

Pflugerville Independent School District

Parmer Lane Elementary School

2025-2026

Accountability Rating: C

Distinction Designation

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 16, 2025

Public Presentation Date: September 10, 2025

Mission Statement

This year our campus is revising our mission statements to better reflect our ever changing demographics. Our staff began this project in August and our plan is to have our mission statements created and published by November 2024.

Vision

This year our campus is revising our vision to better reflect our ever changing demographics. Our staff began this project in August and our plan is to have our vision statement created and published by November 2024.

Value Statement

Parmer Lane Elementary students have the potential to make at least a year's worth of academic growth with the appropriate instruction, intervention, or individualization for accessing curricula. PLE students receive objective guidance as well as equitable and proportional consequences regarding attendance, behavior, and grades. PLE teachers and staff strive to continually improve their pedagogy, leadership, and collegiality through professional learning, self-reflection, and collaboration.

Comprehensive Needs Assessment

Revised/Approved: February 13, 2025

Demographics

Demographics Summary

Parmer Lane ES, an open enrollment school, serves an ethnically diverse and mostly lower-income community of approximately 570 students as of Spring 2025 in grades EE-5. The school opened in 1982 and is located on Parmer Lane, a major six-lane thoroughfare. Most families live in single-family homes; significantly smaller numbers live in either duplex homes or apartment buildings. The majority of students speak a different first-language other than English. A large majority of families have low incomes that qualify them for free or reduced meals from our school.

Student Demographics - Parmer Lane Elementary School (Source: TAPR & OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	462	456	540	571
African American	10.6%	11.62%	10.37%	6.66%
Latinx	67.1%	65.79%	71.11%	76.18%
White	12.3%	10.96%	8.7%	7.88%
American Indian	0.9%	1.10%	.56%	.70%
Asian	5.2%	6.80%	6.85%	5.95
Pacific Islander	0.2%	0.22%	0.19%	0.18%
Two or More Races	3.7%	3.51%	2.22%	2.45%
Female	50.2%	48.46%	48.33%	50.96%
Male	49.8%	51.54%	51.67%	49.04%

Parmer Lane ES is a Title I Schoolwide campus with 74.78% of students identified as economically disadvantaged. Emergent Bilinguals (EB) comprise 70.93% of students participating in either the one-way English-Spanish Dual Language program or the ESL program. 78.6% of students are identified as At-Risk. The special education student group is at 17.16%, an increase from the previous year. 1.05% of students are identified for Gifted and Talented. There are currently no migrant students, and 17 students are experiencing homelessness, an increase from last year.

Student Special Program Identification/Participation - Parmer Lane Elementary School				
(Source: TAPR & OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	60.0%	65.79%	76.11%	76.78%
Emergent Bilingual	55.2%	56.58%	64.81%	70.93%
At-Risk	78.6%	71.05%	78.6%	79.6%
Special Education	12.1%	11.62%	16.67%	17.16%
Gifted & Talented	4.1%	5.04%	3.33%	1.05%
Dyslexia	4.6%	4.82%	6.11%	5.78%
Section 504	6.3%	7.02%	5.19%	5.08%

The PLES teacher demographic composition is not reflective of the student demographic composition.

Teacher Demographics - Parmer Lane Elementary School (Source: TAPR)				
	2021-2022	2022-2023	2023-2024	2024-2025
Total Teachers	44.2	40.0	48.57	42
African American	2.32%	0%	2%	2%
Latinx	47.5%	54.7%	62%	52%
White	43.0%	40.3%	28%	38%
American Indian	2.3%	2.5%	0%	0%
Asian	5.0%	2.5%	8%	7%
Pacific Islander	0.0%	0%	0%	0%
Two or More Races	0.0%	0%	0%	0%

Teachers by Years of Experience - Parmer Lane Elementary School (Source: TAPR)			
	2022-2023	2023-2024	2024-2025
Beginning Teachers	7.2%	5%	2.1%
1-5 Years Experience	16.3%	16.1%	17.8%
6-10 Years Experience	10.6%	11.4%	18.1%

Teachers by Years of Experience - Parmer Lane Elementary School (Source: TAPR)			
11-20 Years Experience	30.3%	32.7%	30%
Over 20 Years Experience	35.6%	34.6%	32%

Demographics Strengths

The following areas have been identified as Demographic strengths:

- Cultural diversity of students
- Community support of PLES
- Teacher retention

Problem Statements Identifying Demographics Needs

Problem Statement 1: By the end of the 24-25 school year, Parmer Lane ES has had an increase of EB students from different Spanish speaking countries, including 71 classified recent immigrants.

Root Cause: Create opportunities for all students and families to gather and create a positive school community.

Problem Statement 2: The PLES faculty/staff demographic representation does not yet mirror the student demographic representation.

Root Cause: PLES will continue using intentional HR strategies for finding faculty/staff candidates for hire, that mirror our student population.

Problem Statement 3: By the end of the 24-25 school year, Parmer Lane ES has had an increase in Economically Disadvantaged group with 76.8% of students qualifying for free/reduced lunch.

Root Cause: Students are enrolling in our campus that are economically disadvantaged because of the current economy and or because of a change in family income.

Student Learning

Student Learning Summary

Parmer Lane ES STAAR Performance Data (English & Spanish Combined)																
	Grade 3				Grade 4				Grade 5							
Math	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025				
Approach es Grade Level	68	74	58	60	61	64	55	47	68	93	70	64				
Meets Grade Level	34	46	27	29	35	39	36	22	36	58	40	38				
Masters Grade Level	18	26	15	13	15	8	18	9	16	17	10	21				
	Grade 3				Grade 4				Grade 5							
Reading	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025				
Approach es Grade Level	72	74	60	61	78	82	74	74	89	90	71	73				
Meets Grade Level	48	43	28	33	53	48	58	51	61	75	46	45				
Masters Grade Level	37	13	8	14	33	25	27	18	32	46	25	17				
			Grade 5													
Science			2022				2023				2024				2025	
Approaches Grade Level			55				71				43				56	
Meets Grade Level			27				39				17				24	
Masters Grade Level			16				17				2				7	
Parmer Lane ES TELPAS Data by Years in US Schools																
	Beginning				Intermediate				Advanced				Advanced High			
Years in Schools	2022	2023	2024	2025	2022	2023	2024	205	2022	2023	2024	2025	2022	2023	2024	2025

Parmer Lane ES TELPAS Data by Years in US Schools																
First Year	21	37	45	133	5	25	28	54	3	9	7	8	0	3	3	5
Second Year	12	12	20	72	22	21	35	103	9	13	6	25	1	1	2	0
Third Year	2	1	8	18	21	16	10	49	38	14	11	24	12	4	2	8
Fourth Year	0	1	2	10	10	6	11	43	18	9	14	40	14	7	3	7
Five+ Years	0	0	1	4	5	2	2	36	18	10	8	43	28	11	9	18

Parmer Lane ES TELPAS Progress Data by Years in US Schools								
	Students Progressing 1 Level				Students Progressing more than 1 Level			
Years in Schools	2022	2023	2024	2025	2022	2023	2024	2025
First Year	0%	0	17%	50%	0	0	5%	11%
Second Year	28%	0	27%	73%	2%	0	3%	0%
Third Year	40%	0	29%	47%	3%	0	3%	2%
Fourth Year	38%	0	23%	30%	0	0	0	3%
Five+ Years	54%	0	70%	29%	4%	0	0	7%

Parmer Lane ES TPRI Reading		
	1st Grade	2nd Grade
	2025	2025
Significant Intervention	21%	51%
Moderate Intervention	27%	11%
Possible Intervention	20%	11%
No Intervention	31%	26%

Parmer Lane ES Tejas Lee Reading		
	1st Grade	2nd Grade
	2025	2025
Significant Intervention	16%	8%
Moderate Intervention	5%	8%
Possible Intervention	14%	43%

Parmer Lane ES Tejas Lee Reading

No Intervention		65%		41%	
Parmer Lane ES TX-KEA: Reading					
Kindergarten		2025		2025	
		DL		English	
Support		20%		55%	
Monitor		4%		11%	
OnTrack		76%		35%	
Parmer Lane ES TX-KEA: Math					
Kindergarten		2025		2025	
		DL		English	
Support		20%		9%	
Monitor		2%		3%	
OnTrack		78%		28%	
Parmer Lane ES 2025 EOY Star 360 Math: English					
Performance Level	2nd	3rd	4th	5th	
At/Above	44%	61%	60%	43%	
Watch	14%	11%	7%	25%	
Intervention	17%	19%	19%	11%	
Urgent Intervention	25%	9%	14%	20%	
Parmer Lane ES 2025 EOY Star 360 Math: Spanish					
Performance Level	2nd	3rd	4th	5th	
At/Above	67%	74%	60%	50%	
Watch	10%	12%	21%	31%	
Intervention	12%	5%	10%	13%	
Urgent Intervention	10%	9%	10%	6%	
Parmer Lane ES 2025 EOY Star 360 Reading: English					
Performance Level	2nd	3rd	4th	5th	
At/Above	40%	32%	36%	38%	
Watch	16%	9%	6%	11%	
Intervention	13%	14%	10%	13%	
Urgent Intervention	31%	45%	47%	39%	

Parmer Lane ES 2025 EOY Star 360 Reading: Spanish				
Performance Level	2nd	3rd	4th	5th
At/Above	85%	81%	87%	86%
Watch	15%	10%	2%	5%
Intervention	0%	7%	7%	7%
Urgent Intervention	0%	2%	4%	2%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		78	C	
Student Achievement		70	C	0%
STAAR Performance	41	70		
College, Career and Military Readiness				
Graduation Rate				
School Progress		79	C	70%
Academic Growth	70	79	C	✓
Relative Performance (Eco Dis: 75.9%)		73	C	
Closing the Gaps	54	77	C	30%

Missed Closing the Gaps Targets

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

Student Learning Strengths

- PLES data shows that our 4th and 5th graders performed slightly higher in Reading from the previous school year.
- PLES data shows that our 5+ year EB students maintained their Advanced High status on TELPAS.
- PLES 1st grade DL students scored 65% in the No Intervention category in Tejas LEE.
- PLES Kinder DL students scored 78% in the On Track category in TX-KEA Math.

- PLES 2 - 5th graders scored an average of 52% in the At/Above category in the Star 360Math in English
- PLES 2 - 5th graders score an average of 63% in the At/Above category in the Star360Reading in Spanish.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on the Spring 2025 Math STAAR results only 29% of our 3rd - 5th grade students met the Meets standard of the STAAR test.

Root Cause: Many of our students are coming to us with significant educational deficiencies and only had 2 interventionists who could not meet all the needs of our students.

Problem Statement 2: Based on the Spring 2025 RLA STAAR results, only 43% of our 3rd - 5th grade students met the Meets standard of the STAAR test.

Root Cause: Many of our students are coming to us with significant educational deficiencies and only had 2 interventionists who could not meet all the needs of the students.

Problem Statement 3: Based on the Spring 2025 Science STAAR results for 5th grade, all student populations performed below the district average: Approaches 56%, Meets: 24% and Masters at 7%

Root Cause: Students are not receiving appropriate experience to academic Science vocabulary and hands on experiences. Most to all students have difficulty with the reading level of the Spanish Science STAAR test.

Problem Statement 4: Based on the EOY TxKEA reading & math assessment, our kindergarten students performed at the 55% percentile for English and 20% percentile in Spanish reading and 9% percentile for English and 20% percentile in Spanish, math as needing support.

Root Cause: Many of our students are coming to us with significant educational deficiencies and only had 2 interventionists who could not meet all the needs of the students.

Problem Statement 5: Based on the TELPAS 2025 data, 49% of 1st - 5th grade Emergent Bilingual students met at least one year of growth in their TELPAS composite score.

Root Cause: Many of our students are reluctant to practice thier English language and newcomer families are less likely to encourage this practice.

School Processes & Programs

School Processes & Programs Summary

Programs and Procedures

Parmer Lane ES utilizes the PLC framework to plan instruction, analyze data and integrate professional learning. Our teams meet weekly to plan lessons and disaggregate data that follows our assessment cycle.

Our prek - 2nd grade cohorts follow a self-contained model, while our 3 - 5 grade cohorts follow a departmentalized model. Our intervention team supports students as identified through our data reports and MTSS referrals. Our Special Education team supports students as identified through the ARD process. Both teams work with our homeroom teachers, to discuss data and identify points of needed instruction.

Our math teachers continue to work on specific math strategies that incorporate HQIMs, manipulatives and writing across the curriculum. Our literacy teachers include HQIMs, progress monitoring tools, and writing across the curriculum. All teachers are expected to conduct small group instruction to meet the needs of our Tier II and Tier III students. We continue to learn about high yield strategies across all content areas through our PLC process.

Our professional learning has focused on EB strategies, math strategies, science strategies, academic vocabulary and writing across all content areas, so that we can meet the needs of those students who are struggling and who may have a lack of educational opportunity.

We administer the district assessments and progress monitor in between assessments to see growth. HB1416 plans for accelerated instruction include small group instruction by TIA designated teachers.

We have initiated a Foster Grandparent Program that assists 15 students with tutoring and mentorship. We also are members of the Brighter Bites Cooperative that assists us with teaching healthy food choices and offers students and their families fresh produce every 2 weeks, for the next 3 years.

Personnel

Our faculty and staff is composed of 42 certified teachers, including 2 new teachers from Spain and 1 working towards certification, 10 educational associates, 1 librarian, 1 nurse, 1 Instructional Coach, 1.5 Dyslexia Specialists, 3 Interventionists, 2 campus administrators, and 3 office staff. New teachers are paired with experienced teachers and these mentors provide guidance, support, and a source of expertise. They will assist teachers to navigate the challenges of their new role and provide advice on instructional methods, classroom management, and school culture.

Staff retention continues to be a priority with Parmer Lane ES as we address survey concerns on job satisfaction, effective feedback and frequent praise. PLES administrators utilize the TTESS evaluation tool to promote teacher growth and learning

Opportunities for Students

Students at Parmer Lane ES traditionally participate in programs like, Girls who Code, JobCorp, Imagination Destination, and other UIL teams.

We also have a Friendship Squad that celebrates teacher and student birthdays, celebrates school achievements and welcomes new students

that have enrolled. We encourage field trips to support the TEKS that were taught throughout the year. We have an active PTO that also supports our families by offering several family events throughout the year. We continue to work on our GT identification process. We only identified one student as GT and need to work on creating a more systematic way of identifying GT students in all grade levels.

Other Procedures

The use of our consistent behavior language has been supported by the PBIS committee and our Second Step instruction. We ensure that our common language is taught throughout the year and posters are hung in common areas throughout the building to reinforce the school wide expectations. During the 2024 - 25 there were 101 discipline referrals, an increase from previous years. There were referrals written on students for aggressive behavior and we have written specific teacher steps to take before a referral is written along with de-escalating suggestions. There are some students that have a high level of absences which puts these students behind in all content areas.

School Processes & Programs Strengths

School Processes & Program Strengths

The following have been identified as our School Processes and Program Strengths:

- 32 of 39 teachers have more than 5 years teaching experience
- PLES has a designated PLC time to analyze instructional trends
- Through GLL and PLC, our teachers have a voice in PD and instructional needs
- Brighter Bites membership that promotes healthy eating and lifestyle
- Adults on this campus are club sponsors

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Discipline referrals have increased over the years.

Root Cause: The rapid influx of students did not allow for a true integration of our new students to appropriately teach our expectations and consequences.

Problem Statement 2: There are some students that have a high level of absences which puts these students behind in all content areas.

Root Cause: Families do not understand the attendance law and none of these families were sent to Truancy court.

Problem Statement 3: Only one students was identified as GT.

Root Cause: With limited staff the school committee was not fully trained to identify students.

Perceptions

Perceptions Summary

Faculty members (83%) completed the UpBeat Engagement Report during the Spring 2025 semester. The 142 questions measured staff satisfaction in 22 areas (positive response rate in parentheses):

- Parent/Teacher Communication (overall 92%)
- Professional Development (overall 79%)
- Autonomy (overall 94%)
- Principal/Teacher Trust (overall 93%)
- Instructional Leadership (overall 92%)
- School Safety & Order (overall 85%)
- Appreciation (overall 79%)
- Collaboration (overall 86%)
- Work/Life Balance (overall 82%)
- Resources & Facilities (overall 58%)
- Self-Efficacy (overall 92%)
- Evaluation (overall 93%)
- Teacher Voice & Leadership (overall 79%)
- Recruitment, Hiring and On-boarding (overall 88%)
- Compensation & Career Path (overall 36%)
- Belonging & Well Being (overall 93%)
- Equal Opportunities (overall 97%)
- Inclusive practices (overall 95%)
- Care & Commitment (overall 98%)
- Satisfaction & Purpose (overall 94%)
- Future Commitment (overall 92%)

Based on the responses, the two lowest rated categories were: Appreciation (overall 79%, but did go up 10%) and Resources & Facilities (overall 58%) are things that administration can take action to improve by doing the following: planning more professional appreciation opportunities and utilize surveys to identify teacher needs.

Based on the responses, the two highest rated categories were: Equal opportunities (overall 97%) and Care & Commitment (overall 98%).

Perceptions Strengths

10 Highest rated categories from Spring 2025 UpBeat Staff Survey:

- Parent/Teacher Communication (overall 92%)
- Autonomy (overall 94%)
- Principal/Teacher Trust (overall 93%)
- Instructional Leadership (overall 92%)
- Evaluation (overall 93%)
- Belonging & Well Being (overall 93%)

- Equal Opportunities (overall 97%)
- Inclusive practices (overall 95%)
- Care & Commitment (overall 98%)
- Satisfaction & Purpose (overall 94%)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Spring 2025 Upbeat Survey, only 79 % teachers feel that they are recognized publicly when they do outstanding work.

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

Problem Statement 2: According to the Spring 2025 Upbeat Survey, only 79% of the professional development available to them helped improve their teaching.

Root Cause: Administration needs to create a survey to gather teacher data to address PD needs.

Problem Statement 3: According to the Spring 2025 Upbeat Survey, only 58% teachers felt that they had sufficient resources and school facilities were adequate.

Root Cause: Teachers felt that students did not have adequate access to technology.

Goals

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

Performance Objective 1: By June of 2026, Parmer Lane leaders and staff members will engage in over 10 days of professional development and coaching that focuses on strategies to support instruction of EB and At-Risk students, Professional Learning Community (PLC) protocols, intervention and highly effective instructional protocols.

High Priority

Evaluation Data Sources: Academic data of EB students and At-Risk students including formative & summative testing, TELPAS & STAAR in comparison to their progress at the same time last year.

Goal 2: PfISD 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 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 66% to 75%
- Approaches from 65% to 70%
- Meets from 35% to 40%
- Masters from 16% to 21%

To meet HB Early Childhood Math Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR math will increase from 29% in June 2025 to 40% by June 2026, and to 62% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results, EOY C-PALLS+ results, EOY KPM Math results, Accountability reports

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

Performance Objective 2: By June 2026, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across

grades 3-5 for all student groups to meet Closing the Gaps targets.

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

- RLA Academic Growth from 67% to 75%
- Approaches from 74% to 79%
- Meets from 47% to 52%
- Masters from 19% to 24%

To meet HB Early Childhood RLA Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 33% in June 2025 to 46% in June 2026, and to 60% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

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

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

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

- Approaches from 66% to 71%
- Meets from 31% to 36%
- Masters from 8% to 18%

High Priority

Evaluation Data Sources: STAAR results, TEA accountability reports

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

Performance Objective 4: By May 2026, 50% of all Emergent Bilingual students will progress at least one English language proficiency level in their composite TELPAS rating compared to their prior year rating.

Evaluation Data Sources: TELPAS results, Accountability reports

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

Performance Objective 1: During the 2025-2026 school year, PLES teachers will increase the use of laptops, (2:1 ratio in grade levels 2-5) or tablets (2:1 in Kg - 1) by at least 45 minutes per week through incorporation into learning centers, project-based assessments, and student-driven research to further enhance reading and math instruction.

Evaluation Data Sources: We will analyze STAAR data, EOY reading data and formative assessment to determine the level of use and tech competence.

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

Performance Objective 2: By May 2026, our campus GT program will meet the requirements necessary to earn Recognized status according to the standards set by the Texas State Plan for the Education of Gifted and Talented students.

Evaluation Data Sources: Documentation under the Recognized Rating for Student Assessment, Service Design, Curriculum and Instruction, Professional Development, Parent and Community Involvement.

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

Performance Objective 3: Parmer Lane will work to increase connections with feeder pattern secondary schools by collaborating on at least 4 school and community events.

Evaluation Data Sources: Surveys

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

Performance Objective 4: By the end of the 2025-2026 school year, to ensure coordinated school health, all students will obtain a level of physical fitness that is appropriate for their age. 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: Formative assessments

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2026, the Parmer Lane student attendance rate will increase by 2% from 94.3% in 2024-25 to 96%. The rate of Chronic Absenteeism will be reduced by 2% from the estimated 2024- 2025 rate of 15.2% to 13%.

High Priority

Evaluation Data Sources: Attendance data, Chronic Absenteeism data

Goal 4: PflSD will improve low performing schools.

Performance Objective 2: Discipline referrals will be reduced by at least 30 incidents, from a total of 112 in June of 2025 to 83 in June of 2026..

High Priority

Evaluation Data Sources: Skyward data

Goal 4: PflSD will improve low performing schools.

Performance Objective 3: Parmer Lane ES will increase parent involvement in school activities and increase the percentage of outside community involvement by 10% to improve student academic achievement.

Evaluation Data Sources: Parent surveys and evaluations

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: Parmer Lane Elementary's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from C to B 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 - Parmer Lane ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 36% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
36%	40%	44%	48%	52%	56%	60%	
Outcomes	50%						

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)	40%	36%	36%	n/a	n/a	n/a	n/a	23%	37%	n/a	37%	n/a	n/a
2024-2025	42%	38%	40%	n/a	n/a	n/a	n/a	29%	42%	n/a	42%	n/a	n/a
Outcomes: 2024-2025	n/a	47%	73%	n/a	n/a	n/a	n/a	n/a	44%	n/a	46%	n/a	n/a
2025-2026	44%	40%	45%	n/a	n/a	n/a	n/a	35%	47%	n/a	47%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	46%	42%	50%	n/a	n/a	n/a	n/a	41%	52%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	48%	44%	55%	n/a	n/a	n/a	n/a	48%	57%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	50%	46%	60%	n/a	n/a	n/a	n/a	54%	62%	n/a	62%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	52%	49%	66%	n/a	n/a	n/a	n/a	63%	68%	n/a	69%	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 - Parmer Lane 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 47% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
47%	50%	52%	54%	56%	58%	60%	
Outcomes	48%						

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%	43%	72%	n/a	75%	n/a	n/a	30%	41%	n/a	44%	n/a	n/a
2024-2025	29%	45%	72%	n/a	76%	n/a	n/a	32%	42%	n/a	45%	n/a	n/a
Outcomes: 2024-2025	45%	43%	92%	n/a	67%	n/a	n/a	22%	44%	n/a	43%	n/a	n/a
2025-2026	32%	46%	73%	n/a	77%	n/a	n/a	34%	43%	n/a	46%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	36%	47%	74%	n/a	78%	n/a	n/a	36%	44%	n/a	47%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	40%	48%	75%	n/a	79%	n/a	n/a	38%	45%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	44%	49%	76%	n/a	80%	n/a	n/a	40%	46%	n/a	49%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	46%	50%	77%	n/a	81%	n/a	n/a	42%	47%	n/a	50%	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 - Parmer Lane ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 27% in Spring 2024 to 62% 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	
27%	36%	40%	49%	58%	60%	62%	
Outcomes	29%						

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	12%	n/a	n/a	n/a	n/a	n/a	20%	18%	n/a	14%	n/a	n/a
2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	24%	24%	n/a	25%	n/a	n/a
Outcomes: 2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	35%	21%	n/a	14%	n/a	n/a
2025-2026	n/a	30%	n/a	n/a	n/a	n/a	n/a	29%	30%	n/a	35%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	44%	n/a	n/a	n/a	n/a	n/a	35%	40%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	53%	n/a	n/a	n/a	n/a	n/a	41%	50%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	56%	n/a	n/a	n/a	n/a	n/a	46%	55%	n/a	59%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	51%	60%	n/a	63%	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 - Parmer Lane ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 94% in Spring 2024 to 99% 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	
94%	95%	95%	96%	97%	98%	99%	
Outcomes	90%						

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	93%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	92%	n/a	n/a
2024-2025	n/a	93%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	92%	n/a	n/a
Outcomes: 2024-2025	n/a	87%	n/a	n/a	n/a	n/a	n/a	n/a	89%	n/a	88%	n/a	n/a
2025-2026	n/a	93%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	92%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	93%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	93%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	94%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	94%	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 - Parmer Lane ES													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 54% 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							
54%	56%	58%	60%	62%	64%	66%							
Outcomes	75%												
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)	60%	61%	36%	n/a	n/a	n/a	n/a	23%	59%	n/a	60%	n/a	n/a
2024-2025	61%	63%	41%	n/a	n/a	n/a	n/a	26%	60%	n/a	61%	n/a	n/a
Outcomes: 2024-2025	n/a	74%	100%	n/a	n/a	n/a	n/a	n/a	71%	n/a	75%	n/a	n/a
2025-2026	63%	65%	46%	n/a	n/a	n/a	n/a	29%	61%	n/a	62%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	64%	67%	51%	n/a	n/a	n/a	n/a	32%	62%	n/a	63%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	66%	70%	56%	n/a	n/a	n/a	n/a	35%	63%	n/a	64%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	67%	72%	61%	n/a	n/a	n/a	n/a	38%	64%	n/a	65%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	68%	75%	67%	n/a	n/a	n/a	n/a	41%	65%	n/a	66%	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 - Parmer Lane 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 63% 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							
63%	64%	65%	66%	67%	68%	69%							
Outcomes	55%												
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)	80%	55%	78%	n/a	92%	n/a	n/a	47%	58%	n/a	53%	n/a	n/a
2024-2025	80%	58%	78%	n/a	92%	n/a	n/a	49%	59%	n/a	54%	n/a	n/a
Outcomes: 2024-2025	45%	53%	92%	n/a	75%	n/a	n/a	45%	52%	n/a	52%	n/a	n/a
2025-2026	80%	61%	78%	n/a	92%	n/a	n/a	51%	60%	n/a	55%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	82%	64%	79%	n/a	93%	n/a	n/a	53%	61%	n/a	56%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	82%	67%	79%	n/a	93%	n/a	n/a	55%	62%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	84%	70%	80%	n/a	94%	n/a	n/a	57%	63%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	84%	73%	80%	n/a	94%	n/a	n/a	59%	64%	n/a	59%	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