

Pflugerville Independent School District

Dessau Elementary School

2025-2026

Accountability Rating: C



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

Mission Statement

At Dessau Elementary we will be responsible for our learning, safe with our choices, and respectful to others.

Vision

Dessau Elementary will foster a child's love of learning while supporting their academic and social growth.

Value Statement

We believe that...

The community, staff and students expects and supports a quality education as the key to student success.

A safe community contributes to the quality of life in Pflugerville ISD.

Education is an important priority that keeps our community productive and healthy.

Our children are afforded equitable educational opportunities to achieve their potential.

DES students have the potential to make a year's worth of academic growth with the appropriate differentiated instruction, intervention, or individualized instruction.

DES teachers and staff strive to continually improve their pedagogy, leadership, and collegiality through professional learning, self-reflection, and collaboration.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Who We Are: Our Diverse Community

Dessau Elementary is a vibrant and diverse school, reflecting the rich cultural tapestry of our community. We are located within neighborhoods that include apartments and a mobile home community, bringing a wide range of backgrounds and experiences to our campus. Our dedicated staff also represents various ethnic and racial groups, creating a learning environment that celebrates our unique student body. Understanding who we are, who we serve, and how our community has evolved helps us tailor our programs and support to meet every child's needs.

Our Students

Our current enrollment for the 2024-2025 school year stands at **554 students**.

Student Demographics - Dessau Elementary School (Source: TAPR & OnDataSuite; Skyward)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	526	539	576	574	555	554
African American	17.7%	19.5%	19.8%	18.6%	17%	13%
Hispanic	67.5%	66.2%	66.3%	68.3%	67%	73%
White	7.8%	7.2%	8.7%	8.2%	10%	7%
American Indian	0.2%	0.2%	0.0%	0.2%	0.0%	0%
Asian	4.6%	4.6%	3.7%	3.5%	5.4%	5.4%

Student Demographics - Dessau Elementary School (Source: TAPR & OnDataSuite; Skyward)

Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.2%	0%
Two or More Races	2.3%	2.2%	1.6%	1.2%	0.5%	1.3%

Dessau Elementary School is a Title I Schoolwide campus with 82.7% of students identified as economically We are a Title I Schoolwide campus, with a significant 82.7% of our students identified as economically disadvantaged. As a Dual Language campus, our number of Emergent Bilingual (English Learner) students increased to 50.2% this year. We also provide specialized services for students who need additional support.

Student Special Program Identification/Participation - Dessau Elementary School (Source: TAPR & OnDataSuite)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	85.2%	84.4%	73.1%	70.1%	77.5%	82.7%
Emergent Bilingual	47.9%	47.3%	47.9%	46.3%	47.9%	50.2%
At-Risk	77.4%	74.2%	79.0%	81.7%	79.1%	82.1%
Special Education	12.2%	11.5%	10.1%	10.6%	12.6%	15.9%
Gifted & Talented	1.9%	1.9%	1.4%	3.3%	2.5%	1.6%
Dyslexia	2.7%	2.8%	3.3%	3.8%	5.0%	5.1%
Section 504	3.8%	4.6%	4.3%	3.1%	4.0%	2.5%

Student Special Program Identification/Participation - Dessau Elementary School (Source: TAPR & OnDataSuite)

Immigrant	4.4%	3.7%	1.0%	1.4%	2.0%	2.5%
Homeless	1.0%	1.1%	0.7%	1.6%	1.8%	1.3%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	16.1%	15.6%	19.6%	18.1%	19.5%	*Pending TAPR Report

Our Staff

Our staff is a cornerstone of our diverse community. We strive for a team that reflects our student population, fostering an inclusive environment.

Teacher Demographics - Dessau Elementary School (Source: TAPR & HR Data)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Teachers	39.4	45.0	44.1	42	38.1	*Pending TAPR Report
African American	8.9%	6.7%	2.3%	11.7%	28.9%	
Hispanic	50.3%	44.2%	36.3%	25.9%	20.1%	
White	40.8%	49.1%	61.5%	60.8%	45.8%	
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	
Asian	0.0%	0.0%	0.0%	0.0%	2.6%	
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	

Teacher Demographics - Dessau Elementary School (Source: TAPR & HR Data)

Two or More Races	0.0%	0.0%	0.0%	2.4%	2.6%	
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Diversity & Representation: While our administrative and teaching staff represent various backgrounds, we note that our White teachers make up 61% of our teaching staff, compared to 7% of our students being White. Our African American teachers represent 12% of staff, compared to 13% of our African American students. Our Hispanic teachers make up 20.1% of our staff. This indicates areas where we can continue to strengthen staff diversity to better mirror our student demographics.

Teacher Experience: This year, **73% of our teachers have 0-5 years of teaching experience**, with 27% having 6 years or more. This high percentage of early-career teachers underscores our commitment to providing strong mentorship and professional development through district and campus programs.

Staffing Support: To ensure full classroom support, approximately 9 out of 30 classroom teachers are teacher facilitators, 6 are long-term substitutes, and 3 are visiting teachers from Spain.

Teachers by Years of Experience - Dessau Elementary School (Source: TAPR)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	10.1%	2.2%	23.8%	32.5%	14.1%	*Pending TAPR Report
1-5 Years Experience	43.1%	42.7%	31.6%	28.3%	44.6%	
6-10 Years Experience	10.1%	17.6%	14.8%	14.5%	13.5%	
11-20 Years Experience	31.3%	33.0%	25.2%	11.8%	5.2%	
Over 20 Years Experience	5.3%	4.4%	4.5%	12.9%	22.5%	

Demographics Strengths

Dessau Elementary has a diverse campus community. Our campus staff and faculty is made up of a diverse group of adults who are dedicated to serve our community. This school year the administrative team comes from various backgrounds and career experiences allowing a beautiful collaboration of differing

perspectives. Dessau Elementary is lead by an Hispanic Principal, Hispanic Assistant Principal, African American Assistant Principal Intern, African American Counselor and Caucasian Instructional Coach. Students participate in events that celebrate this diversity. Events and activities that celebrate Hispanic Heritage Month, Black History Month, and Asian American & Pacific Islander Month have occurred and will continue to do so this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Retention of teachers at Dessau Elementary is a significant challenge, impacting campus stability and instructional consistency.

Root Cause: Teachers, especially new ones, lack a clear, comprehensive understanding of year-long expectations and duties. This absence of a "Year-at-a-Glance" (YAG) resource contributes to difficulties in workload management and work-life balance, directly impacting retention.

Student Learning

Student Learning Summary

Pre-Kinder & Kindergarten Screeners

What are C-PALLS+ Scores? C-PALLS+ (Circle Progress Monitoring System) measures the math and early literacy skills of our Pre-Kindergarten (4-year-old) students. These scores help us understand if our youngest learners are "Making Acceptable Progress" in key areas like math, phonological awareness, and letter and vocabulary naming, setting them up for success as they enter Kindergarten.

Overall Look at Our Pre-K Progress (C-PALLS+): Our C-PALLS+ results for the 2024-2025 school year show that our Pre-Kindergarten students made excellent progress in building their foundational math and literacy skills throughout the year. We are particularly pleased with the significant growth observed in their math readiness and their ability to quickly recognize letters.

	Pre-K (4-yr old) Results: C-PALLS+ Math & Literacy (Source: Eduphoria) (Level 'Making Acceptable Progress')											
	Math			Literacy/Reading								
				Phonological Awareness Overall			Rapid Letter Naming			Rapid Vocabulary Naming		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
English Version Results	77%	91%	90%	80%	82%	72%	40%	67%	74%	51%	58%	62%
Spanish Version Results	74%	91%	100%	0%	41%	86%	0%	45%	90%	57%	86%	95%
Combined - English & Spanish Results	76%	91%	93%	48%	65%	77%	24%	58%	80%	53%	69%	73%

What are TX-KEA Scores? TX-KEA (Texas Kindergarten Entry Assessment) measures the readiness of our Kindergarten students in both math and reading. These scores help us know if they are "On Track" in important areas like vocabulary, letter names, and spelling, indicating their preparedness for formal schooling.

Overall Look at Our Kindergarten Progress (TX-KEA): The TX-KEA data for our Kindergarten students in 2024-2025 shows a truly dramatic improvement in their readiness compared to last year! While their year-over-year growth in math was strong, we are especially excited about the much higher overall percentage of students who are "On Track" in math by the end of the year. Furthermore, we saw substantial gains across all areas of reading readiness, which is a fantastic achievement for our students.

	Kindergarten Readiness Results: TX-KEA Math & Reading (Level 'On Track' Indicating Readiness)											
	Math			Reading								
				Vocabulary/ Vocabulario			Letter Names/ Nombres de las Letras			Spelling/ Ortografia		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
English Version Results	35%	50%	57%	31%	29%	62%	41%	60%	47%	45%	68%	58%
Spanish Version Results	75%	97%	82%	88%	93%	97%	91%	97%	100%	50%	70%	72%
Combined - English & Spanish Results	47%	64%	64%	48%	48%	72%	54%	71%	68%	46%	68%	72%

What We're Celebrating: Significant Student Learning Growth

- **Pre-K Foundational Skills (C-PALLS+):** Our youngest learners showed outstanding improvements in Math readiness (+17%) and Rapid Letter Naming (+56%) from the beginning to the end of the year.
- **Kindergarten Readiness (TX-KEA) - Math:** We achieved a much stronger overall end-of-year math readiness, with 64% of students On Track (up from 51% last year).
- **Kindergarten Readiness (TX-KEA) - Reading:** Students made substantial gains across all reading areas: Vocabulary increased by 24%, Letter Names by 14%, and Spelling by 26% from BOY to EOY.

Where We Need to Focus: Continued Growth & Targeted Support

- **C-PALLS+ Literacy Development (English Version):** We will strategically focus on strengthening Phonological Awareness and Rapid Vocabulary Naming for our English version Pre-K students.
- **Sustaining Momentum:** Our focus will be on implementing strategies to sustain and build upon the dramatic academic growth observed in TX-KEA across all kindergarten readiness areas.

2024-2025 Math Screener (Star 360) Summary

What are Star 360 Math Screeners? Star 360 Math Screeners are assessments used to identify students excelling in math ("At/Above Benchmark") and those needing extra support ("Urgent Intervention"). Our goal is to increase students At/Above Benchmark and decrease those needing urgent intervention.

Overall Look at Our Math Progress: Our 2024-2025 Star 360 Math results show positive shifts in reducing intervention needs and growth in math readiness across grades. However, some grade levels require strengthened instruction for consistent growth.

MATH: Star360 Results 2025-2026

	At/Above Benchmark		Urgent Intervention	
	BOY	EOY	BOY	EOY
1st Grade	49%	53%	14%	8%
2nd Grade	36%	24%	29%	30%
3rd Grade	35%	45%	33%	19%
4th Grade	49%	54%	17%	14%
5th Grade	48%	45%	16%	15%

What We're Celebrating (Our Strengths):

- **Significant Improvement in 4th Grade:** Outstanding progress with a substantial increase in students At/Above Benchmark (+12%) and a significant decrease in Urgent Intervention needs (-16%) compared to last year.
- **Strong Gains in 3rd Grade:** Excellent progress with more students At/Above Benchmark (+10%) and fewer needing Urgent Intervention (-14%) from BOY to EOY.
- **Reduced Intervention Needs (1st & 5th Grades):** Positive trends in reducing Urgent Intervention from BOY to EOY, showing our supports are effective for at-risk students.

Where We Need to Focus (Areas of Need):

- **Targeted Support for 2nd Grade:** This cohort needs immediate, intensive intervention as their At/Above Benchmark percentage is lower than last year's 2nd graders (-12%) and decreased from BOY to EOY this year.
- **Consistent Growth in 5th Grade:** Ensure robust instruction and supports to help all 5th graders meet and exceed benchmark expectations, as their At/Above Benchmark percentage slightly decreased.
- **Accelerating Overall Proficiency:** Opportunity to further accelerate the percentage of students performing At/Above Benchmark across several grade levels.

2024-2025 Reading Screener Summary

What are TPRI/Tejas LEE and Star 360 Reading Screeners? For reading, students in grades 1-2 are assessed at the beginning, middle, and end of the year using TPRI & Tejas LEE, while students in grades 3-5 use the Star 360 reading assessments. These screeners help us identify students who are excelling in reading ("At/Above Benchmark or No Intervention Needed") and those who might need extra support or "Urgent Intervention or Significant Intervention Needed." Our goal is to increase the number of students at or above benchmark and decrease those needing intensive intervention.

Overall Look at Our Reading Progress: Our 2024-2025 Reading Screener results present a mixed but overall positive picture of our students' reading growth across grades. We are celebrating notable advancements in reading readiness and a reduction in students needing urgent intervention in several key areas. However, the data also points to specific grade levels where we need to strengthen our reading instruction and intervention strategies to ensure consistent progress for all students, particularly addressing the needs of our monolingual and bilingual learners distinctly.

READING Results 2024-2025				
1st & 2nd Grade: TPRI & Tejas LEE				
3rd - 5th Grade: Star360				
	At/Above Benchmark or No Intervention Needed		Urgent Intervention or Significant Intervention Needed	
	BOY	EOY	BOY	EOY
1st Grade TPRI/Tejas Lee	All Students - 15% Monolingual - 9% Bilingual - 23%	All Students - 48% Monolingual - 31% Bilingual - 70%	All Students - 65% Monolingual - 60% Bilingual - 71%	All Students - 23% Monolingual - 27% Bilingual - 18%
2nd Grade TPRI/Tejas Lee	All Students - 23% Monolingual - 15% Bilingual - 35%	All Students - 40% Monolingual - 31% Bilingual - 51%	All Students - 52% Monolingual - 59% Bilingual - 42%	All Students - 36% Monolingual - 48% Bilingual - 23%
3rd Grade	49%	57%	29%	16%
4th Grade	39%	37%	22%	26%

5th Grade	47%	50%	18%	14%
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2025 STAAR Results

What are STAAR Assessments? STAAR (State of Texas Assessments of Academic Readiness) are important tests given each spring to students in grades 3-5 in subjects like Math, Reading, and Science. These assessments help us measure how well students are understanding the state's academic standards and progressing in their learning journey. Students can achieve at "Approaches," "Meets," or "Masters" grade levels, with "Masters" indicating the highest level of understanding.

Overall Look at Our STAAR Performance (2024-2025 Early Results): Overall, our students showed an increase in performance at the Approaches, Meets, and Masters levels across many grade levels and subjects on the 2024-2025 STAAR assessments. Specifically, 49% of our students are performing at Approaches (up from 42% previously), 20% at Meets (up from 13%), and 6% at Masters (up from 2%). While these increases are positive, there is still low overall performance across grade levels and subjects . Based on current projections for our raw STAAR scores, Dessau Elementary is anticipated to receive an "F" rating for STAAR Performance and Relative Performance. We are still awaiting the official results for the Growth measure, Closing the Gaps, and the overall campus rating.

	2023			2024			2025		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3rd Math	36%	11%	2%	58%	16%	3%	52%	15%	4%
3rd Reading	54%	15%	4%	49%	17%	1%	55%	25%	7%
4th Math	33%	13%	3%	25%	9%	1%	47%	21%	9%
4th Reading	40%	16%	2%	45%	10%	1%	57%	25%	7%
5th Math	49%	18%	2%	43%	15%	3%	50%	18%	3%
5th Reading	52%	22%	7%	53%	20%	6%	60%	33%	8%
5th Science	28%	4%	1%	21%	1%	0%	22%	5%	2%

What We're Celebrating (Our Strengths):

- **Significant Growth in 4th Grade:** Exceptional gains in both Math and Reading across all performance levels.
- **Strong Progress in 3rd Grade Reading:** Impressive increases at Meets (+8%) and Masters (+6%) levels.
- **Improvements in 5th Grade:** Solid increases in Reading (Approaches +7%, Meets +13%) and overall gains in Science.

Where We Need to Focus (Areas of Need):

- **Overall Low Performance:** Despite increases, a low percentage of students are meeting or mastering grade level standards, contributing to a projected "F" rating.
- **3rd Grade Math Performance:** A critical area needing targeted intervention due to a decrease in performance compared to last year.
- **Deepening Understanding to Meet and Master Grade Level:** A campus-wide need to accelerate student learning to achieve higher levels of mastery across all subjects and grades.

Infographic Summary: <https://bit.ly/4kEZ4yf>



Our Student Support & Intervention Systems

Our Problem-Solving Support Team (PSST) and multi-tiered systems of support (MTSS) are central to our student learning efforts. Academic and screener data (C-PALLS+, TX-KEA, Star 360, STAAR) are regularly analyzed by the PSST to identify student needs, design appropriate interventions, and monitor their effectiveness, ensuring every student receives the highest level of necessary support.

2024-2025 TELPAS Composite Rating Summary

What are TELPAS Scores? TELPAS scores measure how well our students who are learning English (called emergent bilingual students) are understanding, speaking, reading, and writing in English. These scores help us know how much progress they are making each year.

Overall Look at Our Progress: Our TELPAS scores for the 2024-2025 school year show that many of our English learners are making great strides in their English skills! We see good progress as they move toward speaking, reading, and writing English more confidently. However, for one specific group of students, we noticed a dip in their progress that we need to address. This data helps us make sure we're giving every student the right support as they learn English.

What We're Celebrating: Our students are making great progress in learning English!

- **Strong Start for Youngest Learners:** Nearly half of our incoming 1st graders are already at "Advanced" or "Advanced High" English levels.
- **Growth in Older Grades:** Our current 2nd and 4th graders showed excellent movement away from "Beginning" English levels and into higher proficiency stages this year.

Where We Need to Focus: We've identified a key area for targeted support.

- **Supporting Our 3rd Graders:** Our current 3rd graders need special attention, as a larger percentage are at the "Beginning" English level compared to last year. We are putting immediate, extra help in place for this group.
- **Sustaining High-Level Progress:** We'll also keep a close eye on our older students to ensure they continue to grow and maintain their strong English skills.

2024-2025 TELPAS Composite Ratings

	Beginner	Intermediate	Advanced	Advanced High
First Grade	12%	40%	24%	24%
2nd Grade	47%	34%	11%	9%

	Beginner	Intermediate	Advanced	Advanced High
3rd Grade	56%	38%	4%	2%
4th Grade	21%	55%	20%	4%
5th Grade	24%	47%	21%	8%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		74	C	
Student Achievement		53	F	0%
STAAR Performance	27	53		
College, Career and Military Readiness				
Graduation Rate				
School Progress		73	C	70%
Academic Growth	65	73	C	✓
Relative Performance (Eco Dis: 82.7%)		54	F	
Closing the Gaps	53	77	C	30%

Missed Closing the Gaps Targets

Three Academic Growth interim targets were met: RLA Growth for All Student, and the High Focus student group, as well as Math growth for the African American student group. The interim target for Progress in Achieving English Language Proficiency for Emergent Bilingual students was met.

All other targets were missed and include:

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

Identification for Comprehensive Support & Improvement - Progress

DES is identified for Comprehensive Support & Improvement (CSI) based on low performance in Closing the Gaps outcomes that ranked the campus in the bottom 5% of among Title I elementary schools across the state of Texas starting in 2021-2022. Once identified, campuses must engage in school improvement requirements for at least two years. To exit from CSI, the campus must not rank in the bottom 5% of the Closing the Gaps domain for two consecutive years AND have a Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified. DES met these criteria during 2024-2025, which moved the campus to CSI-Progress (progress toward exiting). The second successful year of meeting these criteria exits the campus from CSI.

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

Closing the Gaps Component Goals

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

- **Academic Achievement in RLA and Math** - from 12 out of 32 possible points (37.5 pts) to 16 out of 32 points (50 component pts) - demonstrating at least expected growth toward meeting targets for both Math and RLA for all student groups.
- **Academic Growth** - from 15 out of 24 possible points (62.5 pts) to 18 out of 24 possible points (75 component pts) - to continue to meet RLA targets for all student groups, and to meet Math targets for all student groups.
- **Progress in Achieving English Language Proficiency (ELP) for Emergent Bilingual Students** - continue to meet the interim target for 3 out of 4 possible points (75 component pts)
- **Student Success** - from 5 out of 16 possible points (31.3 pts) to 8 out of 16 points (50 component pts) - demonstrating at least expected growth toward meeting targets for all student groups.

Meeting these goals during the 2025-2026 school year will increase the Closing the Gaps campus outcome from 53 points (scaled to 77 - C rating) to 65 points (scaled to 83 - B rating).

Student Learning Strengths

- With continued use of Chromebooks and iPads, students are becoming more skilled in using technology to navigate numerous learning platforms throughout the school day.
- Student performance on the 2025 STAAR assessment saw an increase in the percentage of students scoring Approaches, Meets, and Masters in 3rd grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not showing sufficient academic growth in Math and Reading across grade levels.

Root Cause: There is a lack of understanding regarding effective planning and internalization protocols among teachers, hindering the establishment of well-structured systems for lesson planning and instructional delivery. This is compounded by insufficient planning time (less than two weeks in advance) and a need for additional training and support in these areas.

School Processes & Programs

School Processes & Programs Summary

Fostering a High-Quality Learning Environment

At Dessau Elementary, we are deeply committed to cultivating an environment that promotes continuous learning and professional excellence for our staff. We proactively address staffing needs and ensure our educators are well-equipped to deliver high-quality instruction.

Talent Management & Professional Growth: In 2025-2026, we faced significant staffing challenges, starting the year with 11 unfilled professional positions, particularly for bilingual teachers. We actively addressed this by:

- **Proactive Recruitment:** Attending district, regional, and university job fairs (UT Austin, Texas A&M International, CTASPA), and hosting two campus-specific job fairs. We involved staff in interview committees to build campus investment in hiring.
- **Robust Onboarding & Mentorship:** Collaborating with the district to assign formal mentors to our 17 first-year teachers. We hosted the district's New Teacher Training on campus to minimize instructional disruption and facilitated after-school check-in meetings for new teachers, addressing practical topics like classroom management and grading.
- **Teacher Support & Retention:** Our leadership team met monthly to discuss emerging needs and provide consistent coaching and feedback, especially around the Time-Voice-Body (TVB) classroom culture initiative. We offered opportunities for leadership roles through campus committees and celebrated staff regularly in our weekly newsletter through the "Dragon's Flame Award" and "Shout Outs," fostering a culture of appreciation and belonging.

Curriculum Implementation & Instructional Excellence: We prioritize fidelity to high-quality instructional materials (HQIM) and evidence-based practices to ensure rigorous and effective teaching.

- **Data-Driven Lesson Planning:** Weekly PLC meetings focused on reviewing screener data and developing action plans. We provided explicit training on unpacking TEKS using Lead4Ward tools and implemented structures from Relay training on Planning Meetings.
- **Rigorous Instruction:** Piloting the Classroom Rigor Trajectory in 5th grade math, training teachers on "Know-It-Show-It Plans," and using formal Rigor rubrics to assess and provide feedback on lesson quality. All grade levels were expected to use lesson frames and exit tickets aligned to learning objectives.
- **Professional Learning & Coaching:** Professional development was delivered through job-embedded formats, including real-time coaching, feedback on lesson implementation, and the use of walkthrough rubrics (TVB and Rigor). We also provided campus-wide trainings on behavior management, de-escalation strategies, and the Fundamental 5 framework to strengthen classroom environments.

Supporting Every Student: Academic & Social-Emotional Well-being

Our comprehensive approach ensures that every student receives the necessary academic and social-emotional support to thrive.

Behavioral Frameworks & Discipline: To address high disciplinary incidents from the previous year, we implemented a focused change initiative centered on improving classroom management and instructional rigor:

- **Clear Expectations & Consistent Enforcement:** We trained all staff on behavior systems and consistently reinforced expectations using the Time-Voice-Body (TVB) framework, resulting in increased TVB implementation from 65% to 92%.
- **Reduced Incidents:** These efforts contributed to a significant **41% reduction in discipline incidents** (from 120 in 2023-2024 to 71 in 2024-2025).
- **Positive Reinforcement:** We launched the Dragon Bucks Store to recognize and reward positive behaviors.
- **Restorative Practices:** We actively implement Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices, having completed Year 2 of training with Trauma Skilled Schools.

Intervention Systems (PSST/MTSS): Our structured Problem-Solving Support Team (PSST) process proactively identifies and responds to student needs, ensuring timely and targeted interventions.

- **Data-Driven Interventions:** Teachers were trained on completing intervention plans in Eduphoria, and our leadership team tracked students through a DES Referral/PSST Tracking Sheet. This led to a reduction in special education referrals through PSST.
- **Tiered Support:** We provided mid-year training for Tier 2 small group instruction and maintained Tier 3 support for intensive needs. After-school tutorials for grades 3-5 were implemented based on student data for STAAR preparation.
- **Wraparound Services:** We coordinated services for students in the McKinney-Vento program and utilize an Integral Care counselor for on-campus mental health therapy.

Special Programs Support: As a Dual Language One-way campus, we follow the district Multilingual Department's framework to focus on English language proficiency and academic achievement for our English Language Learners (ELLs).

- All teachers serving ELLs hold ESL certification and incorporate ESL and Sheltered Instruction strategies.
- We promote a climate where cultural diversity is valued, including increasing Spanish literature in libraries.
- To address Special Education needs, we reflect on current practices, provide ongoing professional development for teachers and educational assistants, and monitor student data to close achievement gaps.
- An Educational Assistant, initially funded by ESSER, will continue to be funded through Title I for 2025-2026 to support communication with families and meet student needs.
- Despite budget constraints, we used Title funds to hire a full-time Instructional Coach to support academic achievement.

Engaging Our Community & Ensuring Safety

We believe strong partnerships with families and the community are vital for student success and a safe school environment.

Family & Community Partnerships: We actively involve families and community members in our school life:

- **High-Attendance Events:** Successfully hosted Grandparents' Day and Thanksgiving Family Lunch with high turnout.
- **Student Celebrations:** Established quarterly award assemblies to celebrate student achievement.
- **Consistent Communication:** Launched a monthly community newsletter and hosted monthly "Coffee with the Principal" events to provide accessible opportunities for parent voice, including the "Soñemos Juntos" dialogue project.
- **Valuable Partnerships:** Collaborated with Weiss High School (Ready, Set, Teach), a local church (reading buddies), Costco (coats, Reading Buddy program), Office Max (classroom crates), Wings and More (staff meals), and First Methodist Church (support for students).
- **Interactive Learning Events:** Organized Literacy Night, SMATH Night, and Career Day to bring families directly into learning experiences.

School Safety & Order: Ensuring a safe and orderly environment is a top priority, supported by visible leadership and clear expectations.

- We committed to relationship-building with students and staff, and administrators maintain consistent presence in classrooms to ensure implementation of expectations and provide real-time support.
- We continue to support student emotional growth and increase school pride through leadership opportunities like our No Place for Hate group, student PBIS group, Safety Patrol, and morning announcements.
- We maintain nine-week awards for academic and citizenship recognition, and a student of the month program.

Addressing Attendance: Improving student attendance will continue to be a major focus for the 2025-2026 school year. We will prioritize having an attendance committee to monitor attendance and provide support for families who need it, aiming to increase overall attendance and decrease chronic absenteeism. Our PSST process will be leveraged to respond to student academic, behavioral, and social-emotional needs related to attendance.



School Processes & Programs Strengths

- We will continue to support student emotional growth and increase a sense of belonging and school pride by providing opportunities for leadership, such as our No Place for Hate group, the student PBIS group, Safety Patrol, morning announcements and participating in UIL events.
- During the 2025- 2026 school year we will continue our nine-week awards for academic and citizenship recognition while also continuing our student of the month program.
- We believe that our strongest asset is our staff and their desire to support our learning community.
- Our existing committees are Grade Level Leaders, PBIS, PSST, CAAC, Sunshine, Literacy, Math & Science, and UIL.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite significant reductions in disciplinary incidents, ensuring consistent and equitable application of behavioral strategies across all classrooms remains an area for continued focus.

Root Cause: High turn over rate in our campus has resulted in hiring of new staff who have not received professional learning that addresses the social emotional needs of our students.

Problem Statement 2: Our overall student attendance is not improving, and our chronic absenteeism rate remains very high, significantly impacting student learning and engagement.

Root Cause: A comprehensive campus system has not been established for teachers to consistently check in with families regarding student absences, due to previous campus culture and climate priorities focusing on behavior systems. Students also need stronger structures and campus-wide expectations that are effectively implemented.

Perceptions

Perceptions Summary

Dessau Elementary is fortunate to have faculty and staff that foster a positive and professional learning community. We have worked extremely hard to foster a community of trust and mutual respect, embracing "growth" as our guiding word this year to shift narratives and highlight strengths. We believe that all students can learn and are dedicated to our own personal and professional growth in order to impact the academic and social-emotional success of our students. Our vision remains the same: Dessau Elementary will foster a child's love of learning while supporting their academic and social growth.

We are committed to building a positive and trusting school culture with our community by being transparent and utilizing various modes of communication. This year, we implemented multiple successful efforts to build stronger connections with families and community partners, including highly attended events like Grandparents' Day and our Thanksgiving Family Lunch. We also established quarterly award assemblies, a monthly community newsletter, and initiated the "Soñemos Juntos" project to intentionally gather parent voice. Our partnerships with organizations like Weiss High School, a local church, Costco, and Office Max further demonstrate our commitment to investing in our students and staff's overall well-being and learning success. Engaging events like Literacy Night, SMATH Night, and Career Day brought families and community directly into the learning experience, fostering a truly collaborative environment.

Based on the Spring 2025 Upbeat Climate Survey, Dessau Elementary demonstrates several areas of significant strength, reflecting the impact of our focused initiatives. We celebrate a strong sense of **Self-Efficacy**, with 94% of staff feeling successful as teachers (Q32-Q34). Notably, **Parent/Teacher Communication** saw a positive increase to 78% positive (up 7% from Spring 2024), indicating improved trust and partnership (Q1-Q3). Our commitment to **Professional Development** is reflected in an 81% positive score (up 15%), directly linking to our campus-wide learning on Student Culture, Time-Voice-Body, and Rigor in PLCs (Q4-Q6). **Instructional Leadership** also scored highly at 82% positive (Q13-Q15), supported by clear vision, data utilization, and the implementation of rigorous instructional planning and coaching. Furthermore, **School Safety & Order** saw a significant improvement to 71% positive (up from 59%), with marked increases in consistent rule enforcement (62% positive, up 12%) and perceptions of physical safety for staff and students (85% positive, up 9% and 85% positive, up 16% respectively) (Q16-Q18). This growth is attributed to proactive behavioral strategies, including the Time-Voice-Body (TVB) framework and the Dragon Bucks Store, which contributed to a notable reduction in disciplinary incidents.

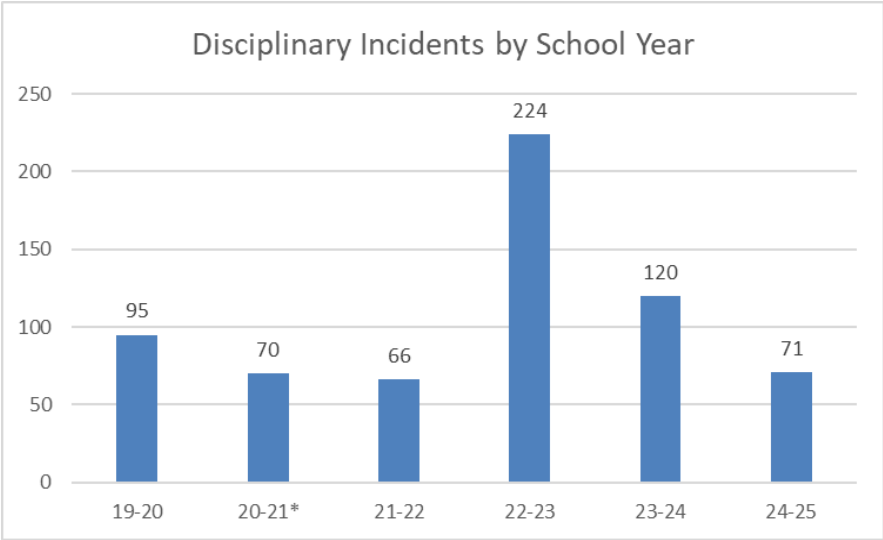
However, the survey also identified areas needing continued focus. **Principal/Teacher Trust** saw a decrease to 65% positive from 97% last year (Q10-Q12), indicating a perceived gap despite our efforts in ethical leadership and direct communication. While opportunities for leadership exist through campus committees and district events, **Teacher Voice & Leadership** is at 74% positive (Q100-Q102), suggesting a need to enhance how teachers feel their input is actively sought and valued in key decisions. Similarly, **Appreciation** for staff (74% positive) (Q20-Q22) and **Collaboration** among teachers (68% positive) (Q23-Q25) represent areas for continued growth and enhancement, despite initiatives like the Dragon's Flame Award and staff outings aimed at fostering belonging and recognition.

For the 2025-2026 school year, Dessau Elementary aims to strengthen principal/teacher trust through enhanced transparency and communication, elevate teacher voice and leadership by actively seeking input in decision-making, and continue to foster a culture of appreciation and collaboration through consistent recognition and shared professional growth opportunities.

Behavioral and Attendance Data Analysis

Over the past five years, Dessau Elementary has seen fluctuations in the number of disciplinary incidents, highlighting the need for consistent behavioral interventions and support. During the

2023-2024 school year, the number of disciplinary incidents was at 120, a significant decrease from the prior year. In the 2024-2025 school year, incidents dropped further to 71, showing a **41% improvement** from the previous year. This reduction is a direct result of our focused efforts on clear behavioral expectations, consistent enforcement through the Time-Voice-Body (TVB) framework, real-time coaching, and the implementation of positive reinforcement systems like the Dragon Bucks Store. While this improvement is commendable, the data still indicates a need for further reduction, especially in addressing repeat offenders and ensuring equity in our disciplinary practices. We also recognize the need to strengthen our implementation of a structured social-emotional learning (SEL) program next year.



A major focus for the 2025-2026 school year will be addressing **student attendance**. Our attendance rate for 2024-2025 has decreased to 91.7%, down from 91.8% in 2023-2024 and 93.5% in 2022-2023. Furthermore, the chronic absenteeism rate for Dessau ES in 2024-2025 stands at 29.3%, which is significantly higher than the district average of 16.0%. This declining attendance and high chronic absenteeism present a significant challenge to student learning and engagement, and will be a primary area of intervention and support for the upcoming school year. We will leverage our PSST process and multi-tiered systems of support to proactively identify and respond to student academic, behavioral, and social-emotional needs related to attendance, including coordinating wraparound services and strengthening communication with families.

	Attendance Rates						Chronic Absenteeism Rates The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.					
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (On Data Suite)	2024-2025 (On Data Suite - June 5, 2025)	Difference from Prior Year	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 - Approximate (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	2024-2025 - Approximate (On Data Suite as of June 5, 2025) (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	Difference from Prior Year
State	95.0%	92.2%	93.3%				15.0%	25.7%	20.3%			
Region 13	95.5%	91.8%	92.8%				13.2%	26.8%	21.5%			
Pflugerville ISD	95.6%	91.8%	92.9%	92.9%	93.4%	0.5%	12.0%	25.3%	19.5%	20.4%	16.0%	-4.4%
Dessau ES	92.3%	91.9%	93.5%	91.8%	91.7%	-0.1%	25.8%	31.2%	18.1%	29.7%	29.3%	-0.4%

Infographic Summary: <https://bit.ly/3SPbQxP>

Perceptions Strengths

- Dessau Elementary demonstrates strong relationships between leadership and teachers.
- We have an active PTO that supports our campus through various activities that celebrate students and staff.
- Community stakeholders are recognizing and commenting on the positive changes and atmosphere on campus.
- Families attend campus events where they are able to celebrate and support our students.
- Collectively there is a strong sense of community where team members support each other to grow professionally and to grow students academically.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement at Dessau Elementary is not as active as it could be, with low participation in school events, meetings, and volunteer opportunities.

Root Cause: A lack of consistent, accessible communication in multiple languages regarding campus procedures, events, and campus supports.

Problem Statement 2: The campus climate survey revealed that only 61% of staff feel positively about teacher voice and leadership at Dessau Elementary. This indicates a need for greater teacher involvement in decision-making processes and policy development to improve overall perceptions of teacher voice and leadership.

Root Cause: There is a need to establish communication systems that allow for teachers to provide feedback and encourage leadership amongst stake holders.

Goals

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

Performance Objective 1: Dessau Elementary will have an 80% teacher retention rate into the upcoming school year, as well as professional growth by implementing structured coaching and mentoring programs.

High Priority

Evaluation Data Sources: Staffing List, Retention Rate

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

Performance Objective 2: By May 2026, 85% of teachers will report an increase in confidence and preparedness to manage classroom behavior, as evidenced by post-professional learning surveys and a 10% reduction in student disciplinary referrals from 71 in the prior school year, down to 64 or fewer.

Evaluation Data Sources: Staff and student survey

Skyward discipline data

Frequency of achieved incentives

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

Performance Objective 1: By June 2026, there will be increases in Growth and Achievement at all performance levels 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 57% to 67%

-Approaches from 54% to 67%

-Meets from 20% to 40%

-Masters from 7% to 20%

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 15% in May 2025 to 52% 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 June 2026, there will be increases in Growth and Achievement at all performance levels 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 65% to 75%

-Approaches from 61% to 70%

-Meets from 30% to 40%

-Masters from 8% to 20%

To meet HB3 Early Childhood Literacy Goals: The percentage of 3rd-grade students scoring at Meets Grade Level or above on STAAR Math will increase from 24% in May 2025 to 52% 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 3: By May 2026, 50% of 1st-5th grade Emergent Bilingual (EB) students will increase their English language proficiency by at least one TELPAS composite level from the prior year.

High Priority

Evaluation Data Sources: TELPAS results, Accountability reports

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

Performance Objective 4: By June 2026, there will be increases at all performance levels on 5th grade STAAR Science for all student groups to meet Closing the Gaps Student Success Status targets.

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

- Approaches from 25% to 65%
- Meets from 5% to 40%
- Masters from 2% to 20%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: By June 2026, Dessau Elementary will increase student awareness of diverse career pathways and post-secondary opportunities by providing multiple exposures to various careers and college options, leading to increased interest in career-focused high school programs and early college awareness.

High Priority

Evaluation Data Sources: Career Day student surveys, attendance at CTE presentations, informal student discussions/feedback, student interest surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2026, DES will improve the prior year attendance rate from 91.7% to 93% so learning opportunities are consistent and learning gaps decrease. The Chronic Absenteeism rate will also be reduced from 29.3% to 25%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2026, DES will increase the percentage of parents participating in campus events by 10% higher participation.

High Priority

Evaluation Data Sources: Campus data; parent participation logs, community partnerships, student participation counts for each PBIS celebration

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Throughout the 2025-2026 school year, the school counselor will facilitate a minimum of 1 whole class social/emotional lesson per classroom, work with student groups for social skills instruction, and oversee the 2nd Step Curriculum implementation to help facilitate the recovery of the deep emotions and stress developed during the pandemic. To support Coordinated School Health, 100% of eligible students will engage in

physical activity during PE class and school activities.

Evaluation Data Sources: calendar and lesson plans
social skills/small group rosters

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: Dessau 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 F to C 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

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

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 17% in Spring 2024 to 60% by June 2030.

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
17%	50%	52%	54%	56%	58%	60%	
Outcomes	24%						

[illegible]

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"

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 34% in Spring 2024 to 60% by June 2030.

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
34%	39%	43%	48%	52%	56%	60%	
Outcomes	62%						

[illegible]

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 - Dessau ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 22% 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	
22%	28%	35%	41%	47%	53%	60%	
Outcomes	45%						

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%	8%	n/a	n/a	n/a	n/a	n/a	26%	n/a	31%	n/a	n/a
2024-2025	n/a	33%	16%	n/a	n/a	n/a	n/a	n/a	31%	n/a	35%	n/a	n/a
Outcomes: 2024-2025	n/a	56%	n/a	n/a	n/a	n/a	n/a	n/a	47%	n/a	62%	n/a	n/a
2025-2026	n/a	39%	25%	n/a	n/a	n/a	n/a	n/a	37%	n/a	40%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	45%	34%	n/a	n/a	n/a	n/a	n/a	43%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	51%	43%	n/a	n/a	n/a	n/a	n/a	49%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	56%	52%	n/a	n/a	n/a	n/a	n/a	55%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	60%	n/a	n/a	n/a	n/a	n/a	60%	n/a	60%	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 - Dessau 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 31% 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	
31%	36%	41%	46%	51%	56%	60%	
Outcomes	34%						

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)	26%	31%	33%	n/a	40%	n/a	n/a	12%	27%	n/a	33%	n/a	n/a
2024-2025	31%	36%	38%	n/a	45%	n/a	n/a	17%	32%	n/a	38%	n/a	n/a
Outcomes: 2024-2025	29%	35%	29%	n/a	36%	n/a	n/a	6%	30%	n/a	39%	n/a	n/a
2025-2026	36%	41%	43%	n/a	50%	n/a	n/a	22%	37%	n/a	43%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	41%	46%	48%	n/a	55%	n/a	n/a	27%	42%	n/a	48%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	46%	51%	53%	n/a	60%	n/a	n/a	32%	47%	n/a	53%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	51%	43%	58%	n/a	65%	n/a	n/a	37%	52%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	56%	61%	63%	n/a	70%	n/a	n/a	42%	57%	n/a	63%	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 - Dessau ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 16% 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	
16%	50%	52%	54%	56%	58%	60%	
Outcomes	15%						

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)	15%	16%	n/a	n/a	n/a	n/a	n/a	25%	16%	n/a	19%	n/a	n/a
2024-2025	34%	50%	n/a	n/a	n/a	n/a	n/a	26%	50%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	0%	15%	n/a	n/a	n/a	n/a	n/a	5%	12%	n/a	16%	n/a	n/a
2025-2026	38%	52%	n/a	n/a	n/a	n/a	n/a	30%	52%	n/a	52%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	42%	54%	n/a	n/a	n/a	n/a	n/a	34%	54%	n/a	54%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	45%	56%	n/a	n/a	n/a	n/a	n/a	38%	56%	n/a	56%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	47%	58%	n/a	n/a	n/a	n/a	n/a	40%	58%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	49%	60%	n/a	n/a	n/a	n/a	n/a	42%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - 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 - Dessau ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 93% in Spring 2024 to 100% 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	
93%	95%	96%	97%	98%	99%	100%	
Outcomes	93%						

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)	93%	93%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	94%	n/a	n/a
2024-2025	95%	95%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	95%	n/a	n/a
Outcomes: 2024-2025	92%	100%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	92%	n/a	n/a
2025-2026	96%	96%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	96%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	97%	97%	n/a	n/a	n/a	n/a	n/a	n/a	97%	n/a	97%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	98%	98%	n/a	n/a	n/a	n/a	n/a	n/a	98%	n/a	98%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	99%	99%	n/a	n/a	n/a	n/a	n/a	n/a	99%	n/a	99%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	100%	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

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

Early Childhood Math Progress Measure 2 - Dessau ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 55% in Spring 2024 to 70% 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	
55%	59%	61%	63%	65%	67%	70%	
Outcomes	62%						

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	61%	38%	n/a	n/a	n/a	n/a	n/a	53%	n/a	71%	n/a	n/a
2024-2025	n/a	63%	42%	n/a	n/a	n/a	n/a	n/a	56%	n/a	74%	n/a	n/a
Outcomes: 2024-2025	n/a	74%	n/a	n/a	n/a	n/a	n/a	n/a	61%	n/a	84%	n/a	n/a
2025-2026	n/a	65%	46%	n/a	n/a	n/a	n/a	n/a	59%	n/a	75%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	67%	50%	n/a	n/a	n/a	n/a	n/a	62%	n/a	76%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	68%	54%	n/a	n/a	n/a	n/a	n/a	65%	n/a	77%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	69%	58%	n/a	n/a	n/a	n/a	n/a	68%	n/a	78%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	62%	n/a	n/a	n/a	n/a	n/a	70%	n/a	79%	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)

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

Early Childhood Math Progress Measure 3 - Dessau 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 38% 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	
38%	42%	46%	50%	54%	58%	60%	
Outcomes	31%						

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)	18%	45%	29%	n/a	30%	n/a	n/a	19%	39%	n/a	47%	n/a	n/a
2024-2025	22%	48%	33%	n/a	34%	n/a	n/a	23%	43%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	21%	33%	24%	n/a	36%	n/a	n/a	6%	29%	n/a	34%	n/a	n/a
2025-2026	26%	51%	37%	n/a	38%	n/a	n/a	27%	47%	n/a	52%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	30%	54%	41%	n/a	42%	n/a	n/a	31%	51%	n/a	54%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	34%	56%	45%	n/a	46%	n/a	n/a	35%	54%	n/a	56%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	38%	58%	49%	n/a	50%	n/a	n/a	39%	57%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	42%	60%	53%	n/a	54%	n/a	n/a	43%	60%	n/a	60%	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