

Pflugerville Independent School District

Dearing Elementary School

2025-2026

Accountability Rating: B

Distinction Designation

Academic Achievement in English Language Arts/Reading
Postsecondary Readiness



Board Approval Date: October 16, 2025

Public Presentation Date: September 22, 2025

Mission Statement

At Dearing Elementary, we commit to meet the academic, cultural, and social needs of all learners.

Vision

We inspire students and staff to be life-long learners who are positive contributors to our community.

Value Statement

We believe that children learn best when they feel valued and their 'Hearts have been Captured'.

We believe hands-on experience is key for students to construct knowledge.

We believe all students should be afforded enrichment opportunities to explore new learning paths.

We believe educators must participate in Professional Learning Communities to further the learning of one another, but also to ensure that we meet the needs of all students.

Comprehensive Needs Assessment

Demographics

Demographics Summary

School Information

Dearing Elementary opened its door during the 2014-2015 school year and serves students from Pre-K-5th grade. Dearing Elementary is situated in the far Northeast corner of Pflugerville ISD. Our feeder pattern is Kelly Middle School or Park Crest Middle School, and then Hendrickson High School. The school has a diverse population of students with a schoolwide Title I designation with 52% of students identified as economically disadvantaged in the 2023-2024 school year. As of May 15, 2025, Dearing has 496 students enrolled for the 2024-2025 school year. Dearing continues to serve a high percentage of students in special education, as of May 15, 21% of our students are identified for receiving special education services. This is high compared to the district average of 13% and the state's average of 11%.

Students

The student population of Dearing Elementary consists of 40% Hispanic, 26% White, 24% African American, 7% identifying as Two or More Races, and 4% Asian.

Student Demographics - Dearing Elementary School (Source: OnDataSuite)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	593	597	580	532	496
African American	21.9%	22.1%	22.9%	21.9%	23.9%
Hispanic	37.9%	37.9%	40.1%	40.4%	39.4%
White	26.6%	28.1%	26.4%	26.3%	25.5%
American Indian	0.2%	0.2%	.3%	0.0%	.2%
Asian	4.7%	3.9%	3.9%	4.3%	3.9%
Pacific Islander	0.3%	0.0%	.2%	0.2%	.2%
Two or More Races	8.4%	7.9%	6.0%	6.8%	6.8%

Dearing is a Title-I Schoolwide campus with 48% of students identified as economically disadvantaged. Emergent Bilingual students comprise 13% of students, 21% of students receive Special Education services, and 6% as Gifted and Talented. According to identifiable At-Risk indicators, 35% of students are identified as At-Risk. Over the past 5 years there

has been an increase each year in students receiving dyslexia services, as well a students receiving special education.

Student Special Program Identification/Participation - Dearing Elementary School (Source: TAPR & OnDataSuite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
Economically Disadvantaged	51.1%	50.8%	52.3%	52.9%	52.3%	48.2%
Emergent Bilingual	11.3%	13.5%	13.2%	12.8%	12.4%	12.9%
At-Risk	50.7%	45.1%	54.1%	42.8%	34.8%	33.7%
Special Education	9.7%	10.1%	8.9%	10.5%	19.8%	21%
Gifted & Talented	1.9%	3.0%	2.4%	4.7%	3.95%	6%
Dyslexia	3.2%	4.6%	4.2%	4.0%	4.5%	5.85%
Section 504	7.1%	5.9%	5.7%	5.5%	5.8%	6%
Immigrant	1.1%	1.2%	0.3%	0.9%	1.1%	0%
Homeless	1.5%	2.5%	1.5%	1.6%	0.8%	1.4%
Migrant	0.0%	0.0%	0.0%	0.0%	0.2%	0%
Campus Mobility Rate	12.5%	14.6%	18.5%	not reported	13.5%	not reported

Staff Demographics

Based on the student demographics: The student population of Dearing Elementary consists of 39% Hispanic, 26% White, 22% African American, 6% identifying as Two or More Races, and 4% Asian, the teacher race/ethnicity demographic is not a representation of the student population. There was an increase in African American staff members in the 2019-2020 school year from 4.7% to 14.7% in the year of 2022-2023. The Hispanic teacher demographics increase from 2019-2020 (16.1%) to 22.1% in the 2022-2023 school year, but it is significantly lower when compared to the demographics of Hispanic students (40%) vs Hispanic teachers (22.1%). The African American and White students demographic percentages are similar, however, we have a higher number of White teachers (58,3%) compared to African American teachers (14.7%).

Teacher Demographics - Dearing Elementary School (Source: TAPR)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Total Teachers	42	48	59	40	40
African American	5%	9%	9%	15%	10%
Hispanic	16%	18%	13%	22%	20%
White	77%	69%	73%	58%	67%
American Indian	0%	0%	0%	0%	0%

Teacher Demographics - Dearing Elementary School (Source: TAPR)					
Asian	2%	4%	5%	5%	3%
Pacific Islander	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%

DRES has shifted towards early-career educators: Recent years show a strong increase in teachers with 1–5 years of experience, while those with 20+ years have declined. There has been a reduced veteran presence: Long-time teachers (20+ years) decreased significantly, while newer teachers increased.

Teachers by Years of Experience - Dearing Elementary School (Source: TAPR)								
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	11%	7%	0%	0%	0%	3%	27%	0%
1-5 Years Experience	19%	35%	25%	16%	18%	16%	7%	40%
6-10 Years Experience	31%	16%	22%	23%	24%	19%	15%	16%
11-20 Years Experience	34%	36%	44%	45%	38%	37%	32%	31%
Over 20 Years Experience	45%	7%	10%	15%	20%	27%	19%	14%

Demographics Strengths

Dearing Elementary, home of the Soaring Eagles, is an enjoyable, fun-learning, and inclusive campus. We teach the whole child - building relationships with the students while teaching the Texas Essentials Knowledge and Skills - allowing for the students to learn from their peers. We celebrate our Eagles' successes in academics and social-emotional learning.

Our current student enrollment is 496 which is down from a projected enrollment of 550. The students were eager to start the school year - ready to learn and build relationships with their classmates and the Dearing staff. The focus on restorative practices and building relationships first with students has helped increase the student engagement and involvement around campus. For example, our fifth graders are currently in a Safety Patrol rotation and they are assisting with our morning arrival duties: greeting students; helping them locate their classrooms; and directing student traffic in the hallways. We jump-started our No Place for Hate Coalition and earned the achievement for accomplishing the No Place for Hate activities.

Each morning, the students participated in morning circles to focus on building relationships, reviewing the three B's, and conducting a 2 Minute connect with classmates. The students advocate for themselves as well as their classmates and friends; we believe in student voice. Our students used their voices to share their thoughts about the curriculum and current events happening around the world. The students participated in Social Community Projects, such as: The Sock Drive, Donated funds from the proceeds of our 3rd grade

Market days to Down Home Ranch, and Read Across America. The students donated over 900 pairs of socks to the PFISD Community Closet! The students raised \$2000 for Down Home Ranch!

Our Soaring Eagles think about others and exemplify the Three B's: Be Respectful. Be Responsible. Be Safe and the Character Strong Traits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Dearing has 21% identified as requiring special education services. This percentage is significantly higher than both the district and the state average. The disproportionate number of students requiring special education services presents challenges in terms of providing adequate support, resources, and specialized instruction, which may impact overall educational outcomes.

Root Cause: Dearing serves a community with a higher prevalence of students with disabilities or developmental needs due to socioeconomic factors, family support structures, or early childhood environments. Our increased number is due to students being identified as Dyslexic.

Student Learning

Student Learning Summary

Academic Universal Screeners

The data below comes from our academic universal screeners. For elementary students, we administer brief assessments to evaluate all students’ basic academic skills, like reading and math at the beginning, middle and at the end of the year. They help identify students who may need additional support or enrichment. The screener is not a test for a grade, but rather a way to spot areas where a child may need extra help early on, so teachers can provide targeted instruction. Screeners are usually done a few times a year to track progress and adjust teaching as needed.

CPALLS Assessments 24-25	Phonological Awareness Making Adequate Progress	Rapid Letter Making Adequate Progress	Rapid Vocab. Naming Making Adequate Progress	Mathematics Making Adequate Progress
Assessment	%	%	%	%
C-PALLS+ English EOY (2024-2025)	73.2	65.9	63.4	95.1
C-PALLS+ English MOY (2024-2025)	56.1	61	68.3	92.3
C-PALLS+ English BOY (2024-2025)	75	46.9	53.1	81.3

The C-PALLS+ assessments measure foundational skills in literacy and numeracy for early learners. Phonological Awareness showed significant growth from MOY to EOY (56.1% → 73.2%), suggesting that targeted early literacy instruction had a measurable impact by year’s end. Rapid Letter Naming improved slightly (61.0% → 65.9%), indicating steady gains, though continued support may be needed to accelerate fluency for some learners. Rapid Vocabulary Naming dipped slightly from MOY to EOY (68.3% → 63.4%), highlighting a potential need for intentional oral language development and vocabulary enrichment. Mathematics remained a strength, with high percentages of students making adequate progress across both MOY (92.3%) and EOY (95.1%), indicating that foundational math instruction is well-aligned to developmental expectations.

Kinder XKEA	Vocabulary			Letter Names			Spelling			Math Overall		
2024-2 EOY	On Track	Mon itor	Sup port	On Track	Mon itor	Sup port	On Tra ck	Mo nito r	Sup port	On Tra ck	Mon itor	Sup port
All Student	50%	15%	35%	69%	21%	10%	46%	13%	42%	38%	10%	52%
Asian	44%	16%	40%	68%	20%	12%	40%	12%	48%	36%	12%	52%
Eco Dis	50%	0%	50%	100%	0%	0%	50%	0%	50%	50%	0%	50%
AA	33%	33%	33%	75%	25%	0%	42%	17%	42%	25%	8%	67%
Hispanic	47%	16%	37%	58%	26%	16%	42%	21%	37%	37%	16%	47%
Two or more	50%	0%	50%	0%	100%	0%	0%	0%	100%	50%	50%	0%
White	73%	0%	27%	82%	0%	18%	64%	0%	36%	45%	0%	55%
EB	38%	13%	50%	63%	25%	13%	13%	38%	50%	25%	25%	50%
Spec Ed	33%	33%	33%	67%	17%	17%	50%	0%	50%	0%	17%	83%

The TX-KEA End-of-Year assessment provides a snapshot of kindergarten readiness in key early learning domains. The data reveals strengths in letter knowledge and emerging needs in vocabulary, spelling, and math—particularly for student groups requiring targeted instructional support. Letter Names is the highest-performing area, with 69% of students on track, indicating effective phonics and print awareness instruction. Vocabulary and Spelling show significant need, with 35–42% of students requiring support, suggesting a gap in oral language development and early writing foundations. Math is a key concern, with only 38% on track and more than half (52%) needing support.

First Grade Readin g TPRI EOY, 2024-2	Band Avera ge	Signifi cant Interven tion Needed	Moderat e Interven tion Needed	Possibl e Interven tion Needed	No Interven tion Needed		First Grade Math STA 360 EOY, 2024-25	% of student s at or above	% of student s on watch	% of student s at interven tion	% of students at urgent interventi on
All Studen	1.53	1%	16%	16%	66%		All Students	83%	6%	3%	9%
Eco Dis	1.57	3%	14%	33%	62%		Eco Dis	76%	9%	3%	12%

First Grade Reading TPRI EOY, 2024-25	Band Average	Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed		First Grade Math STA 360 EOY, 2024-25	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
AA	1.31	0%	8%	15%	77%		AA	100%	0%	0%	10%
Hispan	1.71	0%	21%	29%	50%		Hispanic	78%	6%	3%	13%
White	1.44	0%	20%	4%	76%		White	67%	0%	0%	0%
EB	1.71	0%	14%	43%	43%		EB	70%	10%	10%	10%
SpEd	1.5	0%	25%	0%	75%		SpEd	45%	9%	9%	36%

TPRI Band Scores reflect early reading development and provide a measure of needed intervention across students. 66% of all students do not need intervention, indicating overall strength in foundational reading skills. Economically disadvantaged students performed slightly below average with 62% not needing intervention, but had a higher percentage (33%) needing possible intervention. Emergent Bilinguals (EB) showed the highest rate of possible intervention (43%) despite having a high average score, suggesting a need for more scaffolded support in comprehension and language structures. Special education students showed surprising strength (75% no intervention).

STAR 360 categorizes math performance by tier to guide support interventions. 83% of students were at or above benchmark in math, indicating strength in Tier 1 instruction. Economically disadvantaged students and Emergent Bilinguals had lower performance in math compared to the overall population, highlighting equity gaps. Special Education students had the most significant need, with only 45% on grade level and 36% at urgent intervention, pointing to the need for intensified and individualized support. While AA students scored well in math, 10% were still flagged for urgent intervention, indicating a need to verify whether growth measures match proficiency scores.

Second Grade Reading TPRI EOY, 2024-25	Band Average	Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed		Second Grade Math STAR 360 EOY, 2024-25	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
All Students	1.86	21%	3%	9%	67%		All Students	57%	20%	15%	8%
Eco Dis	2.45	40%	0%	10%	50%		Eco Dis	43%	26%	20%	11%
AA	2.37	37%	5%	11%	47%		AA	52%	14%	29%	5%
Hispan	1.72	16%	4%	8%	72%		Hispanic	44%	28%	12%	16%
White	1.45	9%	0%	14%	77%		White	82%	18%	0%	0%
EB	3.14	57%	0%	14%	29%		EB	45%	36%	0%	18%

Second Grade Reading TPRI EOY, 2024-25	Band Average	Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed		Second Grade Math STAR 360 EOY, 2024-25	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
SpEd	3.37	63%	5%	16%	16%		SpEd	30%	20%	20%	30%

TPRI Band Scores reflect early reading development and provide a measure of needed intervention across students. 67% of all students are on track with no intervention needed, but the overall average band score (1.86) indicates many students are still developing foundational reading proficiency. Economically disadvantaged, African American, and EB students show the highest percentages of significant intervention needs, particularly EB students (57%) and Special Education (63%). Despite a strong showing from White and Hispanic students (72–77% needing no intervention), achievement gaps persist for subgroups most at risk.

STAR 360 categorizes math performance by tier to guide support interventions. Only 57% of students are performing at or above grade level in math, marking this as an area of concern compared to 1st grade math. Eco Dis, Hispanic, EB, and SpEd students show high percentages in intervention or urgent intervention tiers, with SpEd students especially needing intensified math support (30% urgent). White students significantly outperform other groups in math, with 0% needing intervention, further reinforcing an equity concern.

Third Grade Reading STAR 360 EOY, 2024-25	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention		Third Grade Math STAR 360 EOY, 2024-25	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
All Students	69%	11%	15%	5%		All Students	80%	9%	5%	6%
Eco Dis	58%	13%	25%	4%		Eco Dis	74%	7%	7%	11%
AA	30%	30%	40%	0%		AA	60%	20%	10%	10%
Hispanic	83%	4%	8%	4%		Hispanic	85%	8%	4%	4%
White	81%	6%	13%	4%		White	76%	12%	6%	6%
EB	50%	25%	25%	0%		EB	57%	0%	43%	43%
SpEd	44%	22%	22%	0%		SpEd	58%	8%	25%	13%

Third Grade Reading STAR 360 EOY, 2024-25	% of students at or above	% of student s on watch	% of student s at interve ntion	% of student s at urgent interve ntion		Third Grade Math STAR 360 EOY, 2024-25	% of student s at or above	% of students on watch	% of student s at interve ntion	% of student s at urgent interven tion
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STAR 360 categorizes reading performance by tier to guide support interventions. 69% of students are reading at or above grade level, indicating overall strength in Tier 1 instruction. Hispanic and White students significantly outperform the district average in reading. AA (African American) and EB students show the greatest need for intervention, with 70% or more requiring targeted support. Special Education students show improvement potential, but more than half are below grade level.

STAR 360 categorizes math performance by tier to guide support interventions. 80% of students met or exceeded grade-level expectations in math—this is the highest performing math cohort in the school. Strong math performance is seen in Hispanic, White, and Eco Dis groups, though intervention needs remain for targeted subgroups. EB students are in urgent need, with 86% requiring intervention or urgent support in math—a critical area for language-integrated math strategies. SpEd students showed some success, but over one-third need intervention or urgent support.

Fourth Grade Reading STAR 360 EOY, 2024-25	% of students at or above	% of student s on watch	% of student s at interve ntion	% of student s at urgent interve ntion		Fourth Grade Math STAR 360 EOY, 2024-25	% of student s at or above	% of students on watch	% of student s at interve ntion	% of student s at urgent interven tion
All Students	68%	10%	19%	3%		All Students	79%	8%	8%	5%
Eco Dis	60%	10%	25%	5%		Eco Dis	69%	13%	10%	8%
AA	68%	9%	18%	5%		AA	68%	9%	14%	9%
Hispanic	62%	13%	22%	2%		Hispanic	80%	11%	7%	2%
White	75%	4%	17%	4%		White	88%	4%	4%	4%
EB	36%	9%	55%	0%		EB	73%	18%	9%	0%

Third Grade Reading STAR 360 EOY, 2024-25	% of students at or above	% of student s on watch	% of student s at interve ntion	% of student s at urgent interve ntion		Third Grade Math STAR 360 EOY, 2024-25	% of student s at or above	% of students on watch	% of student s at interve ntion	% of student s at urgent interven tion
SpEd	29%	7%	43%	21%		SpEd	50%	14%	21%	14%

STAR 360 categorizes reading performance by tier to guide support interventions. 68% of 4th graders are reading on or above grade level—a solid performance overall. EB and SpEd students show critical needs, with 98% of SpEd and 64% of EB students below grade level. While Eco Dis and Hispanic groups have respectable scores, about 1 in 4 students still require intervention. African American students performed on par with the all-students average, an encouraging trend.

STAR 360 categorizes math performance by tier to guide support interventions. 4th grade math is a relative strength, with nearly 4 in 5 students at or above grade level. Hispanic and White students showed especially strong performance in math. EB students performed far better in math than reading, suggesting math scaffolds are more effective or more consistently applied. SpEd students in math show significant support needs—35% are in intervention or urgent categories.

Fifth Grade Reading STAR 360 EOY, 2024-25	% of students at or above	% of student s on watch	% of student s at interve ntion	% of student s at urgent interve ntion		Fifth Grade Math STAR 360 EOY, 2024-25	% of student s at or above	% of students on watch	% of student s at interve ntion	% of student s at urgent interven tion
All Students	65%	12%	14%	9%		All Students	61%	11%	13%	15%
Eco Dis	52%	11%	23%	14%		Eco Dis	49%	16%	16%	19%
AA	41%	15%	22%	22%		AA	38%	12%	19%	31%
Hispanic	67%	15%	15%	4%		Hispanic	73%	12%	12%	4%
White	83%	8%	8%	0%		White	70%	13%	9%	9%
EB	67%	0%	33%	0%		EB	100%	0%	0%	0%
SpEd	24%	14%	29%	33%		SpEd	10%	15%	35%	40%

STAR 360 categorizes reading performance by tier to guide support interventions. 65% of 5th graders are reading on or above grade level, but nearly 1 in 4 students still require intervention or urgent support. African American and Eco Dis students show the greatest need for focused reading intervention. SpEd students are especially at risk, with only 1 in 4 reading on grade level, and two-thirds needing intervention or urgent supports. EB students show a split pattern: 67% are at/above, but 33% are still in intervention, indicating inconsistent reading outcomes.

STAR 360 categorizes math performance by tier to guide support interventions. Overall math performance is slightly lower than reading, with just over 6 in 10 students on or above grade level. Hispanic and EB students excelled in math, with EB students showing 100% at or above—a significant highlight for the campus. SpEd students require urgent attention, with 75% of students in intervention or urgent categories, and only 10% on grade level. African American and Eco Dis subgroups are significantly below campus averages, especially in math, with more than half needing intervention.

STAAR Performance

STAAR MATH	May 2025 STAAR Mathematics, Grade 3			May 2024 STAAR Mathematics, Grade 3			May 2023 STAAR Mathematics, Grade 3		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	82%	58%	30%	85%	61%	25%	76%	61%	31%
	May 2025 STAAR Mathematics, Grade 4			May 2024 STAAR Mathematics, Grade 4			May 2023 STAAR Mathematics, Grade 4		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	74%	51%	24%	73%	49%	24%	62%	39%	22%
	May 2025 STAAR Mathematics, Grade 5			May 2024 STAAR Mathematics, Grade 5			May 2023 STAAR Mathematics, Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	65%	47%	25%	57%	26%	6%	80%	58%	27%

Dearing Elementary has shown promising trends in math achievement, particularly in 3rd and 4th grades. By 2025, all three grade levels exceeded the district average in students reaching the "Meets" and "Masters" grade level standards. 3rd Grade has consistently outperformed the district, with 82% Approaches, 58% Meets, and 30% Masters in 2025—well above the district average of 71/46/22. 4th Grade showed steady growth, improving from 39% Meets in 2023 to 51% in 2025, and increased Masters from 22% to 24%. 5th Grade saw a dip in 2024 but rebounded in 2025 with 65% Approaches, 47% Meets, and 25% Masters, all exceeding the district averages. These gains reflect focused instruction, implementation of high-quality instructional materials, and data-driven intervention strategies. Continued support for aligned instruction and small group interventions will be key to sustaining growth.

STAAR READING	May 2025 STAAR Reading, Grade 3			May 2024 STAAR Reading, Grade 3			May 2023 STAAR Reading, Grade 3		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	82%	59%	38%	82%	62%	32%	83%	62%	38%
	May 2025 STAAR Reading, Grade 4			May 2024 STAAR Reading, Grade 4			May 2023 STAAR Reading, Grade 4		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	88%	59%	31%	83%	60%	24%	77%	52%	19%
	May 2025 STAAR Reading, Grade 5			May 2024 STAAR Reading, Grade 5			May 2023 STAAR Reading, Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	71%	66%	42%	82%	58%	31%	83%	62%	24%

Dearing Elementary continues to demonstrate strong performance in reading, with all grade levels performing at or above district averages by 2025. 3rd Grade has shown consistent strength, maintaining high performance over time with 82% Approaches, 59% Meets, and a strong 38% Masters in 2025—exceeding district averages across all performance levels. 4th Grade made steady gains, rising from 52% Meets in 2023 to 59% in 2025, and from 19% to 31% Masters, indicating improved rigor and comprehension skills. 5th Grade experienced a slight decline in Approaches but made significant gains at the higher performance levels, with 66% Meets and 42% Masters in 2025—well above the district average of 56/31. These results reflect a successful emphasis on tiered instruction, literacy-focused professional development, and implementation of high-quality instructional materials. Continued focus on small-group guided reading, vocabulary development, and complex text comprehension will help sustain and build on these gains.

STAAR SCIENCE	May 2025 STAAR Science, Grade 5			May 2024 STAAR Science, Grade 5			May 2023 STAAR Science, Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	65%	22%	7%	36%	3%	1%	63%	34%	9%

Science performance at Dearing Elementary has shown a rebound after a sharp decline in 2024. In 2023, Dearing ES outperformed the district in all areas with 63% Approaches, 34% Meets, and 9% Masters. In 2024, there was a significant drop in performance (36% Approaches, 3% Meets, 1% Masters), suggesting gaps in instruction or alignment to assessed standards. By 2025, the campus showed strong recovery with 65% Approaches, 22% Meets, and 7% Masters, again outperforming the district in Approaches and nearly closing the gap in Meets. The 2024 dip indicates a need for tighter alignment to the science TEKS, improved use of hands-on investigations, and a stronger focus on vocabulary and academic language. The 2025 gains show that recent interventions are working, and continued emphasis on inquiry-based learning and spiral review will be essential for sustained

improvement.

2025 STAAR Results

DRES had a 2025 STAAR participation rate of 99%.

In Spring 2025, 51% of students at Dearing Elementary met grade level expectations across all STAAR-tested subjects, reflecting a modest recovery from the 2024 dip (48%) and approaching the 2023 baseline (53%). This upward trend was largely driven by strong performance gains among Hispanic students (51%) and White students (67%). Additionally, students receiving special education services showed meaningful progress, increasing from 11% in 2024 to 18% in 2025, indicating that targeted supports and individualized instruction may be beginning to take effect.

Despite these gains, significant achievement gaps persist. Emergent Bilingual (EB) students experienced a sharp decline, dropping from 48% Meets in 2024 to just 31% in 2025. This decline, coupled with lower performance among African American students (32%) and economically disadvantaged students (40%), underscores the urgent need for more consistent language supports, culturally responsive instruction, and focused Tier 2 and Tier 3 interventions. The data points to the importance of high-quality instructional materials, structured small-group instruction, and progress monitoring systems that are responsive to subgroup needs.

Moving forward, the campus will prioritize support for EB and African American learners by strengthening sheltered instruction, increasing language scaffolds in all content areas, and using PLCs to closely monitor subgroup performance. Sustaining gains among Hispanic and SpEd students while closing equity gaps will be essential to ensure that all students achieve success at the Meets Grade Level standard and beyond.

Student Group	Meets Grade Level Performance (All Subjects Combined, STAAR 2023)	Meets Grade Level Performance (All Subjects Combined, STAAR 2024)	Meets Grade Level Performance (All Subjects Combined, STAAR 2025)
All Students	53%	48%	51%
African American	28%	40%	32%
Hispanic	47%	43%	51%
White	70%	57%	67%
Eco Dis	38%	31%	40%
Emergent Bilingual	44%	48%	31%

Student Group	Meets Grade Level Performance (All Subjects Combined, STAAR 2023)	Meets Grade Level Performance (All Subjects Combined, STAAR 2024)	Meets Grade Level Performance (All Subjects Combined, STAAR 2025)
Current SPED	9%	11%	18%

After a dip in 2024, overall STAAR Meets performance for All Students improved by 3 percentage points in 2025, returning close to 2023 levels. This growth suggests that recent instructional or intervention strategies may be beginning to show impact, but consistency is still needed across subgroups. Hispanic students showed strong gains (+8%), surpassing their 2023 performance and reaching 51% Meets, equal to the overall campus average. White students rebounded with a 10-point gain, reaching 67% Meets, second-highest overall and approaching 2023 levels. Eco Dis students made a 9-point gain, recovering from a significant drop in 2024 and now exceeding their 2023 performance. Special Education students improved to 18%, doubling their 2023 results. This reflects strong impact from targeted interventions, though the absolute performance level remains low.

TELPAS

TELPAS	March 2025 TELPAS Composite Ratings, Grade 5				March 2024 TELPAS Composite Ratings, Grade 5				March 2023 TELPAS Composite Ratings, Grade 5			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
Dearing Elementary	Not Rated	Not Rated	Not Rated	Not Rated	8%	23%	31%	38%	0%	10%	70%	20%
	March 2025 TELPAS Composite Ratings, Grade 4				March 2024 TELPAS Composite Ratings, Grade 4				March 2023 TELPAS Composite Ratings, Grade 4			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
Dearing Elementary	0%	36%	45%	18%	0%	0%	60%	40%	15%	23%	54%	8%
	March 2025 TELPAS Composite Ratings, Grade 3				March 2024 TELPAS Composite Ratings, Grade 3				March 2023 TELPAS Composite Ratings, Grade 3			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High

TELPAS	March 2025 TELPAS Composite Ratings, Grade 5				March 2024 TELPAS Composite Ratings, Grade 5				March 2023 TELPAS Composite Ratings, Grade 5			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
Dearing Elementary	29%	29%	29%	14%	0%	15%	54%	31%	0%	17%	83%	0%
	March 2025 TELPAS Composite Ratings, Grade 2				March 2024 TELPAS Composite Ratings, Grade 2				March 2023 TELPAS Composite Ratings, Grade 2			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
Dearing Elementary	0%	45%	55%	0%	0%	43%	43%	0%	0%	62%	38%	0%
	March 2025 TELPAS Composite Ratings, Grade 1				March 2024 TELPAS Composite Ratings, Grade 1				March 2023 TELPAS Composite Ratings, Grade 1			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
Dearing Elementary	0%	43%	29%	29%	9%	45%	36%	9%	0%	50%	38%	13%
	March 2025 TELPAS Composite Ratings, Grade K				March 2024 TELPAS Composite Ratings, Grade K				March 2023 TELPAS Composite Ratings, Grade K			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
Dearing Elementary	25%	25%	25%	25%	0%	38%	50%	13%	0%	36%	36%	27%

TELPAS data across grades K–5 shows varied trends in language acquisition, with evidence of growth in some grade levels and areas for refinement in others. Dearing ES continues to serve a diverse population of Emergent Bilingual students, and the data below informs the need for increased consistency in language development supports and sheltered instruction strategies.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		81	B	
Student Achievement		80	B	70%
STAAR Performance	53	80		
College, Career and Military Readiness				
Graduation Rate				
School Progress		78	C	0%
Academic Growth	67	75	C	
Relative Performance (Eco Dis: 45.9%)		78	C	✓
Closing the Gaps	64	83	B	30%

Missed Closing the Gaps Targets

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

Student Learning Strengths

2025 STAAR

Dearing Elementary has demonstrated steady academic growth across content areas over the past three years. Performance data in Math, Reading, and Science indicate that our instructional priorities—centered on the use of high-quality instructional materials, data-driven instruction, and professional learning—are driving student achievement. In Math, all grade levels exceeded state averages in Meets and Masters by 2025. Notably, 3rd grade consistently demonstrated high achievement, while 4th grade showed year-over-year growth. Reading remains a campus strength. All grade levels outperformed district averages in 2025, with 5th grade showing a significant increase in Masters (from 24% in 2023 to 42% in 2025). In Science, after a decline in 2024, 5th grade science rebounded in 2025, outperforming the district in Approaches and narrowing the gap in Meets.

EOY 2024-2025

Star360 Reading Current Student Growth Percentile (SGP)

School Goal >55

	2024-2025
3rd Grade	70%
4th Grade	63%
5th Grade	59%

These SGP results indicate that students in 3rd, 4th, and 5th grades made strong academic growth in reading during the 2024–2025 school year. An SGP above 50 reflects above-average growth when compared to national peers, and all grade levels met or exceeded the campus goal of 55. The 3rd grade cohort demonstrated exceptional growth with an SGP of 70, followed closely by 4th and 5th grades, both solidly above target.

2024-2025 TPRI Reading Student Growth Percentile (BOY>EOY)

	2024-2025
1st Grade	85%
2nd Grade	69%

The TPRI Reading Student Growth Percentile (SGP) data shows that both 1st and 2nd grade students made significant reading growth over the 2024–2025 school year. An SGP of 50 represents typical growth, so both grade levels are well above average, with 1st grade demonstrating exceptional progress (85%) and 2nd grade showing strong growth (69%).

2024-2025 TX-KEA Reading Student Growth Percentile (BOY>EOY)

	2024-2025
Kinder	58%

Kindergarten students achieved an SGP of 58% on the TX-KEA Reading assessment from BOY to EOY, surpassing the national average growth marker of 50%. This indicates that students demonstrated more progress in literacy than their typical peers, suggesting effective early literacy instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The Star360 Reading Proficiency Rate (District Benchmark) for 2024-2025 shows African Americans students are below the school's overall goal of 68%. AA students are at 53%. The African American and Hispanic students have significant reading gaps based on the Star360 Reading Proficiency Rate (State Benchmark) AA 53% and H 62% compared the school's overall of 68%.

Root Cause: STAR360 comparison data shows the Professional Learning Community (PLC) system is not aligned to the implementation of certain student groups' targeted scaffolded instruction at the reteach and intervention level for the reading and math block.

Problem Statement 2: According to the Spring 2025 EOY, the Star360 Math Proficiency Rate (State Benchmark) shows African American students are below the school's overall of 70%. African American students: 57%.

Root Cause: There was a lack of small-group instruction, and HQIM and manipulatives were not used consistently in small or whole-group settings. Students lack basic math facts and problem solving skills.

Problem Statement 3: According to the Spring 2025 Reading STAAR, the percent of 3rd through 5th grade African American and Eco Dis students were well below the overall scoring Meets Grade Level. Overall 61% at Meets. AA 41%) and Eco Dis (49%)

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

Problem Statement 4: According to the Spring 2025 Math STAAR, the percent of 3rd through 5th grade African American and Eco Dis students were well below the overall scoring Meets Grade Level. Overall 52% at Meets. AA (34%) and Eco Dis (42%).

Root Cause: Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is not a consistency in pulling small guided math groups.

Problem Statement 5: Based on the Spring 2025 Science STAAR results for 5th grade, Economically Disadvantaged, and African American students are performing below the campus average of 22% at Meets Grade Level. AA (0%) and Eco Dis (7%).

Root Cause: We are not consistently prioritizing vertical alignment of the science curriculum from K-4th grade. Students are not receiving appropriate exposure to academic vocabulary and hands-on/experiments to create a solid foundation for science inquiry. Students do not have real opportunities to practice science using hands-on lessons; teachers need support with creating and planning for lab activities.

Problem Statement 6: DRES is experiencing a significant achievement gap in reading proficiency among Pre-Kindergarten through 2nd-grade students, particularly within the Economically Disadvantaged, African American, Hispanic, English Learner, and Special Education subgroups.

Root Cause: Tier 1 Instruction Gaps: General instruction may not be adequately differentiated to meet the diverse needs of all learners, especially those with foundational gaps or those who are excelling. Insufficient Targeted Instruction: Not enough explicit, systematic, and direct instruction in key reading foundational skills (phonics, phonological awareness, fluency).

Problem Statement 7: DRES is facing a concerning decline in math proficiency and a widening achievement gap from Pre-Kindergarten through 2nd grade, most notably impacting Economically Disadvantaged, African American, Hispanic, English Learner, and Special Education subgroups.

Root Cause: Insufficient Targeted Instruction: Not enough explicit, systematic, direct instruction in conceptual math understanding, and hands on math, particularly for struggling learners.

School Processes & Programs

School Processes & Programs Summary

DRES uses the data management program called Eduphoria, which provides assessment management, reporting and analysis, curriculum management, and program tracking for students. DRES teachers will teach the state-aligned curriculum provided by the district. Teachers will meet regularly in common-planning meetings by grade level and subject area to study student data and plan to improve instruction. Administrators and coaches will monitor instruction weekly to assess opportunities to build teacher capacity and improve student engagement. Each grade level will meet weekly to plan lessons and review data as needed. The Principal, AP, and Instructional Coach will meet with each grade level weekly in PLCs to monitor student progress and lesson planning.

We will continue to strengthen our small group instruction, data talks, and walkthrough initiatives. Our instructional pillar focus will be using High-Quality Instructional Materials. They ensure full coverage of TEKS, are evidence-based, support all learners, enable frequent progress monitoring, include support for teachers. The Instructional Coach, Assistant Principal, and Principal will provide feedback to the staff when conducting walkthroughs. The Dearing Administrative Team will divide the staff amongst each other to provide immediate feedback after conducting a walkthrough. This will help with feedback based on the learning objectives, high-yield strategies, and the high-order thinking of Bloom's Taxonomy being used in the classroom. Data talks will happen twice a month to ensure teachers are conducting progress monitoring checks through STAR 360. During this time, teachers have discussions with students about their progress and celebrate their achievements in academics and behavior. The teachers help the students create and monitor their goals throughout the school year. We will continue our small group instruction with a focus on identified TEKS and skills to meet the individual needs of the students.

For the 2025-2026 school year, all grade levels will identify priority TEKS in each unit to focus instruction. We will restructure our committees to include a monthly Vertical Team meeting for Math, ELA, Science, and Social Studies to discuss and analyze the data being gathered to support our students. The Vertical Teams will collaborate on strategies, resources, and learning to vertically support our students' campus-wide. The teachers will utilize Lean4ward to form lesson plans and activities to support higher-order thinking in the classrooms.

Dearing Elementary has a system in place to support new staff. The Instructional Coach works closely with new teachers. All teachers new to the campus are assigned a mentor who checks in on them monthly. The Administrative Team is assigned to grade levels to support the team throughout the school year. The Nesting Committee will plan monthly events to bring staff together and build relationships.

Dearing has a Professional Learning Community (PLC) system in place so that teachers can come together to plan and analyze data. In addition, they engage in professional development together as they delve deeply into the curriculum. PLCs meet at least twice a week. Leadership team has heavily supported PLCs this year and will work on transferring that level of facilitation to grade level teams next year.

Our Problem Solving Support Team (PSST) meets monthly. Any staff member can bring a student to a PSST meeting, but also, as we review data, if we see a student is struggling with academics or behavior, they are referred to the committee. It is the goal of the committee to be able to immediately provide the teacher with an intervention and progress monitoring tool to use with that student for the next 4-6 weeks before meeting again to check on the student. Students who did not meet STAAR performance standards in the areas of Reading Language Arts and Math will be provided with Tier 2 and Tier 3 interventions. Based on HB1416, Interventionists will help teachers create targeted interventions, will progress monitor students, and document on the action plan. Students will be served during their dedicated intervention time by classroom teacher and/or Interventionist. We will have 6 week afterschool tutoring program leading up to STAAR testing to support HB1416 students.

We have a Positive Behavior Intervention & Support Team (PBIS) that meets monthly. The committee is comprised of grade level representatives. The committee has done a great job creating signage for all of our common areas that serve as visuals for expectations. The committee reviews behavior data, at least quarterly, and plans events to reinforce student behavior. The PBIS Store was created in 2021 to support the Three B's at Dearing: Be Respectful. Be Responsible. Be Safe. The store is open weekly for grade levels to turn in Eagle Bucks to purchase rewards. The campus uses Restorative Practice strategies campus wide. The green strategies (60 second relate break, 2 minute connect, spark, and get to know you circles) are embedded into grade level lesson plans. Every teacher is required to have a treatment agreement posted in the their classroom. Faculty and staff also have created a treatment agreement.

At the end of 2024-2025, we had 111 documented referrals from 38 students. Referrals based on student demographics: 23% white; 43% African American; 20% Hispanic; 14% other. We found that our referrals were disproportionate to our current student population. We had two students with 8 referrals.

School Processes & Programs Strengths

Teachers are provided opportunities to plan as grade-level teams and collaborate in weekly Professional Learning Communities (PLCs) that are both leadership team led and grade-level team-led. Staff also participates in staff meetings, and are involved in family events and committee events. PLCs are focused on data and the leadership team supports grade-level leads with the tools needed to review data collected in order to guide the next instructional steps. PLCs allow time for teachers to discuss the TEKS, analyze data, determine areas of need across the grade levels, discuss plans for the coming weeks, and gather ideas to strengthen instruction. Pride time allowed for time for teachers/interventionists to provide instruction on specific skills that students needed and adjust groups accordingly based on classroom assessments, interim assessment data, and universal screeners. Families are provided many opportunities to participate in events at the campus both during and after school. Grade Level Teams are allowed autonomy in getting to select the needs/topics for grade-level team-led meetings. Teachers and students have access to Chromebooks and online intervention programs. Two full-time interventionists provide support for students in academics. One full-time counselor is available to support student social-emotional needs and support leadership team efforts. Students have the opportunity to participate in a variety of activities during Enrichment Fridays.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2024-2025, there were 111 documented discipline referrals which was an increase from 65 in the previous years.

Root Cause: Social emotional learning and the referral process hasn't been implemented consistently.

Perceptions

Perceptions Summary

Teachers and students believe that there is a clear and focused vision/mission that includes a belief in academic student success. One of our campus value statements is that we believe we must first capture the heart of our students in order to help them be successful. We believe in teaching the whole child in academics and social emotional learning. Many of the staff members of the faculty/staff are committed to continuous improvement. Parents are confident that teachers have high expectations for their students. Teachers and parents indicate that improvement is needed in developing rigorous and challenging assignments that cover all required content. Teachers indicate a need for access to interventionists to help students in need of academic assistance and culturally responsive pedagogy.

The focus of PD is to build capacity in the areas of classroom management and explicit instructional strategies. A sense of academic urgency continues exists with the staff. The staff will continue an alignment of high expectations for student success and effective differentiation of instruction throughout the campus while using operational and instructional absolutes. Additionally, the Nesting and PBIS committees will increase efforts to provide weekly and monthly celebrations such as staff member of the week, staff and student birthday celebrations and the implementation of random acts of kindness

The CAAC committee utilized climate surveys, individual surveys provided after campus PD's and referral data showed that all data sources show consistent gains over last year. The staff has appreciated that we have incorporated campus expertise into our PD and spotlighted specific practices, rather than bringing in outsiders. They value the collective knowledge that we have on our campus and would like to continue to tap into that and share best practices. We have a number of events, offered at different times to engage our families: Fitness Fridays, Movin' and Groovin', Fall Fest, Field Day, Parent Resource Fair, Diversity/Literacy Night, STEM Night, Meet the Teacher, Musicals, Festival of Lights, Turkey Day and many others. We are lucky to have great parent participation at all of our events.

DRES attendance rate for 2024-2025 was 94.17%. This is up from 93.40% in the 2022-2023 and 2023-2024 school years. However, compared to 2020-2021, DRES attendance rate was 95.20%. The Chronic Absenteeism Rate for Dearing Elementary during the 2024-2025 school was 13.5% down from 20% in 2023-2024, defined as the percentage of students who were absent for 10% or more of those days.

Perceptions Strengths

We will continue to have parent engagement and involvement opportunities at Dearing Elementary. We will have a monthly events and activities for our parents and community. The parents will continue to walk their children to class and enjoy breakfast in the Thompson Cafe. The Front Yard Picnics allow parents to each lunch with their children. The Homeroom Parent will allow parents to closely work with their child's homeroom teacher to organize classroom events and activities throughout the school year.

The Dearing Facebook page, Monthly Principal Parent Newsletter, Teacher's weekly newsletter, campus Wednesday folders, and the Dearing PTO Facebook page are ways we inform our community and parents about campus events and news.

DEARING ELEMENTARY Spring 2025 UPBEAT Survey Results

DRES has high levels of satisfaction across many areas, particularly in communication, collaboration, self-efficacy, and care & commitment, indicate a supportive and engaged teaching environment. Teachers find a sense of purpose in their work and have a positive outlook on their future at the school. The upbeat staff survey results reflect a generally positive perception among teachers regarding their work environment, with several areas demonstrating high satisfaction. However, attention is needed in specific domains such as compensation, professional development, and ensuring inclusivity, to foster an even more supportive and effective educational atmosphere.

CONSIDERATION	AVERAGE ENGAGEMENT SCORE ?
School Results 	81

Results by Question Category

■ % Positive
 ■ % Neutral
 ■ % Negative

CATEGORY		CATEGORY SUMMARY
1	Parent/Teacher Communication 	100
2	Professional Development 	85 15
3	Autonomy 	99 1
4	Principal/Teacher Trust 	95 5
5	Instructional Leadership 	91 9
6	School Safety & Order 	85 15
7	Appreciation 	76 24
8	Collaboration 	86 14
9	Work/Life Balance 	83 17
10	Resources & Facilities 	82 18

11	Self-Efficacy	i	98 2	
12	Evaluation	i	98 2	
13	PFLUGERVILLE Custom Questions		45 3 52	
14	Teacher Voice & Leadership	i	94 6	
15	Recruitment, Hiring & Onboarding	i	94 6	
16	Compensation & Career Path	i	53 47	
17	Belonging & Wellbeing	i	95 5	
18	Equal Opportunities	i	95 5	
19	Inclusive Practices	i	95 5	
20	Care & Commitment	i	95 5	
21	Satisfaction & Purpose	i	96 4	
22	Future Commitment	i	94 6	

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Spring Upbeat survey, 65% of teachers felt administrators at my school let me know when I'm doing great work in 2024-2025. This is down from 75% in 2023-2024.

Root Cause: Leadership was not consistent with providing opportunities for staff recognition.

Goals

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

Performance Objective 1: DRES will provide team and community building, professional learning, and supports as we continue to create the culture and systems to retain current staff at 90% or more by May 2026.

Evaluation Data Sources: Surveys, retention rate

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 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 74% to 81%
- Approaches from 83% to 90%
- Meets from 65% to 72%
- Masters from 37% to 44%

To meet HB3 Early Childhood Literacy Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 59% in June 2025 to 66% by June 2026 and to 74% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Star360 Reading for 3rd-5th, TPRI for 1st-2nd, KPM for Kinder, C-PALLS+ for PK, STAAR results, Accountability reports

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

Performance Objective 2: By June 2026, there will be increases in both Growth and Achievement on STAAR 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 59% to 71%
- Approaches from 75% to 83%
- Meets from 53% to 61%
- Masters from 27% to 35%

To meet HB3 Early Childhood Math Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 58% in June 2025 to 65% by June 2026 and to 73% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Star360 Math for 1st-5th grades, KPM Math for Kinder, C-PALLS+ for PK, STAAR results, Accountability reports

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

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

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

- Approaches from 67% to 82%
- Meets from 23% to 38%
- Masters from 6% to 21%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 4: As measured by Spring 2026 TELPAS, at least 55% of Emergent Bilingual students will make progress at the composite rating level compared to the prior year (51%) to meet the long-term Closing the Gaps target for Progress in Achieving English Language Proficiency.

Evaluation Data Sources: TELPAS results, Accountability reports

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

Performance Objective 1: During the 2025-2026 school year, Dearing ES will provide students with at least 3 opportunities for enrichment beyond the state curriculum.

Evaluation Data Sources: Attendance, Participation documents

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

Performance Objective 2: During the 2025-2026 school year, Dearing ES will strengthen school-home and community connections to improve student academic achievement by implementing a monthly digital newsletter and organizing in-person community events with 50% participation from parents and the community.

Evaluation Data Sources: Evidence of activities and events sign-in sheets.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: DRES will make connections and form relationships with students by building proactive supportive structures in classrooms and across the campus to decrease student referral rates for all student groups from 10% in the prior year to 5% in 2025-2026.

Evaluation Data Sources: Discipline Data Reports will show that referral rates for all student groups are decreasing in comparison to that time of the year, location, and the number of students enrolled at the campus.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2025-2026 school year, Dearing ES will increase the student attendance rate from 94% in the prior year to 95%. The Chronic Absenteeism rate will be reduced from 13.5% in the prior year to 10%.

Evaluation Data Sources: Daily attendance, 6-week attendance reports, Attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By May 2026, to ensure Coordinated School Health activities, Dearing ES will increase scores on the FitnessGram assessment by 5% from the baseline scores of 2024-2025 as follows, with 100% of eligible students participating:

-Pacer run from 73% to 78%

-Push-ups from 55% to 61%

-Curl-ups from 77% to 82%

Evaluation Data Sources: Fitness Gram Assessment Data

Goal 4: PfISD will improve low performing schools.

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

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 - Dearing ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading 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%	50%	55%	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)	47%	20%	41%	n/a	n/a	n/a	n/a	42%	25%	n/a	n/a	n/a	n/a
2024-2025	49%	22%	43%	n/a	n/a	n/a	n/a	44%	27%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	17%	21%	64%	n/a	n/a	n/a	n/a	n/a	24%	n/a	n/a	n/a	n/a
2025-2026	51%	24%	45%	n/a	n/a	n/a	n/a	46%	29%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026													
2026-2027	53%	26%	47%	n/a	n/a	n/a	n/a	48%	31%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	55%	28%	49%	n/a	n/a	n/a	n/a	50%	33%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	57%	30%	51%	n/a	n/a	n/a	n/a	52%	35%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	59%	32%	53%	n/a	n/a	n/a	n/a	54%	37%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)

Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

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

Early Childhood Literacy Progress Measure 3 - Dearing ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 62% in Spring 2024 to 74% 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	
62%	64%	66%	68%	70%	72%	74%	
Outcomes	65%						

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)	55%	61%	69%	n/a	n/a	n/a	n/a	17%	43%	n/a	50%	n/a	n/a
2024-2025	57%	63%	71%	n/a	n/a	n/a	n/a	19%	45%	n/a	52%	n/a	n/a
Outcomes: 2024-2025	64%	56%	79%	n/a	n/a	n/a	n/a	39%	59%	n/a	46%	n/a	n/a
2025-2026	59%	65%	73%	n/a	n/a	n/a	n/a	21%	47%	n/a	54%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	61%	67%	75%	n/a	n/a	n/a	n/a	23%	49%	n/a	56%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	63%	69%	77%	n/a	n/a	n/a	n/a	25%	51%	n/a	58%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	71%	79%	n/a	n/a	n/a	n/a	27%	53%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	67%	73%	81%	n/a	n/a	n/a	n/a	29%	55%	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 & Texas LEE results - All students tested (where they were view)

Of all students, number of students at "No Intervention Needed" in either TPRI or Texas 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 - Dearing ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 61% in Spring 2024 to 73% 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	
61%	63%	65%	67%	69%	71%	73%	
Outcomes	58%						

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)	45%	66%	63%	n/a	n/a	n/a	n/a	21%	40%	n/a	69%	n/a	n/a
2024-2025	47%	68%	65%	n/a	n/a	n/a	n/a	25%	43%	n/a	71%	n/a	n/a
Outcomes: 2024-2025	40%	50%	71%	n/a	n/a	n/a	n/a	33%	48%	n/a	n/a	n/a	n/a
2025-2026	49%	70%	67%	n/a	n/a	n/a	n/a	29%	46%	n/a	73%	n/a	n/a
Outcomes: 2025-2026										n/a		n/a	n/a
2026-2027	51%	72%	69%	n/a	n/a	n/a	n/a	36%	49%	n/a	75%	n/a	n/a
Outcomes: 2026-2027										n/a		n/a	n/a
2027-2028	53%	74%	71%	n/a	n/a	n/a	n/a	41%	52%	n/a	77%	n/a	n/a
Outcomes: 2027-2028										n/a		n/a	n/a
2028-2029	55%	76%	73%	n/a	n/a	n/a	n/a	45%	55%	n/a	79%	n/a	n/a
Outcomes: 2028-2029										n/a		n/a	n/a
2029-2030	57%	78%	75%	n/a	n/a	n/a	n/a	49%	58%	n/a	81%	n/a	n/a
Outcomes: 2029-2030										n/a		n/a	n/a

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 - Dearing ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 91% in Spring 2024 to 97% 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	
91%	93%	95%	97%	97%	97%	97%	
Outcomes	95%						

Yearly Target Goals -- by Student Group

[illegible]

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

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

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

Early Childhood Math Progress Measure 2 - Dearing ES													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 49% in Spring 2024 to 61% 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							
49%	51%	53%	55%	57%	59%	61%							
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)	53%	64%	41%	n/a	n/a	n/a	n/a	17%	52%	n/a	n/a	n/a	n/a
2024-2025	55%	66%	43%	n/a	n/a	n/a	n/a	19%	54%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	25%	37%	45%	n/a	n/a	n/a	n/a	n/a	36%	n/a	n/a	n/a	n/a
2025-2026	57%	68%	45%	n/a	n/a	n/a	n/a	21%	56%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026													
2026-2027	59%	70%	47%	n/a	n/a	n/a	n/a	23%	58%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	61%	72%	49%	n/a	n/a	n/a	n/a	25%	60%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	63%	74%	51%	n/a	n/a	n/a	n/a	27%	62%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	65%	76%	53%	n/a	n/a	n/a	n/a	29%	64%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA 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 - Dearing 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 71% in Spring 2024 to 83% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcomes for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
71%	73%	75%	77%	79%	81%	83%							
Outcomes	61%												
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)	58%	74%	78%	n/a	n/a	n/a	69%	37%	59%	n/a	63%	n/a	n/a
2024-2025	60%	76%	80%	n/a	n/a	n/a	71%	39%	51%	n/a	65%	n/a	n/a
Outcomes: 2024-2025	57%	55%	70%	n/a	n/a	n/a	71%	39%	54%	n/a	n/a	n/a	n/a
2025-2026	62%	78%	82%	n/a	n/a	n/a	73%	41%	53%	n/a	67%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	64%	80%	84%	n/a	n/a	n/a	75%	43%	55%	n/a	69%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	66%	82%	86%	n/a	n/a	n/a	77%	45%	57%	n/a	71%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	68%	84%	88%	n/a	n/a	n/a	79%	47%	59%	n/a	73%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	86%	90%	n/a	n/a	n/a	81%	49%	61%	n/a	75%	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