

Pflugerville Independent School District

Hidden Lake Elementary School

2025-2026

Accountability Rating: B



Board Approval Date: October 16, 2025
Public Presentation Date: September 23, 2025

Mission Statement

The mission of Hidden Lake ES is to provide equitable access to high quality education in a safe and positive environment so all students can reach their full academic, social, and behavioral potential.

Vision

Hidden Lake ES - Passionately Serving the Best Interests of Students

Beliefs

Diversity is our strength

All individuals have worth

Relationships are foundational to success

A safe and nurturing environment is non-negotiable

All students have the right to diverse educational opportunities

Social-emotional learning is as critical as academic focus

Civic-mindedness must be explicitly cultivated in our students

Community partnerships and high expectations improve student outcomes

Innovation and a strong work ethic ensure excel

Value Statement

Hidden Lake Mission of Public Education

The Hidden Lake Elementary staff is responsible for preparing students for life in a changing world. Students need skills and a knowledge base that will enable them to be productive, prepared citizens and life-long learners. Therefore, we will teach all students a core curriculum of language arts, mathematics, science, social studies, fine arts, health, physical education, and computer literacy. Students will also acquire knowledge of citizenship and an appreciation of our American Heritage with its multicultural richness. We will provide all students with the opportunity to develop their potential; to think logically, independently, and creatively; and to communicate effectively with their peers.

To accomplish this mission, Hidden Lake staff members commitments are to:

provide instruction at the highest level of quality;

provide educational opportunities and resources that are distributed with equality to all students;

maintain accountability for demonstrated results and continuous improvement; and

reflect the philosophy that all students can learn when instruction is at the appropriate skill level for the student and the instructional mode is one that can be processed by the student

The campus staff also recognizes that the level of success of this mission is dependent on the level of cooperative effort shared between families, the school, and the community.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Hidden Lake ES (HLES), an open enrollment school, is a 3rd-year campus this school year. HLES serves a suburban population of mostly middle-income families living in single-family homes and apartments/townhomes. The last available enrollment from OnDataSuite is 601 students in grades PK-5. The ethnicity percentages of students is as follows: Asian - 17.6%; African-American - 16.5%; White - 28.6%; Two+ Races - 8.7%; Hispanic/Latino - 28.3%. The school is located on Hidden Lake Drive, a main road within the Villages of Hidden Lake subdivision. The majority of students speak English as their first language. A total of 18.5% are Emergent Bilingual students with over 20 different home languages other than English. The percentage of At-Risk students is 50.9%. A minority of families, 26.8%, have low incomes that qualify them for free or reduced meals at the campus.

Student Demographics - HLES (Source: OnData Suite)		
	2023-24	2024-25
Total Enrollment	553	601
African-American	13.2%	16.5%
American Indian	0.2%	0.2%
Asian	16.3%	17.6%
Hispanic/Latino	30.4%	28.3%
Pacific Islander	0.0%	0.2%
Two+ Races	8.9%	8.7%
White	31.1%	28.6%

Student Special Program Identification/Participation - HLES		
(Source: OnDataSuite)	2023-24	2024-25
Economically Disadvantaged	27.1%	26.8%
Emergent Bilingual	17.2%	18.5%
At-Risk	51.7%	50.9%
Special Education	14.5%	18.0%
Gifted & Talented	5.8%	5.3%
Dyslexia	6.3%	6.2%
Section 504	7.2%	6.7%
Immigrant	2.7%	3.0%
Homeless	1.3%	2.5%
Migrant	0.0%	0.0%
Campus Mobility Rate	N/A	N/A

Staff

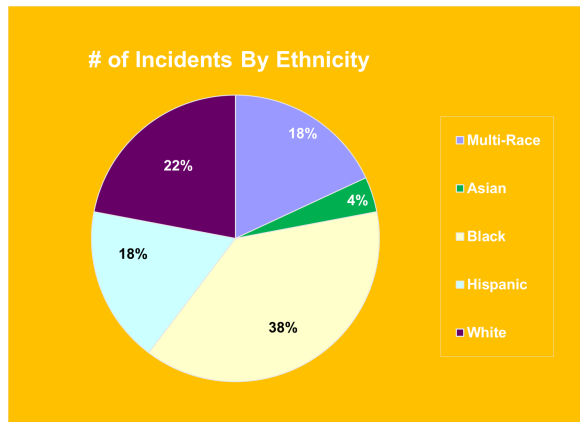
Nearly half of the teachers have 5 years or less of experience. The ethnicities of the teachers are not reflective of the student ethnicities as over two-thirds of the teachers are White.

Teacher Demographics - HLES (Source: TAPR)	
African American	7.3%
Hispanic	17.1%
White	68.3%
American Indian	0.0%
Asian	2.4%
Pacific Islander	0.0%
Two or More Races	4.9%

Teachers by Experience (Source TAPR)	
Beginning	2.4%
1-5 Yrs	43.9%
6-10 Yrs	29.2%
11-20 Yrs	17.1%
21-30 Yrs	7.3%
Over 30 Yrs	0.0%

Equity Among Ethnicities

An area where we need to improve is the equity between the population of ethnicities and their respective percentages of receiving discipline referrals for significant behaviors. The graph below represents the percentage of discipline incidents for each ethnicity. Compared to the data above, referrals of African-American students is twice what it ideally should be. Conversely, Hispanic and White students are under-represented.



Demographics Strengths

The students and communities feeding into Hidden Lake Elementary are considerably diverse; none of the races exceeds 28.6%. This has contributed to the establishment of a learning environment that is respectful of multiple cultures, nationalities and languages. Local businesses within a few miles west of the campus have provided a wealth of partnerships related to restaurant fund-raisers, entertainment centers, and student performance incentives.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Multi-race students (8.7% of pop; 18% of incidents) and African-American students (16.5% of pop; 38% of incidents) are over-represented in the number of discipline incidents that involved campus administrators.

Root Cause: Stemming from implicit racial biases, students of color receive disproportionate disciplinary actions like suspensions and expulsions, even when the behaviors are similar to those of white students.

Problem Statement 2: Hispanic and White students have received a disproportionately lower percentage of referrals for discipline compared to their percentage of the campus population.

Root Cause: There are gaps in culturally responsive teaching practices and differentiated responsiveness to student behaviors.

Student Learning

Student Learning Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		80	B	
Student Achievement		80	B	0%
STAAR Performance	53	80		
College, Career and Military Readiness				
Graduation Rate				
School Progress		81	B	70%
Academic Growth	72	81	B	✓
Relative Performance (Eco Dis: 26.8%)		62	D	
Closing the Gaps	51	76	C	30%

2025 Accountability Ratings0

Missed Closing the Gaps Targets

- Academic Achievement in RLA: Two or More Races student group
- Academic Growth in RLA: Two or More Races student group
- Academic Achievement in Math: Two or More Races student group, High Focus student group
- Academic Growth in Math: Hispanic student group, High Focus student group
- Student Success: Two or More Races student group, High Focus student group

The percentages below for each subject and grade level are from TEA dated May 30, 2025.

STAAR 2025 Initial Raw Score Data			
	Approaches	Meets	Masters
Grade 3 Math	71%	51%	21%
Grade 3 RLA	81%	58%	28%
Grade 4 Math	83%	63%	42%
Grade 4 RLA	88%	72%	36%
Grade 5 Math	74%	44%	19%
Grade 5 RLA	75%	57%	36%
Grade 5 Science	59%	22%	7%

Academic Achievement (students scored Meets or higher; Weighted 30% of Domain 3 - Closing the Gaps)

- The **Student Group** that consistently performed the **lowest** on **Reading Language Arts (RLA)** assessments were students of the **High Focus Group**, which includes **(Economic-Disadvantage (EcoDis); Emergent Bilingual (EB); Special Education (Sped); Foster; Migrant; & Homeless** students.
- The **Student Groups** that consistently performed the **lowest** on **Math** assessments also were students of the **High Focus Group**.

Growth Status (students made 1+ years' growth compared to previous year) (Weighted 50% of Domain 3 Closing the Gaps)

- The **Two+ Races group** performed the **lowest** on **Reading Language Arts (RLA)** assessments.
- The **High Focus Group & Hispanic Groups** performed the **lowest** on **Math** assessments.

English Language Proficiency (met growth target on TELPAS assessment; Weighted 10% of Domain 3 Closing the Gaps)

- **EB** Students performance dropped 20%age points, from 74% to 54%, between 2024 and 2025.
- The result of the decrease lowered our **target score** of 4 points (the maximum) to 3 points.

Student Success (Domain 1: STAAR Average of Performance Level; Weighted 10% of Domain 3 Closing the Gaps)

- The **Two+ Races & High Focus Groups** (at **43% & 36%**, respectively) did not meet the Interim Targets (2024-2027) for Domain 3 - Growth Status (at **55% & 40%**, respectively).

1st Grade EOY TPRI 24-25
<u>Intervention Levels</u>

1st Grade EOY TPRI 24-25						
	<u>Students</u>	<u>Masters</u>	<u>Meets</u>	<u>Approach</u>	<u>DNM+</u>	<u>DNM-</u>
<u>Campus</u>	88	67.0% (+2.1)	18.2% (+2.1)	12.5%	2.3%	0.0% (-3.2)
<u>Eco Dis</u>	25	40.0% (-3.5)	24.0% (+6.6)	28.0% (+15)	8.0% (+3.7)	0.0%
<u>Asian</u>	18	94.4% (+21.1)	5.6%	0.0%	0.0%	0.0%
<u>Black</u>	28	60.7% (-8.5)	10.7% (+3.0)	25.0% (+25)	3.6%	0.0% (-11.5)
<u>Hispanic</u>	26	53.8% (+10.3)	23.8% (-6.6)	15.4% (-2.0)	7.7% (-1.0)	0.0%
<u>2+Races</u>	19	68.4% (-9.5)	5.3% (-12.3)	21.1% (+3.5)	5.3%	0.0%
<u>White</u>	54	63.0% (+3.7)	24.1% (+5.5)	11.1%	1.9% (-3.2)	0.0%
<u>EB</u>	19	73.7% (+18.7)	15.8%	10.5%	0.0% (-5.0)	0.0% (-5.0)
<u>Spec Ed</u>	13	30.8% (+2.2)	23.1%	46.2% (+24.8)	0.0% (-14.3)	0.0% (-14.3)

1st Grade Reading EOY TPRI (Reading) assessment

- 97.7% of all 1st graders scored "Approaches" or higher
- Only 8% of Economically Disadvantaged students did not meet the Approaches standard.
- All Emergent Bilingual and Special Education students scored "Approaches" or higher
- 36% of Economically Disadvantaged students and 46% of Special Education students scored below the Meets level.

2nd Grade EOY TPRI 24-25						
Intervention Levels						
	Students	Masters	Meets	Approach	DNM+	DNM-
Campus	104	65.4% (+3.4)	13.5% (-8.2)	6.7%	13.5% (+4.8)	1.0% (-4.4)
Eco Dis	31	58.1% (+10)	12.9% (-13)	6.5%	22.6% (+4.1)	0.0% (-3.7)
Asian	20	70.0% (+17.6)	10.0% (-13.8)	10.0%	10.0%	0.0% (-9.5)
Black	29	75.9% (+10.7)	10.3% (-11.4)	6.9%	6.9%	0.0% (-4.4)
Hispanic	31	48.4% (-25.7)	16.1%	6.5%	25.8% (+18.4)	3.2%
2+Races	21	61.9%	9.5%	9.5%	14.3%	4.7% (-4.4)
White	61	60.7%	18.0%	4.9%	14.8%	1.6%
EB	23	52.2% (-6.6)	13.0% (-10.5)	13.0%	21.7% (+15.8)	0.0%
Spec Ed	23	30.4% (-36.5)	17.4%	4.3%	43.5% (+35.8)	4.3%

2nd Grade Reading EOY TPRI (Reading) assessment

- 85.5% of 2nd grade students scored **Approaches** or higher on the district benchmark level EOY STAR 360 Reading test
- Black and Asian students out-performed the Campus in scoring at **Approaches** or above
- Among Hispanic students, 29% scored below the **Approaches** level;
- 47.8% of Special Education students scored **Did Not Meets** or below

	1st Grade EOY STAR 360 Mathematics 24-25					2nd Grade EOY STAR 360 Mathematics 24-25				
	Students	Benchmark Level				Students	Benchmark Level			
		<u>>=Bench</u>	<u>OnWatch</u>	<u>Intervention</u>	<u>Urgent</u>		<u>>=Bench</u>	<u>OnWatch</u>	<u>Intervention</u>	<u>Urgent</u>
<u>Campus</u>	89	70.8% (-16.4)	14.6% (+13.5)	9.0%	5.6%	104	81.7%	5.8%	8.7%	3.8%
<u>Eco Dis</u>	19	68.4% (-14.4)	10.5% (+10.5)	9.6%	10.5% (+6.2)	27	74.1%	7.4%	18.5% (+7.4)	0.0%
<u>Asian</u>	14	92.3%	0.0%	7.7%	0.0% (+6.7)	17	94.1% (+32.2)	0.0%	5.9% (+16.9)	0.0%
<u>Black</u>	13	46.2% (-26.4)	30.1% (+26.3)	23.1%	0.0%	17	70.6% (-12.0)	11.8%	17.6% (+13.2)	0.0%
<u>Hispanic</u>	20	70.0%	15.0% (+11.2)	15.0%	0.0% (-7.6)	27	74.1% (-17.5)	7.4%	11.8%	7.4% (+7.4)
<u>2+Races</u>	17	47.1% (-35.5)	29.4% (+29.4)	0.0% (-13.0)	23.5% (+18.5)	14	71.4% (-19.5)	7.1%	14.3% (+5.2)	7.1% (+7.1)
<u>White</u>	25	88.0%	4.0%	4.0%	4.0%	29	93.1% (+7.5)	3.4%	0.0%	3.4%
<u>EB</u>	15	93.3% (+8.8)	6.7%	0.0% (-10.0)	0.0%	17	88.2% (+17.6)	0.0%	11.8% (+5.8)	0.0% (-5.9)
<u>Spec Ed</u>	7	14.3% (-64.4)	28.6%	14.3%	42.8% (+42.8)	13	38.5% (-46.1)	15.4%	30.8% (+23.1)	15.4% (+15.4)

1st Grade EOY STAR 360 Mathematics

- 85.4% of all students scored "OnWatch" or better on the district benchmark level
- 100% of Emergent Bilingual students scored "OnWatch" or better on the district benchmark level
- Less than 50% of African American and 2+ Races students scored ">=Bench" on the district benchmark level
- 23.5% of 2+ Races students scored at the Intervention level or below

2nd Grade EOY STAR 360 Mathematics

- 81.7% scored ">=Bench" on the district benchmark level
- Emergent Bilingual students scored higher in performance compared to the campus as a whole
- 46% of Special Education students scored below "OnWatch" at the district benchmark level

Student Learning Strengths

STAAR Reading

- Hidden Lake ES had the **4th** highest Meets percentage in the district in 4th grade Reading Language Arts (RLA) STAAR.
- Hidden Lake ES had the **2nd** highest Approaches percentage in the district in 4th grade (RLA) STAAR.

STAAR Math

- Hidden Lake ES had at least the **4th** highest Meets and Masters combined percentage in the district in 4th grade Math STAAR.
- Hidden Lake ES had higher Meets and Masters percentages in 3rd grade Math STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Among the six demographics of our High Focus Group students who collectively did not meet or exceed the Interim Targets for Growth Status (worth 50% in Domain 2A) on STAAR math (Grades 4-5), Special Education students had the lowest percentages.

Root Cause: Our Special Education teachers could not sufficiently serve their students with proven best-practices due to a shortage in staff compared to the assigned service minutes of their students.

Problem Statement 2: Our Special Education students had the lowest Approaches scores on STAAR RLA (41%), Math (42%), and Science (21%) than all other student groups.

Root Cause: Some of our teachers did not provide differentiated instruction and did not adhere to the identified accommodations of Special Education students.

Problem Statement 3: Based on STAAR 2025 results, Hidden Lake scored lower on all 3 STAAR content areas compared to neighboring campuses or those which contributed students to our campus 2 years ago.

Root Cause: Both new teachers on the 5th grade team did not employ best practices for differentiated instruction. Most ELA teachers did not provide instruction that was rigorous and properly aligned to grade-level TEK's.

Problem Statement 4: Teachers did not provide students with fully prepared, engaging lessons that allowed students to be more engaged and play active roles in their learning.

Root Cause: Some teachers struggled with student behavior management and subsequently limited the rigor and relevance of her instruction. One teacher was absent 18 days before STAAR test dates.

Problem Statement 5: Two Super Groups, African American & Hispanic students, did not meet or exceed the Interim Targets for Growth Status (worth 50% in Domain 2A) on STAAR math (Grades 4-5).

Root Cause: Tutoring by teachers was inconsistent (not compulsory or funded with supplemental pay) such that many students who were at-risk (previously failed STAAR) fell below the necessary performance levels to meet the Interim Targets.

School Processes & Programs

School Processes & Programs Summary

Transitioning to the 2025-26 school year, we replaced 7 certified teachers and 1 Special Education Educational Associate (EA) out of 59 total employees (not counting itinerant, custodial, and food service staff). No returning employees are currently on a growth plan. The district curriculum department and campus leaders provide professional development annually during the school year during 5 designated work days. We will not have any new-to-profession teachers.

Individual PD needs are based on T-TESS appraisal and student performance data. Campus-wide PD is determined by campus assessment data, discipline data, and input from staff. Formulation of campus-based PD emanates from the campus administrators, grade-level leaders, and Intervention/Special Education teachers. Acutely effective teachers are encouraged and expected to share expertise with and train other staff members to utilize effective teaching strategies and pedagogy. To address the learning loss of students and meet the 30 hour intervention requirement for students who scored below "Approaches" on one/both STAAR tests, we have implemented a daily 30 minute block in the master schedule when all certified teachers provide small group instruction in language arts and math.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework used to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates learning environments designed to eliminate undesired and disruptive behaviors in the classrooms.

- Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.
- Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.
- At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

School Processes & Programs Strengths

All returning teachers qualify as highly effective, and all certified grade-level teachers are or will become ESL certified by Fall 2025. We have several campus based committees with different leaders that provide guidance during the year.

- Two teachers provide BLS or Reading by Design to dyslexia students. All Special Education teachers will receive training to provide Reading by Design lessons.
- Multiple teachers in grades KG-2 and all grade 3-5 teachers are GT certified.
- We use a "Fight-free" approach (prohibits harming others through physical or verbal actions) to promote safe behaviors among students.
- Our counselor teaches guidance lessons (all students receive this once per month).
- We meet requirements to receive designation as a No Place for Hate school (common expectation among PISD campuses).
- Youth leadership opportunities for 5th grade students - "Noble Narwhals", Safety Patrol, Unified Champions Club

Enrichment Programs include:

- UIL Academic Meet - students in grades 2-5 who participate
- Art Club - 3rd-5th grade students

- Choir - performs in-school programs and community events
- Girls Who Code Club
- Dance Club

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The scope and depth of library services will continue to be reduced as we will not employ a fully certified Librarian. Instead we will continue to have a library "associate" who does not have a teaching degree.

Root Cause: The district budget is significantly reduced due to the limited funding of our basic allotment per student. The unfilled librarian positions are being filled with uncertified "associates."

Problem Statement 2: The level of support for teachers with regard to instructional planning and delivery will be limited as we do not have funds to employ an instructional coach. For example, genuine and consistent support during the school year for 1st and 2nd-year teachers will fall upon the campus administrators and mentor teachers.

Root Cause: The district budget is significantly reduced due to the limited funding of our basic allotment per student. The district has eliminated all campus-level coach positions and employs only two coaches for all 23 elementary campuses as a result.

Problem Statement 3: Our students with LID and Behavior needs are not receiving full amounts of scheduled support as required in their IEP's.

Root Cause: Our campus continues to have an inadequate number of Special Education teachers and aides, specifically LID and Behavior EA's (including a long-term substitute).

Problem Statement 4: By having only 1 Chromebook for every 2 students, integrating technology into core content instruction and teaching computer literacy will remain as limited compared to 2023-24, the last year we had a 1:1 device: student ratio.

Root Cause: The district has an insufficient amount of funds to purchase adequate amounts of Chromebooks so that every student would have a device checked-out to them.

Problem Statement 5: Multi-race students (8.9% of pop; 17% of incidents) and African-American students (13.2% of pop; 25% of incidents) are over-represented in the number of discipline incidents that involved campus administrators.

Root Cause: Stemming from implicit racial biases, students of color receive disproportionate disciplinary actions like suspensions and expulsions, even when the behaviors are similar to those of white students.

Perceptions

Perceptions Summary

Campus Employee Satisfaction Survey Results (Spring 2025)

Based on responses (63% of staff participated) of the "Upbeat" online survey collected in May 2025, campus administrators excelled in these provisions:

- Equal Opportunities (are accessible to all teachers regardless of their race, ethnicity, culture, or other aspects of personal identity)
- Care & Commitment (teachers care about students' wellbeing & go above and beyond to support students)
- Satisfaction & Purpose (teachers find a sense of purpose and make lasting positive impact on students)

Campus administrators scored relatively lower in these categories:

- Professional Development (supporting teachers' growth in lesson creation and delivery)
- Appreciation (acknowledgment of "great work")
- School Safety & Order (fair application of disciplinary practices to all students)

The campus administrators will meet with every team and department to update mutually establish norms and values and to seek solutions to improve performances in identified areas of growth.

Attendance

Hidden Lake ES had an Attendance Rate of 95.5% during the 2024-25 year. This was the 3rd **highest** rate among all campuses in Pflugerville ISD. The campus Chronic Absenteeism Rate was 7.7% during the 2024-25 year. This was the 3rd **lowest** rate among all campuses but one in the district. Teachers regularly spoke to or met with parents when students had 3 absences. Campus administrators made phone calls and sent reminder letters at 7 and 9 absences in a semester. Each week, the morning announcements, performed by 4th-5th grade students, shared which three homerooms had the highest attendance rate (year-to-date).

Perceptions Strengths

Among the 59 continuing positions of the Hidden Lake ES roster; the employee turnover was 15.3%. Three teachers are transferring here from a campus within Pflugerville ISD. Their current principals provided strong, positive references based on each individual's highly rated performance evaluations and student performance data, if applicable.

Officers of the current Parent-Teacher Organization (PTO) are returning in the same roles except for one parent. They raised over \$5,000 for their budget which they will use to provide support for teachers and staff. They will continue the role of fundraising for the campus's overall budget in coordination with our established vendor, Boosterthon.

Campus leadership communicate weekly with all stakeholders using the "Message Center" of the Skyward platform for managing information systems and the Smore online newsletter. Included topics are: student celebrations, PTO information, upcoming events; campus systems (e.g. food service, student incentives, counseling services). Individual parents could respond via email to the principal with specific questions and concerns.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on employee survey results, 43% of teachers report that the professional development available to them does not help them improve their teaching.

Root Cause: Out of 7 work days before the school year starts, the campus leadership team only has 16 hours of time to deliver professional development that is relevant to the campus's needs.

Problem Statement 2: Based on employee survey results, 62% of teachers report that rules for student behavior are not consistently enforced by teachers, including students who are not in their classes.

Root Cause: We implemented a novel behavior management component, a "fight-free policy" that has a consequential component to it for students committing infractions. We need to align that approach with expectations for utilizing Restorative Practices that focus on repairing relationships between students and other students or teachers.

Goals

Revised/Approved: June 12, 2025

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

Performance Objective 1: By July 2025, the Hidden Lake employee selection committee will interview, select, and hire highly-qualified educators to meet the needs of students.

Evaluation Data Sources: When hiring new-to-campus personnel, applicants are rated by their college GPAs, life satisfaction, perseverance, and related work experience. Teammates and administrators of prospective teachers rate applicants based on current ability, team contribution potential, and future sustainability at the campus.

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

Performance Objective 2: By the end of the 2025-2026 year, Hidden Lake leaders and staff members will engage in 13 days (district calendar) and multiple hours (select Wednesdays throughout school year after student dismissal) of professional development that focuses on strategies to obtain higher levels of annual academic growth of At-Risk and Special Education students, improve Professional Learning Community (PLC) protocols and 3-level, tiered intervention in math and reading.

Evaluation Data Sources: We will analyze end-of-year academic data of Special Education students and At-Risk students (formative & summative testing, TELPAS, STAAR) from the 2025-26 school year and compare their progress based on their end-of-year.

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.

Spring 2026 STAAR outcomes compared to the prior year will be:

- RLA Academic Growth from 72% to 81%
- Approaches from 83% to 90%
- Meets from 63% to 65%
- Masters from 35% to 37%

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 58% in June 2025 to 66% in June 2026, and to 74% by June 2030.

HB3 Goal

Evaluation Data Sources: 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 Growth and Achievement on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Spring 2026 STAAR outcomes compared to the prior year will be:

- Math Academic Growth from 68% to 78%
- Approaches from 78% to 85%
- Meets from 55% to 61%
- Masters from 29% to 36%

To meet HB3 Early Childhood Math Goals, the percent of 3rd grade students scoring at Meets Grade Level or above STAAR Math will increase from 51% in June 2025 to 54% in June 2026, and to 66% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PflSD 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.

Spring 2026 STAAR outcomes compared to the prior year will be:

- Approaches from 60% to 76%
- Meets from 22% to 38%
- Masters from 7% to 31%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 4: By June 2026, the Special Education student group will demonstrate at least one year's worth of academic growth in reading

and math. At least 35% of the Special Education students in 4th-5th grades will achieve the Meets level of performance for Reading and Math. At least 25% of Special Education students in 5th grade will achieve the Meets level of performance in Science.

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 5: By June 2026, at least 60% of Emergent Bilingual students will progress at least one TELPAS composite English Language proficiency level from the prior year.

Evaluation Data Sources: Spring 2026 TELPAS results

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

Performance Objective 6: By May 2026, 95% of all students, regardless of demographics, will achieve On-Watch status or higher as measured by Star 360 assessments.

Evaluation Data Sources: Data collected bi-weekly for Tier 2 & 3 students, data collected monthly for Tier 1 students

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

Performance Objective 7: To meet Board-approved HB3 Goals:

The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the C-PALLS(+) assessment will increase to 81% by June 2026.

The percent of Kindergarten students that score on grade level or above in Reading on the KPM assessment will increase to 62% by June 2026.

HB3 Goal

Evaluation Data Sources: C-PALLS(+) assessments; KPM assessments

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

Performance Objective 8: To meet Board-approved HB3 Goals:

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will be 100% by June 2026.

The percent of Kindergarten students that score on grade level or above in Math on the KPM assessment will increase to 75% by June 2026.

HB3 Goal

Evaluation Data Sources: C-PALLS(+) assessments; TX-KEA assessments

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

Performance Objective 1: During the 2025-2026 school year, Hidden Lake teachers will manage the use of laptops (1 laptop to every 2 students in grade levels 2-5, plus 6 communal laptops per grade level) and other devices (25 laptops & 25 tablets each in grade level of KG-1) so that all students have devices when participating at learning centers, creating project-based assignments/assessments, and completing student-driven research. By May 2026, 95% of all students, regardless of demographics, will achieve On-Watch status or higher as measured by Star 360 assessments.

Evaluation Data Sources: Artifact assessments, rubric based assessment tools, and students' performances on web-based or computer-driven assessments

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

Performance Objective 2: The campus G/T Program will provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community. 100% of GT students will be at or above benchmark as measured by math and reading screeners and at Masters level for STAAR RLA, Math, and Science.

Evaluation Data Sources: Benchmark data, STAAR data, students' GT Showcase products, performance in Academic Decathlon and/or Destination Imagination

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Hidden Lake 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 2A Rating will improve from B to A
- Domain 2B Rating will improve from D to C or above
- Domain 3 Rating will improve from C to B or above

HB3 Goal

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2026, discipline incidents for the year will decrease by 10%.

- Total incidents for each student group will be representative of and equitable with the population percentages of each student group.
- The representation of the African-American student group and the Hispanic student group who receive incident reports will be within 5% of the total campus enrollment percentages of those students.
- By Spring 2026, the Upbeat survey score of the consistent enforcement of rules for student behavior will increase from 38% to 53%.

Enrollment data:

- African American enrollment: 16.5%
- Hispanic enrollment: 28.3%

Incidents goals:

- African American: 23% of referred students
- Hispanic: 34.5% of referred students

Evaluation Data Sources: Skyward data to monitor students' incident reports by each ethnicity student group.

Goal 4: PflSD will improve low performing schools.

Performance Objective 3: To ensure Coordinated School Health during the 2025-2026 school year, all students will obtain a level of physical fitness that is appropriate for their age by the end of the school year. 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: The PE teacher will evaluate students' physical fitness through the formative assessments associated with FitnessGram.

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: By June 2026, the Hidden Lake ES student attendance rate will increase from 95.5% in the prior year to 95.8%. The rate of Chronic Absenteeism will be reduced by 1.7% from the estimated prior year rate of 7.7% to 6.0%.

Evaluation Data Sources: Skyward data of student attendance (ADA), Chronic Absenteeism rates

Goal 4: PflSD will improve low performing schools.

Performance Objective 5: By June 2026, Hidden Lake ES will have at least 6 local partnerships with business or community organizations.

Evaluation Data Sources: As of August 2025, HLES currently has 5 partnerships with business and community organizations from the local area.

Goal 4: PflSD will improve low performing schools.

Performance Objective 6: Hidden Lake ES staff will provide at least 5 opportunities for effective parent & family engagement via events and activities in order to strengthen the connections between the campus, neighborhood families, and community partners to improve student academic outcomes. Attendance records will show that an average of 25% or more of families will attend activities that occur during or after school hours.

Evaluation Data Sources: Planning Meeting agendas, ticket sales to PTO-sponsored events, attendance at students' fine arts performances; number of families who attend monthly "Spirit Nights" at restaurant partners in the community

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025

Addendums

Early Childhood Literacy Plan Campus Goal - Hidden Lake ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 62% in Spring 2024 to 74% by June 2030.

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	58%						

[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"

Early Childhood Literacy Progress Measure 1 - Hidden Lake ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 45% in Spring 2024 to 68% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
45%	48%	52%	56%	60%	64%	68%	
Outcomes	80%						

[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 - Hidden Lake ES													
The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 58% 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							
58%	60%	62%	64%	66%	68%	70%							
Outcomes	59%												
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)	42%	52%	70%	n/a	55%	n/a	64%	29%	32%	n/a	45%	n/a	n/a
2024-2025	47%	55%	72%	n/a	58%	n/a	66%	33%	37%	n/a	48%	n/a	n/a
Outcomes: 2024-2025	58%	56%	70%	n/a	47%	n/a	n/a	31%	51%	n/a	52%	n/a	n/a
2025-2026	51%	58%	74%	n/a	61%	n/a	68%	37%	41%	n/a	51%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	56%	61%	76%	n/a	64%	n/a	70%	41%	46%	n/a	54%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	60%	64%	78%	n/a	67%	n/a	72%	45%	50%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	67%	80%	n/a	70%	n/a	74%	49%	55%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	70%	82%	n/a	73%	n/a	76%	53%	59%	n/a	63%	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 - Hidden Lake 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 63% in Spring 2024 to 75% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
63%	65%	67%	69%	71%	73%	75%							
Outcomes	64%												
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)	67%	53%	63%	n/a	76%	n/a	64%	24%	46%	n/a	61%	n/a	n/a
2024-2025	69%	56%	65%	n/a	77%	n/a	66%	29%	50%	n/a	63%	n/a	n/a
Outcomes: 2024-2025	61%	54%	65%	n/a	79%	n/a	68%	27%	43%	n/a	59%	n/a	n/a
2025-2026	71%	59%	67%	n/a	78%	n/a	68%	34%	54%	n/a	65%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	73%	62%	69%	n/a	79%	n/a	70%	39%	58%	n/a	67%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	75%	65%	71%	n/a	80%	n/a	72%	44%	61%	n/a	69%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	77%	68%	73%	n/a	81%	n/a	74%	49%	64%	n/a	71%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	79%	71%	75%	n/a	82%	n/a	76%	53%	67%	n/a	73%	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 - Hidden Lake ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 48% in Spring 2024 to 66% 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	
48%	51%	54%	57%	60%	63%	66%	
Outcomes	51%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	63%	39%	48%	n/a	50%	n/a	n/a	26%	38%	n/a	54%	n/a	n/a
2024-2025	65%	43%	54%	n/a	60%	n/a	n/a	30%	42%	n/a	57%	n/a	n/a
Outcomes: 2024-2025	38%	54%	40%	n/a	76%	n/a	n/a	7%	34%	n/a	50%	n/a	n/a
2025-2026	67%	47%	60%	n/a	66%	n/a	n/a	34%	46%	n/a	60%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	69%	51%	64%	n/a	72%	n/a	n/a	38%	50%	n/a	63%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	71%	55%	67%	n/a	76%	n/a	n/a	42%	54%	n/a	66%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	73%	59%	70%	n/a	80%	n/a	n/a	46%	58%	n/a	69%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	63%	73%	n/a	84%	n/a	n/a	50%	62%	n/a	72%	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 - Hidden Lake ES

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

Yearly Target Goals

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

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

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 - Hidden Lake ES													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 65% in Spring 2024 to 77% 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							
65%	67%	69%	71%	73%	75%	77%							
Outcomes	74%												
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)	25%	65%	74%	n/a	75%	n/a	64%	18%	45%	n/a	65%	n/a	n/a
2024-2025	31%	67%	75%	n/a	76%	n/a	66%	24%	49%	n/a	67%	n/a	n/a
Outcomes: 2024-2025	68%	67%	70%	n/a	84%	n/a	n/a	56%	62%	n/a	76%	n/a	n/a
2025-2026	37%	69%	76%	n/a	77%	n/a	68%	30%	53%	n/a	69%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	43%	71%	77%	n/a	78%	n/a	70%	36%	57%	n/a	71%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	49%	73%	78%	n/a	79%	n/a	72%	42%	60%	n/a	73%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	55%	75%	79%	n/a	80%	n/a	74%	48%	63%	n/a	75%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	61%	77%	80%	n/a	81%	n/a	76%	54%	66%	n/a	77%	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 - Hidden Lake 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 72% in Spring 2024 to 78% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
72%	73%	74%	75%	76%	77%	78%							
Outcomes	69%												
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)	77%	64%	73%	n/a	74%	n/a	79%	50%	58%	n/a	78%	n/a	n/a
2024-2025	78%	66%	74%	n/a	75%	n/a	80%	53%	61%	n/a	78%	n/a	n/a
Outcomes: 2024-2025	52%	62%	80%	n/a	88%	n/a	64%	39%	54%	n/a	77%	n/a	n/a
2025-2026	79%	68%	75%	n/a	76%	n/a	81%	56%	64%	n/a	79%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	80%	70%	76%	n/a	77%	n/a	82%	59%	66%	n/a	80%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	81%	72%	77%	n/a	78%	n/a	83%	62%	68%	n/a	81%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	82%	74%	78%	n/a	79%	n/a	84%	64%	70%	n/a	82%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	83%	76%	79%	n/a	80%	n/a	85%	66%	72%	n/a	83%	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