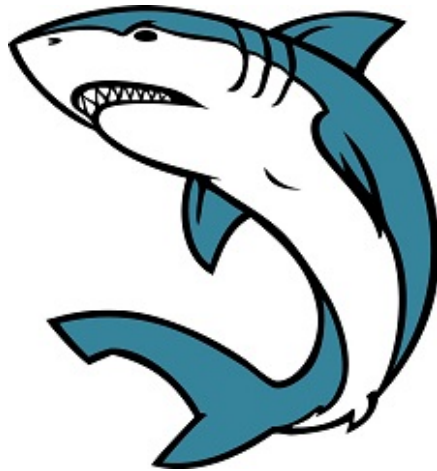


# **Pflugerville Independent School District**

## **Spring Hill Elementary School**

**2025-2026**

**Accountability Rating: D**



**Board Approval Date:** October 16, 2025  
**Public Presentation Date:** September 10, 2025

# Mission Statement

Spring Hill Elementary will be a diverse, nurturing community that helps learners realize their full potential.

## Vision

Spring Hill Elementary School learners will be motivated to reach their full potential through determination, perseverance and compassion.

## Value Statement

A quality education provides opportunities in life and career for students.

All students deserve a positive place to learn.

We educate students for academic achievement and social-emotional success.

Parents want the best for their children.

Communication with parents fosters positive relationships and student success.

Fostering a growth mindset will lead to long term student success.

\*Knowing and appreciating families builds them as partners in education.

\*Weaving cultural experiences and honoring diversity should be consistent throughout instruction.

\*Spring Hill staff are unilaterally committed to student growth at high levels.

\*Spring Hill staff is responsible for helping students find their voice and set academic goals.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Campus Overview

Spring Hill Elementary serves over 560 students in pre-kindergarten through fifth grade. Located near Pflugerville Middle School, the campus is a neighborhood school where most students walk or are transported by family members. Spring Hill Elementary offers a one-way English-Spanish dual language program for eligible students and serves as a hub for students from nearby campuses that do not provide dual language services.

#### Student Demographics

Spring Hill Elementary is a Title I campus that has experienced steady enrollment growth, increasing from 494 students in 2020–2021 to 566 students in 2024–2025. This increase aligns with broader community growth and the expansion of multi-family housing in the area. As the neighborhood continues to evolve, Spring Hill remains committed to providing the highest quality public education to all families it serves.

The student population reflects the diversity and richness of the surrounding community. Currently, 76.71% of students are identified as economically disadvantaged, and 61.92% are identified as Emergent Bilingual (EB). Of the total enrollment, 49.35% of students are served in Spanish bilingual classrooms through the school's one-way dual language program. The increasing linguistic and cultural diversity of the campus is recognized as a strength, and instruction is designed to be both inclusive and responsive to student needs.

| Spring Hill Elementary - Student Demographics<br>Source: TAPR & OnDataSuite |             |             |             |
|-----------------------------------------------------------------------------|-------------|-------------|-------------|
|                                                                             | 2022 - 2023 | 2023 - 2024 | 2024 - 2025 |
| Total Enrollment                                                            | 500         | 508         | 566         |
| African American                                                            | 9.6%        | 8.07%       | 8.87%       |
| Hispanic                                                                    | 72.2%       | 75.79%      | 76.71%      |
| White                                                                       | 11.8%       | 11.22%      | 9.61%       |
| American Indian                                                             | 0%          | 0%          | 0%          |
| Asian                                                                       | 4.40%       | 3.35%       | 3.51%       |
| Pacific Islander                                                            | 0%          | 0%          | 0%          |

| Spring Hill Elementary - Student Demographics |    |      |       |
|-----------------------------------------------|----|------|-------|
| Source: TAPR & OnDataSuite                    |    |      |       |
| Two or More Races                             | 2% | 1.2% | 1.29% |

**Special Programs**

21.81% of students at Spring Hill Elementary receive Special Education services tailored to their individual learning needs. The campus offers a full continuum of services, including speech therapy, resource instruction, inclusion support, behavior intervention, and early childhood special education (ECSE). Instructional delivery is provided in both English and Spanish, ensuring that students’ linguistic and academic needs are met in culturally responsive ways.

Spring Hill Elementary is proud to serve bilingual early learners through the ECSE/Pegasus and ECSE/Phoenix programs, which provide specialized instruction in a language-rich, developmentally appropriate environment. Students receiving Special Education services are fully included in the life of the campus and supported through collaborative partnerships between general education teachers, special educators, related service providers, and families. The campus is committed to fostering an inclusive learning environment where all students are valued for their strengths and supported in achieving their full potential.

Currently, 2.77% of students are identified as Gifted and Talented and receive enriched instruction through cluster grouping in general education classrooms. While this percentage is below state averages, the campus is committed to expanding equitable identification practices. Spring Hill Elementary will strengthen efforts to identify underrepresented students—particularly those who are Emergent Bilingual, economically disadvantaged, or receiving Special Education services—by using multiple measures and ensuring all teachers are trained to recognize a wide range of gifted characteristics.

Currently, 2.96% of students at Spring Hill Elementary receive accommodations and supports through Section 504 plans. In accordance with recent Texas Education Agency (TEA) guidance, direct dyslexia instruction is now provided through special education services rather than Section 504. The campus has successfully transitioned students to this updated model and provides targeted dyslexia instruction through both monolingual and bilingual dyslexia specialists, based on student language needs. The majority of students served under Section 504 receive support for conditions such as Attention-Deficit/Hyperactivity Disorder (ADHD), anxiety, or other health impairments that may impact their access to learning. Plans are individualized to ensure students receive accommodations that promote their success in the general education setting. The campus continues to collaborate closely with families, teachers, and support staff to review and update 504 plans in accordance with federal and state guidelines.

85.58% of students at Spring Hill Elementary meet one or more of the state criteria for being identified as At-Risk. This includes a wide range of factors such as academic performance, language acquisition needs, mobility, and other life circumstances. The campus approaches this designation not as a label of limitation, but as a call to provide intentional, responsive supports. These include targeted small-group instruction, access to high-quality instructional materials (HQIM), behavior and SEL interventions, and tiered academic supports aligned with MTSS practices. Teachers and staff are trained to recognize students' strengths while using data to tailor interventions that promote academic achievement and personal growth.

| Spring Hill Elementary - Special Program Identification |             |             |             |
|---------------------------------------------------------|-------------|-------------|-------------|
| Source: TAPR & OnDataSuite                              |             |             |             |
|                                                         | 2022 - 2023 | 2023 - 2024 | 2024 - 2025 |

**Spring Hill Elementary - Special Program Identification**

Source: TAPR &amp; OnDataSuite

|                                   |        |        |        |
|-----------------------------------|--------|--------|--------|
| <b>Total Enrollment</b>           | 500    | 508    | 566    |
| <b>Economically Disadvantaged</b> | 65.60% | 76.18% | 76.71% |
| <b>Emergent Bilingual</b>         | 49.2%  | 57.28% | 61.92% |
| <b>At-Risk</b>                    | 77.4%  | 82.9%  | 85.5%  |
| <b>Special Education</b>          | 15.2%  | 16.14% | 21.81% |
| <b>Gifted &amp; Talented</b>      | 3.4%   | 3.4%   | 2.77%  |
| <b>Dyslexia</b>                   | 5%     | 5.7%   | 5.92%  |
| <b>Section 504</b>                | 5%     | 4.7%   | 2.96%  |
| <b>Immigrant</b>                  | 4%     | 3.3%   | 15.90% |
| <b>Homeless</b>                   | 0.4%   | 1.3%   | 2.22%  |

**Community Demographics**

In the 2024–25 school year, Spring Hill Elementary’s Parent Teacher Organization (PTO) operated without a formal board but remained active and engaged through a committed group of primarily Spanish-speaking parent volunteers. These parents play an essential role in organizing staff appreciation efforts, fundraising activities, family engagement events, and the fifth-grade bridging ceremony. The campus values their leadership and looks forward to supporting expanded family engagement and PTO leadership development in future years.

The surrounding community continues to evolve, marked by an increase in multifamily housing that contributes to enrollment growth and greater neighborhood diversity. Local businesses and faith-based organizations maintain strong ties with the school, regularly providing resources, donations, and volunteer support that enrich school programs and events.

**Staff Demographics**

The staff at Spring Hill Elementary is committed to fostering student success and continuous professional growth. While the ethnicity of the staff does not yet fully mirror the diverse student population—with African American and Hispanic educators currently underrepresented—the campus is actively working to recruit and retain a staff that better reflects its community. This effort supports culturally responsive teaching and strengthens relationships with students and families.

**Spring Hill Elementary - Teacher Demographics**

Source: TAPR

|  |                    |                    |                    |
|--|--------------------|--------------------|--------------------|
|  | <b>2021 - 2022</b> | <b>2022 - 2023</b> | <b>2023 - 2024</b> |
|--|--------------------|--------------------|--------------------|

| Spring Hill Elementary - Teacher Demographics<br>Source: TAPR |       |       |        |
|---------------------------------------------------------------|-------|-------|--------|
| <b>Total Teachers</b>                                         | 42    | 41    | 40     |
| <b>African American</b>                                       | 0%    | 2.5%  | 0%     |
| <b>Hispanic</b>                                               | 44.3% | 39.2% | 46.43% |
| <b>White</b>                                                  | 50.8% | 55.8% | 51.2%  |
| <b>American Indian</b>                                        | 0%    | 0%    | 0%     |
| <b>Asian</b>                                                  | 2.5%  | 2.5%  | 2.5%   |
| <b>Pacific Islander</b>                                       | 0%    | 0%    | 0%     |
| <b>Two or More Races</b>                                      | 2.4%  | 0%    | 0%     |

A portion of the teaching staff includes teacher facilitators—classroom teachers who hold college degrees and are pursuing full state certification through alternative certification pathways. These educators bring valuable perspectives and are supported through targeted professional development and mentoring.

The campus includes a range of teaching experience levels, reflecting both veteran educators and early-career teachers committed to growth. The distribution of teacher experience over the last three years is as follows:

| Spring Hill Elementary - Teachers by Years of Experience<br>Source: TAPR |             |             |             |
|--------------------------------------------------------------------------|-------------|-------------|-------------|
|                                                                          | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 |
| <b>Total Teachers</b>                                                    | 42          | 41          | 40          |
| <b>Beginning Teachers</b>                                                | 2.40%       | 26.1%       | 3.6%        |
| <b>1 - 5 Years Experience</b>                                            | 27.8%       | 24.5%       | 50%         |
| <b>6 - 10 Years Experience</b>                                           | 22.0%       | 17.5%       | 10.5%       |
| <b>11 - 20 Years Experience</b>                                          | 39.5%       | 22.1%       | 25.8%       |
| <b>Over 20 Years Experience</b>                                          | 8.3%        | 9.9%        | 7.8%        |

During the 2023–2024 school year, several teachers at Spring Hill Elementary earned the Teacher Incentive Allotment (TIA) designation, a state-recognized

credential that highlights highly effective educators. This designation, which is added to a teacher’s certification and valid for five years, recognizes excellence at three levels: Recognized, Exemplary, and Master.

TIA designations provide additional funding to PfISD to reward and retain outstanding teachers, supporting the campus’s goal of delivering high-quality instruction.

Currently, Spring Hill Elementary has seven teachers who have earned a TIA designation. These teachers serve in various roles across the campus, contributing to a culture of excellence and continuous growth.

| Spring Hill Elementary - TIA Designated Teachers |      |       |        |           |           |           |           |           |                   |
|--------------------------------------------------|------|-------|--------|-----------|-----------|-----------|-----------|-----------|-------------------|
| Intervention                                     | ECSE | Pre-K | Kinder | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | Total % of Campus |
| 1                                                | 1    | 1     | 1      | 1         | 0         | 1         | 0         | 1         | 14%               |

Looking ahead to the 2025–2026 school year, additional teachers from Spring Hill Elementary are being recommended for TIA designation. This continued growth in recognitions will increase the percentage of campus teachers who meet the rigorous TIA criteria and further strengthens the school’s commitment to instructional excellence and teacher effectiveness.

Additionally, the campus employs an instructional coach funded through Title I resources. The instructional coach plays a vital role in supporting teaching and learning by collaborating with teachers to implement high-quality instructional practices, analyze student data, and enhance classroom engagement.

These combined efforts underscore Spring Hill Elementary’s commitment to providing students with access to highly qualified, supported educators dedicated to academic growth.

Demographics Strengths

Spring Hill Elementary serves a growing and diverse student population, which continues to be one of the school’s greatest strengths. Enrollment has increased from 494 students in 2020–2021 to 566 students in 2024–2025, reflecting both the community’s residential growth and the school’s integral role in serving local families. As a neighborhood campus, most students walk or are dropped off and picked up by parents, creating a strong sense of familiarity and daily connection between staff and families.

The school community reflects a rich blend of cultures and languages. Currently, 61.92% of students are identified as Emergent Bilingual, with the majority speaking Spanish at home. Nearly half of all students (49.35%) are served in Spanish bilingual classrooms through the school’s one-way dual language program. This program fosters biliteracy and sets students on a pathway toward earning the Seal of Biliteracy upon high school graduation. Students who speak other home languages are supported through a robust English as a Second Language (ESL) program, and campus communication efforts are bilingual, using English, Spanish, and translation services such as Language Line to ensure all families are engaged.

Family engagement is a signature strength of the campus. Parents are frequently present for lunch visits, and the school maintains strong partnerships with families through consistent, meaningful events. With support from the Parent Teacher Organization (PTO), the campus hosts a variety of family-focused activities throughout

the year, including Meet the Teacher, Open House, Parent/Teacher Conference Day, Literacy Night, STEM Night, Fine Arts Night, Folk Dance Night, Field Day, Fall and Spring Festivals, and a Talent Show. In 2023–2024, PTO coordinated a winter performance event showcasing each grade level and continues to provide volunteers, fundraising support, and hospitality at major school events.

The campus proudly celebrates its demographic diversity, which enhances the educational environment and strengthens the school's commitment to community partnerships and cultural responsiveness.

### **Staff and Community Demographic Strengths**

Spring Hill Elementary is supported by a dedicated and increasingly diverse staff committed to student success. The campus has made intentional efforts to align staffing with the needs of its students by recruiting certified, bilingual, and culturally responsive educators. The campus also benefits from the support of a Title I-funded instructional coach, who plays a key role in strengthening instructional practices and building teacher capacity.

Teacher experience at Spring Hill Elementary spans all levels. In 2023–2024, 50% of teachers had 1–5 years of experience, 25.8% had 11–20 years, and 10.5% had 6–10 years. This mix of new and veteran educators creates a balanced professional learning environment where mentorship, innovation, and growth coexist. The school is also proud to have seven teachers who hold a Teacher Incentive Allotment (TIA) designation, recognizing their exceptional instructional impact.

The surrounding community continues to grow, particularly with the expansion of multifamily housing, which brings new families and opportunities for engagement. Spring Hill Elementary benefits from strong partnerships with local businesses, churches, and organizations, which regularly contribute donations, time, and services to support campus events and student needs.

Together, these staff and community strengths reinforce Spring Hill Elementary's commitment to providing an inclusive, high-quality education in a school environment that values relationships, responsiveness, and shared success.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** A large percentage of Spring Hill classroom teachers (70.1%) are in their first four years of teaching, which may impact instructional consistency and student academic outcomes.

**Root Cause:** There is a need for more robust, campus-based systems for coaching, mentorship, and professional learning to support early-career teachers in delivering high-quality, standards-aligned instruction.

**Problem Statement 2:** Students from historically underserved populations--including emergent bilingual, economically disadvantaged, and special education groups--are underrepresented in the Gifted and Talented program.

**Root Cause:** There has been limited teacher training on recognizing nontraditional indicators of giftedness in emergent bilingual and economically disadvantaged students.

**Problem Statement 3:** Family engagement is strong in events, but not all families consistently participate in school decision-making or academic programming.

**Root Cause:** There is a limited amount of structured systems to gather, analyze, and act on parent feedback, particularly from underrepresented groups.

# Student Learning

## Student Learning Summary

Spring Hill Elementary is focused on improving student achievement and growth in reading and math, particularly for historically underserved student groups. While some students demonstrated proficiency on STAAR assessments, overall academic growth data revealed significant gaps, contributing to the campus's federal CSI designation.

## 2024-2025 STAAR Results

The State of Texas Assessments of Academic Readiness (STAAR) is designed to measure how well students have learned the knowledge and skills defined in the Texas Essential Knowledge and Skills (TEKS). Student performance on STAAR is reported in four levels:

- **Did Not Meet Grade Level** – The student did not demonstrate sufficient understanding of grade-level content and is unlikely to succeed in the next grade without significant support.
- **Approaches Grade Level** – The student shows some understanding of the content but may need additional help to be successful in the next grade. This level does not indicate readiness for the next grade.
- **Meets Grade Level** – The student demonstrates a solid understanding of grade-level material and is likely to succeed in the next grade with targeted instruction. This is considered grade-level readiness.
- **Masters Grade Level** – The student shows a strong command of the subject and is well prepared for success in the next grade or course. This level indicates advanced academic readiness.

At Spring Hill Elementary, our goal is for all students to perform at the Meets or Masters level, which means they are on track for success in future grade levels. While we celebrate progress at all levels, we are committed to ensuring every student receives the instruction and support they need to reach grade-level expectations and beyond.

In Spring 2025, only 25% of students in third through fifth met grade-level expectations in math, with just 8% achieving Masters level performance. While 56% of students scored at the Approaches level or higher, this indicates that nearly half of students are not yet meeting the readiness standard for their grade.

Performance was relatively consistent across grade levels, with slight improvement noted in fifth grade (29% Meets), but overall, fewer than one-third of students demonstrated grade-level mastery.

| Spring Hill Elementary - 2025 STAAR Math Results by Grade-Level |            |       |         |
|-----------------------------------------------------------------|------------|-------|---------|
| Grade-Level                                                     | Approaches | Meets | Masters |

| Spring Hill Elementary - 2025 STAAR Math Results by Grade-Level |     |     |     |
|-----------------------------------------------------------------|-----|-----|-----|
| Overall Performance                                             | 56% | 25% | 8%  |
| Third Grade                                                     | 52% | 23% | 7%  |
| Fourth Grade                                                    | 55% | 24% | 11% |
| Fifth Grade                                                     | 63% | 29% | 8%  |

In Spring 2025, 65% of students in third through fifth grade scored at the Approaches level or higher on the Reading Language Arts STAAR assessment. Of those, 34% met grade-level expectations, and 12% achieved Masters level performance. Results show that fourth grade had the highest percentage of students reaching Meets and Masters levels, while third grade had the lowest overall performance. These data points reflect the varying levels of grade-level readiness across the campus in reading.

| Spring Hill Elementary - 2025 STAAR Reading Results by Grade-Level |            |       |         |
|--------------------------------------------------------------------|------------|-------|---------|
| Grade-Level                                                        | Approaches | Meets | Masters |
| Overall Performance                                                | 65%        | 34%   | 12%     |
| Third Grade                                                        | 54%        | 20%   | 3%      |
| Fourth Grade                                                       | 69%        | 48%   | 18%     |
| Fifth Grade                                                        | 74%        | 34%   | 15%     |

In Texas, the STAAR Science assessment is only administered in fifth grade. In Spring 2025, 40% of Spring Hill Elementary fifth grade students scored at the Approaches level or higher. Of those, 8% met grade-level expectations, and 3% achieved Masters level performance.

These results show that fewer than half of students demonstrated proficiency in science, with a small percentage reaching Meets and Masters levels.

| Spring Hill Elementary - 2025 STAAR Science Results |            |       |         |
|-----------------------------------------------------|------------|-------|---------|
| Grade-Level                                         | Approaches | Meets | Masters |
| Overall Performance                                 | 40%        | 8%    | 3%      |

## 2025 Accountability Ratings

|                                        | Component Score | Scaled Score | Rating   | Proportion of Overall Rating |
|----------------------------------------|-----------------|--------------|----------|------------------------------|
| <b>Overall</b>                         |                 | <b>69</b>    | <b>D</b> |                              |
| <b>Student Achievement</b>             |                 | <b>57</b>    | <b>F</b> | <b>0%</b>                    |
| STAAR Performance                      | 32              | 57           |          |                              |
| College, Career and Military Readiness |                 |              |          |                              |
| Graduation Rate                        |                 |              |          |                              |
| <b>School Progress</b>                 |                 | <b>69</b>    | <b>D</b> | <b>70%</b>                   |
| Academic Growth                        | 62              | 69           | <b>D</b> | ✓                            |
| Relative Performance (Eco Dis: 76.7%)  |                 | 57           | <b>F</b> |                              |
| <b>Closing the Gaps</b>                | <b>39</b>       | <b>72</b>    | <b>C</b> | <b>30%</b>                   |

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

The Closing the Gaps domain is a key part of the state accountability system. It focuses on ensuring that every student group—especially those who have historically faced barriers—has the support they need to succeed. This includes tracking progress for our lowest-performing student groups across important academic areas. The data table below shows how our campus performed in four areas: Academic Achievement (how many students met or exceeded grade-level expectations in reading and math), Growth Status (how much progress students made in reading and math compared to the previous year), English Language Proficiency (how much progress our Emergent Bilingual students made on the TELPAS language test), and Student Success Status (an overall measure of STAAR performance across all subjects).

All interim targets were met in Academic Growth in RLA for all student groups evaluated. The long-term target for Progress in Achieving English Language Proficiency for Emergent Bilingual students was met.

All other targets were missed and include:

- Academic Achievement in RLA: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group

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

### Identification for Comprehensive Support & Improvement - Progress

SHES is identified for Comprehensive Support & Improvement (CSI) based on low performance in Closing the Gaps outcomes that ranked the campus in the bottom 5% of among Title I elementary schools across the state of Texas in 2023-2024. Once identified, campuses must engage in school improvement requirements for two years. To exit from CSI, the campus must not rank in the bottom 5% of the Closing the Gaps domain for two consecutive years AND have a Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified. SHES met these criteria during the first year of identification, which moved the campus to CSI-Progress (progress toward exiting). The second successful year of meeting these criteria exits the campus from CSI.

SHES is required to develop and implement a Targeted Improvement Plan (TIP) during the 2025-2026 school year.

### Closing the Gaps Component Goals

To meet Closing the Gaps targets in 2025-2026, SHES will meet the following component points goals:

- **Academic Achievement in RLA and Math** - from 0 out of 32 possible points (0 pts) to 8 out of 32 points (25.0 component pts) - demonstrating at least minimum growth toward meeting targets for both Math and RLA for all student groups.
- **Academic Growth** - from 14 out of 24 possible points (58.3 pts) to 18 out of 24 possible points (75.0 component pts) - to continue to meet RLA targets for all student groups, and to meet Math targets for all student groups.
- **Progress in Achieving English Language Proficiency (ELP) for Emergent Bilingual Students** - continue to meet the long-term for 4 out of 4 possible points (100 component pts)
- **Student Success** - from 0 out of 16 possible points (0 pts) to 8 out of 16 points (50.0 component pts) - demonstrating at least expected growth toward meeting targets for all student groups.

**Meeting these goals during the 2025-2026 school year will increase the Closing the Gaps campus outcome from 39 points (scaled to 72 - C rating) to 60 points (scaled to 80 - B rating).**

### 2024-2025 TELPAS Results

The Texas English Language Proficiency Assessment System (TELPAS) is administered annually to students identified as emergent bilinguals (EBs). It assesses growth in English language proficiency across four language domains: listening, speaking, reading, and writing. Students are rated as Beginning, Intermediate, Advanced, or Advanced High. Kindergarten and first grade students are assessed holistically by their teachers, while students in second through fifth grade complete the assessment online.

In kindergarten, a majority of students were rated as Beginning (58%) or Intermediate (33%) In first grade ratings were more balanced, with 31% Advanced, and a decrease in Beginning-level students (31%). In second grade, there was a noticeable increase in Beginning ratings (55%). This occurred as students transitioned to

online testing and were likely impacted by computer-based skills such as typing and recording spoken responses. In third through fifth grade, students showed increasing proficiency, with Advanced High performance steadily improving from 2% in 3rd grade to 34% in 5th grade. Notably, fifth grade had the highest percentage of students reaching Advanced and Advanced High levels (70% combined).

This data reflects both the language growth of students and the influence of assessment format. As students become more proficient in English and more comfortable with digital tools, their TELPAS scores tend to improve across grade levels.

| 2025 TELPAS Results<br>Composite Ratings |           |              |          |               |
|------------------------------------------|-----------|--------------|----------|---------------|
|                                          | Beginning | Intermediate | Advanced | Advanced High |
| Kinder                                   | 58%       | 33%          | 5%       | 5%            |
| 1st Grade                                | 31%       | 33%          | 31%      | 4%            |
| 2nd Grade                                | 55%       | 35%          | 10%      | 0%            |
| 3rd Grade                                | 16%       | 61%          | 20%      | 2%            |
| 4th Grade                                | 16%       | 37%          | 33%      | 14%           |
| 5th Grade                                | 9%        | 21%          | 36%      | 34%           |

TELPAS not only measures English language proficiency but also tracks student growth over time. The composite TELPAS rating combines performance across listening, speaking, reading, and writing to reflect a student's overall English language development. In the 2025 school year, TELPAS progress data for grades 3–5 at Spring Hill Elementary showed 36% of third grade students progressed one proficiency level, 38% of fourth grade students progressed one proficiency level, and 62% of fifth grade students progressed one proficiency level, with an additional 10% progressing two levels.

These results demonstrate steady language growth among students, especially in fifth grade. No students in third through fifth progressed three proficiency levels, which is not uncommon due to the increasing rigor at higher proficiency levels. This data helps the campus monitor language acquisition and guides instructional supports for continued student progress.

| 2025 TELPAS Results<br>Yearly Progress in Composite Ratings |                                     |                                      |                                        |
|-------------------------------------------------------------|-------------------------------------|--------------------------------------|----------------------------------------|
|                                                             | Progresses ONE<br>Proficiency Level | Progressed TWO<br>Proficiency Levels | Progressed THREE<br>Proficiency Levels |

| 2025 TELPAS Results<br>Yearly Progress in Composite Ratings |     |     |    |
|-------------------------------------------------------------|-----|-----|----|
| 3rd Grade                                                   | 36% | 0%  | 0% |
| 4th Grade                                                   | 38% | 4%  | 0% |
| 5th Grade                                                   | 62% | 10% | 0% |

### 2024-2025 End-of-Year Universal Screener Results

Universal screeners are short assessments given to all students at key points during the school year to identify their academic strengths and areas for growth. These tools help educators quickly gather information about student progress in core subjects like reading and math. At Spring Hill Elementary, universal screeners are used to monitor student growth over time, identify students who may need additional support or enrichment, inform small group instruction and intervention planning, and ensure every student is on track for grade-level success.

Early childhood education lays the foundation for all future academic success. At our campus, the Pre-K through second grade years represent the critical period when students transition from *learning to read* to *reading to learn*. These primary years are essential for developing the core literacy and numeracy skills that students need to access rigorous content in upper elementary grades and beyond. A review of our universal screener data highlights both areas of strength and clear opportunities for growth. In Pre-K, the majority of students demonstrated adequate progress in phonological awareness and math, with 81–82% of students meeting benchmarks in English and Spanish phonological awareness and 90–100% in early math development. However, areas such as rapid vocabulary naming indicate early vocabulary gaps, with only 50–57% of students making adequate progress. In Kindergarten, more than half of our Spanish-speaking students are on track in all literacy domains, including vocabulary and letter naming. However, only 43% of met math benchmarks on the English universal screening, and students fell below 50% in early literacy areas such as spelling, letter naming, and vocabulary in English. By first and second grade, disparities between English and Spanish data persist. While a high percentage of students taking the Spanish universal screener in first grade reading (49%) require no intervention, only 21% of the students taking the English universal screener are reading on grade level. In second grade English reading, nearly half of students (48%) fall into the "Significant Intervention" category. Similarly, math results show that less than half of students taking the English universal screener are performing at or above benchmark in first and second grade. It is important to note that our campus implements a one-way dual language program. Students in this program receive instruction in Spanish Language Arts but take both English and Spanish universal screeners. This structure can contribute to lower English screener scores, particularly in the early grades, as students are developing foundational skills in both languages.

| Pre-K<br>(English)      | Making Adequate Progress | Not Making Adequate Progress | Pre-K<br>(Spanish)                 | Making Adequate Progress | Not Making Adequate Progress |
|-------------------------|--------------------------|------------------------------|------------------------------------|--------------------------|------------------------------|
| Phonological Awareness  | 81%                      | 19%                          | Conciencia Fonológica              | 82%                      | 18%                          |
| Rapid Letter Naming     | 71%                      | 29%                          | Alfabeto de Nombramiento Rápido    | 100%                     | 0%                           |
| Rapid Vocabulary Naming | 57%                      | 43%                          | Vocabulario de Nombramiento Rápido | 50%                      | 50%                          |
| Math                    | 90%                      | 10%                          | Matemáticas                        | 100%                     | 0%                           |

| Kindergarten<br>(English) | On-Track | Monitor | Support | Kindergarten<br>(Spanish) | On-Track | Monitor | Support |
|---------------------------|----------|---------|---------|---------------------------|----------|---------|---------|
| Vocabulary                | 53%      | 6%      | 41%     | Vocabulario               | 88%      | 3%      | 10%     |
| Letter Names              | 45%      | 14%     | 41%     | Nombres de las letras     | 93%      | 3%      | 5%      |
| Spelling                  | 48%      | 14%     | 37%     | Ortografía                | 53%      | 18%     | 30%     |
| Math                      | 43%      | 8%      | 51%     | Matemáticas               | 65%      | 8%      | 28%     |

| 1st Grade<br>READING | No Interv. | Possible Interv. | Moderate Interv. | Significant Interv. | 1st Grade<br>MATH | At/Above Benchmark | On Watch | Interv. | Urgent Interv. |
|----------------------|------------|------------------|------------------|---------------------|-------------------|--------------------|----------|---------|----------------|
| English              | 21%        | 26%              | 16%              | 37%                 | English           | 46%                | 19%      | 22%     | 14%            |
| Spanish              | 49%        | 27%              | 5%               | 20%                 | Spanish           | 85%                | 8%       | 6%      | 0%             |

| 2nd Grade<br>READING | No Interv. | Possible Interv. | Moderate Interv. | Significant Interv. | 2nd Grade<br>MATH | At/Above Benchmark | On Watch | Interv. | Urgent Interv. |
|----------------------|------------|------------------|------------------|---------------------|-------------------|--------------------|----------|---------|----------------|
| English              | 27%        | 14%              | 11%              | 48%                 | English           | 46%                | 22%      | 16%     | 16%            |
| Spanish              | 18%        | 46%              | 20%              | 18%                 | Spanish           | 32%                | 24%      | 40%     | 4%             |

The upper elementary grades represent a pivotal transition from learning foundational skills to applying them independently across content areas. Our third through fifth grade universal screener data reveals both areas of strength and significant opportunities for growth. Across reading in English, benchmark performance remains below expectation, with only 34% of third graders, 42% of fourth graders, and 34% of fifth graders scoring at or above benchmark. A combined average of nearly 50% of students in each grade level fall within the intervention or urgent intervention range. While students in our one-way dual language program perform notably stronger on the Spanish screener (ranging from 67% to 90% At/Above Benchmark), this data emphasizes the need for more consistent and intentional English language development, especially for emergent bilingual students transitioning into English-dominant assessments like STAAR.

In math, performance is more promising. English math scores indicate stronger benchmark attainment (51% in 3rd grade, 59% in 4th, and 66% in 5th), with relatively fewer students requiring urgent intervention. Similarly, Spanish math screener results show high benchmark performance in 4th and 5th grades, with nearly all students scoring at or above expectations. This suggests that our core math instruction is building stronger foundational understanding as students move toward STAAR-tested grade levels.

Despite these bright spots, the data reflects that we are not ensuring consistent student growth across all content areas. As a campus, we must take ownership of this challenge and act with urgency and purpose. Through effective use of data, targeted supports, and intentional planning, we are committed to improving outcomes for every student.

| 3rd Grade<br>READING | At/Above Benchmark | On Watch | Interv. | Urgent Interv. | 3rd Grade<br>MATH | At/Above Benchmark | On Watch | Interv. | Urgent Interv. |
|----------------------|--------------------|----------|---------|----------------|-------------------|--------------------|----------|---------|----------------|
| English              | 34%                | 12%      | 22%     | 31%            | English           | 51%                | 19%      | 19%     | 11%            |
| Spanish              | 80%                | 13%      | 5%      | 3%             | Spanish           | 73%                | 15%      | 8%      | 0%             |

| 4th Grade<br>READING | At/Above Benchmark | On Watch | Interv. | Urgent Interv. | 4th Grade<br>MATH | At/Above Benchmark | On Watch | Interv. | Urgent Interv. |
|----------------------|--------------------|----------|---------|----------------|-------------------|--------------------|----------|---------|----------------|
| English              | 42%                | 14%      | 16%     | 28%            | English           | 59%                | 12%      | 23%     | 6%             |
| Spanish              | 67%                | 19%      | 7%      | 7%             | Spanish           | 81%                | 17%      | 2%      | 0%             |

| 5th Grade<br>READING | At/Above Benchmark | On Watch | Interv. | Urgent Interv. | 5th<br>Grade<br>MATH | At/Above Benchmark | On Watch | Interv. | Urgent Interv. |
|----------------------|--------------------|----------|---------|----------------|----------------------|--------------------|----------|---------|----------------|
| English              | 34%                | 18%      | 20%     | 28%            | English              | 66%                | 16%      | 8%      | 11%            |
| Spanish              | 90%                | 5%       | 5%      | 0%             | Spanish              | 90%                | 7%       | 2%      | 0%             |

### Student Learning Strengths

Despite academic challenges, several bright spots emerged in student performance on STAAR, TELPAS, and Universal Screening data during the 2024 - 2025 school year.

### STAAR Performance Strengths

In reading language arts (RLA), 65% of students met Approaches grade level or higher, with 34% reaching Meets grade level and 12% achieving Masters level. Fourth grade RLA students demonstrated strong performance, with nearly half (48%) reaching Meets grade level and 18% scoring at Masters level. Fifth grade math had the highest overall performance, with 63% of students reaching Approaches and 29% meeting grade-level expectations. These results suggest that students are developing foundational reading skills and gaining confidence in solving grade-level math problems.

### TELPAS Performance

Language acquisition shows a clear upward trend across grade levels, with 70% of fifth grade Emergent Bilingual students scoring at Advanced or Advanced High. Growth is particularly notable in upper elementary grades, where students show consistent progress in listening, speaking, reading, and writing in English. Fifth grade TELPAS data also indicates that 72% of students progressed at least one proficiency level, with 62% progressing one level and 10% progressing two levels. This growth demonstrates the effectiveness of language support services and students' increasing confidence in academic English.

### Universal Screening Data

Our universal screener data reveals several encouraging trends that highlight the strengths of our instructional programs and the efforts of our staff and students.

In the primary grades (PK–2), our Spanish language screener results reflect strong early literacy and numeracy development in the one-way dual language program. For example, Pre-K Spanish assessments show 100% of students meeting expectations in Rapid Letter Naming and Math, and over 80% in Phonological

Awareness. In Kindergarten, over 88% of Spanish-speaking students are on track in vocabulary and letter names, and 65% meet or exceed expectations in math. These outcomes suggest that students in our one-day dual language classrooms are developing strong foundational skills and that our early childhood instruction is creating positive learning trajectories.

In first and second grade, Spanish-speaking students continue to show solid performance, particularly in reading. In first grade, nearly half (49%) require no intervention, and only 20% fall in the significant intervention range. These strengths reflect the success of structured literacy instruction and demonstrate that students are developing key reading skills in their primary language. In the upper grades (3–5), the Spanish screener results continue to stand out, with more than two-thirds of dual language students performing at or above benchmark across both reading and math, including 90% of fifth grade students scoring at benchmark in both subjects. These scores reflect the strength of our dual language model in supporting biliteracy and content mastery.

In math overall, benchmark performance in English is stronger than in reading. Across third through fifth grade, 51% to 66% of students met or exceeded math benchmarks, with fewer students requiring urgent intervention. This trend suggests a solid instructional foundation in mathematics and a greater consistency in program implementation across classrooms.

These strengths give us a solid foundation on which to build. With continued refinement of our early intervention systems and instructional practices, we are confident in our ability to meet students' needs and close learning gaps.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** A significant number of students are performing below grade level expectations in STAAR Reading Language Arts with only 34% meeting and 12% mastering grade-level reading expectations.

**Root Cause:** There is inconsistent alignment of daily instruction and assessments to grade-level TEKS and rigor, resulting in missed opportunities to build the depth of knowledge needed for Meets and Masters performance levels.

**Problem Statement 2:** A significant number of students are performing below grade level expectations in STAAR Math with only 25% meeting and 12% mastering grade-level math expectations.

**Root Cause:** Tier 1 math instruction has not been consistently aligned to the rigor and format of the TEKS and STAAR assessment, and checks for understanding have not been used systematically to adjust instruction in real time.

**Problem Statement 3:** Spring Hill Elementary was identified for Comprehensive Support and Improvement (CSI) due to not meeting student growth targets in the Closing the Gaps domain, particularly for key student groups.

**Root Cause:** Core instruction and interventions have not been consistently aligned to the full depth of the TEKS and monitored for effectiveness, limiting opportunities for all students to demonstrate accelerated growth.

**Problem Statement 4:** Progress monitoring data shows limited movement from intervention to grade-level performance, especially in first and second grade.

**Root Cause:** There is a lack of coherence between progress monitoring, intervention, and Tier 1 instructional planning, resulting in missed opportunities for targeted reteach and acceleration.

**Problem Statement 5:** Emergent Bilingual students in grades 2-3 show a noticeable drop in TELPAS proficiency levels compared to K-1, with 55% of 2nd graders scoring at Beginning and 0% at Advanced High.

**Root Cause:** Insufficient integration of structured opportunities for oral language development and academic language practice within content-area instruction, particularly in settings that rely heavily on independent work or online assessments.

**Problem Statement 6:** Fewer than half of students in Kindergarten through 2nd Grade are performing on grade level in English language reading benchmarks.

**Root Cause:** Students in the one-way dual language program are still developing proficiency in English, and English Language Development instruction is not being provided

consistently across all one-way dual language classrooms, limiting students' opportunities to develop academic English alongside literacy skills.

**Problem Statement 7:** A significant percentage of students in grades PK-2 are not exiting primary grade levels with the foundational literacy skills necessary to succeed in upper elementary.

**Root Cause:** Inconsistent Tier 1 instruction and limited alignment between early literacy instruction and targeted intervention have contributed to early reading skill gaps.

**Problem Statement 8:** Math achievement across grade levels is inconsistent, with a significant number of students in grades K-2 requiring support and intervention, and a sizable portion of students in grades 3-5 performing below benchmark expectations, especially in English.

**Root Cause:** Instructional planning and delivery of the math block lack consistency across classrooms and grade levels, particularly in the implementation of high-quality instructional materials (HQIM) and aligned Tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

Spring Hill Elementary is committed to fostering a culture of high expectations, collaboration, and continuous improvement. As a Title I campus, the school strategically uses its resources to support instructional programs, intervention services, and family engagement initiatives that contribute to the academic, social, and emotional growth of all students.

### Instructional Programs

Teachers implement district-adopted high-quality instructional materials (HQIM) in reading and math, including HMH Reading and Bluebonnet Math. Instructional expectations are aligned to the Texas Essential Knowledge and Skills (TEKS), and the campus prioritizes fidelity to these programs to ensure consistent learning experiences across classrooms. Tier 1 instruction is the foundation of student success and is the focus of ongoing professional learning and classroom observation cycles.

The campus implements two instructional models based on student grade level. In Pre-K through second grade, students are taught in a self-contained structure where one teacher delivers all core content areas. In third through fifth grade, a departmentalized model allows students to receive math and science instruction from one teacher, and English Language Arts (ELA) or Spanish Language Arts (SLA) and social studies from another. This structure provides opportunities for teachers to specialize in content areas and plan collaboratively to meet student needs.

A one-way dual language program is offered for qualifying students in pre-kindergarten through fifth grade. This program supports students in becoming bilingual and biliterate by providing instruction in both English and Spanish. Dual language teachers implement the district's biliteracy framework to develop strong literacy and academic skills in both languages. The majority of students enrolled in the dual language program are on a biliteracy pathway and are working toward earning the Seal of Biliteracy upon high school graduation.

Instructional planning is further supported by weekly PLCs, campus-based professional development, and individual coaching cycles. Teachers use assessment data to plan instruction, monitor student learning, and adjust supports to meet the needs of all learners.

### Intervention Services

Spring Hill Elementary is committed to ensuring that all students receive the support they need to grow academically. Intervention services are designed to provide accelerated instruction and targeted support to help close learning gaps and meet individual student needs.

In alignment with Texas House Bill 1416 (HB 1416), students who did not meet grade-level expectations on the STAAR assessment are required to receive additional academic support. This support is known as accelerated instruction, which may include small group instruction, high-impact tutoring, or additional instructional time. To help fulfill these requirements, many students participated in Summer School, where they received additional instruction prior to the new school year.

During the school year, accelerated instruction continues through the support of four campus interventionists. These interventionists provide Tier 2 and Tier 3 interventions to students identified as needing additional academic support. Tier 2 instruction provides targeted small-group interventions for students who are not making expected progress in the core curriculum while Tier 3 instruction offers more intensive, individualized support for students with significant academic gaps.

These supports occur during the school day in a protected intervention block built into the schoolwide schedule to ensure students do not miss core instruction. In some classrooms, additional staffing is provided to allow teachers to deliver small-group intervention without disruption. In addition to support during the school day, the campus also offers after-school tutoring to help students meet their required HB 1416 instructional minutes and to provide additional opportunities for academic growth.

Through this multi-tiered system of support, Spring Hill Elementary is committed to addressing unfinished learning by identifying student needs early and responding with targeted, scaffolded instruction and accommodations. This approach ensures all students have access to grade-level content and the opportunity to succeed academically.

### **Coaching and New Teacher Support**

With a large percentage of early career teachers—including several teacher facilitators actively pursuing certification—Spring Hill Elementary has prioritized strong instructional support systems to build teacher capacity and improve instructional quality. Recognizing the critical need for hands-on guidance and real-time feedback, the campus employs an Instructional Coach funded through Title I. The instructional coach plays a vital role in supporting classroom teachers, especially those within their first three years of teaching, by providing individualized coaching cycles, modeling effective instructional practices, and offering job-embedded professional learning.

To further strengthen teacher development, the campus has 12 trained mentor teachers who support early career educators through ongoing collaboration and professional guidance. Additionally, the school has implemented an on-boarding professional development series specifically designed for new teachers. This year-long sequence addresses common early-career challenges and ensures that new staff members receive timely support aligned with the instructional expectations and culture of the campus.

### **Staff Collaboration & Planning**

At Spring Hill Elementary, teachers collaborate in structured Professional Learning Communities (PLCs) to ensure high-quality instruction and continuous student growth. PLCs are scheduled weekly during the school day to give educators dedicated time for collaboration without disrupting their planning time.

PLCs follow a two-week cycle designed to strengthen planning and student-centered decision-making:

- **Week 1: Collaborative Planning** – Teachers work together to design aligned, rigorous lessons using the Texas Essential Knowledge and Skills (TEKS) and district-provided instructional materials. This time supports consistency across classrooms and helps teachers plan intentionally for student success.
- **Week 2: Data Dive** – Teams analyze exit ticket data and other formative assessments to evaluate how well students are mastering key concepts. Based on this analysis, teachers adjust instruction and groupings to provide targeted support or enrichment.

To maximize effectiveness, PLCs are structured by instructional focus. Grades K–3 meet as full grade-level teams, while departmentalized grades in 4th and 5th meet in content-specific teams (Math and Reading). This structure ensures a shared responsibility for student learning and helps the campus focus on student progress—a key component of the school's Comprehensive Support and Improvement (CSI) designation.

Through weekly collaboration and data-informed decisions, PLCs play a central role in fostering a culture of learning for both students and staff.

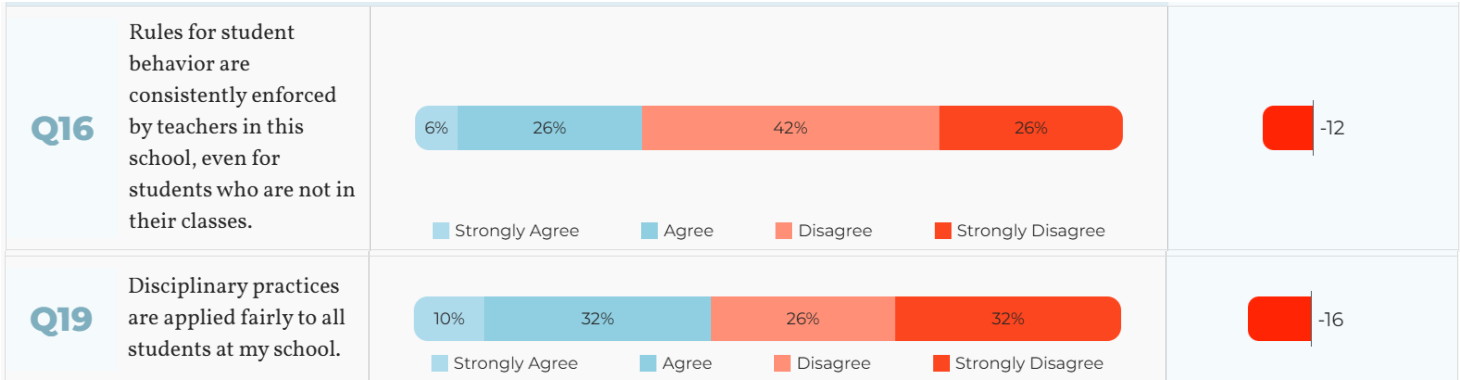
Student Support Services

At Spring Hill Elementary, we are committed to supporting the whole child—academically, socially, and emotionally. To foster a safe and positive learning environment, the campus implements PBIS (Positive Behavioral Interventions and Supports), a research-based framework that teaches and reinforces positive behaviors across all school settings.

Our expectations for student behavior are guided by SRR: Safe, Respectful, Responsible. These three core values are modeled, taught, and practiced regularly throughout the school year. When students demonstrate SRR behaviors, they are recognized with Shark Tickets, which can be used for individual and class rewards. These incentives build a positive school culture and reinforce the importance of making good choices.

Through PBIS, Spring Hill Elementary proactively teaches students how to interact respectfully, manage their emotions, and take responsibility for their learning. This consistent approach ensures that all students feel supported, safe, and ready to succeed.

At this time, the campus is still ensuring all expectations in campus shared locations (e.g. the hallway) are upheld by all staff members. Spring 2025 Upbeat Survey data suggests a notable decline in staff confidence around consistent enforcement of behavior expectations and equitable disciplinary practices. Only 32% of staff agreed or strongly agreed that "rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes," a 12% drop from Fall 2024. Similarly, just 42% of staff agreed or strongly agreed that "disciplinary practices are applied fairly to all students at my school," which represents a 16% decline from the prior semester. These shifts exceed the survey tool's 3% threshold for statistical significance and indicate growing concern among staff.



The data suggests a need to establish clear, shared behavior expectations for all common areas (e.g., hallways, restrooms, cafeteria, playground), alongside a unified behavior response system to guide staff and administrator decision-making. Strengthening these systems is critical to promoting a safe, predictable, and equitable learning environment for all students. This is an area that will be addressed this school year.

In addition to PBIS, students benefit from the support of a full-time school counselor. The counselor leads monthly guidance lessons in every classroom, focusing on social-emotional skills, character education, and conflict resolution. The counselor also facilitates "Lunch Bunch" groups, which provide students with opportunities to strengthen peer relationships, improve communication skills, and build confidence in a small group setting.

Together, these systems create a positive, proactive approach to student well-being that ensures every child is supported and set up for success.

### **Campus Decision Making**

At Spring Hill Elementary, we believe that strong leadership involves listening to the voices of staff, students, and families. While the principal and assistant principal provide overall leadership for the school, several campus-based teams work together to ensure thoughtful, data-driven decisions that benefit the entire learning community.

One of these is the Campus Academic Advisory Council (CAAC). This council includes teachers, parents, and community members. The CAAC provides valuable input on the campus improvement plan, academic programs, and student achievement goals. This team meets multiple times throughout the school year, and parents are encouraged to participate or attend to stay informed and involved in school planning.

The Campus Leadership Team (CLT) includes grade-level or department team leads who are nominated by their peers. This team meets monthly to monitor and provide feedback on schoolwide systems, schedules, and routines. Their work ensures smooth daily operations and consistency across the campus.

The Instructional Leadership Team (ILT) meets bi-weekly and includes the administrative team, the instructional coach, and teacher representatives for grades K–2 and 3–5. This team uses classroom observation and walkthrough data to identify trends and plan professional supports that improve instruction across all classrooms.

In addition, Spring Hill Elementary has two Vertical Learning Communities (VLCs)—one for Math and one for Reading. These teams meet monthly and consist of a teacher representative from each grade level, an instructional coach, and an administrator. Together, the VLCs select a campus-wide instructional focus (e.g., improving written responses or problem-solving strategies), analyze student work samples, and make collaborative decisions to support student learning and growth.

These collaborative teams help ensure that decisions made at Spring Hill Elementary reflect the needs of the campus and are focused on helping every student succeed.

### **School Processes & Programs Strengths**

Spring Hill Elementary has made significant strides in creating strong systems that support both teaching and learning.

The campus has a strong professional learning community (PLC) structure that gives teachers time each week to collaborate, plan lessons, and analyze student data. This structure allows teachers to make timely instructional adjustments and build collective ownership of student learning outcomes.

With a large number of early-career educators on campus, Spring Hill Elementary has prioritized instructional coaching and mentoring. A full-time Instructional Coach, funded through Title I, provides classroom support, models lessons, and delivers professional development aligned to teacher and student needs. Twelve teachers on campus have also been trained as mentors to support early career teachers, and new staff participate in a year-long onboarding program to build confidence and capacity.

The campus also provides a comprehensive intervention system. Four interventionists offer targeted Tier 2 and Tier 3 support during the school day, in alignment with House Bill 1416 (HB1416) requirements for accelerated instruction. A schoolwide schedule helps ensure that accelerated instruction does not interfere with core content learning. After-school tutoring also provides additional support for students needing more time to meet academic goals.

Finally, a variety of collaborative decision-making teams, including the Campus Leadership Team, Instructional Leadership Team, and Vertical Learning Communities, promote a culture of shared leadership and data-driven improvement. These systems ensure alignment across classrooms and grade levels and give teachers a voice in shaping the direction of the campus.

Together, these structures reflect a schoolwide commitment to continuous improvement, collaborative culture, and student success.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Variability in lesson planning and instructional practices across grade levels has limited the effectiveness of TEKS-aligned, data-driven instruction.

**Root Cause:** PLCs are still developing consistency in using student data and high-quality instructional materials to plan collaboratively and respond to learning gaps.

**Problem Statement 2:** Not all students identified for intervention consistently show academic growth aligned to HB1416 expectations.

**Root Cause:** The accelerated instruction system is still being refined to ensure strategic progress monitoring, consistent use of small group instruction, and alignment between classroom teachers and interventionists.

**Problem Statement 3:** A high percentage of early career teachers on campus requires sustained instructional support to ensure consistency and rigor in Tier 1 instruction.

**Root Cause:** While structures such as coaching, mentoring, and onboarding exist, they need greater alignment and intentionality to address common gaps in instructional planning, delivery, and classroom management.

**Problem Statement 4:** Behavioral expectations are not implemented or enforced consistently in shared spaces across the campus.

**Root Cause:** The campus lacks clearly communicated and reinforced PBIS expectations for common areas, resulting in inconsistent adult responses and unclear student norms.

**Problem Statement 5:** Staff perceive disciplinary practices as inconsistent and unfair.

**Root Cause:** The campus does not have a shared behavior response flowchart or system for consistent administrative follow-up, contributing to perceptions of inequitable discipline.

# Perceptions

## Perceptions Summary

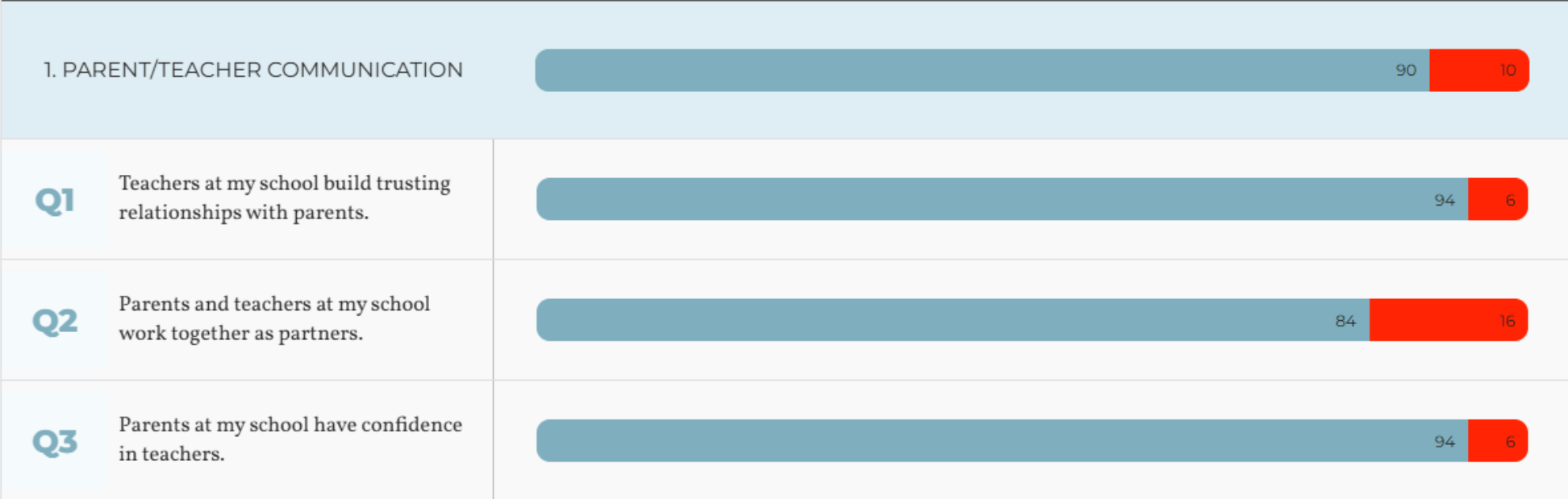
The 2025–2026 school year marks a period of transition and renewal for Spring Hill Elementary, as the campus welcomes a new principal, assistant principal, and school counselor. While change can bring uncertainty, it also provides a valuable opportunity to build momentum, renew commitments to student success, and strengthen campus culture. The new leadership team is dedicated to listening, learning, and working collaboratively with staff, students, and families to create a shared vision rooted in academic excellence, inclusive practices, and strong relationships. With fresh perspectives and a clear focus on instruction, student support, and family partnership, the campus is poised to grow stronger together.

## Parent Engagement

Overall, Spring Hill Elementary is a neighborhood campus where students, staff, and families experience a strong sense of connection and belonging. Most students live nearby and are either walkers or are transported by family members. This proximity encourages daily family interaction with campus staff and helps foster a warm, community-centered culture. Events such as Meet the Teacher, Open House, Literacy Night, STEM Night, and Fine Arts Night are well-attended and reflect strong family engagement.

Feedback from families indicates that the school is viewed as welcoming and student-centered, with many parents actively involved in school-wide events and enrichment opportunities. The Parent Teacher Organization (PTO) supports students and staff through both volunteer efforts and fundraising. While family involvement in events is a strength, opportunities remain to increase two-way communication and family voice in campus decisions through structures like the Campus Academic Advisory Council.

Survey data reflects strong relationships between families and staff. Teachers overwhelmingly agree that they build trusting relationships with parents (94%), work collaboratively with families as partners (84%), and that parents have confidence in their teaching (94%). These high levels of agreement point to a school culture where communication, trust, and shared responsibility for student success are deeply valued. The data confirms that the school is seen as a supportive environment for families, where parents and teachers work together to help children thrive.

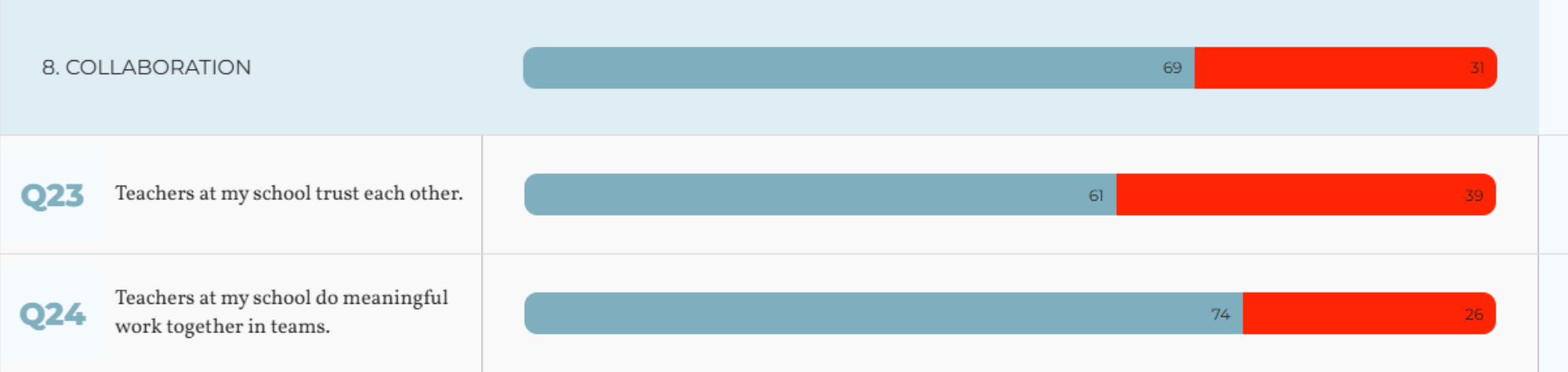


Culture and Climate

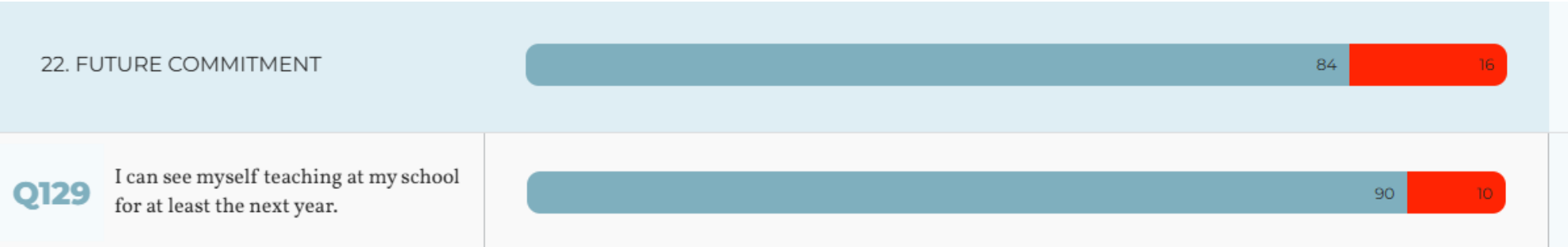
Despite strong systems for coaching and mentoring, teacher retention has been a challenge. Over the past three years, Spring Hill has experienced high turnover, particularly among early career educators. While systems such as onboarding, PLCs, and instructional coaching are in place to support teacher growth and confidence, retaining staff remains a key area for improvement. Continued investment in teacher support and recognition will be vital to building long-term stability.

Survey results highlight an important area of growth in our school's staff culture—collaboration and trust among teachers. While 74% of teachers agree they do meaningful work together in teams, only 61% report that teachers trust one another. These numbers reflect a 12-point decrease in perceptions of collaboration compared to the previous school year.

This decline likely reflects the high rate of staff turnover our campus has experienced over the past few years. With many new team members joining the campus, time and intentional support will be needed to build trusting relationships and strengthen collaborative practices. As we move forward, campus leadership is committed to fostering a positive professional culture where teachers feel supported, valued, and empowered to work together toward shared goals.



Despite recent turnover in both leadership and classroom teachers, the teachers at Spring Hill are committed to staying. In the Spring 2025 staff survey, 90% of teachers indicated, *"I can see myself teaching at my school for at least the next year."* This response reflects a strong sense of dedication and belief in the direction of the campus, even during a time of transition.



Community Partnerships

Spring Hill Elementary is proud to have a strong partnership with Reclaim Church, whose support has made a meaningful impact on our campus. Reclaim’s youth group regularly volunteers at campus events, helping our PTO create positive, well-run experiences for students and families. During the holidays, Reclaim provided Thanksgiving meals to 7–9 families and adopted approximately 75 students to receive Christmas gifts, ensuring students felt seen and supported. Throughout the year, they also sponsor the "Backpack for Friends" program, sending meals home each week with students in need. Their consistent and compassionate support has strengthened our school community and positively influenced the well-being of many Spring Hill families.

Perceptions Strengths

One of Spring Hill Elementary’s most significant strengths is the strong foundation of trust and collaboration between teachers and families. Based on recent survey data, 94% of teachers report building trusting relationships with parents, and the same percentage agree that parents have confidence in their abilities as educators.

Additionally, 84% of teachers believe that parents and teachers work together as partners to support student success. These high levels of agreement suggest that parent-teacher communication is both consistent and constructive, contributing to a shared commitment to student learning.

Another strength lies in the dedication of our staff to the school community, despite the challenges of recent staff turnover. In Spring 2025, 90% of staff reported that they could see themselves teaching at Spring Hill for at least the next year. This finding reflects a promising shift in teacher investment, morale, and stability. The school climate is beginning to rebuild, supported by leadership's focus on creating a culture of support, belonging, and professional growth.

Additionally, Spring Hill benefits from strong community partnerships, most notably with Reclaim Church. Through this partnership, the church's youth group volunteers at school events, providing valuable support to the PTO and creating welcoming experiences for families. Reclaim Church also plays a critical role in supporting students and families through the holiday season, providing Thanksgiving meals to 7–9 families and adopting approximately 75 students for Christmas. Throughout the year, their "Backpack for Friends" program ensures students in need receive meals to take home each week. This consistent and compassionate community involvement strengthens our campus culture and reinforces the value placed on caring for the whole child.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** High teacher turnover over the past three years has disrupted instructional continuity and impacted staff cohesion.

**Root Cause:** Frequent leadership and staff turnover has limited opportunities to build sustained trust and consistent team culture.

**Problem Statement 2:** While many families engage in events, consistent parent involvement in academic and decision-making activities remains an area for growth.

**Root Cause:** Communication about involvement opportunities is not yet strategic or consistent across formats, limiting parent awareness of ways to contribute.

**Problem Statement 3:** Student absenteeism has negatively impacted learning continuity and engagement for a significant portion of the student population.

**Root Cause:** Consistent, proactive systems for tracking, communicating, and intervening with attendance concerns are still under development.

# Goals

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

**Performance Objective 1:** By June 2026, Spring Hill Elementary will fill 100% of teacher vacancies with highly qualified candidates by implementing targeted recruitment strategies to build a stable and effective teaching staff.

**Evaluation Data Sources:** Hiring records, applicant tracking data, reports from university and partner organizations, feedback and surveys from hiring committees, and participation logs from recruitment events.

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

**Performance Objective 2:** By May 2026, 80% of teachers will report that professional development provided by the campus leadership team helps improve their teaching, as measured by staff surveys.

**Evaluation Data Sources:** Teacher feedback from staff surveys (including the Upbeat survey), CAAC meeting minutes and approval records of the campus PD plan, participation and attendance records from PD sessions, new teacher retention rates, and principal/paraprofessional coaching logs.

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

**Performance Objective 3:** By the end of the 2025-2026 school year, Spring Hill Elementary will retain at least 75% of campus teachers to ensure stability and continuity of instruction.

**High Priority**

**Evaluation Data Sources:** Teacher retention rates from HR and staff feedback surveys.

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

**Performance Objective 1:** By June 2026, there will be 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 58% to 73%

- Approaches from 59% to 71%
- Meets from 27% to 39%
- Masters from 9% to 21%

To meet HB3 Early Childhood Math Goals:

The percent of third grade students scoring at Meets Grade Level or above on STAAR Math will increase from 23% in 2025 to 50% by June 2026 and to 64% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Instructional coach logs, PLC artifacts, walkthrough and observation data, lesson plans, formative and common assessment results, intervention documentation, professional development feedback, and Spring 2026 STAAR Math outcomes.

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

**Performance Objective 2:** By June 2026, there will be 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 Spring 2025 at each performance level will be:

- RLA Academic Growth from 61% to 76%
- Approaches from 66% to 78%
- Meets from 34% to 46%
- Masters from 12% to 24%

To meet HB3 Early Childhood Literacy Goals:

The percent of third grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 20% in June 2025 to 50% by June 2026 and to 64% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Instructional coach logs, PLC artifacts, walkthrough and observation data, lesson plans, formative and common assessment results, intervention documentation, professional development feedback, and Spring 2026 STAAR Reading Language Arts outcomes.

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

**Performance Objective 3:** By June 2026, there will be a 15% increase in the percentage of students meeting or exceeding Growth targets on both the

STAAR Reading Language Arts and Math assessments tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

**High Priority**

**Evaluation Data Sources:** STAAR Growth reports, Closing the Gaps domain data from the Texas Accountability System, Eduphoria Aware growth tracking reports, and campus-based progress monitoring tools aligned to RLA and Math TEKS.

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

**Performance Objective 4:** By June 2026, there will be increases 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 40% to 52%
- Meets from 6% to 18%
- Masters from 1% to 13%

**Evaluation Data Sources:** STAAR Science performance data, common assessment results, exit ticket data, PLC data tracking tools, and classroom observation data.

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

**Performance Objective 5:** By June 2026, at least 80% of students in Pre-K through second grade will demonstrate grade-level readiness on universal reading and math screeners in the language of instruction, demonstrating the foundational skills necessary to succeed in the next grade.

**Evaluation Data Sources:** Student performance data from universal reading screeners administered in Pre-K through second grade, progress monitoring reports, benchmark assessments, and teacher observational records.

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

**Performance Objective 6:** By June 2026, at least 75% of emergent bilingual students will demonstrate one year of annual growth in English language proficiency as measured by TELPAS composite scores, supporting their academic success across content areas.

**Evaluation Data Sources:** TELPAS composite scores and domain-specific results, TELPAS interim assessment data, classroom formative assessments focused on English language proficiency, teacher progress monitoring logs, and family engagement records related to language support activities.

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

**Performance Objective 1:** By June 2026, Spring Hill Elementary will increase student awareness of future opportunities by integrating content focused on enrollment, enlistment, or employment into the weekly morning broadcast, with at least one segment per week highlighting one of these three pathways.

**Evaluation Data Sources:** Student surveys, classroom reflections, participation logs, spirit day tracking, guest speaker schedules, and stakeholder feedback.

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

**Performance Objective 2:** By May 2026, the campus will host a career day event that exposes all students to a broad variety of career pathways, including opportunities for postsecondary enrollment, military enlistment, and immediate employment upon high school graduation, to expose students to future possibilities.

**Evaluation Data Sources:** Student attendance records at the career day event, post-event student and parent surveys measuring awareness of career options, teacher feedback on related classroom activities, and tracking of student participation in follow-up career exploration programs.

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** By December 2025, the campus will host at least one Family Academic Night focused on reading and math, with a minimum attendance of 100 families, to build parent capacity to support student learning at home and improve student academic outcomes.

**High Priority**

**Evaluation Data Sources:** Family attendance logs, parent feedback surveys collected at the event, records of academic materials distributed, and follow-up teacher observations of student engagement and progress in reading and math.

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** By November 2025, 90% of families will participate in at least one parent-teacher conference, held in person or virtually, to collaboratively review student academic progress and support goal setting for reading and math achievement.

**Evaluation Data Sources:** Parent-teacher conference sign-in sheets, teacher conference logs, and Skyward documentation to verify participation rates by the end of November 2025.

**Goal 4:** Improve low performing schools.

**Performance Objective 3:** By February 2026, the campus will host a STAAR Family Night with at least 100 families in attendance to equip parents with tools and strategies to support their child's success on STAAR assessments in reading, math, and science.

### **High Priority**

**Evaluation Data Sources:** Attendance records, parent feedback surveys from the event, distribution logs for STAAR preparation materials, and subsequent analysis of student STAAR performance growth in reading, math, and science.

**Goal 4:** Improve low performing schools.

**Performance Objective 4:** By May 2026, the campus will increase staff agreement that "rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes" by 30 percentage points (from 32% in Spring 2025 to 62% in Spring 2026) by implementing consistent, campus-wide PBIS expectations in all shared spaces and supporting staff through clear communication, modeling, and accountability.

### **High Priority**

**Evaluation Data Sources:** Monthly campus discipline referral data, disaggregated by student groups to monitor disproportionality trends, staff survey results--specifically related to PBIS implementation and consistency of behavior rule enforcement--and fidelity monitoring walkthrough reports.

**Goal 4:** Improve low performing schools.

**Performance Objective 5:** During the 2025-2026 school year, the campus will reduce total student discipline referrals by 15% (from 62 to 53) and will monitor referral trends by student group to reduce disproportionality and improve equitable access to a safe, supportive school environment.

**Evaluation Data Sources:** Discipline referral logs, in-school and out-of-school suspension reports, PEIMS discipline data, and disaggregated behavior data by student groups will be reviewed each grading period to monitor progress and identify disproportionality trends.

**Goal 4:** Improve low performing schools.

**Performance Objective 6:** By May 2026, to ensure Coordinated School Health, 100% of students will participate in the school's required physical activities each grading period, and 100% of eligible students will complete the FitnessGram assessment during the designated testing window.

**Evaluation Data Sources:** Student participation logs in physical education and recess activities, FitnessGram assessment results, and attendance records from physical activity programs will be reviewed quarterly to monitor compliance and progress toward the goal.

**Goal 4:** Improve low performing schools.

**Performance Objective 7:** By May 2026, the campus will establish or maintain partnerships with at least two community organizations that directly support student academic growth through mentoring, tutoring, or academic enrichment.

**Evaluation Data Sources:** Student participation roster in programs

**Goal 4:** Improve low performing schools.

**Performance Objective 8:** Spring Hill 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 F to C or above
- Domain 2 Rating will improve from D to C or above
- Domain 3 Rating will improve from C to B or above

**Evaluation Data Sources:** STAAR results, TELPAS results, and accountability reports.

**Goal 4:** Improve low performing schools.

**Performance Objective 9:** By May 2026, the campus attendance rate will increase by 5%, rising from 93.4% to 98.4%, to ensure higher student engagement and instructional time, through targeted interventions focused on reducing unexcused absences and promoting consistent student engagement.

**Evaluation Data Sources:** Skyward and SchoolStatus

**Goal 4:** Improve low performing schools.

**Performance Objective 10:** By May 2026, the campus will reduce the percentage of students identified as chronically absent--from 13.4% in 2024-2025 to 8.4% in 2025-2026. (Students are considered chronically absent if they accumulate 10 or more unexcused absences within a six-month period.)

**Evaluation Data Sources:** Skyward and SchoolStatus

# Policies, Procedures, and Requirements

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

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

# Addendums

| Early Childhood Literacy Plan Campus Goals - Spring Hill                                                                                                                                                                                                                                                                                           |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|-----------|-----------------|-----------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| Yearly Target Goal                                                                                                                                                                                                                                                                                                                                 |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2023-2024<br><small>(Actual Outcome for Goal-Setting)</small>                                                                                                                                                                                                                                                                                      | 2024-2025        | 2025-2026 | 2026-2027 | 2027-2028       | 2028-2029 | 2029-2030        |                   |                      |                            |                     |                    |                       |                           |
| 34%                                                                                                                                                                                                                                                                                                                                                | 44%              | 50%       | 56%       | 60%             | 62%       | 64%              |                   |                      |                            |                     |                    |                       |                           |
| Outcomes                                                                                                                                                                                                                                                                                                                                           | 20%              |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 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<br><small>(Actual Outcomes for Goal-Setting)</small>                                                                                                                                                                                                                                                                                     | n/a              | 29%       | 58%       | n/a             | n/a       | n/a              | n/a               | 6%                   | 23%                        | n/a                 | 26%                | n/a                   | n/a                       |
| 2024-2025                                                                                                                                                                                                                                                                                                                                          | n/a              | 35%       | 61%       | n/a             | n/a       | n/a              | n/a               | 18%                  | 30%                        | n/a                 | 34%                | n/a                   | n/a                       |
| Outcomes: 2024-2025                                                                                                                                                                                                                                                                                                                                | n/a              | 16%       | n/a       | n/a             | n/a       | n/a              | n/a               | 14%                  | 19%                        | n/a                 | 16%                | n/a                   | n/a                       |
| 2025-2026                                                                                                                                                                                                                                                                                                                                          | n/a              | 40%       | 64%       | n/a             | n/a       | n/a              | n/a               | 28%                  | 38%                        | n/a                 | 40%                | n/a                   | n/a                       |
| Outcomes: 2025-2026                                                                                                                                                                                                                                                                                                                                |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2026-2027                                                                                                                                                                                                                                                                                                                                          | n/a              | 45%       | 67%       | n/a             | n/a       | n/a              | n/a               | 34%                  | 43%                        | n/a                 | 45%                | n/a                   | n/a                       |
| Outcomes: 2026-2027                                                                                                                                                                                                                                                                                                                                |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2027-2028                                                                                                                                                                                                                                                                                                                                          | n/a              | 50%       | 70%       | n/a             | n/a       | n/a              | n/a               | 40%                  | 48%                        | n/a                 | 50%                | n/a                   | n/a                       |
| Outcomes: 2027-2028                                                                                                                                                                                                                                                                                                                                |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2028-2029                                                                                                                                                                                                                                                                                                                                          | n/a              | 55%       | 73%       | n/a             | n/a       | n/a              | n/a               | 43%                  | 53%                        | n/a                 | 55%                | n/a                   | n/a                       |
| Outcomes: 2028-2029                                                                                                                                                                                                                                                                                                                                |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2029-2030                                                                                                                                                                                                                                                                                                                                          | n/a              | 60%       | 76%       | n/a             | n/a       | n/a              | n/a               | 46%                  | 60%                        | n/a                 | 60%                | n/a                   | n/a                       |
| Outcomes: 2029-2030                                                                                                                                                                                                                                                                                                                                |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)<br>Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a" |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |

| Early Childhood Literacy Progress Measure 1 - Spring Hill ES                                                                                                                                                                                                                                                                                                                                                                                                                                              |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 15% in Spring 2024 to 64% by June 2030.                                                                                                                                                                                                                                                                                                                                         |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
| Yearly Target Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
| 2023-2024<br><small>(Actual Outcome for Goal-Setting)</small><br>15%                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2024-2025<br>23% | 2025-2026<br>32% | 2026-2027<br>40% | 2027-2028<br>48% | 2028-2029<br>56% | 2029-2030<br>64% |                   |                      |                            |                     |                    |                       |                           |
| Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 44%              |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
| 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<br><small>(Actual Outcomes for Goal-Setting)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                            | n/a              | 11%              | n/a              | n/a              | n/a              | n/a              | n/a               | n/a                  | 14%                        | n/a                 | 15%                | n/a                   | n/a                       |
| 2024-2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | n/a              | 21%              | n/a              | n/a              | n/a              | n/a              | n/a               | n/a                  | 22%                        | n/a                 | 24%                | n/a                   | n/a                       |
| Outcomes: 2024-2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | n/a              | 38%              | n/a              | n/a              | n/a              | n/a              | n/a               | n/a                  | 44%                        | n/a                 | 40%                | n/a                   | n/a                       |
| 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | n/a              | 31%              | n/a              | n/a              | n/a              | n/a              | n/a               | n/a                  | 30%                        | n/a                 | 31%                | n/a                   | n/a                       |
| Outcomes: 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
| 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | n/a              | 39%              | n/a              | n/a              | n/a              | n/a              | n/a               | n/a                  | 38%                        | n/a                 | 39%                | n/a                   | n/a                       |
| Outcomes: 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
| 2027-2028                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | n/a              | 47%              | n/a              | n/a              | n/a              | n/a              | n/a               | n/a                  | 46%                        | n/a                 | 47%                | n/a                   | n/a                       |
| Outcomes: 2027-2028                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
| 2028-2029                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | n/a              | 55%              | n/a              | n/a              | n/a              | n/a              | n/a               | n/a                  | 55%                        | n/a                 | 55%                | n/a                   | n/a                       |
| Outcomes: 2028-2029                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
| 2029-2030                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | n/a              | 64%              | n/a              | n/a              | n/a              | n/a              | n/a               | n/a                  | 64%                        | n/a                 | 64%                | n/a                   | n/a                       |
| Outcomes: 2029-2030                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |
| Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested<br>Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)<br>Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a" |                  |                  |                  |                  |                  |                  |                   |                      |                            |                     |                    |                       |                           |

| Early Childhood Literacy Progress Measure 2 - Spring Hill ES                                                                                                                                                                                                                                                                                                                                                                 |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|-----------|-----------------|-----------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 44% in Spring 2024 to 64% by June 2030.                                                                                                                                                                                                                                                   |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| Yearly Target Goals                                                                                                                                                                                                                                                                                                                                                                                                          |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2023-2024<br>(Actual Outcome for Goal-Setting)                                                                                                                                                                                                                                                                                                                                                                               | 2024-2025        | 2025-2026 | 2026-2027 | 2027-2028       | 2028-2029 | 2029-2030        |                   |                      |                            |                     |                    |                       |                           |
| 44%                                                                                                                                                                                                                                                                                                                                                                                                                          | 47%              | 50%       | 53%       | 56%             | 59%       | 64%              |                   |                      |                            |                     |                    |                       |                           |
| Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                     | 40%              |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 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<br>(Actual Outcomes for Goal-Setting)                                                                                                                                                                                                                                                                                                                                                                              | 40%              | 41%       | n/a       | n/a             | n/a       | n/a              | n/a               | n/a                  | 44%                        | n/a                 | 44%                | n/a                   | n/a                       |
| 2024-2025                                                                                                                                                                                                                                                                                                                                                                                                                    | 44%              | 45%       | n/a       | n/a             | n/a       | n/a              | n/a               | n/a                  | 47%                        | n/a                 | 47%                | n/a                   | n/a                       |
| Outcomes: 2024-2025                                                                                                                                                                                                                                                                                                                                                                                                          | 33%              | 42%       | n/a       | n/a             | n/a       | n/a              | n/a               | n/a                  | 42%                        | n/a                 | 47%                | n/a                   | n/a                       |
| 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                    | 48%              | 48%       | n/a       | n/a             | n/a       | n/a              | n/a               | n/a                  | 50%                        | n/a                 | 50%                | n/a                   | n/a                       |
| Outcomes: 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                          |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                                    | 52%              | 52%       | n/a       | n/a             | n/a       | n/a              | n/a               | n/a                  | 53%                        | n/a                 | 53%                | n/a                   | n/a                       |
| Outcomes: 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                          |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2027-2028                                                                                                                                                                                                                                                                                                                                                                                                                    | 56%              | 56%       | n/a       | n/a             | n/a       | n/a              | n/a               | n/a                  | 56%                        | n/a                 | 56%                | n/a                   | n/a                       |
| Outcomes: 2027-2028                                                                                                                                                                                                                                                                                                                                                                                                          |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2028-2029                                                                                                                                                                                                                                                                                                                                                                                                                    | 60%              | 60%       | n/a       | n/a             | n/a       | n/a              | n/a               | n/a                  | 60%                        | n/a                 | 60%                | n/a                   | n/a                       |
| Outcomes: 2028-2029                                                                                                                                                                                                                                                                                                                                                                                                          |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2029-2030                                                                                                                                                                                                                                                                                                                                                                                                                    | 64%              | 64%       | n/a       | n/a             | n/a       | n/a              | n/a               | n/a                  | 64%                        | n/a                 | 64%                | 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)<br>Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)<br>Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a" |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |

| Early Childhood Literacy Progress Measure 3 - Spring Hill 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 33% in Spring 2024 to 64% by June 2030.                                                                                                                                                                                                                                                                                                                                             |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| Yearly Target Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2023-2024<br>(Actual Outcome for Goal-Setting)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2024-2025        | 2025-2026 | 2026-2027 | 2027-2028       | 2028-2029 | 2029-2030        |                   |                      |                            |                     |                    |                       |                           |
| 33%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 38%              | 43%       | 48%       | 53%             | 58%       | 64%              |                   |                      |                            |                     |                    |                       |                           |
| 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<br>(Actual Outcomes for Goal-Setting)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 40%              | 26%       | 68%       | n/a             | n/a       | n/a              | n/a               | 11%                  | 27%                        | n/a                 | 23%                | n/a                   | n/a                       |
| 2024-2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 44%              | 32%       | 69%       | n/a             | n/a       | n/a              | n/a               | 19%                  | 33%                        | n/a                 | 30%                | n/a                   | n/a                       |
| Outcomes: 2024-2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 32%              | 28%       | 50%       | n/a             | n/a       | n/a              | n/a               | 7%                   | 30%                        | n/a                 | 28%                | n/a                   | n/a                       |
| 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 48%              | 38%       | 70%       | n/a             | n/a       | n/a              | n/a               | 27%                  | 38%                        | n/a                 | 37%                | n/a                   | n/a                       |
| Outcomes: 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 52%              | 44%       | 71%       | n/a             | n/a       | n/a              | n/a               | 35%                  | 44%                        | n/a                 | 44%                | n/a                   | n/a                       |
| Outcomes: 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2027-2028                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 56%              | 50%       | 72%       | n/a             | n/a       | n/a              | n/a               | 43%                  | 50%                        | n/a                 | 50%                | n/a                   | n/a                       |
| Outcomes: 2027-2028                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2028-2029                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60%              | 55%       | 73%       | n/a             | n/a       | n/a              | n/a               | 50%                  | 55%                        | n/a                 | 55%                | n/a                   | n/a                       |
| Outcomes: 2028-2029                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |           |           |                 |           |                  |                   |                      |                            |                     |                    |                       |                           |
| 2029-2030                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 64%              | 60%       | 74%       | n/a             | n/a       | n/a              | n/a               | 58%                  | 60%                        | n/a                 | 60%                | 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)<br>Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +<br>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)<br>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 - Spring Hill ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 32% in Spring 2024 to 64% by June 2030.

### Yearly Target Goals

| 2023-2024<br>(Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |  |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| 32%                                            | 41%       | 50%       | 54%       | 58%       | 60%       | 64%       |  |
| Outcomes                                       | 23%       |           |           |           |           |           |  |

### 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<br>(Actual Outcomes for Goal-Setting) | n/a              | 30%      | 50%   | n/a             | n/a   | n/a              | n/a               | 18%                  | 25%                        | n/a                 | 31%                | n/a                   | n/a                       |
| 2024-2025                                       | n/a              | 37%      | 55%   | n/a             | n/a   | n/a              | n/a               | 24%                  | 33%                        | n/a                 | 38%                | n/a                   | n/a                       |
| Outcomes: 2024-2025                             | n/a              | 20%      | n/a   | n/a             | n/a   | n/a              | n/a               | 11%                  | 22%                        | n/a                 | 31%                | n/a                   | n/a                       |
| 2025-2026                                       | n/a              | 44%      | 60%   | n/a             | n/a   | n/a              | n/a               | 30%                  | 40%                        | n/a                 | 45%                | n/a                   | n/a                       |
| Outcomes: 2025-2026                             |                  |          |       |                 |       |                  |                   |                      |                            |                     |                    |                       |                           |
| 2026-2027                                       | n/a              | 49%      | 64%   | n/a             | n/a   | n/a              | n/a               | 36%                  | 45%                        | n/a                 | 50%                | n/a                   | n/a                       |
| Outcomes: 2026-2027                             |                  |          |       |                 |       |                  |                   |                      |                            |                     |                    |                       |                           |
| 2027-2028                                       | n/a              | 54%      | 67%   | n/a             | n/a   | n/a              | n/a               | 44%                  | 50%                        | n/a                 | 55%                | n/a                   | n/a                       |
| Outcomes: 2027-2028                             |                  |          |       |                 |       |                  |                   |                      |                            |                     |                    |                       |                           |
| 2028-2029                                       | n/a              | 59%      | 69%   | n/a             | n/a   | n/a              | n/a               | 52%                  | 57%                        | n/a                 | 60%                | n/a                   | n/a                       |
| Outcomes: 2028-2029                             |                  |          |       |                 |       |                  |                   |                      |                            |                     |                    |                       |                           |
| 2029-2030                                       | n/a              | 64%      | 71%   | n/a             | n/a   | n/a              | n/a               | 60%                  | 64%                        | n/a                 | 64%                | 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 - Spring Hill ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 89% in Spring 2024 to 95% by June 2030.

### Yearly Target Goals

| 2023-2024<br>(Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |  |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| 89%                                            | 90%       | 91%       | 92%       | 93%       | 94%       | 95%       |  |
| Outcomes                                       | 95%       |           |           |           |           |           |  |

### 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<br>(Actual Outcomes for Goal-Setting) | n/a              | 91%      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a                  | 88%                        | n/a                 | 93%                | n/a                   | n/a                       |
| 2024-2025                                       | n/a              | 92%      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a                  | 89%                        | n/a                 | 94%                | n/a                   | n/a                       |
| Outcomes: 2024-2025                             | n/a              | 97%      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a                  | 94%                        | n/a                 | 93%                | n/a                   | n/a                       |
| 2025-2026                                       | n/a              | 93%      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a                  | 90%                        | n/a                 | 95%                | n/a                   | n/a                       |
| Outcomes: 2025-2026                             |                  |          |       |                 |       |                  |                   |                      |                            |                     |                    |                       |                           |
| 2026-2027                                       | n/a              | 94%      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a                  | 91%                        | n/a                 | 96%                | n/a                   | n/a                       |
| Outcomes: 2026-2027                             |                  |          |       |                 |       |                  |                   |                      |                            |                     |                    |                       |                           |
| 2027-2028                                       | n/a              | 95%      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a                  | 92%                        | n/a                 | 97%                | n/a                   | n/a                       |
| Outcomes: 2027-2028                             |                  |          |       |                 |       |                  |                   |                      |                            |                     |                    |                       |                           |
| 2028-2029                                       | n/a              | 96%      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a                  | 93%                        | n/a                 | 98%                | n/a                   | n/a                       |
| Outcomes: 2028-2029                             |                  |          |       |                 |       |                  |                   |                      |                            |                     |                    |                       |                           |
| 2029-2030                                       | n/a              | 97%      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a                  | 95%                        | n/a                 | 99%                | 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"

