

Pflugerville Independent School District

Carpenter Elementary School

2025-2026

Accountability Rating: B



Board Approval Date: October 16, 2025
Public Presentation Date: October 1, 2025

Mission Statement

We are an inclusive community where students own their learning, where positive relationships are cornerstones that cultivate critical thinkers, and where we embrace diversity.

Vision

Carpenter Elementary is committed to fostering an inclusive environment that cultivates positive relationships and inspires to create innovative citizens.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jessica Carpenter Elementary School opened in the Fall of 2021 as the 21st elementary school campus in the northeast area of Pflugerville ISD. Our campus has the highest proportion of students coming from the Carmel neighborhood, with others coming mainly from the Reserve at Westcreek and Verona areas. Many of these students are new to the district as they move into rapidly growing new communities.

We opened our doors with about 400 students and only three teachers per grade level. Since then, our enrollment has grown to over 600 students with 4-5 teachers at each grade level and is expected to increase exponentially over the next several years. We are a Pre-K through 5th-grade campus with one Pegasus class and two Essential Academics classes, with the addition of an Inclusion Pre-K class for the 2025-26 school year. Carpenter prides itself on the cultural diversity of our staff and students.

Student Enrollment - Carpenter Elementary School (Source: SKYWARD)		
	2024 - 25	2023-24
Total Enrollment	606	580
EE	15	20
Prekindergarten	22	22
Kindergarten	81	81
1st Grade	88	103
2nd Grade	109	94
3rd Grade	88	94
4th Grade	99	94
5th Grade	104	72

Based on projections, Carpenter will be one of the fastest-growing campuses in the district over the next several years. Due to the increase of residential development in northeast Pflugerville, JCES is expected to surpass its functional capacity within the next 4-5 years. Due to many factors, including the increase of charter schools, we have not grown at the rate projected, but still continue to grow annually.

				Fall	ENROLLMENT PROJECTIONS									
CAMPUS	Capacity	Architectural Capacity	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
MOTT ELEMENTARY	854	900	1,092	980	780	922	1,055	1,178	1,288	1,418	1,570	1,629	1,702	1,764
CARPENTER ELEMENTARY	850	975	N/A	N/A	515	617	717	830	899	950	1,010	1,063	1,146	1,252
PFLUGERVILLE ELEMENTARY	586	600	515	465	503	515	531	549	562	576	598	610	622	642

Students

Although our student population has increased from about 580 students enrolled in the 2023-24 school year to 636 for the 2024-25 school year, the representation of each Race/Ethnicity has remained pretty consistent.

Population by Race/Ethnicity	2024-25	2023-24
White	30%	28%
Hispanic	28%	27%
African American	22%	23%
Asian	13%	14%
Two or More Races	7%	8%

Though our Asian population has only decreased by 2%, about 50 of our Asian students have withdrawn from JCES between August of 2023 and the end of the 2024-25 school year to attend a specific charter school. 15 of these students attended Carpenter for Pre-K and transferred to this campus, which does not provide a Pre-K program.

Staff

Staff Demographics - Carpenter Elementary School (Source: TAPR)			
	2021-2022	2022-2023	2023-24
Teachers	41	45	47
African American	15%	8%	10%
Hispanic	21%	19%	25.5%
White	60%	70%	62%
American Indian	0%	0%	0%
Asian	5%	0%	0%
Pacific Islander	0%	0%	0%
Two or More Races	0%	3%	3%

Staff demographics relatively mirror the student demographics in the Hispanic population. The Teachers are over-represented in the white population while slightly under-represented in the African-American and Asian populations. 40% of our students are non-white, while 46% of our staff are non-white. For the 2025-26 Carpenter Elementary will have one new-to-profession teacher after having none the previous year. During the 24-25 school year, there were 3 teachers who were not yet certified.

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

	2021-2022	2022-2023	2023-2024
Beginning Teachers	9%	30%	8%
1-5 Years Experience	26%	27%	45%
6-10 Years Experience	30%	24%	25%
11-20 Years Experience	26%	16%	13%
Over 20 Years of Experience	8%	3%	9%

Student Special Program Identification/Participation - Carpenter Elementary School

(Source: OnDataSuite as of 06/01/25)

	2021-2022	2022-2023	2023-2024	2024-25
Economically Disadvantaged	28%	30%	31%	29%
Emergent Bilingual	15%	19%	25%	20%
At-Risk	55%	50%	35%	49%
Special Education	11%	14%	22%	19%
Gifted & Talented	3%	6%	7%	6%
Dyslexia	4%	3%	6%	5.5%
Section 504	7%	7%	7%	6%
Immigrant	1%	2%	2%	1%
Homeless	1%	.2%	.3%	.8%
Migrant	0%	0%	0.0%	0%

Of our students receiving Special Education services, about 20% of those students qualify as students with Autism, and 27% of our students qualify as a student with a speech impairment. This highly impacts the need for a focus on Social Skills and Emotional Learning. There was a recent increase in the percentage of students receiving Special Education support attributed to the state requirement that we move all students identified as having Dyslexia from Section 504 to Special Education by the end of the 2024-25 school year.

Demographics Strengths

We have the amazing opportunity to blend a diverse group of staff and students from various educational, ethnic, and economic backgrounds. In staffing, we are mindful of our student demographic representation. We work year-round to increase the diversity of our staff through recruitment and hiring. We attend job fairs at colleges throughout Texas. This provided us with an opportunity to interview applicants with extensive experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Though our Asian population has only decreased 2%, about 50 of our Asian students have withdrawn from JCES between August of 2023 and the end of the 2024-25 school year to attend a specific charter school. 15 of these students attended Carpenter for Pre-K and transferred to this campus, which does not provide a Pre-K program.

Root Cause: We need to focus on growth in the areas of differentiated instruction, tiered supports/systems, effective PLC practices, and the alignment of the three to meet the needs of all learners and address parent focus/concerns.

Student Learning

Student Learning Summary

2024-2025 Universal Screener Results

Students in grades PK-5 are assessed with universal screeners/progress monitoring instruments in reading and math at BOY, MOY, and EOY to identify students who are at-risk for reading and/or math readiness, or who need intervention. Below are the most current BOY (beginning of the year) to EOY (end of the year) comparison results for JCES students who were enrolled in the district as of Spring 2025. Also, Preliminary STAAR results for Spring 2025 are summarized below.

Kindergarten												
TX-KEA Results 2024-25 compared to previous years												
		On Track						Monitor/Support				
	<i>BOY 2024-25</i>	<i>BOY 2023-24</i>	<i>BOY 2022-23</i>	<i>EOY 2024-25</i>	<i>EOY 2023-24</i>	<i>EOY 2022-23</i>	<i>BOY 2024-25</i>	<i>BOY 2023-24</i>	<i>BOY 2022-23</i>	<i>EOY 2024-25</i>	<i>EOY 2023-24</i>	<i>EOY 2022-23</i>
Reading (Literacy Screener)	82	76	81	n/a	n/a	n/a	17	24	19	n/a	n/a	n/a
Blending	54	57	55	91	83	79	46	43	45	9	17	21
Math	64	54	61	80	90	80	36	46	39	20	10	20

Carpenter Kinder students showed great growth over the school year based on TX KEA. More students moved from Monitor/ Support in reading, specifically in the ability to blend, than in math during the 2024-25 school year when compared to previous years.

Reading: TPRI 2024-25 as compared to previous years												
		% Developed						% Still Developing				
	<i>BOY 2024-25</i>	<i>BOY 2023-24</i>	<i>BOY 2022-23</i>	<i>EOY 2024-25</i>	<i>EOY 2023-24</i>	<i>EOY 2022-23</i>	<i>BOY 2024-25</i>	<i>BOY 2023-24</i>	<i>BOY 2022-23</i>	<i>EOY 2024-25</i>	<i>EOY 2023-24</i>	<i>EOY 2022-23</i>
1st Grade	33	58	30	84	84	72	67	42	70	16	16	28
2nd Grade	40	54	37	72	83	71	60	46	63	28	17	29

According to the TPRI, Carpenter First- and Second-Graders increased the percentage of students on grade level in Reading by 32% and 51%, respectively, from the beginning to the end of the year.

Reading: Star 360 Renaissance 2024-25 as compared to previous years												
		% At/Above Benchmark Green						% At-Risk (Blue, Yellow, Red)				

Reading: Star 360 Renaissance 2024-25 as compared to previous years												
	<i>BOY</i> 2024-25	<i>BOY</i> 2023-24	<i>BOY</i> 2022-23	<i>EOY</i> 2024-25	<i>EOY</i> 2023-24	<i>EOY</i> 2022-23	<i>BOY</i> 2024-25	<i>BOY</i> 2023-24	<i>Boy</i> 2022-23	<i>EOY</i> 2024-25	<i>EOY</i> 2023-24	<i>EOY</i> 2022-23
2nd Grade	66	42	52	78	59	57	34	58	48	22	41	43
3rd Grade	65	51	59	72	75	72	35	49	41	28	25	28
4th Grade	75	68	63	82	64	74	25	32	37	18	36	26
5th Grade	72	66	60	81	70	64	28	34	40	19	30	36

According to Reading STAR 360, all grade levels showed significant gains in the percentage of students who finished the year reading on grade level as compared to the beginning of the year. In 2nd - 5th grades, almost 80% of students are reading on grade level according to STAR 360. On average, these grade levels had a student growth score (SGP) of 74.5, where an SGP of 50 is considered making at least one year's growth within that school year.

Math: Star 360 Renaissance 2024-25 as compared to previous years												
		% At/Above Benchmark Green						% At-Risk (Blue, Yellow, Red)				
	<i>BOY</i> 2024-25	<i>BOY</i> 2023-24	<i>BOY</i> 2022-23	<i>EOY</i> 2024-25	<i>EOY</i> 2023-24	<i>EOY</i> 2022-23	<i>BOY</i> 2024-25	<i>BOY</i> 2023-24	<i>BOY</i> 2022-23	<i>EOY</i> 2024-25	<i>EOY</i> 2023-24	<i>EOY</i> 2022-23
1st Grade	68	76	73	77	81	83	32	24	27	23	19	17
2nd Grade	73	63	73	76	71	80	27	37	27	74	29	20
3rd Grade	77	73	60	89	88	91	23	27	40	11	12	9
4th Grade	82	78	83	89	80	93	18	22	17	11	20	7
5th Grade	70	92	77	73	91	84	30	8	23	27	8	16

According to Math STAR 360, all grade levels showed gains in the percentage of students who finished the year on grade level in math as compared to the beginning of the year. In 1st - 5th grades, just over 80% of students are on grade level in math according to STAR 360, with strengths in 3rd and 4th grades. On average, these grade levels had a student growth score (SGP) of 66.8, where an SGP of 50 is considered making at least one year's growth within that school year.

JCES Longitudinal STAAR Results

Longitudinal STAAR Results												
		Approaches				Meets				Masters		
3rd Grade	2025	2024	2023	2022	2025	2024	2023	2022	2025	2024	2023	2022
RLA	86%	85%	88%	81%	65%	61%	63%	65%	24%	35%	19%	42%
Math	89%	84%	92%	90%	58%	59%	63%	70%	27%	23%	26%	38%
4th Grade	2025	2024	2023	2022	2025	2024	2023	2022	2025	2024	2023	2022 2025
RLA	90%	87%	85%	76%	70%	63%	63%	60%	37%	29%	32%	34%
Math	85%	69%	93%	77%	70%	51%	82%	61%	39%	18%	49%	34%

Longitudinal STAAR Results												
5th Grade	2025	2024	2023	2022	2025	2024	2023	2022	2025	2024	2023	2022
RLA	82%	92%	83%	86%	67%	67%	68%	61%	40%	44%	39%	40%
Math	71%	90%	92%	69%	40%	73%	59%	40%	20%	30%	29%	21%
Science	67%	73%	73%	58%	28%	42%	43%	29%	11%	18%	19%	9%

TBD - Closing the Gaps Targets :

Academic Achievement -

Growth -

English Language Proficiency -

Student Success -

Longitudinal TELPAS Composite Scores

TELPAS Composite	<i>Beginning</i>			<i>Intermediate</i>			<i>Advanced</i>			<i>Advanced High</i>		
	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
Kinder	6%	10%	0%	41%	43%	42%	29%	19%	21%	24%	19%	37%
1st Grade	5%	6%	18%	16%	18%	32%	32%	29%	32%	47%	47%	18%
2nd Grade	10%	6%	21%	60%	71%	29%	30%	12%	50%	0%	12%	0%
3rd Grade	0%	0%	0%	64%	44%	50%	37%	31%	42%	0%	25%	8%
4th Grade	0%	0%	0%	33%	36%	38%	50%	45%	30%	17%	18%	30%
5th Grade	0%	0%	0%	15%	30%	15%	23%	40%	38%	62%	30%	46%

According to the 2025 TELPAS, our students are progressing with their language proficiency as they get older and progress through school.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		85	B
STAAR Performance	56	85	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	B
Academic Growth	76	86	B
Relative Performance (Eco Dis: 27.7%)		70	C
Closing the Gaps	73	89	B

Missed Closing the Gaps Targets:

- Academic Achievement in Math: High Focus student group

Student Learning Strengths

- According to the TPRI, Carpenter First- and Second-Graders increased the percentage of students on grade level in Reading by 32% and 51%, respectively, from the beginning to the end of the year.
- According to Reading STAR 360, all grade levels showed significant gains in the percentage of students who finished the year reading on grade level as compared to the beginning of the year. In 2nd - 5th grades, almost 80% of students are reading on grade level according to STAR 360. On average, these grade levels had a student growth score (SGP) of 74.5, where an SGP of 50 is considered making at least one year's growth within that school year.
- According to Math STAR 360, all grade levels showed gains in the percentage of students who finished the year on grade level in math as compared to the beginning of the year. In 1st - 5th grades, just over 80% of students are on grade level in math according to STAR 360, with strengths in 3rd and 4th grades. On average, these grade levels had a student growth score (SGP) of 66.8, where an SGP of 50 is considered making at least one year's growth within that school year.
- 4th grade Reading and Math were campus areas of strength according to STAAR Results, with growth in the percentage of students at the approaches, meets, and master's levels.
- Based on TELPAS, ITBS, and STAAR, we will continue to be able to reclassify our Emergent Bilingual students as they progress with their language proficiency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Though there were some gains when looking at the vertical cohort of students, the percentage of approaches, meets, and masters in every subject in 5th grade (except RLA at Meets) dropped between 4% and 33% on STAAR as compared to the previous year.

Root Cause: Lack of consistent Tier I and II targeted instructional minutes in all subjects.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

Faculty and staff at Carpenter Elementary will be following the Professional Learning Communities framework. Each PLC will meet a minimum of two times weekly focused on data analysis to drive instruction, unit planning, and common assessment design to meet the needs of all students. Our Special Education team will meet with grade-level teams once a week and as their own PLC weekly to ensure that we are efficiently and effectively meeting the needs of our students. This time will also be used to discuss strategies to better support learning and behavior. At least one member of the administrative team attends at least one of these meetings for each grade level a week.

In addition to the PLC process of analyzing data to drive instructional strategies/plans, we will implement "Office Hours" - a precursor to PSST - to provide more consistent, targeted, and timely intervention for students.

A master schedule has been developed to maximize instructional times and create priority for all students to access core content instruction. Students can not be pulled for any small group intervention or special education support during the identified new content instructional designated times, so that all students are exposed to grade-level instruction. Times are also designated for Tier II flexible grade-level groups intensive instruction (WIN Time) based on PLC data analysis and action plans. This time will also be used school-wide for Leader in Me lessons once a week.

Each teacher at Carpenter serves on a committee to address the vertical and global perspective needs of the campus. Committees with grade level/department group representation including CAAC (elected position by each grade level/department), No Place for Hate/Sunshine, PBIS, and SHIC, will now be tied into our Leader in Me Action Teams to align campus systems better. Each grade level group will have a Vertical team representative in Science, Literacy, Math, Technology, and Diversity/Social Studies. These committees allow staff to bring valuable input to the site-based decision-making process at Carpenter.

Staff - Professional Learning

Carpenter Elementary opened its doors with just over 50 staff members, with each grade level only having 3 teachers. With continuously growing enrollment numbers, our staff will start this year with over 70 members. As our staff comes together from our various backgrounds and experiences, it will be vital that we embrace the diverse experiences and expertise and spend some time team building so that we can grow as a unified organization. In our third year without campus Instructional Coaches, and minimal available support from district ICs, it is imperative that we use the strengths of our staff to support the development of each other as a campus.

Other than the focus on team building and PLCs, JCES has become a Leader in Me campus, as staff members took part in ten training and coaching days last two school years. We will continue this journey with further staff training and implementation. Kinder and 3rd-grade teachers will also take part in the HB3 required Reading Academy if they have not yet done so. Our staff will continue with training in Restorative Practice. As we make gains in the area of Reading and Math, we will continue to align systems for Writing and Science.

Programs and Opportunities for Students

Students of Carpenter participate in Enrichment each Friday morning to engage them in high-interest activities, which also allows them to create a relationship with other members of the Carpenter staff. Students will also engage in Spark Clubs, where they will be provided opportunities for UIL exposure/training and academic enrichment. This exposure helped us bring home a UIL Championship in 2025! As we trialed this in the spring, Carpenter will look to create Buddy classes to partner our upper-grade levels with our lower-grade levels to create academic and social connections. Additionally, to support literacy, Carpenter will continue the use of Accelerated Reader to help create student ownership and incentive for reading.

A priority at Carpenter has been to build a PBIS team that has begun to create consistent systems and vocabulary for the common areas. This year, the committee focused on building common area expectations and the implementation of a campus-wide rewards system based on daily behavior. These systems bring consistency and clarity of expectations at Carpenter for the students and staff members. During the 2022-23 school year, JCES students had 17 referrals from 14 students, down from 24 referrals the previous school year. We had a total of 18 referrals (6 of these were written for students on transfers) during the 2023-24 school year and 18 referrals (8 students received referrals) during the 2024-25 school year. We continue to strive for a reduction in referral numbers through PBIS, PSST, Restorative Practices, building relationships, and building leadership traits in our students through the implementation of Leader in Me. As we build the community of Carpenter, we have become a Unified Champion campus to communicate to all that inclusion is a way of life as a Cardinal.

A unique characteristic of JCES is the proximity to Weiss High and Bohls Middle Schools. This provides an amazing opportunity for us to partner with these campuses to bring special opportunities for our students. Some opportunities may include PALS mentoring program, Essential Academic Volunteers and mentoring, buddy reading/tutoring, Ready, Set, Teach, Morning Greeters, partnerships with CTE programs, etc. This geographic setup also allows us to join forces for special events such as our annual Boosterthon Fun Run, Unified Champion celebrations, and WHS pep rallies.

JCES will provide HB1416 interventions through daily WIN times and additional small groups for both ELA and Math. These systems are a part of the general master schedule.

Community Connections

The Carpenter PTO meets monthly on the first Tuesday to discuss opportunities to support and benefit the students and staff. They are looking to build this organization and the community outreach events they coordinate.

Family and community involvement are vital in educating our students. Carpenter families are welcomed on campus or in class as school volunteers. Additionally, we provide the following opportunities to build involvement, including but not limited to:

- Kinder Camp
- Meet the Teacher
- Open House/ Literacy Night
- Science Night
- Carpe Diem Day
- Multicultural Celebration Night
- Grandparents and Special Friends Day
- Grade Level Music Performances
- Book Fairs
- Donuts with Grownups
- Boosterthon Fun Run
- 5th Grade Bridging Ceremony and 5th Grade Walk
- Coffee with Cardinals (Tears and Cheers)
- Field Day
- Kindergarten Rodeo
- Field Trips
- Family engagement nights (dance, game night, movie night)

School Processes & Programs Strengths

With the rare situation of Carpenter Elementary being within walking distance to both Bohls Middle School and Weiss High School, partnership and capacity-building opportunities are immense.

Friday enrichment clubs engage all students in an inclusive, fun, and enriching environment. This provides students with the opportunity to build relationships with other adults and students. This is also a great motivator for increasing student attendance on Friday mornings. We have also implemented Incentive Days to reward students who are consistently at school when not sick. This has helped improve our attendance rate to be one of the highest in the district and one of the few campuses with a Chronic Absenteeism rate under 10%, which we will continue to target.

According to On Data Suite, we concluded the 2024-25 school year with an attendance rate of 95.4%, a slight increase from previous years. We worked closely with 3 students and their families who were chronically absent to greatly reduce their absences, resulting in a significant drop in Chronic Absenteeism by .8% to 8.5%. This is down 3% in the last three years.

Carpenter staff members worked to build strong PBIS systems for our campus. They now meet regularly to monitor and revise these systems to best support our students' safety and social/emotional needs.

JCES is one of two PfISD Elementaries that is a Leader in Me campus. Additionally, we are the only Project Lead the Way Campus in PfISD.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Of the 8 students that received referrals during the 2024-25 school year, 6 of these were 5th-grade students (5 of whom were African American).

Root Cause: Due to the 4-way departmentalization of the grade level, teachers didn't have the time or the depth of relationships with their students as they had in the past.

Perceptions

Perceptions Summary

Carpenter Elementary opened our doors for the first time for the 2021-2022 school year to about 400 students and families. We have now grown to just over 630 students. Though we have completed our fourth year as a campus, a critical piece continues to be to build community with our staff, students, and families. As we continue to grow as a campus, and due to the fact that the facility itself is so large and spread out, it continues to be imperative that we take time for team building and getting to know each other, and build relationships. This will be even more critical with a new leadership team and several new teachers on campus. We continue to create new ways to build community with our families by providing opportunities to be involved.

Upbeat Staff Survey Results

The Upbeat Staff Survey data from spring 2025 continues to be very strong in comparison with Pflugerville ISD. When compared to the spring 2024 responses, some areas continued to show growth, such as Work/Life Balance, Self-Efficacy, Autonomy, Resources & Facilities, and Belonging & Well-Being. Work/Life Balance was a focus for improvement during the 2025-25 school year and showed gains. Additional categories that might not have experienced growth, but that posted steady and strong returns, included Parent/Teacher Communication, Principal/Teacher Trust, Instructional Leadership, Teacher Voice and Leadership, Recruitment/Hiring/Onboarding, Equal Opportunities, Inclusion, Care and Commitment, and Satisfaction & Purpose.

Areas of focus for targeted growth in the coming school year will continue to improve Work/Life Balance, Appreciation, and School Safety & Order. Targeting the consistent enforcement of expectations of students by all staff on campus will greatly help improve the concerns in regards to School Safety & Order, as 100% of the responders said they feel the school is safe for the students and themselves.

Perceptions Strengths

Carpenter Elementary is a positive, engaging, and inclusive environment. Through the implementation of strong PBIS systems, a safe, restorative, and positive climate is established resulting in a small percentage of students receiving office referrals. Carpenter Elementary has earned a "No Place for Hate" distinction for three consecutive years.

Our students and staff come to us from diverse backgrounds of experiences, which helps create an incredibly diverse school community.

Due to the implementation of Leader in Me and the 7 Habits of Highly Successful People, teachers noted an 11% improvement in work load / life balance. Additionally, this helps us build leadership potential in every student on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Since the pandemic, attendance rates have not remained steadily above 96%.

Root Cause: Build student ownership to outweigh family influences.

Problem Statement 2: According to the Upbeat Staff Climate Survey, Carpenter staff reported lower levels of satisfaction in the area of School Safety and Order, specifically concerning the lack of consistent enforcement of expectations of students by all staff on campus

Root Cause: There is a need for more intentional and consistent professional learning focused on Tier 1 behavior management strategies and clearly defined school-wide behavioral expectations.

Problem Statement 3: Staff responses on the Upbeat Climate Survey indicate a decline in favorable perceptions related to the category of Teacher Appreciation.

Root Cause: There is a lack of consistent and meaningful staff recognition practices that acknowledge individual and collective contributions in addition to the weekly newsletter.

Goals

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

Performance Objective 1: Carpenter Elementary will provide team and community building, professional learning, and support as we continue to create the culture and systems to recruit and retain current staff at 85% or more by June 2026.

Evaluation Data Sources: Surveys and retention rates

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

Performance Objective 1: By June 2026, there will be 4% increases in Growth and Achievement at all performance levels on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

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

- RLA Academic Growth from 78% to 82%
- Approaches from 86% to 90%
- Meets from 68% to 72%
- Masters from 34% to 38%

To meet HB3 Early Childhood Literacy Goals:

The percentage of 3rd-grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 65% in May 2025 to 67% by May 2026 and to 72% by June 2030.

HB3 Goal

Evaluation Data Sources: C-PALLS(+), TX-KEA, TPRI, STAR360, and STAAR, Accountability reports

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

Performance Objective 2: By June 2026, there will be 5% increases in Growth and Achievement at all performance levels on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

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

- Math Academic Growth from 70% to 75%

- Approaches from 82% to 87%
- Meets from 56% to 61%
- Masters from 29% to 34%

To meet HB3 Early Childhood Math Goals:

The percentage of 3rd-grade students scoring at Meets Grade Level or above on STAAR Math will increase from 58% in May 2025 to 63% by June 2026 and to 72% by June 2030.

HB3 Goal

Evaluation Data Sources: C-PALLS(+), TX-KEA, STAR 360, and STAAR, Accountability reports

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

Performance Objective 3: By June 2026, there will be a 7% increase at all performance levels on 5th grade STAAR Science for all student groups to meet Closing the Gaps Student Success Status targets.

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

- Approaches from 68% to 75%
- Meets from 31% to 38%
- Masters from 11% to 18%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: With a focus on SEL, Carpenter students will indicate a greater sense of leadership and increase the sense of belonging, emotional regulation, self-efficacy, and a stronger growth mindset as indicated by at least 70% of students responding positively on the end-of-year survey in May of 2026.

Evaluation Data Sources: Counselor logs, Leader in Me Survey, Discipline Data, Attendance Rates

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

Performance Objective 2: JCES will consistently engage students and families through various methods to improve student academic outcomes, resulting in 65% or more students and families scoring positively on a Leader in Me family survey that will be given for the first time in Spring 2026.

Evaluation Data Sources: Parent surveys, staff surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2025-2026 school year, JCES will implement a Coordinated School Health program with a minimum of two activities in each area of fitness and social/emotional learning to promote well-rounded students and reduce the number of discipline referrals from 18 during the 2024-25 school year to 17 or fewer.

Evaluation Data Sources: Fitness Gram, Student Surveys, Boosterthon participation, Office Referrals

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Carpenter Elementary will strive to increase the attendance rate from 95.4% to 96% or higher and reduce chronic absenteeism from 8.5% in the prior year to 8% or lower by Spring 2026.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

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

Evaluation Data Sources: Accountability reports

Policies, Procedures, and Requirements

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

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

Addendums

Early Childhood Literacy Progress Measure 2 - Carpenter ES													
The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 72% in Spring 2024 to 78% 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							
72%	73%	74%	75%	76%	77%	78%							
Outcomes	60%												
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)	69%	67%	81%	n/a	53%	n/a	n/a	38%	64%	n/a	76%	n/a	n/a
2024-2025	70%	69%	82%	n/a	55%	n/a	n/a	40%	65%	n/a	76%	n/a	n/a
Outcomes: 2024-2025	61%	42%	69%	n/a	55%	n/a	n/a	n/a	37%	n/a	65%	n/a	n/a
2025-2026	71%	70%	83%	n/a	57%	n/a	n/a	42%	67%	n/a	77%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	72%	72%	83%	n/a	59%	n/a	n/a	44%	68%	n/a	78%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	73%	73%	84%	n/a	61%	n/a	n/a	46%	69%	n/a	79%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	75%	75%	84%	n/a	63%	n/a	n/a	48%	70%	n/a	80%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	76%	76%	85%	n/a	65%	n/a	n/a	50%	72%	n/a	81%	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 - Carpenter 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 59% in Spring 2024 to 75% 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							
59%	63%	66%	69%	71%	73%	75%							
Outcomes	73%												
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)	52%	49%	71%	n/a	64%	n/a	65%	16%	40%	n/a	49%	n/a	n/a
2024-2025	55%	53%	73%	n/a	66%	n/a	66%	21%	42%	n/a	53%	n/a	n/a
Outcomes: 2024-2025	72%	66%	82%	n/a	75%	n/a	68%	44%	66%	n/a	73%	n/a	n/a
2025-2026	58%	57%	75%	n/a	68%	n/a	68%	26%	43%	n/a	57%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	61%	60%	76%	n/a	70%	n/a	70%	32%	44%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	64%	64%	78%	n/a	72%	n/a	72%	38%	46%	n/a	64%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	67%	67%	79%	n/a	74%	n/a	74%	43%	48%	n/a	67%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	70%	80%	n/a	75%	n/a	75%	48%	50%	n/a	70%	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 - Carpenter ES													
The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 59% in Spring 2024 to 72% 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							
59%	61%	63%	65%	67%	70%	72%							
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)	44%	61%	70%	n/a	n/a	n/a	n/a	32%	48%	n/a	50%	n/a	n/a
2024-2025	47%	63%	72%	n/a	n/a	n/a	n/a	35%	51%	n/a	52%	n/a	n/a
Outcomes: 2024-2025	41%	54%	74%	n/a	n/a	n/a	n/a	50%	33%	n/a	17%	n/a	n/a
2025-2026	50%	64%	73%	n/a	n/a	n/a	n/a	37%	54%	n/a	53%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	54%	65%	75%	n/a	n/a	n/a	n/a	39%	57%	n/a	55%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	59%	67%	77%	n/a	n/a	n/a	n/a	41%	60%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	61%	69%	78%	n/a	n/a	n/a	n/a	43%	63%	n/a	59%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	62%	70%	80%	n/a	n/a	n/a	n/a	45%	65%	n/a	61%	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 - Carpenter ES													
The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will maintain at 100% in Spring 2024 to June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025		2025-2026		2026-2027		2027-2028		2028-2029		2029-2030		
100%	100%		100%		100%		100%		100%		100%		
Outcomes	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	n/a	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	n/a	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	n/a	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	n/a	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	n/a	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	n/a	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	n/a	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 - Carpenter ES													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 80% in Spring 2024 to 87% 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							
80%	81%	82%	83%	85%	86%	87%							
Outcomes	80%												
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)	69%	89%	85%	n/a	53%	n/a	n/a	50%	73%	n/a	76%	n/a	n/a
2024-2025	71%	89%	86%	n/a	55%	n/a	n/a	52%	75%	n/a	78%	n/a	n/a
Outcomes: 2024-2025	78%	74%	93%	n/a	n/a	n/a	n/a	n/a	63%	n/a	76%	n/a	n/a
2025-2026	73%	90%	87%	n/a	57%	n/a	n/a	53%	77%	n/a	79%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	75%	90%	89%	n/a	59%	n/a	n/a	55%	79%	n/a	81%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	77%	91%	90%	n/a	62%	n/a	n/a	56%	81%	n/a	83%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	91%	91%	n/a	64%	n/a	n/a	58%	83%	n/a	85%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	80%	92%	92%	n/a	67%	n/a	n/a	60%	84%	n/a	87%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

Early Childhood Math Progress Measure 3 - Carpenter 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 70% in Spring 2024 to 82% 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							
70%	72%	74%	76%	78%	80%	82%							
Outcomes	71%												
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%	65%	82%	n/a	72%	n/a	80%	43%	54%	n/a	60%	n/a	n/a
2024-2025	61%	67%	83%	n/a	74%	n/a	81%	45%	56%	n/a	62%	n/a	n/a
Outcomes: 2024-2025	57%	71%	81%	n/a	68%	n/a	73%	49%	57%	n/a	66%	n/a	n/a
2025-2026	64%	69%	84%	n/a	76%	n/a	83%	47%	58%	n/a	64%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	66%	71%	85%	n/a	78%	n/a	84%	49%	60%	n/a	66%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	69%	74%	86%	n/a	80%	n/a	85%	51%	62%	n/a	68%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	72%	77%	87%	n/a	82%	n/a	86%	53%	64%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	79%	88%	n/a	84%	n/a	87%	55%	66%	n/a	72%	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