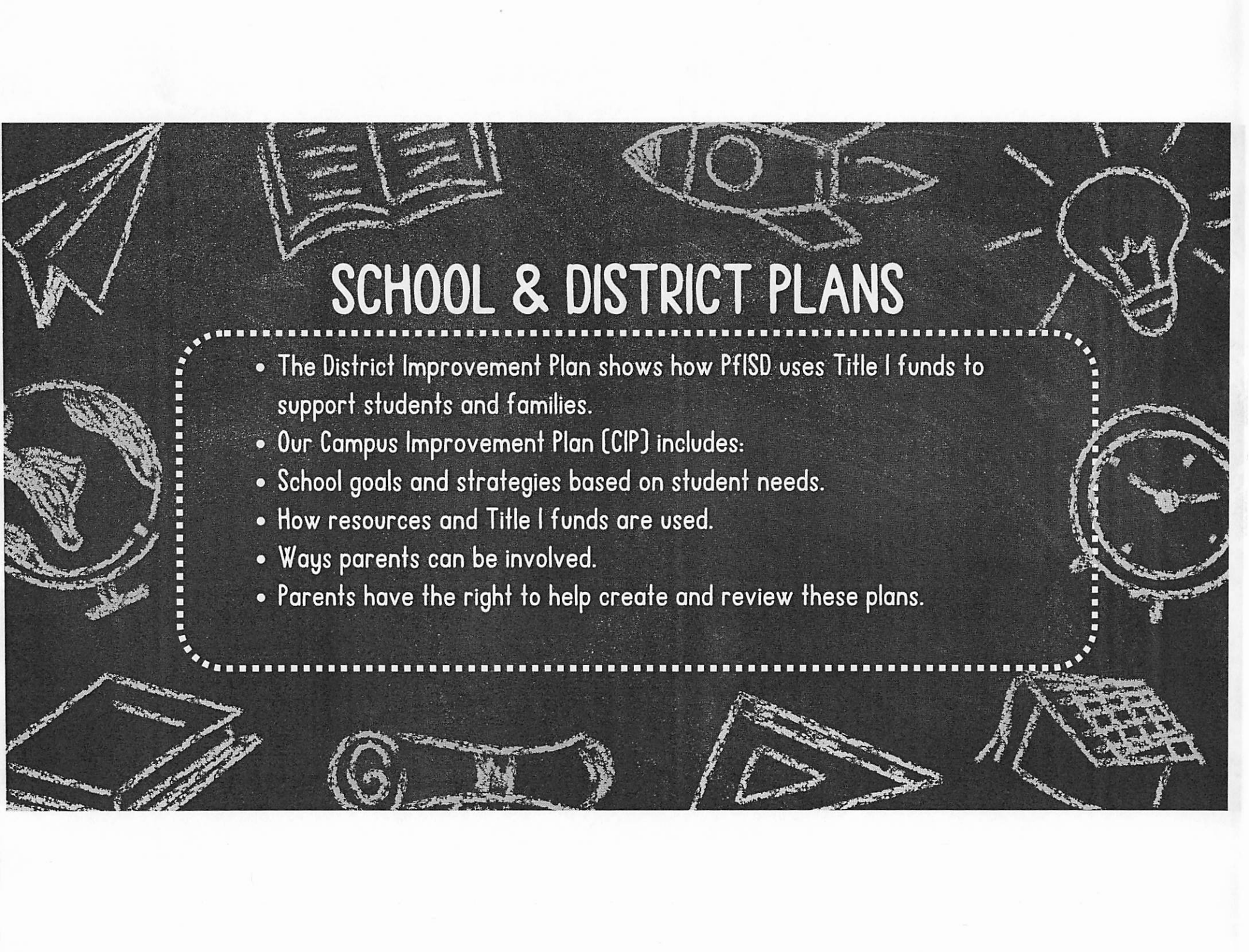


UPDATE

The background is a dark chalkboard with various white chalk drawings. At the top left is a paper airplane. Next to it is an open book. To the right is a rocket ship. Further right is a lightbulb with rays emanating from it. On the left side, there is a globe. On the right side, there is a round clock. At the bottom left is a stack of books. In the bottom center is a rolled-up diploma. At the bottom right is a calculator. The title 'WHAT IS A TITLE I SCHOOL & FUNDING?' is written in large, white, sans-serif capital letters across the upper middle of the board.

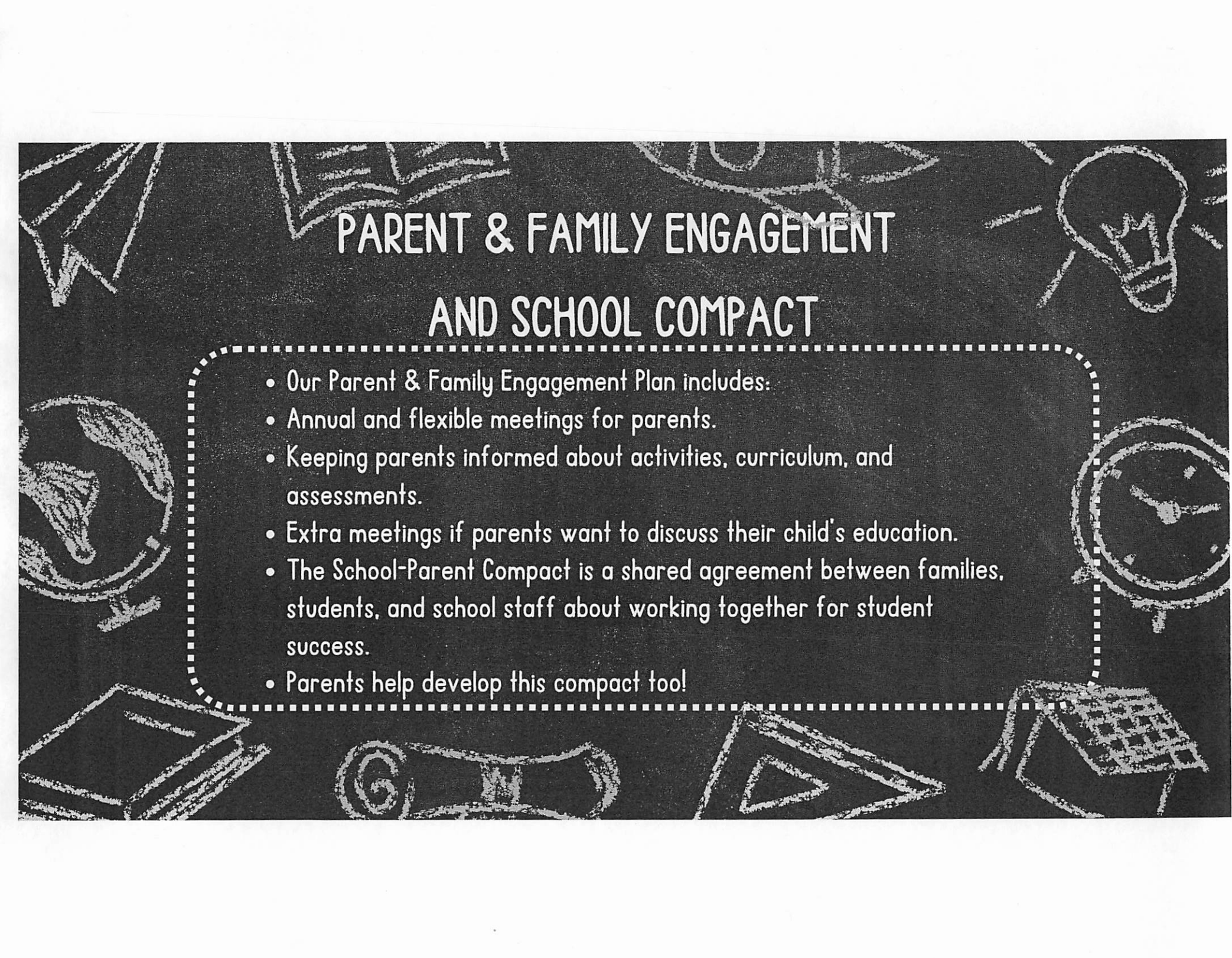
WHAT IS A TITLE I SCHOOL & FUNDING?

- Title I schools receive extra federal money to help students succeed.
- This money helps:
 - Identify and support students who need extra help.
 - Buy extra staff, programs, and materials.
 - Host parent and family engagement activities and training.
- PfISD sets aside 1% of Title I funds just for parent and family engagement.
 - 90% of this goes directly to schools like ours.



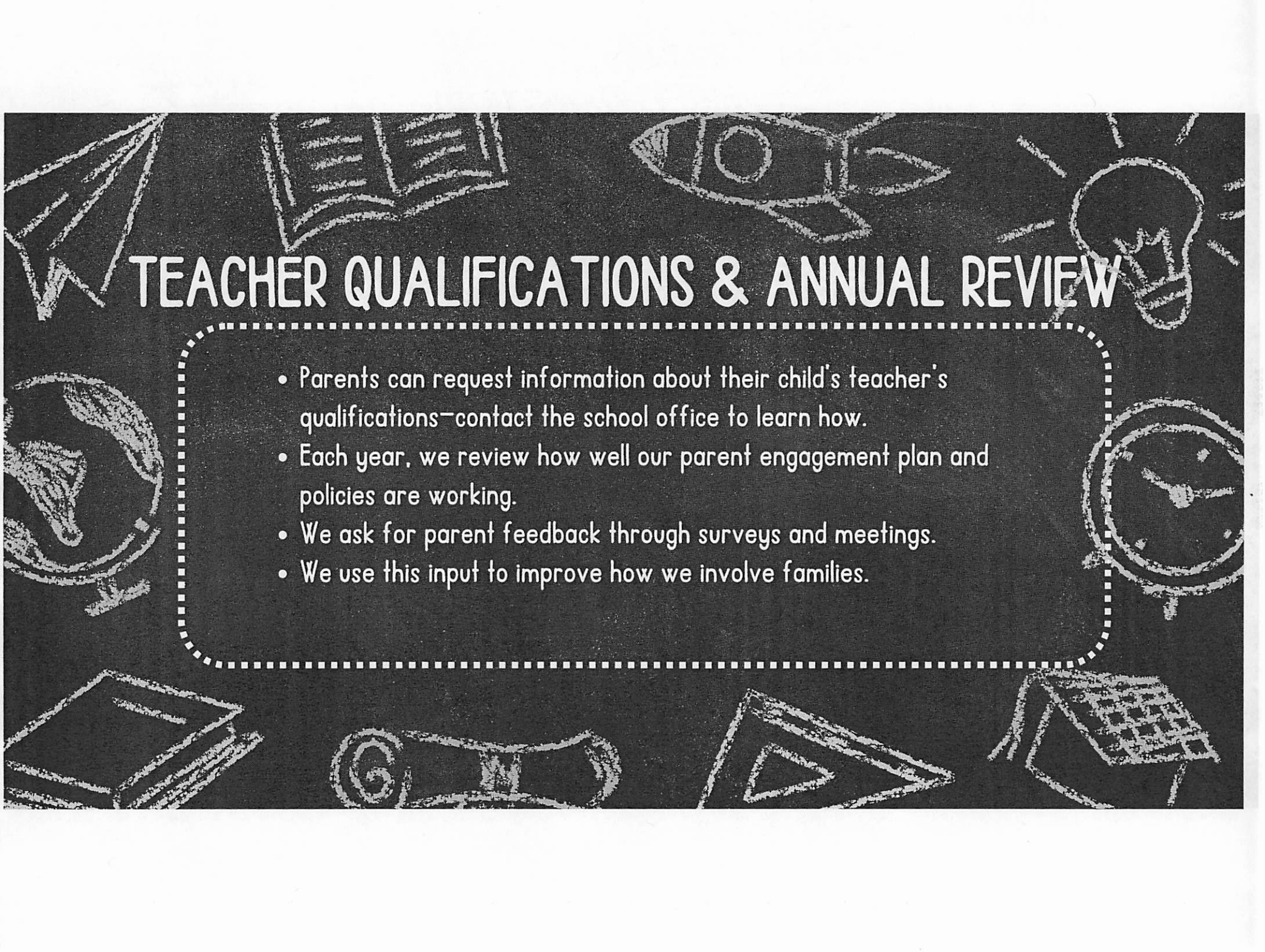
SCHOOL & DISTRICT PLANS

- The District Improvement Plan shows how PfISD uses Title I funds to support students and families.
- Our Campus Improvement Plan (CIP) includes:
 - School goals and strategies based on student needs.
 - How resources and Title I funds are used.
 - Ways parents can be involved.
- Parents have the right to help create and review these plans.



PARENT & FAMILY ENGAGEMENT AND SCHOOL COMPACT

- Our Parent & Family Engagement Plan includes:
- Annual and flexible meetings for parents.
- Keeping parents informed about activities, curriculum, and assessments.
- Extra meetings if parents want to discuss their child's education.
- The School-Parent Compact is a shared agreement between families, students, and school staff about working together for student success.
- Parents help develop this compact too!



TEACHER QUALIFICATIONS & ANNUAL REVIEW

- Parents can request information about their child's teacher's qualifications—contact the school office to learn how.
- Each year, we review how well our parent engagement plan and policies are working.
- We ask for parent feedback through surveys and meetings.
- We use this input to improve how we involve families.

WE WANT TO HEAR FROM YOU!



Parent Engagement Ideas



CAAC Representative

CAAC Meeting 10.01.25

[illegible]

Fannie Mae Caldwell Elementary 2025-2026 School Compact

Student Responsibilities	Parent Responsibilities	Staff Responsibilities
To be successful in school, I will: • Be Safe - Keep my hands, feet, and objects to myself - Speak up to an adult if someone is being unsafe • Be Respectful - To myself, others, and school property - Use positive and kind words - Be thoughtful and consider the feelings of others • Be responsible - Be on time to school each day - Complete work assigned by my teachers - Set and work towards goals	To promote my child's success in school, I will: • Encourage my child to reach their goals • Ensure that my child is completing work assigned by the teacher • Read to and with my child daily • Maintain communication with the teacher and school staff • Read and respond to communication from the school • Monitor attendance and ensure that my child is at school each day that they are not sick • Monitor the use of technology • Promote positive use of time outside of school	To promote your child's success in school, we will: • Establish and maintain open lines of communication • Promote and maintain high expectations for ourselves, and for all members of the school community • Utilize high quality instructional materials to provide rigorous instruction and to support academic success while considering learning styles • Encourage students to meet their learning goals and be responsible for their learning • Foster a safe and caring learning environment • Maintain the highest levels of professionalism at all times
Student Signature	Parent Signature	Teacher Signature

Mission: Fannie Mae Caldwell Elementary will promote a nurturing community with high expectations that inspires ALL to accomplish their goals and believe in their dreams.

Fannie Mae Caldwell Elementary 2025-2026 School Compact

Responsabilidades del estudiante	Responsabilidades de los padres	Responsabilidades del personal
Para tener éxito en la escuela, voy a: • Ser cuidadoso - Mantener mis manos, pies y objetos a mí mismo - Informar a un adulto si alguien está corriendo peligro. • Ser respetuoso - A mí mismo, a los demás y a la propiedad escolar - Utilizar palabras positivas y amables - Ser considerado y tener en cuenta los sentimientos de los demás. • Ser responsable - Llegar a tiempo a la escuela todos los días - Completar el trabajo asignado por mis maestros - Establecer y trabajar para lograr metas	Para promover el éxito de mi hijo/a en la escuela, haré lo siguiente: • Animar a mi hijo a alcanzar sus metas • Asegurarme de que mi hijo/a esté completando el trabajo asignado por el maestro/a • Leer a y con mi hijo todos los días • Mantener la comunicación con el maestro/a y el personal de la escuela • Leer y responder a la comunicación de la escuela • Supervisar la asistencia y asegurarme de que mi hijo/a esté en la escuela todos los días cuando él/ella no esté enfermo • Supervisar el uso de la tecnología • Promover el uso positivo del tiempo fuera de la escuela	Para promover el éxito de su hijo en la escuela, haremos lo siguiente: • Establecer y mantener líneas abiertas de comunicación • Promover y mantener altas expectativas para nosotros mismos y para todos los miembros de la comunidad escolar • Utilizar materiales de instrucción de alta calidad para brindar una instrucción rigurosa y apoyar el éxito académico, considerando al mismo tiempo los estilos de aprendizaje. • Animar a los estudiantes a alcanzar sus metas de aprendizaje y ser responsables de su aprendizaje • Fomentar un ambiente de aprendizaje seguro y solidario • Mantener los más altos niveles de profesionalismo en todo momento
_____ firma del estudiante	_____ firma de los padres	_____ firma del maestro

Mission: Fannie Mae Caldwell Elementary will promote a nurturing community with high expectations that inspires ALL to accomplish their goals and believe in their dreams.