

Pflugerville Independent School District

Pflugerville Elementary School

2025-2026

Accountability Rating: D



Board Approval Date: October 16, 2025
Public Presentation Date: October 2, 2025

Mission Statement

The mission of Pflugerville Elementary is Children First.

Vision

Our students are...

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self development.
- Sensitive to others' needs and feel safe, both physically and emotionally.
- Applying and understanding technology.
- Positive role models.
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pflugerville Elementary has a diverse population comprised of 366 students as of Fall 2024, which is a decrease in enrollment from the prior year. This our seventh year as a Dual Language campus ECSE-5th grade.

Students

Student Demographics - Pflugerville Elementary School (Source: TAPR & OnDataSuite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	511	463	408	366	396	381
African American	7.6%	7.3%	9.9%	5.2%	3.3%	6.82%
Hispanic	57.7%	59.8%	62.0%	64.2%	68.7%	68.5%
White	25.6%	21.8%	21.3%	18.6%	18.2%	14.44%
American Indian	0.8%	0.2%	0.0%	0.3%	0.0%	0.0%
Asian	4.1%	5.6%	5.4%	5.7%	4.8%	5.77%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	4.1%	5.2%	4.4%	6.0%	5.1%	4.46%

Pflugerville Elementary is a Title I Schoolwide campus with 52.03% of students identified as economically disadvantaged at the beginning of the 2024-2025 school year. Emergent Bilingual students comprise 47% of students which is an 5% increase from the prior year. Over the last several years, there have been steady increases in students identified as At-Risk, students receiving special education services, and students receiving dyslexia services. Percentages have decreased in most areas this year because of decreased enrollment and all economically disadvantage data has not been received.

Student Special Program Identification/Participation - Pflugerville Elementary School (Source: TAPR & OnDataSuite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	56.9%	56.6%	57.1%	60.6%	52.3%	64.30%
Emergent Bilingual	31.7%	32.8%	40.9%	42.3%	46.7%	53.81%
At-Risk	54.4%	56.6%	72.1%	67.0%	42.7%	72.44%
Special Education	15.1%	17.3%	13.7%	17.7%	16.2%	25.20%
Gifted & Talented	5.7%	5.6%	4.9%	7.2%	5.6%	2.89%

Student Special Program Identification/Participation - Pflugerville Elementary School (Source: TAPR & OnDataSuite)						
Dyslexia	3.5%	3.7%	5.6%	5.4%	5.6%	6.82%
Section 504	4.9%	4.8%	6.9%	6.97%	6.8%	4.72%
Immigrant	1.6%	1.5%	1.2%	3.5%	1.8%	5.25%
Homeless	1.0%	0.4%	1.5%	0.5%	0.3%	0.79%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.52%
Campus Mobility Rate	14.9%	11.7%	15.2%	Not yet reported	Not yet reported	Not yet reported

Staff

The teacher demographics are somewhat representative of our students. Over time, the teacher demographics have changed to an increase of Hispanic teachers and a decrease in White teachers which is reflective of the PES student population. The major increase occurred when PES became a dual language campus in 2018.

Teacher Demographics - Pflugerville Elementary School (Source: TAPR)						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Teachers	33.5	41.3	44.4	40.3	38.9	41.1
African American	8.8%	7.3%	9.0%	5.0%	5.1%	2.9%
Hispanic	14.9%	31.5%	33.5%	32.3%	25.7%	34.4%
White	70.3%	58.8%	53.0%	57.8%	66.6%	59.9%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Asian	6.0%	2.4%	4.5%	5.0%	2.6%	2.9%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0%

PES teachers have accumulated many years of teaching experience.

Teachers by Years of Experience - Pflugerville Elementary School (Source: TAPR)						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Beginning Teachers	0.0%	4.8%	6.8%	5.0%	4.4%	2.9%
1-5 Years Experience	29.8%	26.8%	27.6%	33.1%	25.7%	28.4%
6-10 Years Experience	24.0%	24.7%	13.5%	17.7%	18.4%	14.3%
11-20 Years Experience	33.5%	29.1%	38.9%	34.8%	36.0%	37.2%

Teachers by Years of Experience - Pflugerville Elementary School (Source: TAPR)						
Over 20 Years Experience	12.8%	14.5%	13.3%	9.5%	15.4%	17.2%

Demographics Strengths

The students feeding into Pflugerville Elementary are a diverse population, which helps to provide a rich learning environment and contributes to the overall success of the campus. The fact that many of the students live within close proximity to the campus contributes to the campus's high community and parental involvement. Additionally, our teachers with greater than 10 years of experience are a significant factor in continuing our collaborative efforts toward student growth.

Local businesses in Pflugerville provide many opportunities for business partners. We have several businesses supporting us with student incentives and spirit nights.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Pflugerville Elementary needs to continue to focus on professional learning opportunities and the implementation of differentiated instruction and tiered supports to meet the needs of students identified as Emergent Bilingual, Economically Disadvantaged, Black/African American, Hispanic, and students served through Special Education.

Root Cause: There is room for growth in building capacity with educators in the areas of: differentiated instruction, tiered supports/systems, and effective PLC practices.

Student Learning

Student Learning Summary

STAAR Results

	2022			2023			2024			2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	71%	42%	22%	72%	44%	16%	66%	35%	12%	62%	30%	11%
Reading/ Language Arts	74%	49%	29%	76%	47%	15%	65%	39%	14%	67%	37%	14%
Math	71%	40%	30%	72%	45%	19%	69%	38%	11%	59%	27%	9%
Science	62%	30%	17%	60%	30%	9%	55%	17%	6%	57%	16%	4%

2025 TELPAS Progress for 1st-5th Grade Emergent Bilingual Students

Below is the English proficiency progress from Spring 2024 to Spring 2025: There was growth in all grade levels.

	1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade		
	Yearly Progress Indicator			Yearly Progress Indicator			Yearly Progress Indicator			Yearly Progress Indicator			Yearly Progress Indicator		
	1 Level Higher	2 Levels Higher	3 Levels Higher	1 Level Higher	2 Levels Higher	3 Levels Higher	1 Level Higher	2 Levels Higher	3 Levels Higher	1 Level Higher	2 Levels Higher	3 Levels Higher	1 Level Higher	2 Levels Higher	3 Levels Higher
Pflugerville Elementary	44%	22%	0%	0%	0%	0%	12%	0%	0%	13%	0%	0%	28%	0%	0%

EOY Screener Data 2024-2025

Grade	Students At Level: Math (End of Year) TXKEA Star360 *At/Above Level and/or "No Intervention Needed"	Students at Level: Reading (End of Year) TPRI (1st-2nd Grade) Star360 (3rd-5th) *At/Above Level and/or "No Intervention Needed"
Kindergarten	English: 47% Spanish 65%	Vocabulary -English-38.8%/ Spanish 60% on track Letter Names - English-46.81%/ Spanish 80% % on track Spelling -English-51.06%/ Spanish 30% on track Letter Sounds - % on track Blending - % on track Decoding - % on track Listening Comprehension - % on track
First Grade	84%	TPRI-74%/Tejas LEE100%
Second Grade	71%	TPRI-71.11%/Tejas LEE95%
Third Grade	66%	English-36.73%/ Spanish 76.19%/ Combined-48.57%
Fourth Grade	59%	English-50.82%/ Spanish 68.42%/ Combined-55.00%
Fifth Grade	75%	English-62.75%/ Spanish 80%/ Combined-67.60%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		60	D	0%
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
School Progress		75	C	70%
Academic Growth	67	75	C	✓
Relative Performance (Eco Dis: 64.2%)		57	F	
Closing the Gaps	30	68	D	30%

This campus earned a Student Achievement scale score that is less than 70. It also earned scale scores less than 70 in at least two of the following three domains: Academic Growth, Relative Performance, and Closing the Gaps. Therefore, the highest Overall scale score that can be awarded is 69.

Missed Closing the Gaps Targets

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

Identification for Targeted Support & Improvement

PES is identified for Targeted Support & Improvement based on consistently underperforming student groups that have missed performance targets on the same three indicators for three consecutive years. These student groups are:

- Emergent Bilingual (current and monitored)
- Continuously Enrolled

Additionally, the following student groups have missed the same three indicators for two consecutive years:

- Hispanic student group
- Economically disadvantaged student group

Local Improvement Plan Requirement

PES is required to develop and implement a Local Improvement Plan (LIP) during the 2025-2026 school year.

Student Learning Strengths

Growth in Reading for grades 4 and 5 based on STAAR data. 14% of students at the mastery level on reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to end of year STAAR data, there was a decrease in students mastering grade level expectations in math from 11% in 2024 to 9% in 2025. There was ten point decrease in Approaches, 69% in 2024 and 59% in 2025, Meets 38% in 2024 and 26% in 2025.

Root Cause: Implementation with fidelity is needed on daily problem solving during math instruction including constructed responses. Tier 1 and Tier 2 interventions to develop more appropriate and consistent instruction in spiraled review, math problem solving, purposeful division of intervention and small group time, and WIN groupings to reach all groups more equitably.

Problem Statement 2: According to current data in science, student performance is not improving from year to year. According to 2025 STAAR Science results, 56% of 5th graders

were at the Approaches level which in a two point increase from 2024, 16. % at Meets which slight decrease, and 6% at Master . The scores are a decrease from the 2024 STAAR science results 61% Approaches level, 30% at Meets, and 8.93% at Masters.

Root Cause: Students begin school with a vocabulary deficit and the academic science vocabulary is very difficult for students who lack exposure. Additionally, a new curriculum with a K-5 approach to hands on instruction was introduced.

Problem Statement 3: The after effects from the pandemic have left the need for increased opportunities for restorative practices, relational, and social-emotional learning for our learning community.

Root Cause: Due to the increase in technology usage and lack of socialization opportunities and collaboration our students, staff and families are having to readjust to previous norms before the pandemic.

Problem Statement 4: According to 2025 STAAR data, special education students performed 21 % lower than their general education peers at the Approaches level in reading; 27% lower in math, and 47 % lower in science.

Root Cause: The special education students struggled due to a learning disability and being tested on grade level TEKS.

School Processes & Programs

School Processes & Programs Summary

Pflugerville Elementary continues to seek highly qualified, exceptional staff. Varied and diversified staff members are actively sought out during the hiring process. First year teachers are provided with a campus mentor to help them acclimate to the campus. Administrators meet with new staff before other staff members return to welcome them, show them around campus as well as allowing them to get to know other new staff.

Quality instruction is the core to student achievement and we know that begins with quality teachers that are passionate about learning. We have assembled an outstanding staff at Pflugerville Elementary School that is indeed passionate about the whole child. PES will continue provide intervention for students who need it and provide HB1416 accelerated instruction for students who did not meet the standards on the spring STAAR . PES will continue to use WIN time and interventions to provide accelerated instruction for math, reading, and writing. PES will continue to use SCE funds for an interventionist to provide/tutor additional accelerated instruction for students who are at risk.

Teachers will be evaluated through T-TESS, which is very much a coaching model. Walkthroughs will also take place by administrators to guide the direction of professional development and identify areas to support. We also include Student Learning Objectives as part of the evaluation process.

To increase student academic success and fulfill the required HB 1416 acceleration in reading, writing, and math, PES has created a specific schedule for grades 4 and 5 to utilize interventionists, classroom teachers, and a tutor to pull groups during WIN time for this additional support.

There were 25 discipline referrals for the 2024-2025 school year. Discipline data indicates that 96% of students who received discipline referrals were males. 60% of those students are "Hispanic/Latino". Over half (56%) of referrals indicate an offense code of "physical aggression," and the offenses occurred across settings, including: the classroom, the playground and the cafeteria. At the beginning of the 2024-2025 school year, all PES staff were trained on PBIS campus wide initiatives, including: explicit teaching of common area expectations, student incentives, and procedures for responding to behavior.

PES is currently working to increase our attendance rate to what it was before the pandemic. During the 2024-2025 school year, the PES attendance rate was 94.3%. PES will have an increase of 2.4% to have an average daily attendance rate of 96.7% for the 2025-2026 school year. Chronic absenteeism and the addition of Pre-K have contributed to the attendance rate not meeting the state expectation of 96.7%.

	Attendance Rates						Chronic Absenteeism Rates				
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (On Data Suite)	2024-2025 (On Data Suite - June 5, 2025)	Difference from Prior Year	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 - Approximate (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	2024-2025 (On Data Suite - June 5, 2025)
State	95.0%	92.2%	93.3%				15.0%	25.7%	20.3%		
Region 13	95.5%	91.8%	92.8%				13.2%	26.8%	21.5%		
Pflugerville ISD	95.6%	91.8%	92.9%	92.9%	93.4%	0.5%	12.0%	25.3%	19.5%	20.4%	
Pflugerville ES	96.3%	94.0%	94.5%	93.9%	94.5%	0.6%	11.2%	19.3%	14.6%	23.1%	

School Processes & Programs Strengths

All Pflugerville Elementary staff members are highly effective and most are certified. PES teachers participate in the interview process with administrators when there is a vacancy at their grade level to select new team members. Teachers are involved with decision making with PBIS, the RTI process, and SST process. Our campus is a bilingual campus. We hire highly qualified dual language (Spanish) teachers in PreK-5th, special education, and intervention.

PES teachers and staff implementation of curriculum is consistent. Our staff members often win PEF grants, Elementary District Teacher of the Year, HEB Excellence in Education Recognition, and Marathon Kids Grants. PES has numerous after-school programs which include: UIL, Dual Language UIL, Student Council, Ballet Folklórico, Broadcast Crew, and Honor Choir.

- Guidance lessons with the school counselor
- No Place for Hate (qualified for recognition for 10 consecutive years)
- PALS Program provides high school mentors to students in all grade levels referred by teachers.
- PLC time is built into the master schedule, within the school day.
- Master schedule was created to support/maximize instructional time in both general and special education classrooms.
- Large blocks of uninterrupted time have been created.
- Schedule will allow for more flexibility for intervention team.
- Systems for differentiation and tier intervention have had success in closing student learning gaps.

We continued to develop the use of technology at our school; teachers developed lessons with technology, technology is included in centers and students use technology for research projects. Different applications for technology continued to be discovered by teachers throughout the year. Students are using Google drive and sharing documents with their teachers and fellow students. Multiple grade levels develop and share their plans together via computer utilizing some of the apps they learned during the roll out of technology (i.e. Seesaw, Flip Grid, etc.). Teachers have interactive projectors in the classrooms to integrate technology more throughout the day. IXL, Sora, Capstone, ABC Mouse, Zearn, Amira, Freckle Math & Reading, Writeable, Renaissance and Waggle are currently used to assess students in reading, math, writing and science in English and Spanish. Parents have access to many of these programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers indicate they do not have a comprehensive student profile displaying students' abilities/needs at the beginning of the year. Grade level trackers will be forwarded to receiving teachers in the Fall.

Root Cause: We do not have a consistent campus data sheet to track student growth and progress.

Problem Statement 2: According to the current STAAR data students are not grade level expectations in reading, math and science.

Root Cause: Students are beginning school below pre-pandemic levels and teachers/ interventionists are attempting to close the gaps. Additionally, students are spending too much unintentional time on technology outside of school and are required to take STAAR assessments online with an unfamiliar platform.

Perceptions

Perceptions Summary

Based on teacher feedback, Pflugerville Elementary is rebuilding a positive school culture and climate. We continue to implement the Capturing Kid's Hearts philosophy across our campus because we believe the most effective strategy that we have is to build relationships. It sets the tone for every interaction that we have.

Pflugerville Elementary is growing our family and community involvement. The PTO partners with the school consistently to provide resources, funds, and volunteers throughout the school year, to support students and staff. We also have community partners that provide resources, funds, and volunteers such as HEB, Sonic, Chipotle, Texas Roadhouse, Maudie's, Horace Mann, Springhill Restaurant, A+ Federal Credit Union, New Epsilon Chapter Delta Kappa Gamma International Society for Key Woman Educators, Andy's Frozen Custard and Hendrickson PALS. We have a lending library for the community. PES has numerous family nights that include math, science, literacy and social studies (Culture Fest).

Staff Upbeat Survey spring 2025 results have shown increase in a number areas

PFLUGERVILLE ELEMENTARY

Compared against PFLUGERVILLE ELEMENTARY, Fall 2024

FACULTY STAFF

Survey Metrics

TOTAL QUESTIONS142

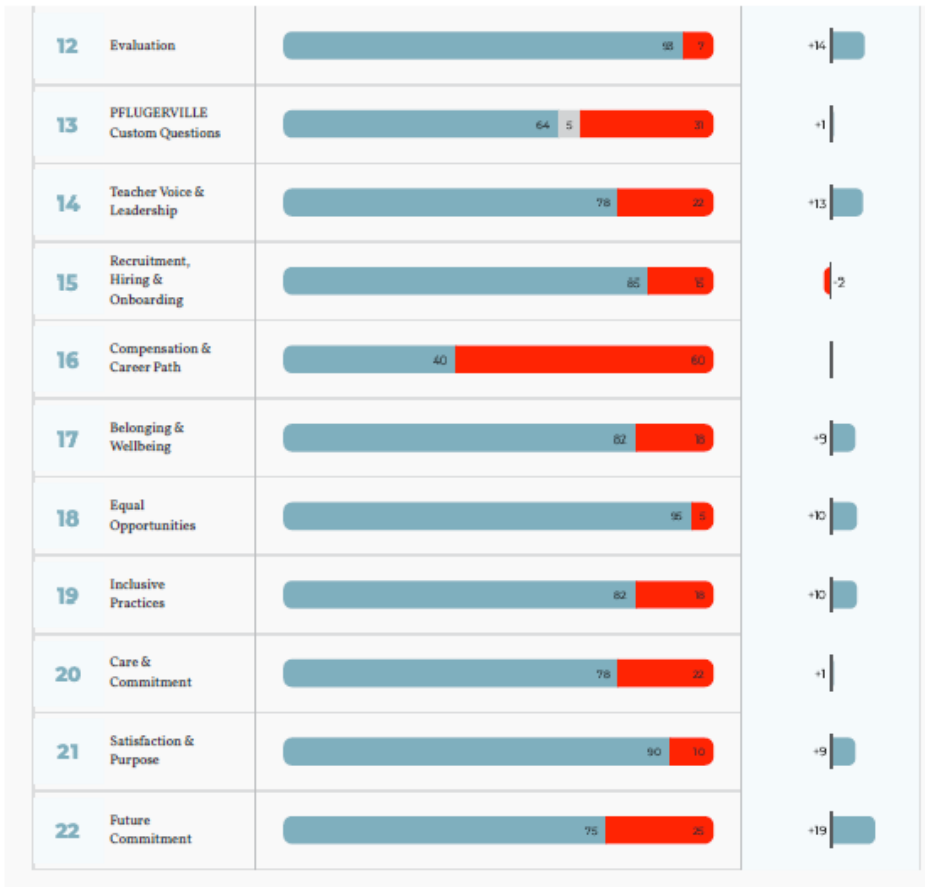
COMPLETIONS20

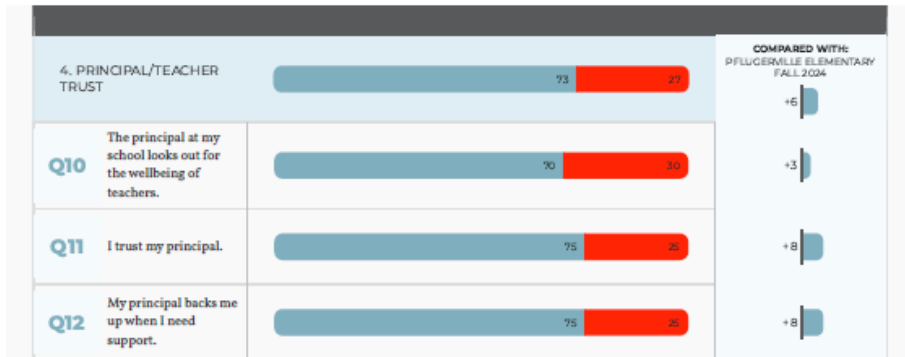
PARTICIPATION65%

NO FILTERS SELECTED

CONSIDERATION	AVERAGE ENGAGEMENT SCORE	COMPARED WITH PFLUGERVILLE ELEMENTARY
School Results	69	+5.1

Results by Question Category		
	% Positive % Neutral % Negative	
CATEGORY	CATEGORY SUMMARY	COMPARISON
1Parent/Teacher Communication	77 23	-1
2Professional Development	70 30	+13
3Autonomy	95 5	+14
4Principal/Teacher Trust	73 27	+6
5Instructional Leadership	65 35	-9
6School Safety & Order	86 14	+9
7Appreciation	77 23	+9
8Collaboration	67 33	+16
9Work/Life Balance	77 23	+20
10Resources & Facilities	50 50	-15
11Self-Efficacy	88 12	+8





Perceptions Strengths

The culture and climate at Pflugerville Elementary (PES) remains strong and positive. Teachers and staff have been trained in the Capturing Kids Hearts philosophy and it is evident when present on the campus. Teachers also implement Mindfulness and Second Step in their class. The teachers are team oriented and are even involved with the wellness program which includes a volleyball team and walking club. Our PE teacher also encourages staff members to track their steps through the Marathon Kids program. Teachers also set up birthday celebration luncheons that are themed and decorated immaculately, it's always a positive event. Most importantly, teachers are very supportive of their teammates and do an excellent job of working collaboratively and vertically. We are incorporating team building activities outside of the work day (bowling, pottery painting, etc).

PES has parent and community members who volunteer in the classroom and with extracurricular activities. The PTO provides many family-oriented events throughout the school year. (Back to School Dance, Pfall Pfest, Free Family Pfun Night). Dr. John Tarleton's Pet Vaccination Clinic. Hendrickson High School Junior ROTC, National Honor Society, former students provide support for field day and they provide support through PALS mentoring program. Hendrickson High School provides Christmas gifts through our Adopt-A-Child program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of systemic approach of how the academic and cultural responsive vision and mission of the campus is communicated with the learning community.

Root Cause: There is a decline in family involvement between school and home and as a result, student performance is affected. The spring Upbeat showed a slight decrease in parent/teacher communication to 77%

Goals

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

Performance Objective 1: PES will provide a variety of professional development opportunities through job-embedded, ongoing systems that are responsive to student needs as identified by teacher request, observation feedback, and monthly walkthrough data. As a result there will be an increase in positive responses on the staff survey. Teachers, district instructional coaches, and administrators will seek and attend relevant professional development to increase student academic success and job skills.

Evaluation Data Sources: 80% of PES students will have a year or more academic growth by the end of the school year due to professional development strategies and resources provided to teacher to improve instruction. Success will be measured through end of year assessments.

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

Performance Objective 2: PES administrators will continue to recruit highly qualified professional staff to fill vacancies and work toward achieving a 90% staff retention rate.

Evaluation Data Sources: Retention rate

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

Performance Objective 1: By June 2026, there will be increases in both Growth and Achievement 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 69% to 79%

-Approaches from 68% to 74%

-Meets from 38% to 48%

-Masters from 14% to 24%

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 25% in June 2025 to 46% by June 2026 and to 70% by June 2030.

HB3 Goal

Evaluation Data Sources: Screener results progress monitored from BOY to MOY to EOY, STAAR Results, Accountability Reports

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

Performance Objective 2: By June 2026, there will be increases in both 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 58% to 68%
- Approaches from 61% to 72%
- Meets from 28% to 41%
- Masters from 10% to 20%

To meet HB3 Early Childhood Math Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 13% in June 2025 to 49% by June 2026 and to 69% by June 2030.

HB3 Goal

Evaluation Data Sources: Screener results progress monitored from BOY to MOY to EOY, STAAR Results, Accountability Reports

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

Performance Objective 3: By June 2026, there will be increases at all performance levels on the 5th grade STAAR Science test 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 59% to 79%
- Meets from 15% to 36%
- Masters from 4% to 24%

Evaluation Data Sources: STAAR Results, Accountability Reports

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

Performance Objective 4: Throughout the 2025-2026 school year, 100% of instructional staff will collaborate to promote language acquisition (BICS & CALPS) through the use of structured PLCs and language proficiency strategies for our monolingual, bilingual, and ESL students. 70% of Emergent

Bilingual students will improve one proficiency level in TELPAS from the prior year.

Evaluation Data Sources: TELPAS Results, STAAR Results, Accountability Reports

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

Performance Objective 1: Pflugerville Elementary will provide 100% of students transitioning from Pre-K to Kindergarten and 5th to 6th grade the opportunity to visit grades they will transition to in order to meet staff and select courses, as applicable.

Evaluation Data Sources: Documentation of transition visits. The counselor will submit 100% of 5th grade choice sheets to the middle schools.

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

Performance Objective 2: Pflugerville Elementary will connect high school to career and college by facilitating a College Ready Week and hosting a Career Day.

Evaluation Data Sources: PES teachers and staff will have signs outside their door displaying their college credentials. We can display a grade level team a day on the PES broadcast.

Goal 4: PflISD will improve low performing schools.

Performance Objective 1: During the 2025-2026 school year, PES will increase the attendance rate from 94.5% in the prior year to 96%. Chronic Absenteeism will be reduced from 17% to no higher than 12%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate.

Goal 4: PflISD will improve low performing schools.

Performance Objective 2: Throughout the 2025-2026 school year, 100% of PES teachers will continue to implement the Professional Learning Community (PLC) philosophy on campus. Teams will meet weekly to PLC.

Evaluation Data Sources: This will be evaluated by administrative PLC walkthrough forms and PLC attendance noted on weekly meeting minutes and weekly team meeting minutes.

Goal 4: PflISD will improve low performing schools.

Performance Objective 3: During the 2025-2026 school year, Pflugerville ES will reduce the number of disciplinary referrals by 8% from 36 to 30 compared to the prior school year.

Evaluation Data Sources: Referral data in Skyward. In the 24-25 school year, PES had 36 discipline referrals.

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: During the 2025-2026 school year, Pflugerville Elementary will host at least 1 academic family night per semester designed to increase parent knowledge, participation and improve student outcomes.

Evaluation Data Sources: Feedback forms will be provided at the end of the event. Improved student outcomes.

Goal 4: PflSD will improve low performing schools.

Performance Objective 5: During the 2025-2026 school year, PES 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.

Evaluation Data Sources: Fitness Gram

Goal 4: PflSD will improve low performing schools.

Performance Objective 6: Pflugerville 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 D to C or above
- Domain 1 Rating will improve from D to C or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from D to C or above

Evaluation Data Sources: Accountability Reports

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP) - Additional Requirements

District and campus leaders will monitor implementation through regular progress checks, data analysis, and leadership team accountability. Monthly leadership meetings, classroom walkthroughs, and coaching cycles will provide ongoing feedback, while quarterly, mid-year, and end-of-year reviews will assess milestone progress, student outcomes, and implementation fidelity. This structured approach ensures timely adjustments and promotes sustainable improvements in school culture and classroom rigor.

If the Local Improvement Plan at Pflugerville Elementary is not successfully implemented, the district will increase the frequency of progress monitoring and provide additional leadership coaching and district-level support. This may include more frequent classroom walks, targeted professional development, and closer collaboration with the Department of School Improvement and district instructional specialists/and or coaches to ensure the plan is carried out effectively.

The campus will implement Bluebonnet Math as the new math curriculum for grades K-5. Funds will be allocated to support the implementation and coaching support from a technical assistance provider, as well as necessary curriculum materials and professional learning sessions. Staffing resources, including district instructional specialists and/or coaches, will be aligned to provide ongoing coaching and support to ensure effective classroom implementation and improved student outcomes.

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 & LIP for Board Approval (2025-2026):

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 - Pflugerville ES													
The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 60% in Spring 2024 to 80% 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							
60%	65%	70%	73%	75%	78%	80%							
Outcomes	30%												
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	49%	100%	n/a	n/a	n/a	n/a	47%	39%	n/a	54%	n/a	n/a
2024-2025	n/a	59%	100%	n/a	n/a	n/a	n/a	50%	49%	n/a	64%	n/a	n/a
Outcomes: 2024-2025	n/a	26%	n/a	n/a	n/a	n/a	n/a	n/a	24%	n/a	21%	n/a	n/a
2025-2026	n/a	65%	100%	n/a	n/a	n/a	n/a	57%	55%	n/a	69%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	75%	100%	n/a	n/a	n/a	n/a	65%	60%	n/a	75%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	80%	100%	n/a	n/a	n/a	n/a	70%	65%	n/a	80%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	85%	100%	n/a	n/a	n/a	n/a	72%	70%	n/a	82%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	90%	100%	n/a	n/a	n/a	n/a	75%	75%	n/a	84%	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 - Pflugerville ES													
The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 54% in Spring 2024 to 80% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
54%	59%	64%	69%	74%	78%	80%							
Outcomes	63%												
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	51%	71%	n/a	n/a	n/a	n/a	22%	51%	n/a	57%	n/a	n/a
2024-2025	n/a	56%	76%	n/a	n/a	n/a	n/a	27%	56%	n/a	62%	n/a	n/a
Outcomes: 2024-2025	n/a	63%	85%	n/a	n/a	n/a	n/a	42%	59%	n/a	61%	n/a	n/a
2025-2026	n/a	61%	81%	n/a	n/a	n/a	n/a	32%	61%	n/a	67%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	66%	85%	n/a	n/a	n/a	n/a	37%	66%	n/a	72%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	71%	90%	n/a	n/a	n/a	n/a	42%	71%	n/a	77%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	76%	95%	n/a	n/a	n/a	n/a	47%	76%	n/a	82%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	81%	100%	n/a	n/a	n/a	n/a	52%	81%	n/a	87%	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 - Pflugerville ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 25% in Spring 2024 to 69% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
25%	35%	49%	54%	59%	64%	69%	
Outcomes	13%						

Yearly Target Goals -- by Student Group

[illegible]

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 - Pflugerville ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 93% in Spring 2024 to 100% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
93%	94%	95%	96%	98%	99%	100%	
Outcomes	100%						

Yearly Target Goals -- by Student Group

[illegible]

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

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

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

Early Childhood Math Progress Measure 2 - Pflugerville ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 74% in Spring 2024 to 100% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
74%	79%	84%	89%	94%	99%	100%	
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)	n/a	71%	80%	n/a	n/a	n/a	n/a	73%	61%	n/a	71%	n/a	n/a
2024-2025	n/a	79%	84%	n/a	n/a	n/a	n/a	78%	71%	n/a	79%	n/a	n/a
Outcomes: 2024-2025	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	59%	n/a	63%	n/a	n/a
2025-2026	n/a	84%	88%	n/a	n/a	n/a	n/a	83%	81%	n/a	84%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	89%	92%	n/a	n/a	n/a	n/a	88%	86%	n/a	89%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	94%	94%	n/a	n/a	n/a	n/a	93%	91%	n/a	94%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	99%	98%	n/a	n/a	n/a	n/a	98%	96%	n/a	99%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	100%	100%	n/a	n/a	n/a	n/a	100%	100%	n/a	100%	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 - Pflugerville 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 62% in Spring 2024 to 92% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
62%	67%	72%	77%	82%	87%	92%	
Outcomes	56%						

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	58%	67%	n/a	n/a	n/a	n/a	14%	56%	n/a	58%	n/a	n/a
2024-2025	n/a	63%	72%	n/a	n/a	n/a	n/a	24%	66%	n/a	63%	n/a	n/a
Outcomes: 2024-2025	n/a	58%	70%	n/a	n/a	n/a	n/a	36%	51%	n/a	59%	n/a	n/a
2025-2026	n/a	68%	77%	n/a	n/a	n/a	n/a	34%	71%	n/a	68%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	73%	82%	n/a	n/a	n/a	n/a	44%	76%	n/a	73%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	78%	87%	n/a	n/a	n/a	n/a	54%	81%	n/a	78%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	83%	92%	n/a	n/a	n/a	n/a	64%	86%	n/a	83%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	88%	97%	n/a	n/a	n/a	n/a	74%	91%	n/a	88%	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