

Pflugerville Independent School District

Mott Elementary School

2025-2026

Accountability Rating: B



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

Mission Statement

Fostering character, perseverance, and excellence in ALL students.

Vision

At Mott Elementary, we envision a thriving, inclusive learning environment where every student is empowered to achieve academic excellence, grow as a compassionate individual, and develop the skills necessary for lifelong success. Our commitment to equity and innovation guides us in fostering a collaborative community where students, families, educators, and the broader Pflugerville ISD community work together to nurture a culture of curiosity, resilience, and respect. We strive to meet the diverse needs of our students and prepare them to contribute positively to an ever-changing world, ensuring that every child reaches their full potential both now and in the future.

Value Statement

We Believe:

All individuals have worth
Relationships are foundational to success
In educating the whole child both academically and emotionally/socially
In developing civic-minded students
In providing diverse educational opportunities for all students
Diversity is our strength
In providing a safe and nurturing environment for all students and staff
High expectations from and partnerships with our community promote student success.
A strong work ethic and a focus on innovation are vital for staff and students to reach excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mott Elementary was built in June 2017, with most of its students eligible for school bus transportation. A newly installed sidewalk now enables five families from a nearby developing neighborhood to walk to school. The student population at Mott has fluctuated over time, influenced by the construction of Carpenter Elementary and Hidden Lake Elementary.

Students:

In the 2024-2025 school year, Mott Elementary School has a total student population of 638 students.

Year	White	African American	Asian	Hispanic	American Indian	Pacific Islander	Two or More Races	Total
2018	32.86	10.34	7.79	42.92	0.57	0.00	5.52	706
2019	34.14	10.05	7.99	41.04	0.36	0.00	6.42	826
2020	33.73	14.17	9.51	36.29	0.27	0.37	5.67	1094
2021	33.70	16.80	11.34	29.55	0.30	0.40	7.89	988
2022	33.78	11.99	15.98	30.51	0.48	0.12	7.14	826
2023	32.48	13.46	20.09	27.35	0.21	0.00	6.41	936
2024	29.75	15.03	19.62	27.06	0.16	0.16	8.23	632
2025	29.8	14.9	19.8	27	0.2	0.2	8.1	634

At present, around one-fifth (20%) of our student body faces economic disadvantages. Furthermore, we have 15.7% of students who are classified as Emergent Bilinguals. Over the years, there has been a consistent rise in the count of students identified for Special Education and 504 services. Approximately 18.4% of our students have either received intervention or meet the criteria for additional support as At-risk students at some point during the school year.

Student Special Program Identification/Participation - Mott Elementary School (Source: OnDataSuite & TAPR)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	30.6%	24.7%	18.3%	20.4%	23.3%
Emergent Bilingual	19.3%	13.1%	15.9%	18.3%	17.7%
At-Risk	44.1%	40.6%	46.7%	46.3%	45.7%

Student Special Program Identification/Participation - Mott Elementary School (Source: OnDataSuite & TAPR)					
Special Education	9.1%	10.1%	10.4%	10.6%	13.3%
Gifted & Talented	4.5%	5.4%	5.3%	5.98%	9%
Dyslexia	1.9%	2.7%	5.3%	5.5%	6.3%
Section 504	4.1%	5.5%	6.9%	7.2%	7.9%
Immigrant	1.7%	0.9%	2.1%	3.2%	3.5%
Homeless	0.5%	0.3%	0.6%	0.5%	0.5%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	10.4%	11.2%	10.8%	Not yet reported	Not yet reported

Staff Demographics

Mott Elementary School's teacher demographics have fluctuated over the past six years, with the total number of teachers increasing from 48 in 2017-2018 to 56.5 in 2022-2023. The percentage of African American teachers peaked at 11.1% in 2020-2021 but declined to 8.9% in 2022-2023. Meanwhile, the proportion of Hispanic teachers has significantly decreased from 37.0% to 15.9%, largely due to the relocation of the bilingual program to neighboring Riojas Elementary. The representation of White teachers has increased, now comprising 71.7%, up from 55.7%. Currently, there is no representation of American Indian, Asian, or Pacific Islander teachers, while those identifying as Two or More Races remain at 3.5%. Overall, while the total teaching staff has grown, diversity has declined, particularly among Hispanic educators.

Teacher Demographics - Mott Elementary School (Source: TAPR)							
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Teachers	48	53	66	63	48	56.5	44.5
African American	0.0%	3.8%	8.9%	11.1%	10.3%	8.9%	13.4%
Hispanic	37.0%	34.0%	28.1%	17.5%	18.6%	15.9%	15.7%
White	55.7%	53.7%	59.2%	68.2%	66.9%	71.7%	64.1%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%
Asian	5.2%	4.7%	2.3%	1.6%	0.0%	0%	2.2%

Teacher Demographics - Mott Elementary School (Source: TAPR)							
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%
Two or More Races	2.1%	3.8%	1.5%	1.6%	4.1%	3.5%	4.5%

Over the past eight years, Mott Elementary School has experienced notable shifts in teacher experience levels. Beginning teachers have fluctuated between 3.2% and 8.8% of the staff, with the current level at 6% in 2023–2024. The proportion of teachers with 1–5 years of experience has remained relatively steady, ranging from 16.3% to 29.2%, currently representing 29.2% of the faculty. A significant upward trend is seen in the 6–10 years experience range, which has grown from 11.0% in 2017–2018 to 30.1% in 2023–2024, signaling a shift toward a more mid-career teaching staff. Meanwhile, the percentage of educators with 11–20 years of experience has declined from a high of 41.5% to 23.9%, and those with over 20 years of experience have decreased from 22.5% to 10.8%. These changes suggest a generational shift in staffing, with fewer veteran teachers and a growing core of experienced professionals in the early-to-mid-career phase. Additionally, 20 teachers have earned TIA distinctions, underscoring the school’s ongoing commitment to instructional excellence.

Teachers by Years of Experience - Mott Elementary School (Source: TAPR)								
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	4.1%	5.7%	6.4%	3.2%	8.8%	8.6%	6%	
1-5 Years Experience	26.1%	24.6%	16.3%	23.8%	25.9%	24.8%	29.2%	
6-10 Years Experience	11.0%	15.7%	23.6%	26.6%	29.7%	32.5%	30.1%	
11-20 Years Experience	36.2%	33.2%	41.5%	33.6%	25.2%	25.2%	23.9%	
Over 20 Years of Experience	22.5%	20.8%	12.2%	12.7%	10.3%	8.9%	10.8%	

Demographics Strengths

The following demographic strengths have been identified: a culturally diverse student body, strong community support for the campus, and high teacher retention. Currently, 35 different languages are spoken, and we are seeing a growing Asian population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mott Elementary has seen a decline in teacher diversity, with Hispanic representation dropping from 37.0% in 2017-2018 to 15.7% in 2023-2024, while White teachers remain the majority. Limited representation of Asian, American Indian, and Pacific Islander teachers poses challenges to fostering culturally responsive instruction and inclusive representation.

Root Cause: The cause appears to be the absence of sustained, intentional recruitment and retention strategies for underrepresented groups. Without targeted efforts to attract, support, and retain diverse educators--particularly Hispanic, Asian, and other minority candidates--the staff does not reflect the cultural and linguistic backgrounds of the student population.

Student Learning

Student Learning Summary

2024-2025 STAR 360 Results

Math STAR 360 Longitudinal Report

Our math longitudinal data highlights a positive trend: the number of students in the red category has decreased in 3rd, 4th and 5th grade levels. This improvement reflects the success of our interventions, which have effectively helped students who previously needed intensive support progress to a higher level.

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

School Grade
Mott Elementary 1st Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	1st Grade		5	5%	7	6%	4	4%	93	85%	109

School Grade
Mott Elementary 2nd Grade

			Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		
			Number	%	Number	%	Number	%	Number	%	

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	2nd Grade		8	8%	2	2%	6	6%	88	85%	104
2023 - 2024	1st Grade		0	0%	1	1%	3	3%	88	96%	92

School

Grade

Mott Elementary
3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	3rd Grade		0	0%	3	3%	4	4%	97	93%	104
2023 - 2024	2nd Grade		2	2%	0	0%	4	4%	88	94%	94
2022 - 2023	1st Grade		4	5%	3	4%	3	4%	75	88%	85

School

Grade

Mott Elementary
4th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	4th Grade		0	0%	3	3%	6	7%	79	90%	88

2023 - 2024	3rd Grade		0	0%	3	4%	8	10%	69	86%	80
2022 - 2023	2nd Grade		2	3%	5	7%	5	7%	59	83%	71

School

Grade

Mott Elementary 5th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	5th Grade		1	1%	5	5%	5	5%	89	89%	100
2023 - 2024	4th Grade		2	2%	2	2%	3	3%	79	92%	86
2022 - 2023	3rd Grade		3	4%	5	6%	4	5%	70	85%	82

Reading STAR 360 Longitudinal Report

Our reading data reveals a similar positive trend, showing that students are making significant progress and moving out of the intensive intervention category. This improvement underscores the effectiveness of our targeted support strategies and reinforces our commitment to enhancing student achievement. As students advance, we continue to refine our approaches to ensure sustained growth and success in reading.

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention

Intervention

On Watch

At/Above Benchmark

School

Grade

Mott Elementary 1st Grade

Mott Elementary School

Generated by Plan4Learning.com

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	1st Grade		0	0%	0	0%	0	0%	17	100%	17

School Grade
Mott Elementary 2nd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	2nd Grade		3	3%	7	7%	12	12%	82	79%	104
2023 - 2024	1st Grade		0	0%	0	0%	1	20%	4	80%	5

School Grade
Mott Elementary 3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	3rd Grade		5	5%	5	5%	7	7%	87	84%	104
2023 - 2024	2nd Grade		6	6%	8	9%	7	7%	73	78%	94
2022 - 2023	1st Grade		1	2%	5	8%	8	13%	49	78%	63

School
Mott Elementary

Grade
4th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	4th Grade		5	6%	8	9%	5	6%	70	80%	88
2023 - 2024	3rd Grade		8	10%	10	13%	3	4%	59	74%	80
2022 - 2023	2nd Grade		8	11%	6	9%	8	11%	48	69%	70

School
Mott Elementary

Grade
5th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	5th Grade		4	4%	9	9%	7	7%	80	80%	100
2023 - 2024	4th Grade		5	6%	6	7%	5	6%	70	81%	86
2022 - 2023	3rd Grade		8	10%	6	7%	7	9%	61	74%	82

Grade Level	At/Above Benchmark or No Intervention Needed		Urgent Intervention or Significant Intervention Needed	
	BOY	EOY	BOY	EOY
1st Grade	58.1%	85.85%	7.62%	0%
2nd Grade	64.76%	80.58%	14.29%	3.88%

2024-2025 TELPAS RESULTS

TELPAS Composite Scores 2025				
Telpas Composite	Beginning	Intermediate	Advanced	Advanced High
Kindergarten	5%	30%	21%	44%
1st Grade	8%	28%	20%	44%
2nd Grade	0%	75%	25%	0%
3rd Grade	7%	33%	33%	27%
4th Grade	0%	20%	80%	0%
5th Grade	0%	17%	67%	17%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		89	B	
Student Achievement		89	B	70%
STAAR Performance	59	89		
College, Career and Military Readiness				
Graduation Rate				
School Progress		89	B	0%
Academic Growth	79	89	B	✓
Relative Performance (Eco Dis: 22.5%)		70	C	
Closing the Gaps	74	90	A	30%

Missed Closing the Gaps Targets

- **Academic Growth in Math: Hispanic student group**

Student Learning Strengths

- **TX KEA Math** - Kindergarten moved from 69% on track to 74% of students on track.
- **TPRI:**
 - 1st grade reading has improved by 15.7% for students meeting at/above benchmark level on TPRI
 - 2nd grade reading has decreased by 2.1% for students meeting at/above benchmark level on TPRI Going from 77.8% of students in the tier one band to 75.7%.
- **STAR 360**
 - 1st Grade Star 360 Math 78% of students are at or above the growth proficiency Score of 50
 - 2nd Grade Star 360 Math 78% of students are at or above the growth proficiency Score of 50
 - 3rd Grade Star 360 Math 92% of students are at or above the growth proficiency Score of 50
 - 4th Grade Star 360 Math 83% of students are at or above the growth proficiency Score of 50
 - 5th Grade Star 360 74% of students are at or above the growth proficiency Score of 50

- **Spring 2025 STAAR results:**

- 3rd Grade Math Approach (88% to 91%), Meets (64% to 78%), and Masters (32% to 41%).
- 3rd Grade RLA Approach (87% to 91%), Meets (60% to 71%), and Masters (34% to 42%).
- 4th Grade RLA Meets moved from 66% to 70%
- 5th Grade Math Mastery increased from 26% to 28%
- 5th Grade RLA Approach moved from 85% to 86%

- **24/25 Closing the Gaps Outcomes:**

When evaluating STAAR performance across student groups in Closing the Gaps,

- ~~In Reading, all Growth targets and all Meets Grade Level or above targets for All students, African American Students, Hispanic Students, and our High Focus group.~~
- ~~In Math, all Growth targets for all student groups were met for All students, African American Students, Hispanic Students, and our High Focus group.~~
- ~~All TEA Student Success targets were met.~~
- ~~The English Language Proficiency TEA long-term target was met.~~

- **TELPAS**

- The English Language Proficiency Status target was 49%. We exceeded the target with a score of 55%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: VMES Science STAAR scores in the Meets category are significantly lower (15%) compared to Reading (70%) and Math (63%), indicating a gap in science performance.

Root Cause: Science instruction is not implemented consistently across all grade levels, resulting in gaps in content coverage and student readiness.

Problem Statement 2: As of May 2025, 37% of students in grades 3 through 5 are not yet meeting the STAAR math standard. Math scores in 4th and 5th grade saw a decline, highlighting the need for targeted support and intervention.

Root Cause: Targeted interventions and math tutorials were not implemented consistently across grade levels, resulting in missed opportunities to address learning gaps. In particular, students in 4th and 5th grade did not receive the level of sustained, data-driven support needed to improve proficiency, contributing to the decline in math performance.

Problem Statement 3: On the 2025 VMES Math STAAR assessments, students receiving Special Education services scored significantly below the All Students group--by __%, __%, and __% in grades 3, 4, and 5, respectively. This achievement gap underscores the urgent need for targeted interventions and instructional adjustments to better support the academic growth of our Special Education students.

Root Cause: A lack of structured progress monitoring and inconsistent implementation of Tier 2 interventions contributed to the achievement gap for students receiving Special Education services. Without frequent data checks and targeted instructional adjustments, students did not receive timely, individualized support necessary to accelerate reading growth.

Problem Statement 4: As of May 2025, 30% of students in grades 3-5 are not reading at the Meets Grade Level standard. While this reflects a 5% improvement from the 2024-2025 school year, we remain focused on reducing that number further.

Root Cause: Many students in grades 3rd through 5th are not reading at the meets level, indicating a significant deficit in their reading proficiency. One of the root causes contributing to this issue is the limited engagement and relevance of the reading material provided to students.

School Processes & Programs

School Processes & Programs Summary

Attendance

The chart below shows attendance trends.

Mott Elementary School has maintained a strong attendance rate over the past four years, with **95.0%** in **2023-2024**, showing stability compared to **94.8%** in **2022-2023** and a slight improvement from **93.5%** in **2021-2022**. The highest rate was **97.4%** in **2020-2021**, reflecting the early stages of the COVID-19 pandemic when remote learning and hybrid schedules were prevalent.

However, the pandemic had a notable impact on chronic absenteeism. The rate increased significantly to **19.6%** in **2021-2022**, as disruptions related to COVID-19, including illness, quarantine protocols, and adjustments to in-person learning, affected student attendance. Since then, there has been a steady decline in chronic absenteeism, with **12.1%** in **2022-2023** and **9.2%** in **2023-2024**, indicating a recovery toward pre-pandemic levels.

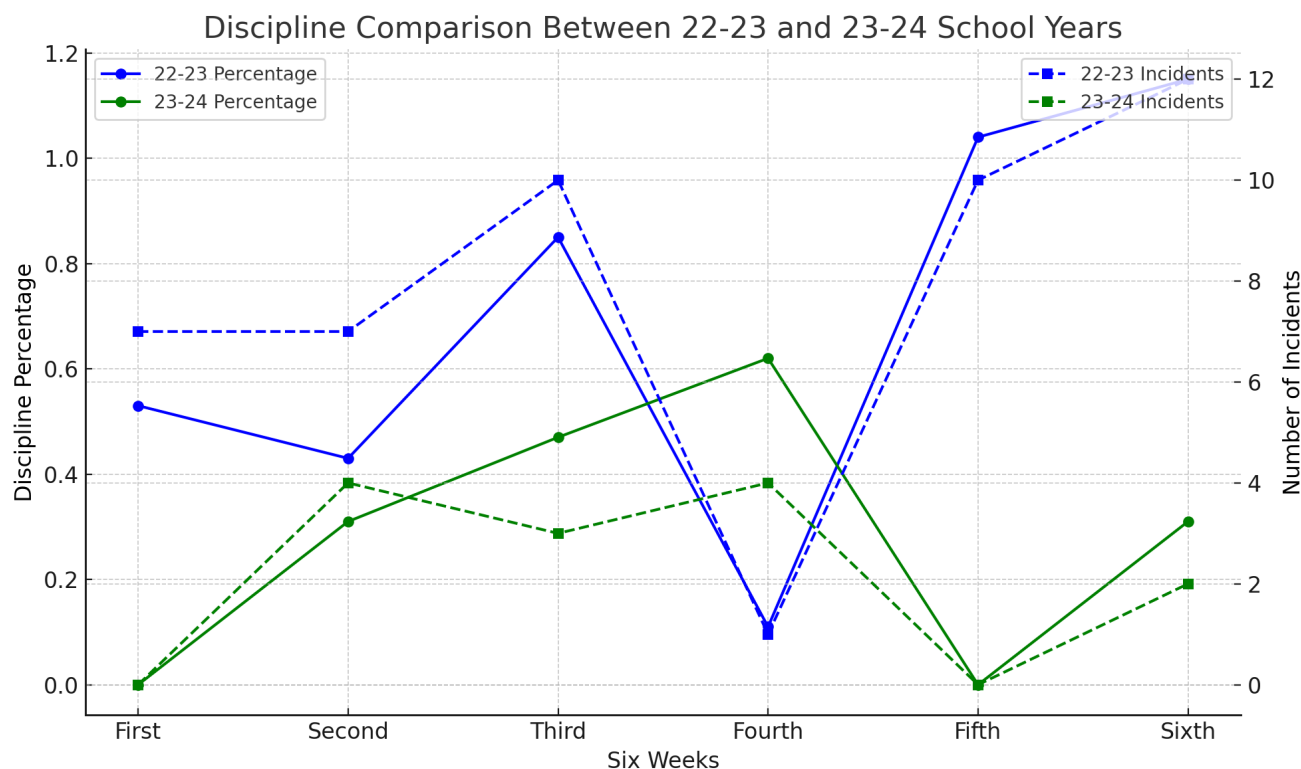
Overall, Mott Elementary has demonstrated resilience in maintaining high attendance and reducing absenteeism, outperforming district, regional, and state averages despite the challenges posed by the pandemic.

		Attendance Rate		Chronic Absenteeism Rate The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.
	2024-2025	2023-2024 (On Data Suite)	2024-2025	2023-2024 - Approximate (On Data Suite)
State				
Region 13				
Pflugerville ISD		92.90%		
Mott ES	95.2%	95.00%		9.20%

The data compares discipline percentages and incidents over six-week periods for the 22-23 and 23-24 school years. During the sixth six weeks, the 22-23 school year had a 1.15% discipline rate with 12 incidents, while the 23-24 school year saw a reduction to 0.31% with 2 incidents. The fifth six weeks showed a significant improvement from a 1.04% discipline rate and 10 incidents in 22-23 to 0% and no incidents in 23-24.

However, the fourth six weeks experienced an increase, with the discipline rate rising from 0.11% and 1 incident in 22-23 to 0.62% and 4 incidents in 23-24. The third six weeks showed a decline in both the discipline rate and incidents, with 22-23 recording 0.85% and 10 incidents, and 23-24 showing 0.47% and 3 incidents. Similarly, the second six weeks saw a slight reduction, from 0.43% and 7 incidents in 22-23 to 0.31% and 4 incidents in 23-24.

Finally, the first six weeks achieved a 0% discipline rate and no incidents in 23-24, compared to 0.53% and 7 incidents in 22-23. Overall, the data reflects a general trend of improvement in reducing discipline rates and incidents in the 23-24 school year, except for the fourth six weeks, which showed an increase.



Campus Culture and Climate Committee - CCCC is a comprehensive approach to behavior management that focuses on creating a positive, proactive, and data-driven environment to promote desirable behaviors and prevent problem behaviors in schools and other settings. It emphasizes teaching and reinforcing positive behaviors rather than solely relying on punishment, and it has been shown to be effective in improving behavior and overall organizational climate.

Relationship-Centered Learning - Relationship-Centered Learning (RCL) is an educational approach that places a strong emphasis on the quality of relationships between educators and learners and among learners themselves. This approach recognizes that effective learning is not just about the transmission of information but also about the cultivation of meaningful and positive relationships within the learning environment. RCL is often associated with medical education, but its principles can be applied to various educational

settings.

Tutoring-

Our commitment to supporting students' academic growth extends to providing tutorial sessions that are available during regular school hours as well as after school. These tutorials are designed to offer a well-rounded support system to cater to different learning needs and preferences.

During School:

- Tutorials during school hours allow us to provide immediate assistance to students who may be struggling with specific subjects or concepts.
- They are seamlessly integrated into the school day, ensuring that students receive targeted help without disrupting their regular schedules.
- During-school tutorials can be aligned with classroom instruction, reinforcing the material covered in class.

After School:

- Our after-school tutorials offer extended learning opportunities beyond regular school hours.
- They provide students with the flexibility to engage in additional learning, review sessions, and homework support.
- These sessions can cater to a wider range of subjects and topics, allowing students to explore their interests and address any challenges they may face.

In combining both during and after-school tutorials, our goal is to create a comprehensive support system that fosters academic success. We understand that students have varying needs, and by offering tutorials at different times throughout the day, we ensure that they have access to the resources and guidance they require to excel in their studies.

PLCs- We will engage in a Professional Learning Community (PLC), which is a collaborative assembly of educators dedicated to enhancing student learning outcomes through the use of data-driven decision-making, shared objectives, ongoing professional development, and a strong emphasis on effective teaching practices. PLCs foster a structured and supportive environment where educators can collaborate to refine and strengthen their instructional approaches.

Staffing- We utilize a hiring committee to give staff members a say in the hiring process is a strategy that promotes collaboration, inclusivity, transparency, and better hiring decisions. It recognizes that employees are valuable stakeholders in the organization and can contribute significantly to building a cohesive and effective team.

Professional Development- We offer a diverse array of professional development opportunities as a strategic approach employed to cater to the unique needs and preferences of Mott staff, enabling them to continually grow and enhance their skills and knowledge. This commitment to providing differentiated options for teacher development reflects a recognition of the importance of ongoing learning and the diverse backgrounds and goals of educators.

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School Processes & Programs Strengths

Culture and Climate Committee: This committee has developed documents to explain campus wide systems for positive reinforcers and systems for school wide expectations. The committee also created and shared a document with our committee on the Camus wide expectations (Be Safe, Be Respectful, Be Responsible).

~~**Relationship-Centered Learning:** During the beginning of the year campus professional development, the campus engaged in created a Staff Treatment Agreement that set the tone for our interactions and modeled systems for teachers to turn around to their students.~~

~~The school's master schedule now incorporates two 30-minute **WIN (What I Need)** times for grades 1 through 5, ensuring students have time for both reading and math tutoring every day. This structure enables students to receive accelerated instruction in both subjects without disrupting other parts of the curriculum.~~

~~For students who have not met the STAAR standards for two consecutive years, Accelerated Education Plans (AEPs) have been developed. Teachers held parent conferences to explain these AEPs and how they would address the students' needs. Teachers also carefully document tutoring details for each student, including tutoring minutes, the subject covered, and the methods used to ensure compliance with HB 4545 tutoring requirements. This documentation is critical for tracking progress and adhering to the mandates of both HB 4545 and the updated provisions under HB 1416.~~

~~**Tutoring- during the school day and after school:** Students receive consistent additional, supplemental instruction in math and reading.~~

~~**PLCs:** These take place weekly (sometimes twice weekly) to review data and hold future planning conversations.~~

~~**Staffing- hiring committee:** The committee is comprised of teachers and support personnel and is a consistent committee. This committee hires by consensus for all building positions.~~

~~**Professional Development:** This is ongoing throughout the year during staff meetings (reading and math).~~

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students receiving Special Education services at Mott Elementary are demonstrating less academic growth compared to their peers.

Root Cause: This suggests that current instructional strategies and progress monitoring systems may be insufficient in identifying and addressing the specific learning needs of these students.

Perceptions

Perceptions Summary

Key growth opportunities for the upcoming school year focus on two main areas: communicating a clear vision with shared goals, and strengthening teacher trust.

Currently, rules and student behavior are consistently enforced by teachers, with 77% positive feedback on this measure, even for students outside of their own classrooms. Teacher trust also received a strong 79% positive rating.

To strengthen our vision and goals, we will begin sharing student progress toward campus objectives in the weekly newsletter to keep all stakeholders informed and engaged. In addition, we are aligning our professional development efforts with in-class modeling and closely monitoring campus-wide strategies to ensure consistent and effective implementation.

Perceptions Strengths

The Upbeat survey showed significant increases in positive responses, particularly in the categories of Work-Life Balance, Self-Efficacy, Belonging and Wellbeing, and Diversity. Strong positive responses were also noted in Parent/Teacher Communication, School Safety and Order, Equity, Inclusion, Care and Commitment, Student Engagement, and Satisfaction and Purpose.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A significant portion of staff do not feel adequately prepared to engage in conversations about racism and other forms of discrimination with their students. This gap in confidence can hinder the school's efforts to create an inclusive environment where sensitive topics are addressed openly and effectively.

Root Cause: The lack of confidence may stem from insufficient professional development in areas like cultural competency, racial equity, and effective communication strategies for discussing sensitive issues. Without targeted training or resources, some staff may feel uncertain or unprepared to navigate these complex conversations. Additionally, there may be a lack of ongoing support or practice opportunities

Problem Statement 2: Staff perceptions indicate a need for improved recognition practices at Mott Elementary. While most teachers feel their efforts are noticed, a notable percentage still feel unrecognized or undervalued, suggesting inconsistencies in how administrators celebrate and acknowledge staff contributions.

Root Cause: The root cause of the inconsistent staff recognition at Mott Elementary appears to be a lack of systematic and intentional practices for acknowledging teacher effort and success. Without a consistent structure for celebrating achievements, recognition may be infrequent or perceived as uneven, leading to feelings of being undervalued among staff.

Goals

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

Performance Objective 1: By May 2026, Mott will provide differentiated professional development, team building, and support which will increase effective teaching, promote confidence in staff, and maintain retention of the current staff at a 90% rate.

Evaluation Data Sources: Staff surveys, walkthroughs, T-TESS observations, and Upbeat Campus Climate survey data.

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

Performance Objective 1: By June 2026, there will be increases in both Growth and Achievement on STAAR 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 73% to 84%
- Approaches from 88% to 98%
- Meets from 65% to 75%
- Masters from 34% to 45%

To meet HB3 Early Childhood Math Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 78% in June 2025 to 80% by June 2026 and to 95% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR math results, Accountability reports

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

Performance Objective 2: By June 2026, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

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

- RLA Academic Growth from 83% to 93%

- Approaches from 90% to 98%
- Meets from 72% to 82%
- Masters from 41% to 51%

To meet HB3 Early Childhood Literacy Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 70% in June 2025 to 71% by June 2026 and to 90% by June 2030.

HB3 Goal

Evaluation Data Sources: Evaluations will be based on comparing the beginning and end-of-year assessment data collected in May 2025, including C-PALLS+, Star360, TX-KEA, TPRI, Common Assessments, District Assessments, STAAR, and STAAR Progress Measure for 4th - 5th graders. Professional development plans, PLC agendas, and T-TESS data can also be used.

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

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

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

- Approaches from 58% to 67%
- Meets from 18% to 60%
- Masters from 8% to 50%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: Throughout the 2025-2026 school year, Mott ES will increase parent engagement through the weekly newsletter to boost event attendance above the prior year rate to improve student academic achievement outcomes.

Evaluation Data Sources: Track parent attendance by implementing a QR code system at events and utilizing wristband sales from Owl Pfest. Additionally, engagement metrics from the weekly Mott News will be analyzed.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Mott ES will increase the overall attendance rate by 2% over the 2024-2025 school year from 95.2% to 97.2%.

Chronic Absenteeism rates will be reduced below the 2024-2025 rate of 9.6%.

Evaluation Data Sources: Attendance Data, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Mott Elementary will reinforce and expand Restorative Practices across the campus, aiming for a 10% reduction in discipline referral rates. In the 2024-2025 school year, we recorded a total of 133 referrals, and our goal is to decrease that number to 120 referrals.

Evaluation Data Sources: Discipline Referral data

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Mott Elementary will implement a Coordinated School Health program with a minimum of two activities each in the areas of fitness and social/emotional learning in order to promote the well-rounded physical education of all students. 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: FitnessGram results, participation in character education, participation in Boosterthon Fun Run, Campus Climate and Culture Committee Universal implementation, Second Step participation

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By the end of the 2025-2026 school year, Mott aims to continuously foster a healthy and inclusive environment for students, staff, and families, earning our Unified Champions designation.

Evaluation Data Sources: Designation

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Mott Elementary's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from B to A
- Domain 1 Rating will improve from B to A
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will maintain at A

Evaluation Data Sources: Accountability reports

Policies, Procedures, and Requirements

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

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

Addendums

Early Childhood Literacy Plan Campus Goal - Mott ES													
The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 60% in Spring 2024 to 90% by June 2030.													
Yearly Target Goal													
2023-2024 (Actual Outcomes for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
60%	65%	70%	75%	80%	85%	90%							
Outcomes	70%												
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-Continuous y Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	41%	58%	60%	n/a	83%	n/a	n/a	7%	58%	n/a	64%	n/a	n/a
2024-2025	65%	65%	65%	n/a	90%	n/a	n/a	13%	65%	n/a	65%	n/a	n/a
Outcomes: 2024-2025	n/a	54%	88%	n/a	86%	n/a	n/a	30%	42%	n/a	60%	n/a	n/a
2025-2026	70%	70%	70%	n/a	90%	n/a	n/a	20%	70%	n/a	70%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	75%	75%	75%	n/a	90%	n/a	n/a	25%	75%	n/a	75%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	80%	80%	80%	n/a	90%	n/a	n/a	40%	80%	n/a	80%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	85%	85%	85%	n/a	90%	n/a	n/a	45%	85%	n/a	85%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	90%	90%	90%	n/a	90%	n/a	n/a	50%	90%	n/a	90%	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 given)													
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

Early Childhood Literacy Progress Measure 1 - Mott ES													
The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 40% in Spring 2024 to 70% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
40%	45%	50%	55%	60%	65%	70%							
Outcomes	50%												
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	n/a	n/a	n/a	46%	n/a	n/a	n/a	36%	n/a	38%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	55%	n/a	n/a	n/a	29%	n/a	53%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	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 Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

Early Childhood Literacy Progress Measure 2 - Mott ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 53% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
53%	60%	65%	70%	75%	80%	85%	
Outcomes	53%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	32%	50%	60%	n/a	50%	n/a	82%	7%	42%	n/a	39%	n/a	n/a
2024-2025	60%	60%	60%	n/a	60%	n/a	85%	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2024-2025	23%	52%	50%	n/a	69%	n/a	n/a	14%	32%	n/a	57%	n/a	n/a
2025-2026	65%	65%	65%	n/a	65%	n/a	85%	65%	65%	n/a	65%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	70%	70%	70%	n/a	70%	n/a	70%	70%	70%	n/a	70%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	75%	75%	75%	n/a	75%	n/a	75%	75%	75%	n/a	75%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	80%	80%	80%	n/a	80%	n/a	80%	80%	80%	n/a	80%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	85%	85%	85%	n/a	85%	n/a	85%	85%	85%	n/a	85%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)

Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

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

Early Childhood Literacy Progress Measure 3 - Mott ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 73% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
73%	75%	77%	80%	82%	83%	85%	
Outcomes	79%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	72%	69%	69%	n/a	89%	n/a	73%	17%	66%	n/a	74%	n/a	n/a
2024-2025	75%	75%	75%	n/a	90%	n/a	75%	75%	75%	n/a	75%	n/a	n/a
Outcomes: 2024-2025	61%	70%	86%	n/a	92%	n/a	83%	43%	62%	n/a	71%	n/a	n/a
2025-2026	77%	77%	77%	n/a	90%	n/a	77%	77%	77%	n/a	77%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	80%	80%	80%	n/a	90%	n/a	80%	80%	80%	n/a	80%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	82%	82%	82%	n/a	90%	n/a	82%	82%	82%	n/a	82%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	83%	83%	83%	n/a	90%	n/a	83%	83%	83%	n/a	83%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	85%	85%	85%	n/a	90%	n/a	85%	85%	85%	n/a	85%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Texas LEE results - All students tested (where they were view)

Of all students, number of students at "No Intervention Needed" in either TPRI or Texas LEE (unduplicated) +

Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)

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

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Mott ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 64% in Spring 2024 to 95% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
64%	70%	75%	80%	85%	90%	95%	
Outcomes	78%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	41%	58%	70%	n/a	83%	n/a	n/a	20%	46%	n/a	55%	n/a	n/a
2024-2025	60%	60%	60%	n/a	85%	n/a	n/a	30%	50%	n/a	60%	n/a	n/a
Outcomes: 2024-2025	n/a	66%	96%	n/a	89%	n/a	n/a	40%	48%	n/a	73%	n/a	n/a
2025-2026	65%	65%	65%	n/a	85%	n/a	n/a	40%	55%	n/a	62%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	70%	70%	70%	n/a	85%	n/a	n/a	50%	60%	n/a	65%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	75%	75%	75%	n/a	85%	n/a	n/a	60%	65%	n/a	67%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	80%	80%	80%	n/a	85%	n/a	n/a	62%	70%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	85%	85%	85%	n/a	85%	n/a	n/a	65%	72%	n/a	73%	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 - Mott ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 98% in Spring 2024 to 100% by June 2030.

Yearly Target Goals

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

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	n/a	n/a	n/a	96%	n/a	n/a	n/a	100%	n/a	97%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	99%	n/a	n/a	n/a	100%	n/a	99%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	99%	n/a	n/a	n/a	100%	n/a	99%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested
Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

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

Early Childhood Math Progress Measure 2 - Mott ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 74% in Spring 2024 to 90% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
74%	77%	78%	80%	85%	87%	90%	
Outcomes	74%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	63%	78%	67%	n/a	75%	n/a	100%	27%	63%	n/a	78%	n/a	n/a
2024-2025	75%	80%	75%	n/a	80%	n/a	100%	50%	70%	n/a	80%	n/a	n/a
Outcomes: 2024-2025	46%	65%	91%	n/a	88%	n/a	n/a	48%	79%	n/a	81%	n/a	n/a
2025-2026	80%	80%	80%	n/a	80%	n/a	100%	50%	75%	n/a	80%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	82%	82%	82%	n/a	82%	n/a	100%	55%	82%	n/a	82%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	85%	85%	85%	n/a	85%	n/a	100%	60%	85%	n/a	85%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	87%	87%	87%	n/a	87%	n/a	100%	65%	87%	n/a	87%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	90%	90%	90%	n/a	90%	n/a	100%	70%	90%	n/a	90%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view)

Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

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

Early Childhood Math Progress Measure 3 - Mott ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 84% to 90% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
84%	85%	90%	90%	90%	90%	90%	
Outcomes	82%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	74%	78%	87%	n/a	96%	n/a	82%	55%	68%	n/a	83%	n/a	n/a
2024-2025	75%	80%	90%	n/a	99%	n/a	85%	60%	70%	n/a	85%	n/a	n/a
Outcomes: 2024-2025	55%	78%	92%	n/a	93%	n/a	88%	48%	58%	n/a	84%	n/a	n/a
2025-2026	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

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

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan