

Pflugerville Independent School District

Wilhelmina Delco Elementary

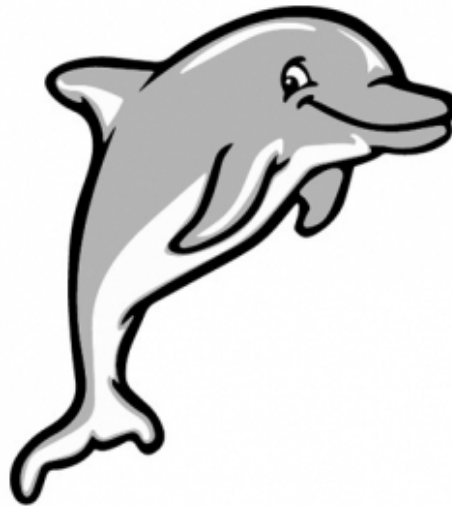
2025-2026

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 16, 2025

Public Presentation Date: September 29, 2025

Mission Statement

Delco Elementary School will provide a rigorous, relevant and engaging academic experience to ALL students to gain one year's growth in math and reading.

Vision

Delco Elementary will foster a culture where everyone takes ownership of learning and supports every learner. We aim to advocate, cultivate connections, promote collaboration, and take equitable actions to ensure the success of all students.

Campus Hashtag: #GoBigBlue

Value Statement

We believe that the community, staff, and students expect and support a quality education as the key to student success.

A safe community contributes to the quality of life in Pflugerville ISD.

Education is an important priority that keeps our community productive and healthy. Our children are afforded equitable educational opportunities to achieve their potential.

WDES students can make a year's worth of academic growth with the appropriate differentiated instruction, intervention, or individualized instruction.

WDES teachers and staff strive to improve their pedagogy, leadership, and collegiality through professional learning, self-reflection, and collaboration.

100% of WDES personnel are committed to passionately serving our students, parents, and community.

100% of WDES personnel believe "All Children Can and Will Learn".

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilhelmina Delco Elementary School is located in north Austin, Texas, a part of the Pflugerville Independent School District, and proudly serves students in Early Education to 5th grade. Named in honor of the esteemed educator and public servant Wilhelmina Delco, the school embodies her dedication to nurturing young minds and fostering a supportive environment for learning. As a Title I School, Delco Elementary prepares students for success in the 21st century. Our school's diverse student body reflects Pflugerville’s cultural landscape by fostering a sense of inclusivity and mutual respect among its students and staff. Guided by a team of passionate educators, Delco Elementary is not just a place of learning, but a place where students are empowered to thrive academically, socially, and emotionally.

Student Demographics - Delco ES (Source: TAPR & OnDataSuite)			
	2022-2023	2023-2024	2024-2025
Total Enrollment	484	486	469
African American	7.0%	6.8%	6.7%
Hispanic	85.3%	82.5%	82.7%
White	2.5%	5.1%	5.5%
American Indian	0.4%	0.6%	0.4%
Asian	2.9%	2.7%	2.6%
Pacific Islander	0.0%	0.0%	0.0%
Two or More Races	1.9%	2.3%	2.2%

Over the past three academic school years our Hispanic population has consistently remained the largest demographic group represented among our student population encompassing more than 80% of the student body.

Student Special Program Identification/Participation - Delco ES (Source: TAPR & OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	92.5%	94.8%	87.6%	
Emergent Bilingual	69.9%	69.0%	69.9%	
At-Risk	89.7%	84.9%	86.6%	
Special Education	8.9%	11.8%	14.3%	
Gifted & Talented	3.0%	4.1%	4.7%	
Dyslexia	5.4%	4.9%	4.7%	
Section 504	7.3%	6.6%	3.7%	
Immigrant	5.4%	10.1%	11.0%	
Foster Care	0.2%	0.0%	0.0%	
Homeless	0.4%	0.2%	1.0%	
Migrant	0.2%	0.2%	0.2%	

Our Special Programs are outlined in the chart above reflect our Emergent Bilingual and At-Risk populations being the highest populations at our school. The majority of students are identified as At-Risk based on Emergent Bilingual identification, not meeting grade level on math and reading readiness tests in PK-3rd grade, and for not passing STAAR tests in 3rd-5th grade.

Teacher Demographics - Delco ES (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Teachers	45.2	46.9	38.5	39.4	
African American	10.4%	12.8%	15.6%	20.3%	
Hispanic	37.6%	40.9%	42.7%	49.0%	
White	52.0%	46.4%	41.8%	30.7%	
American Indian	0.0%	0.0%	0%	0%	
Asian	0.0%	0.0%	0%	0%	
Pacific Islander	0.0%	0.0%	0%	0%	

Teacher Demographics - Delco ES (Source: TAPR)					
Two or More Races	0.0%	0.0%	0%	0%	

Teacher demographics do not represent our student population. We will continue to work with HR to recruit a more diverse staff.

Teachers by Years Experience - Delco ES (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	11.1%	0%	10.3%	5.1%	
1-5 Years Experience	30.8%	48.5%	25.9%	30.4%	
6-10 Years Experience	12.8%	7.7%	14.5%	18.8%	
11-20 Years Experience	29.9%	28.5%	31.1%	30.5%	
21-30 Years Experience	6.6%	5.1%	10.4%	10.2%	
Over 30 Years Experience	8.8%	10.2%	7.8%	5.1%	

Teachers at Delco vary in years of experience.

Demographics Strengths

Our diverse community and students are our strengths. We thrive on this diversity, which gives our school its unique culture. As reflected on the Upbeat Staff survey, diversity, and inclusion are two tenets we value, and it is evident in everything we do at Delco. Our school is unique, colorful, and inclusive.

Delco's community is strong and vibrant. Community stakeholders are eager to start the new school year by welcoming families into our building. Committees will continue to be strengthened to organize events that promote diversity and inclusivity and welcome all to our learning community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite achieving a commendable 87% staff retention rate during the 2024-2025 academic year, there is a need to further enhance the professional environment to approach a near 95% retention rate by June 2026.

Root Cause: We must build on the existing positive environment and high retention rates, ensuring that staff members feel valued, supported, and motivated to remain with the institution.

Problem Statement 2: Teacher campus demographics do not match the student demographics.

Root Cause: At the district level there is a limited pool of applicants, there are even fewer qualified and diverse candidates available who represent our student demographics.

Student Learning

Student Learning Summary

2024-2025 Math and Reading Screener Results

TX-KEA Scores EoY 2024-2025

	On Track	Monitor	Support
Language Arts (Monolingual Class)	90%	5%	5%
Language Arts (All Students)	61%	28%	11%
Spanish Language Arts	80%	5%	15%
Math (Monolingual Class)	76%	0%	24%
Math (All Students)	33%	18%	49%
Spanish Math	85%	10%	5%

The 2024–2025 TX-KEA data indicates strong performance in both Language Arts and Math among monolingual classes, with 90% and 76% of students on track. Spanish Language Arts and Spanish Math also reflect high levels of success, with 80% and 85% of students on track and low percentages in need of support, 15% and 5%, respectively.

The data reveals a significant decline in performance when looking at all students, particularly in Math and Language Arts. Only 33% of students are on track in Math, and nearly half 49% require support. Similarly, just 61% of all students are on track in Language Arts when tested in English. This decline is due to emergent bilingual students being assessed in English for both subjects, even though their instruction in Language Arts and Math is delivered in Spanish.

TPRI Scores EoY 2024-2025

	Did Not Meet Low	Did Not Meet High	Approaches	Meets	Masters
1st grade (Monolingual Class- current 2nd grade)	14%	0%	19%	0%	67%
1st grade (All Students- current 2nd grade)	34%	18%	19%	4%	25%
2nd grade (Monolingual Class-current 3rd grade)	14%	5%	5%	38%	38%
2nd grade (All Students- current 3rd grade)	23%	23%	5%	30%	19%

The TPRI EOY 2024–2025 data highlights strong performance among monolingual classes in both 1st and 2nd grades. In the 1st-grade monolingual class, 67% of students scored at the Masters level, suggesting strong foundational reading skills for a majority of students. In the 2nd-grade monolingual class, 76% of students met or mastered expectations.

Performance significantly drops when reviewing results for all students, particularly due to the inclusion of emergent bilingual students who receive Language Arts instruction in Spanish but are assessed in English. In 1st grade, 52% of all students fell below grade level, with only 4% meeting and 25% mastering expectations. Similarly, in 2nd grade, 46% of all students scored below grade level. The language mismatch between instruction and assessment impacts TPRI data.

Tejas LEE EoY 2024-2025

	Did Not Meet Low	Did Not Meet High	Approaches	Meets	Masters
1st grade (current 2nd grade)	19%	15%	22%	22%	22%
2nd grade (current 3rd grade)	5%	0%	3%	31%	61%

The Tejas LEE EOY 2024–2025 data reveals strong performance in Spanish literacy by the end of 2nd grade (current 3rd graders), with 92% of students meeting or exceeding expectations, 31% of students scoring at the "Meets" level, and an impressive 61% at "Masters." Performance is less consistent in the 1st-grade data (current 2nd graders), where 34% of students did not meet grade-level expectations, while 22% of students reached the "Masters" level, and another 22% in the "Approaches" range.

2025 TELPAS Scores

TELPAS Composite Rating- Current 1st Grade (Kinder 2024-2025)			
Beginning	Intermediate	Advanced	Advanced High
57%	26%	8%	1 %
TELPAS Composite Rating- Current 2nd Grade (1st Gr 2024-2025 data)			
Beginning	Intermediate	Advanced	Advanced High
50%	42%	4%	4%
TELPAS Composite Rating- Current 3rd Grade (2nd Gr 2024-2025 data)			
Beginning	Intermediate	Advanced	Advanced High
24%	52%	19%	2%
TELPAS Composite Rating- Current 4th Grade (3rd Gr 2024-2025 data)			
Beginning	Intermediate	Advanced	Advanced High
18%	55%	17%	10%
TELPAS Composite Rating- Current 5th Grade (4th Gr 2024-2025 data)			
Beginning	Intermediate	Advanced	Advanced High

TELPAS Composite Rating- Current 1st Grade (Kinder 2024-2025)			
13%	44%	30%	13%

The 2025 TELPAS data from Wilhelmina Delco Elementary highlights in 3rd and 4th grade, the majority of students (52% and 55%, respectively) scored at the Intermediate level, with a growing number reaching Advanced and Advanced High levels (21% in 3rd and 27% in 4th). This suggests that language development instruction is helping students transition from early to more proficient levels of English proficiency by upper elementary grades. Additionally, the reduction in the percentage of students at the Beginning level from 1st grade (57%) to 4th grade (18%) shows positive longitudinal growth.

In 1st and 2nd grade, a significant percentage of students (57% and 50% respectively) remain at the Beginning level. The data shows minimal percentage of students reaching Advanced High in these grades in 1st and 2nd grade (1% and 4%, respectively).

Star 360 EoY 2024-2025 Data

Reading	% At/ Above Benchmark			% At-Risk		
	English (all students)	English (Monolingual)	Spanish	English (all students)	English (Monolingual)	Spanish
3rd Grade	29%	48%	75%	71%	52%	25%
4th Grade	35%	43%	89%	65%	57%	11%
5th Grade	44%	52%	*	56%	48%	*

*Not tested.

The Star 360 EOY reading assessment data highlights strengths in Spanish-speaking students' performance, while also identifying areas for growth, particularly among English-speaking students across grade levels. Emergent bilingual students tested in Spanish consistently outperform their English monolingual peers, with significantly higher percentages meeting or exceeding benchmarks and fewer classified as at-risk.

Additionally, English monolingual students tend to perform better than the broader English (all students) group; in 3rd grade, 48% of monolingual students are at or above benchmark compared to 29% of all English students. However, a substantial percentage of English-speaking students remain at-risk across all grades, with 71% in 3rd grade and 56% in 5th grade falling into that category. The data for starred sections is omitted due to a low number of test-takers.

Math	% At/ Above Benchmark			% At-Risk		
	English (All students)	English (Monolingual)	Spanish	English (All students)	English (Monolingual)	Spanish
1st Grade	54%	48%	59%	46%	52%	41%
2nd Grade	68%	62%	*	32%	38%	*
3rd Grade	61%	64%	*	39%	36%	*

Math	% At/ Above Benchmark			% At-Risk		
	English (All students)	English (Monolingual)	Spanish	English (All students)	English (Monolingual)	Spanish
4th Grade	69%	67%	*	31%	33%	*
5th Grade	64%	52%	*	36%	48%	*

* Not tested

The Star 360 EOY math assessment data reveals that a majority of students across most grade levels and language groups are performing at or above benchmark, with notable strengths in overall math achievement and signs of growth over time. For example, 69% of all English-speaking 4th graders and 59% of Spanish-speaking 1st graders are at or above benchmark, the latter group also showing a relatively low at-risk rate of 41%. The at-risk percentage among English-speaking students (all students) shows a positive downward trend from 46% in 1st grade to 31% in 4th grade, suggesting progress as students advance through the grades.

The data highlights areas for growth, particularly the persistent at-risk rates among English-speaking students, which range from 31% to 52% across grade levels. English monolingual students in 1st and 5th grades are especially impacted, with 52% and 48% respectively identified as at-risk, pointing to a need for targeted interventions at those grade levels. The data for starred sections is omitted due to a low number of test-takers.

STAAR Data

2025 STAAR Results									
	Approaches			Meets			Masters		
	English	Spanish	Combined	English	Spanish	Combined	English	Spanish	Combined
3rd Grade									
Reading	72%	63%	67%	41%	24%	31%	14%	8%	10%
Math	66%	No score	66%	38%	No score	38%	13%	No score	13%
4th Grade									
Reading	72%	44%	61%	37%	30%	34%	0%	7%	3%
Math	60%	No score	60%	24%	No score	24%	3%	No score	3%
5th Grade									
Reading	72%	88%	80%	51%	50%	52%	21%	21%	21%
Math	84%	75%	83%	61%	25%	57%	27%	0%	27%
Science	43%	17%	38%	13%	0%	8%	0%	0%	0%

The 2025 STAAR data indicates: Fifth-grade reading demonstrates strong performance, with 80% of students approaching grade level and a significant 52% meeting grade level. Similar to reading, 5th-grade math shows a high percentage (83%) of students approaching grade level, suggesting a broad base of students are grasping foundational math concepts. A notable 27% of 5th graders achieved the "Masters Grade Level" in math, which is the highest mastery rate across all tested subjects and grades tested. This indicates a strong contingent of students demonstrating deep understanding and application of math concepts.

Opportunities for continued growth: While a good percentage of students are "Approaching" grade level in most categories, the transition to "Meets Grade Level" is consistently lower, particularly in 3rd and 4th grades. This suggests that while students are grasping basic concepts, many are not yet demonstrating the consistent application and deeper understanding required for "Meets" performance.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		86	B	
Student Achievement		65	D	0%
STAAR Performance	38	65		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	70%
Academic Growth	75	85	B	✓
Relative Performance (Eco Dis: 85.5%)		70	C	
Closing the Gaps	70	87	B	30%

Missed Closing the Gaps Targets

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

Student Learning Strengths

Multiple data sources reflect student growth for the 2024-2025 school year including TX-KEA, TPRI, Tejas LEE, Star360, 2025 TELPAS and STAAR.

READING:

- TX- KEA data shows strong performance in Monolingual classes with 90% of students on track. TX- KEA data reflects high levels of success in Spanish Language Arts, with 80% of students on track and 15% in need of support.

- TPRI EOY data shows strong performance among monolingual classes in both 1st and 2nd grades. In the 1st-grade monolingual class, 67% of students scored at the Masters level. In the 2nd-grade monolingual class, 76% of students met or mastered expectations.
- Tejas LEE EOY Data shows strong performance in Spanish literacy by the end of 2nd grade, with 92% of students meeting or exceeding expectations and an impressive 61% of these students scoring at the "Masters" level.
- Star 360 EOY Reading Data shows Spanish-speaking students with percentages meeting or exceeding benchmarks and fewer classified as at-risk.

MATH:

- TX- KEA data shows Monolingual classes show strong performance, with 76% of students on track.
- TX- KEA data shows Spanish Math reflects high levels of success, with 85% of students on track and only 5% in need of support.
- Star 360 EOY Math data shows a majority of students across most grade levels and language groups are performing at or above benchmark, indicating strong overall math achievement.
- Star 360 EOY Math data shows 69% of all English-speaking 4th graders are at or above benchmark.
- Star 360 EOY Math data shows 59% of Spanish-speaking 1st graders are at or above benchmark, with a relatively low at-risk rate of 41%
- Star 360 EOY Math data shows a positive trend, with the at-risk percentage among English-speaking students (all students) decreasing from 46% in 1st grade to 31% in 4th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: TX KEA performance data reveals a significant decline in performance when looking at all students, particularly in Math and English Language Arts (all students). TPRI performance shows that 52% of 1st grade students fell below grade level, with only 4% meeting and 25% mastering expectations. Similarly, in 2nd grade, 46% of all students scored below grade level due numbers being combined.

Root Cause: Systematic small group interventions with targeted skill for students based on BOY and MOY TPRI data did not occur with consistency and fidelity due to staffing needs. The language mismatch between instruction and assessment impacts TPRI data.

Problem Statement 2: The STAAR math data shows 67% of 3rd graders and 59% of 4th graders performed at Approaches Grade Level or higher. Additionally, Star 360 data indicates 39% of 3rd graders, 31% of 4th graders, and 36% of 5th graders, and 32% of dual language 2nd graders are not meeting grade-level benchmarks.

Root Cause: There was a lack of vertical alignment in a school-wide math strategy, as well as inconsistent small group interventions targeting identified skills. Additionally, dual language students faced challenges transitioning from all-Spanish to all-English math instruction, affecting their understanding of math concepts.

Problem Statement 3: The STAAR reading data indicates 67% of 3rd graders and 61% of 4th graders meeting the Approaches Grade Level standard. Similarly, Star 360 reading performance data shows a substantial number of students in grades 3, 4 and 5 did not reach grade-level benchmarks.

Root Cause: Inconsistent implementation of high-quality instructional materials (HQIM) across grade levels, along with a failure to adhere to the district's literacy framework, stems from teachers feeling overwhelmed and struggling to navigate the extensive resources provided in the unit maps.

Problem Statement 4: TELPAS data reveals a significant language proficiency gap in the early grades, with 92% of 1st graders and 76% of 2nd graders scoring between the beginning and intermediate levels, indicating limited English proficiency. By 4th and 5th grades, more students reach advanced levels (27% and 43%, respectively), but fewer than 13% achieve advanced high.

Root Cause: Insufficient early intervention in language development in the primary grades through vocabulary acquisition and fluency. Additionally, upper-grade students lacked adequate practice in writing in English.

School Processes & Programs

School Processes & Programs Summary

The pedagogy at our school happens daily, supported by professional development from both the district and our campus. Instruction is periodically monitored through CBAs, unit tests, and summative and formative assessments, and students receive additional support during or after school. In the Spring 2025 semester, we offered Saturday camps, and we anticipate expanding these camps in the 2025-2026 school year.

Students requiring further interventions are referred to our PSST committee, which provides further support for both students and teachers. If more assistance is required, our unique programs offer the necessary resources (see School Processes and Program Strengths). The PSST committee, consisting of interventionists, teachers, instructional coaches, and an administrator, plays a vital role in:

1. Recommending instructional support to teachers.
2. Monitoring student growth and data.
3. Communicating with parents regarding student needs and required support.
4. Making recommendations for additional services and support.

In addition to academic interventions, our school implements the PBIS and Coordinated Health initiatives to foster a positive and healthy school environment. PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors. By establishing consistent behavioral expectations and recognizing students for their positive actions, we aim to create a safe and supportive environment that enhances learning for all students. Our school's Coordinated Health efforts include: parent and community involvement, staff wellness promotion, physical education, and school counseling services.

One of our key strengths is offering after-school tutorials to students needing additional support. This initiative has contributed to student growth by closing learning gaps through extended instructional minutes. To meet the requirements of HB 1416, we have scheduled intervention sessions during the school day and offered before school computer learning labs. Classroom teachers will use targeted instructional resources aligned with students' Accelerated Education Plans.

Professional development is a key focus at our school, with ongoing PD sessions offered year-round by both the curriculum department and our campus leadership. According to the Upbeat Spring Survey 2025, teachers feel that the PD offered meets their needs.

To support teaching and learning, we hold regular meetings, including monthly CAAC sessions, weekly PLCs, staff meetings, and PSST. In addition, we've established specialized cadres—Math and Science, Health and Wellness, Literacy, Honor Diversity, and Campus Culture and Climate—that play a pivotal role in planning school-wide events and increasing parent engagement. These cadres drive key initiatives and foster a collaborative environment across our school community.

Our campus priorities align with the district's focus on improving attendance and strengthening instructional practices in reading and math. During the first nine-weeks, we will revisit our instructional playbook and reinforce non-negotiables for Tier I and II. Daily walkthroughs will be conducted by administration and instructional coaches to give immediate feedback to teachers critical in impacting student success. We will be implementing Bluebonnet Math this school year for all grade levels with support of our district staff. In addition, we will be incorporating Ellevation strategies to support our Emergent Bilingual students through the use of scaffolding and intentional planning.

To enhance our commitment to innovative education, our school is collaborating with the non-profit organization Transcend on a project titled COMP 3, which aims to integrate computer science education and foster computational thinking among our students. This initiative provides teachers with professional development and resources to effectively incorporate computer science principles into their curriculum. By engaging students in hands-on projects and problem-solving activities, we are equipping them with critical skills needed for the future workforce while promoting a culture of creativity and innovation in our learning environment.

School Processes & Programs Strengths

- Our PSST supports teachers in the problem solving process to better meet the needs of our students.
- Interventionists support students in Kindergarten through 5th grade in English and Spanish.
- After school tutorials are provided for students in need of additional support.
- Before school learning labs will be continued for this coming school year.
- Weekly PLC meetings are held to review student data, create reteaching calendars, and provide teacher support.
- Two temporary hourly retired teachers have been hired part-time to tutor students in the lower grades.
- Collaborative time is provided for teachers to plan for Tier I and Tier II instruction.
- We have an Instructional Coach this year to support teachers in Tier II and Tier III.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Master schedule needs to reflect clear components for Tier I and Tier II instruction.

Root Cause: Master schedule needs to be changed to maximize instructional minutes and outline Tier II intervention times.

Problem Statement 2: Need to build more capacity in our teacher leaders.

Root Cause: Teachers need meaningful incentives to motivate and support them in reaching their goals effectively.

Problem Statement 3: While professional developments have been helpful, teachers are seeking more ongoing support and guidance in effectively implementing technology tools during daily instruction.

Root Cause: More time and professional development for integrating technology in instruction is needed.

Problem Statement 4: Campus walkthroughs show the need to support teachers in implementing PBIS and Restorative Practices with fidelity.

Root Cause: Support and monitor teachers and staff with the regular implementation of PBIS, SEL lessons, and Restorative Practices.

Perceptions

Perceptions Summary

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 (On Data Suite)				2024-2025 - Approximate (On Data Suite)			

	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.			
S t a t e			99				21	21
R e g i o n 1								21
P f l u g e r v i l l e s	93.4%	99	99		16.0%	21	11	21
D e l c o e	94.7%	99	99		14.1%	21	11	11

Attendance Dashboard Year 2024-2025					
1st 6-weeks	2nd 6-weeks	3rd 6-weeks	4th 6-weeks	5th 6-weeks	6th 6-weeks
95.7%	95.6%	94.5%	92.2%	95.5%	95%

The attendance data shows that while the school started strong in the first and second six weeks, meeting or slightly exceeding the 95% attendance goal, there was a noticeable drop in the third and fourth six weeks, with rates falling to 94.5% and 92.2%, respectively. However, attendance did improve in the fifth and sixth six weeks, reaching 95.5% and 95%, the overall trend indicates some inconsistency in maintaining the 95% goal throughout the year. This suggests the need to address factors contributing to lower attendance in the middle of the year, such as potential seasonal illnesses or student engagement issues, and to implement strategies to sustain higher attendance rates consistently across all periods.

Attendance rates have remained at 94% for the past several years. Our chronic absenteeism rate has decreased from 21.6 % in 2023-2024 to 14.1 in 2024-2025.

Discipline Referrals/removals:

During the school year 2024-2025, we processed 16 referrals compared to 25 in 2023-2024. We will continue to support our teachers and students in the Restorative Practices and Social Emotional Learning.

Spring 2025- Campus Upbeat Staff Survey:

The results of the 2024-2025 EOY Upbeat Survey showed 84% of teacher participation with 32 teachers completing the survey. The survey results show 80% or more in the following areas: Parent/Teacher Communication, Autonomy, School Safety & Order, Collaboration, Self- Efficacy, and Evaluation. We will continue to focus on the other categories to show marked improvement by a least 10 % in both the staff and faculty surveys.

Perceptions Strengths

Teacher Perceptions Data

Teachers responded positively to professional development sessions centered around technology integration. These trainings are equipping educators with practical tools that are enhancing classroom engagement and instructional delivery. In particular, platforms such as IXL and Writable are being well received and effectively used to support instruction in both English Language Arts (ELA) and Math. These digital resources are helping teachers tailor learning experiences and reinforce key skills. Professional development offerings that are directly aligned to current instructional needs, especially those involving digital tools have been acknowledged as timely, relevant, and beneficial to instructional practices.

One of the most frequently cited areas for improvement is vertical alignment. Teachers have expressed a strong interest in structured opportunities to collaborate across grade levels in order to support consistent skill development and scaffolded learning experiences for students. Additionally, while teachers appreciate instructional frameworks like RACE and UPSC, they are requesting more support and training in differentiation and small group instruction. There is also a clear desire for increased autonomy and flexibility in implementing these strategies to better meet the needs of diverse learners. Although initial professional development around technology tools has been helpful, teachers are seeking more ongoing, in-the-moment support and classroom guidance to ensure the effective integration of these tools into daily lessons.

Student Perceptions Data

The data indicates that students feel strongly supported by their teachers, with 94% agreeing or strongly agreeing that their teachers care about them and their learning. This high level of agreement highlights the strength of positive teacher student relationships and the supportive culture within classrooms. Additionally, approximately 82% of students reported feeling safe at school, suggesting that the school climate is generally secure and conducive to learning. Student enjoyment and social connection are also areas of strength, with 90% of students indicating they enjoy being in their classroom and 89% reporting they have friends they can talk to. These results reflect strong classroom environments where students feel welcomed, engaged, and connected to their peers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the Spring 2025 Needs Assessment teachers are requesting more support and training on differentiation and small group instruction. Additionally, there is a desire for autonomy and flexibility when implementing strategies such as RACE (Reading) and UPSC (Math) to better meet the needs of diverse learners.

Root Cause: Teachers need more differentiated support to meet the needs of diverse learners.

Problem Statement 2: Parent/Guardian/Community engagement is low. Parents' feedback during the Coffee with the Principal session indicated parents in attendance were satisfied with the school's progress, but no specific goals were gathered, highlighting the need for a more thorough needs assessment to be conducted twice this year.

Root Cause: Need more opportunities to communicate and engage with parents/guardians.

Problem Statement 3: There is a strong desire for more opportunities to collaborate across grade levels to ensure consistent skill progression and scaffolded instruction.

Root Cause: Need to calendar vertical team meetings with clear objectives and expected outcomes.

Goals

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

Performance Objective 1: Continue to build a positive environment with all teachers and staff to establish high staff retention by offering comprehensive, research based professional development, mentorship, and clear career advancement pathways, thereby increasing staff satisfaction, engagement, and expertise in Early Childhood-5th grade education. By June 2026, we will maintain or improve the high retention rates achieved from the initial 2024-2025 goal (reached 87%), aiming for near 100% retention.

Evaluation Data Sources: -Increased Staff Engagement: Measured by regular surveys, increased attendance and participation in professional development activities and in PLC engagement.
-Professional Growth: Track the number of staff who take on advanced roles or specializations within the organization.
-Staff Satisfaction: Improved satisfaction scores from annual Upbeat staff surveys.
-Retention Rate: Maintain or improve the high retention rates achieved from the initial goal.
-Decrease in student behavior referrals from previous year.

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

Performance Objective 2: By May 2026, we will reduce the number of referrals by 10% from prior year by teaching explicit school-wide behavioral expectations and culture routines- Implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings by utilizing PBIS common area expectations.

Evaluation Data Sources: Evaluate MTSS walkthrough data to monitor progress at the BoY, MoY, and EoY.
Number of referrals

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

Performance Objective 3: During the 2025-2026 school year, the Wellness committee will meet a minimum of 5 times to establish and promote coordinated school health activities designed to encourage wellness among students and staff.

Evaluation Data Sources: Agendas, minutes, and sign-in logs will be uploaded into shared drive.

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 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 70% to 75%
- Approaches from 70% to 78%
- Meets from 41% to 50%
- Masters from 12% to 22%

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 31% in June 2025 to 55% by June 2026, and to 70% by June 2030.

HB3 Goal

Evaluation Data Sources: KPM, TPRI, Tejas LEE, Star 360 Universal Screener, Interim assessments, STAAR results, Accountability reports

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

Performance Objective 2: By June 2026, there will be increases in both Growth and Achievement on STAAR 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 76%
- Approaches from 72% to 80%
- Meets from 42% to 50%
- Masters from 13% to 23%

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 37% in June 2025 to 49% by June 2026, and to 70% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: KPM, Star 360 Universal Screener, Interim assessments, STAAR results, Accountability reports

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

Performance Objective 3: By Spring 2026, 60% of Emergent Bilingual students will progress at least one English language proficiency level from their prior year level as measured by the TELPAS composite rating.

Evaluation Data Sources: TELPAS results, Universal Screeners, Accountability reports

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

Performance Objective 4: By June 2026, there will be increases in Achievement at all performance levels on STAAR 5th Science tests for all students to meet Closing the Gaps Student Success targets.

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

- Approaches from 40% to 60%
- Meets from 11% to 31%
- Masters from 0% to 20%

High Priority

Evaluation Data Sources: Science Interims, STAAR results, Accountability reports

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

Performance Objective 1: During the 2025-2026 school year, college and career awareness activities will be added to our monthly school calendar with weekly student engagement to promote higher education.

Evaluation Data Sources: Announcement schedule and school calendar.

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

Performance Objective 2: During the 2025-2026 school year, WDES will plan and facilitate a Career Day, a College Awareness Week, and additional opportunities to prepare students for higher education.

Evaluation Data Sources: Increased attendance, increased academic performance, and improved grades.

Goal 4: PflSD will improve low performing schools.

Performance Objective 1: Delco Elementary's 2026 A-F campus accountability ratings for overall and each domain will improve from prior year as

follows:

- Overall rating will improve from B to A
- Domain 1 Rating will improve from D to C or above
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will improve from B to A

High Priority

Evaluation Data Sources: PLC meeting agendas addressing the 4 questions: what do we want students to know? how do we know students learned it? Planning for intervention, and planning for extended learning.
Benchmarks, CBAs, Interims, and STAAR results.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2026, our attendance rate will increase from 94.7% in 2024-2025 to 96%.
The rate of Chronic Absenteeism will be reduced by 5% from the prior year rate of 14% to 9%.

High Priority

Evaluation Data Sources: Attendance reports, Chronic Absenteeism reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: WDES will increase parental involvement by an estimated 45% of parents participating in 2024-2025 to 55% in 2025-2026.

Evaluation Data Sources: Student achievement on universal screeners.

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 - Delco ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 24% in Spring 2024 to 70% by June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
24%	50%	55%	60%	63%	65%	70%	
Outcomes	31%						

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	25%	n/a	n/a	n/a	n/a	n/a	7%	25%	n/a	24%	n/a	n/a
2024-2025	n/a	35%	n/a	n/a	n/a	n/a	n/a	25%	35%	n/a	35%	n/a	n/a
Outcomes: 2024-2025	n/a	26%	n/a	n/a	n/a	n/a	n/a	9%	31%	n/a	27%	n/a	n/a
2025-2026	n/a	40%	n/a	n/a	n/a	n/a	n/a	30%	40%	n/a	40%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	45%	n/a	n/a	n/a	n/a	n/a	35%	45%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	50%	n/a	n/a	n/a	n/a	n/a	40%	50%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	55%	n/a	n/a	n/a	n/a	n/a	45%	55%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	50%	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)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Delco ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 13% in Spring 2024 to 65% 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	
13%	50%	55%	60%	63%	64%	65%	
Outcomes	27%						

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	14%	n/a	n/a	n/a	n/a	n/a	0%	14%	n/a	13%	n/a	n/a
2024-2025	n/a	50%	n/a	n/a	n/a	n/a	n/a	30%	50%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	n/a	28%	n/a	n/a	n/a	n/a	n/a	n/a	28%	n/a	23%	n/a	n/a
2025-2026	n/a	55%	n/a	n/a	n/a	n/a	n/a	35%	55%	n/a	55%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	60%	n/a	n/a	n/a	n/a	n/a	40%	60%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	63%	n/a	n/a	n/a	n/a	n/a	45%	63%	n/a	63%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	64%	n/a	n/a	n/a	n/a	n/a	50%	64%	n/a	64%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	65%	n/a	n/a	n/a	n/a	n/a	55%	65%	n/a	65%	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 - Delco ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 28% in Spring 2024 to 75% 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	
28%	50%	55%	60%	65%	70%	75%	
Outcomes	42%						

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	24%	n/a	n/a	n/a	n/a	n/a	n/a	27%	n/a	19%	n/a	n/a
2024-2025	n/a	50%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	n/a	47%	n/a	n/a	n/a	n/a	n/a	n/a	41%	n/a	44%	n/a	n/a
2025-2026	n/a	55%	n/a	n/a	n/a	n/a	n/a	n/a	55%	n/a	55%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	65%	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	65%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	70%	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	75%	n/a	n/a	n/a	n/a	n/a	n/a	75%	n/a	75%	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 - Delco 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 37% 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	
37%	50%	55%	60%	65%	58%	70%	
Outcomes	38%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	25%	37%	40%	n/a	n/a	n/a	n/a	9%	36%	n/a	36%	n/a	n/a
2024-2025	50%	50%	50%	n/a	n/a	n/a	n/a	30%	50%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	n/a	36%	n/a	n/a	n/a	n/a	n/a	7%	38%	n/a	35%	n/a	n/a
2025-2026	55%	55%	55%	n/a	n/a	n/a	n/a	35%	55%	n/a	55%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	60%	60%	60%	n/a	n/a	n/a	n/a	40%	60%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	65%	65%	65%	n/a	n/a	n/a	n/a	45%	65%	n/a	65%	n/a	37%
Outcomes: 2027-2028													
2028-2029	70%	70%	70%	n/a	n/a	n/a	n/a	50%	70%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	75%	75%	n/a	n/a	n/a	n/a	55%	75%	n/a	75%	n/a	n/a
Outcomes: 2029-2030													

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

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

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

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

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Delco ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 26% 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	
26%	36 %	49%	55%	58%	65%	70%	
Outcomes	37%						

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	21%	n/a	n/a	n/a	n/a	n/a	7%	21%	n/a	31%	n/a	n/a
2024-2025	n/a	31%	n/a	n/a	n/a	n/a	n/a	17%	31%	n/a	41%	n/a	56%%
Outcomes: 2024-2025	n/a	37%	n/a	n/a	n/a	n/a	n/a	17%	36%	n/a	38%	n/a	n/a
2025-2026	n/a	45%	n/a	n/a	n/a	n/a	n/a	25%	45%	n/a	55%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	55%	n/a	n/a	n/a	n/a	n/a	30%	55%	n/a	58%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	58%	n/a	n/a	n/a	n/a	n/a	43%	58%	n/a	60%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	65%	n/a	n/a	n/a	n/a	n/a	50%	65%	n/a	65%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	n/a	n/a	n/a	n/a	n/a	55%	70%	n/a	70%	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 - Delco ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 96% 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	
96%	97%	98%	100%	100%	100%	100%	
Outcomes	80%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	95%	n/a	n/a	n/a	n/a	n/a	70%	97%	n/a	96%	n/a	n/a
2024-2025	n/a	97%	n/a	n/a	n/a	n/a	n/a	80%	97%	n/a	97%	n/a	n/a
Outcomes: 2024-2025	n/a	81%	n/a	n/a	n/a	n/a	n/a	n/a	81%	n/a	79%	n/a	n/a
2025-2026	n/a	98%	n/a	n/a	n/a	n/a	n/a	85%	98%	n/a	98%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	100%	n/a	n/a	n/a	n/a	n/a	90%	100%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	100%	n/a	n/a	n/a	n/a	n/a	95%	100%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	100%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 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 - Delco ES													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 56% in Spring 2024 to 75% 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							
56%	65%	68%	70%	72%	73%	75%							
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)	n/a	37%	n/a	n/a	n/a	n/a	n/a	n/a	58%	n/a	54%	n/a	n/a
2024-2025	n/a	47%	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	61%	n/a	n/a
Outcomes: 2024-2025	n/a	81%	n/a	n/a	n/a	n/a	n/a	n/a	80%	n/a	83%	n/a	n/a
2025-2026	n/a	50%	n/a	n/a	n/a	n/a	n/a	n/a	68%	n/a	64%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	55%	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	66%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	72%	n/a	68%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	65%	n/a	n/a	n/a	n/a	n/a	n/a	73%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	n/a	n/a	n/a	n/a	n/a	n/a	75%	n/a	72%	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 - Delco 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 56% in Spring 2024 to 75 % 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							
56%	66%	68%	70%	72%	74%	75%							
Outcomes	54%												
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)	38%	55%	60%	n/a	n/a	n/a	n/a	39%	54%	n/a	58%	n/a	n/a
2024-2025	45%	62%	65%	n/a	n/a	n/a	n/a	45%	61%	n/a	63%	n/a	n/a
Outcomes: 2024-2025	n/a	55%	n/a	n/a	n/a	n/a	n/a	26%	54%	n/a	57%	n/a	n/a
2025-2026	50%	67%	70%	n/a	n/a	n/a	n/a	50%	66%	n/a	68%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	55%	72%	75%	n/a	n/a	n/a	n/a	55%	71%	n/a	73%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	60%	77%	78%	n/a	n/a	n/a	n/a	60%	76%	n/a	76%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	78%	80%	n/a	n/a	n/a	n/a	65%	77%	n/a	79%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	80%	85%	n/a	n/a	n/a	n/a	70%	79%	n/a	83%	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