

Pflugerville Independent School District

Wieland Elementary School

2025-2026

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Board Approval Date: October 16, 2025
Public Presentation Date: September 22, 2025

Mission Statement

The mission of Wieland Elementary School is to develop a nurturing environment to inspire all members of our learning community to engage in academic and social-emotional learning on a daily basis.

Vision

The vision of Wieland Elementary is to establish a learning community that honors diversity, produces high academic growth for all students, and develop productive citizens who can be leaders today and tomorrow.

Value Statement

At Wieland, we believe...

All students and staff are passionate lifelong learners who respectfully learn together in a safe environment that is engaging, supportive, individualized, and consistent.

By modeling and encouraging perseverance and strength of character we, as educational professionals, will foster high expectations and continued growth of all learners.

We are composed of a multitude of diverse cultures and are richer because of our many cultures which includes our Vietnamese bilingual program.

Foundational skills are essential building blocks that help our students reach higher levels of thinking and meaningful application.

Caring relationships between all stakeholders are facilitated by clear communication and mutual respect, in the interest of the whole child.

We believe that data is important to inform our practice, but is only one piece of our learning experience at Wieland Elementary.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wieland Elementary was built 18 years ago in the Brookfield subdivision of Pflugerville, in Travis County. The school has a diverse population of students that are mostly comprised of Asian, Hispanic, and African American ethnicities. Wieland Elementary is a Title I schoolwide campus with 69% of students identified as economically disadvantaged in the 2024-2025 school year. This maintains the increase we had seen in recent years. Over the last several years, the total student population has declined and remained steady at just under 400 students. As of May 24, 2025, Wieland had 352 students enrolled for the 2025-2026 school year. Wieland provides a Vietnamese bilingual program and provides ESL services to other enrolled students with families speaking about 13 different languages in their homes. Wieland continues to serve a high percentage of students in special education. As of May 23, 2025, 28.49%, of our students are identified for receiving special education services. This is high compared to the district average of 13.7% and the state's average of 13.9%.

Attendance rates have varied over the last few years with some significant gains made in this past year on chronic absenteeism, causing a positive rise in the overall attendance rate.

	Attendance Rates						Chronic Absenteeism Rates The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.					
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (On Data Suite)	2024-2025 (On Data Suite - June 5, 2025)	Difference from Prior Year	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 - Approximate (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	2024-2025 - Approximate (On Data Suite as of June 5, 2025) (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	Difference from Prior Year
State	95.0%	92.2%	93.3%				15.0%	25.7%	20.3%			
Region 13	95.5%	91.8%	92.8%				13.2%	26.8%	21.5%			
Pflugerville ISD	95.6%	91.8%	92.9%	92.9%	93.4%	0.5%	12.0%	25.3%	19.5%	20.4%	16.0%	-4.4%
Wieland ES	95.9%	93.9%	94.3%	93.7%	94.6%	0.9%	10.7%	17.2%	15.2%	21.1%	15.0%	-6.1%

Below are the student demographics over the past 5 years:

Student Demographics	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Asian	36.20%	36.10%	37.50%	37.50%	38.98%
Black / African American	18.50%	16.30%	16.50%	18.90%	15.59%
Hispanic	28.30%	32.40%	31.90%	27.80%	29.57%
American Indian Or Alaskan Native	0.00%	0.00%	0.00%	0.00%	0.00%
Native Hawaiian or Other Pacific Islander	0.30%	0.30%	0.30%	0.30%	0.27%

Student Demographics	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Two or More Races	4.40%	5.50%	5.10%	6.00%	6.45%
White	12.30%	9.50%	8.80%	9.50%	9.14%
Total Enrollment	367	380	376	381	372

Students Identified as Economically Disadvantaged	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
NOT identified	32.40%	39.00%	37%	31%	33%
Eligible for free meals	56.40%	54.00%	55%	61%	56%
Eligible for reduced-price meals	11.20%	6.80%	7.70%	7%	10%
Other Economically Disadvantaged	0.00%	0.00%	0.30%	0.00%	0.81%
Total Economically Disadvantaged	67.60%	61%	63%	69%	67%

Based on the number of students who have qualified, for the 2025-2026 school year, all students who attend Wieland Elementary will be eligible to receive free lunches. This is a result of that greater need being present in the community.

Students Identified as Emergent Bilingual students	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
NOT EB	59.40%	56.60%	54%	57.80%	57.53%
EB	40.60%	43.40%	46%	42.80%	42.47%

Though this dropped slightly two years ago, the numbers are fairly consistent and represent one bilingual classroom for each grade PK-5 and students identified for ESL services in our monolingual classes. Of these students, our families speak about 13 different home languages and represent countries worldwide, which we are able to celebrate and learn about as a community.

Students Receiving Special Education Services	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
NOT receiving Services	78.70%	80.80%	80.30%	78.17%	71.51%
Receiving Services	21.30%	19.20%	19.70%	21.83%	28.49%

It is evident that the addition of self-contained units and the newly identified needs of students, our population of students needing the supports of Special Education, has increased tremendously. Some of this increase can be accounted for by the changes in the state guidelines identifying students with dyslexia as students under special education. However, the increase at Wieland is greater than the increase at the state level, and it also represents a great challenge to have staff supporting the varied needs of these students.

Student Special Program Identification/Participation - Wieland Elementary School (Source: TAPR & OnDataSuite)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
At-Risk	61.60%	73.40%	71.50%	72.33%	71.77%
Gifted & Talented	5.50%	5.50%	7.50%	4.82%	5.65%
Dyslexia	3.50%	3.40%	4%	4.31%	5.65%
Section 504	5.20%	4.70%	4.50%	3.30%	1.34%
Immigrant	7.40%	5.30%	3.70%	4.06%	4.30%
Homeless	1.10%	0.80%	2.90%	2.28%	2.69%
Migrant	0.00%	0.00%	0.00%	0.00%	0.00%

These numbers continue to remain statistically average. The increase in Dyslexia and decrease in Section 504 relate to the changes mentioned above in how the districts support students identified with dyslexia under Special Education.

Staff Demographics

Our staff is dedicated to helping to improve the lives of students. Starting in 2017, a culture of growth and learning among adults has been encouraged and supported to help continually improve our campus. In the 2024-2025 we had 4 teachers leave the campus with 3 seeking positions at other schools and 1 leaving education all together.

Currently, 4 out of 6 teachers who work with our bilingual classes are able to speak Vietnamese. Of those 4 teachers, 3 are certified as a Bilingual teacher while the others all have ESL endorsements.

Wieland is comprised of 34 certified teaching staff. Of those staff members, 29 are female and 5 are male.

Our staff and student demographics are not aligned. We are under-represented in our faculty for all student populations except White, where we are overrepresented. This is considered when new hires are being made.

Teacher Demographics - Wieland Elementary School (Source: TAPR)					
	2019	2020	2021	2022	
Total Teachers	37.3	38.3	37.2	34.6	
African American	2.70%	5.20%	5.40%	5.80%	

Teacher Demographics - Wieland Elementary School (Source: TAPR)					
Hispanic	10.7%	5.20%	2.70%	5.80%	
White	62.4%	66.1%	67.8%	65.3%	
American Indian	0.00%	0.00%	0.00%	0%	
Asian	18.8%	18.3%	18.8%	17.3%	
Pacific Islander	0.00%	0.00%	0.00%	0%	
Two or More Races	5.40%	5.20%	5.40%	5.80%	

58% of the staff are in the 0-10 years of experience, with 32% having 11-20 years of experience.

This change represents stability in staff and the opportunity to hire experienced educators when making new staffing decisions.

Teachers by Years of Experience - Wieland Elementary School (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2023-2024	Data provided for 24-25 from PfISD HR 2024-2025
Beginning Teachers	0.00%	8.10%	14.40%	3.00%	3%
1-5 Years of Experience	42.00%	37.50%	23.10%	32.70%	28%
6-10 Years of Experience	23.50%	16.70%	21.60%	27.60%	22%
11-20 Years of Experience	29.30%	29.60%	32.20%	27.80%	33%
Over 20 Years of Experience	5.20%	8.10%	8.70%	9.00%	14%

Demographics Strengths

- The Wieland student population is both ethnically and socio-economically diverse.
- The diversity of the student population offers opportunities for students to embrace other cultures and languages which are recognized through cultural celebrations and learning activities.
- The staff at Wieland continue to gain experience with less early career teachers than in recent years.
- The Special Education population gives us the opportunity to expose all students to the diversity of our world and help build empathy through inclusive practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff and student demographics are very different.

Root Cause: Focus on finding applicants with experience and certifications has limited the pool.

Problem Statement 2: The average daily attendance, though improved, is still affected by the 15% of students with chronic absenteeism.

Root Cause: The time spent in school is not seen equally by all families.

Student Learning

Student Learning Summary

STAAR Results Over Time

After the general drop in scores from 2020-2023 from the pandemic, scores are starting to move back in a more positive direction in 2023-2024, with a significant growth year-to-year in 4th and 5th grades.

	2021-2022				2022-2023				2023-2024				2024-2025		
	Approaches	Meets	Masters		Approa	Meets	Masters		Approa	Meets	Masters		Approa	Meets	Masters
3rd Reading	86%	66%	42%		67%	47%	13%		66%	43%	13%		69%	46%	18%
3rd Math	80%	48%	26%		60%	40%	18%		64%	36%	13%		62%	44%	13%
4th Reading	63%	37%	18%		78%	50%	20%		77%	38%	9%		67%	42%	15%
4th Math	55%	27%	18%		67%	35%	13%		53%	36%	19%		47%	36%	11%
5th Reading	81%	54%	35%		78%	57%	22%		88%	62%	36%		78%	50%	28%
5th Math	75%	42%	21%		80%	57%	24%		92%	70%	26%		66%	48%	34%
5th Science	50%	29%	15%		55%	31%	16%		72%	48%	20%		58%	30%	16%

This data is a little of an anomaly - many of the approaches scores dropped from 2024 to 2025, but in 3rd and 4th grades the percentage of students at meets and masters has increased. The 5th grade group of students was the group that was the hardest hit academically by the pandemic when it came towards the end of their kindergarten year. Many students came back to school as second graders who were significantly below level and have made great gains personally, but fall short of the grade level expectation.

STAAR data is only 3-5 and we want to be mindful that it is based on one test. By using our general math and reading screening data, we are able to track students from year-to-year as well as grade-to-grade.

Math Data	Grade Level	2020-2021 % of students	2021-2022 % of students	2022-2023 % of students	2023-2024 % of students	2024-2025 % of students
At/Above Benchmark	1st Grade	72%	75%	88%	71%	78%
On Watch	1st Grade	13%	10%	6%	10%	10%
Intervention	1st Grade	13%	7%	6%	10%	7%

Math Data	Grade Level	2020-2021 % of students	2021-2022 % of students	2022-2023 % of students	2023-2024 % of students	2024-2025 % of students
Urgent Intervention	1st Grade	2%	8%	0%	8%	5%
At/Above Benchmark	2nd Grade	80%	67%	79%	77%	61%
On Watch	2nd Grade	8%	13%	7%	14%	13%
Intervention	2nd Grade	12%	13%	6%	5%	17%
Urgent Intervention	2nd Grade	0%	7%	7%	4%	9%
At/Above Benchmark	3rd Grade	77%	92%	71%	68%	71%
On Watch	3rd Grade	7%	4%	9%	8%	11%
Intervention	3rd Grade	11%	4%	13%	17%	13%
Urgent Intervention	3rd Grade	5%	0%	7%	8%	5%
At/Above Benchmark	4th Grade	67%	55%	80%	55%	60%
On Watch	4th Grade	8%	14%	8%	15%	22%
Intervention	4th Grade	8%	22%	10%	19%	13%
Urgent Intervention	4th Grade	16%	10%	2%	11%	5%
At/Above Benchmark	5th Grade	61%	58%	65%	88%	70%
On Watch	5th Grade	10%	6%	10%	2%	18%
Intervention	5th Grade	14%	23%	12%	6%	8%
Urgent Intervention	5th Grade	15%	13%	12%	4%	4%

Like changes in the STAAR scores, there are some highlights at grades 1, 3, and 4 with the number of kids at the benchmark going up. At grades 2 and 5 there are some areas to keep a close eye on as there were drops. However, when you look at 23-24 4th grade you see 55% of students were at Benchmark and when you take that group of students and see them in 24-25 5th grade, they went up to 70%, even though the 5th grade group dropped from 88% to 70%.

Reading	Grade Level	2020-2021 % of students	2021-2022 % of students	2022-2023 % of students	2023-2024 % of students	2024-2025 % of students
At / Above Benchmark	1st Grade	No Data	60%	62%	63%	67%

Reading	Grade Level	2020-2021 % of students	2021-2022 % of students	2022-2023 % of students	2023-2024 % of students	2024-2025 % of students
On Watch	1st Grade	No Data	17%	19%	18%	20%
Intervention	1st Grade	No Data	13%	10%	8%	8%
Urgent Intervention	1st Grade	No Data	10%	10%	10%	5%
At / Above Benchmark	2nd Grade	No Data	62%	72%	61%	81%
On Watch	2nd Grade	No Data	18%	11%	18%	4%
Intervention	2nd Grade	No Data	2%	6%	3%	11%
Urgent Intervention	2nd Grade	No Data	18%	11%	18%	4%
At/Above Benchmark	3rd Grade	51%	73%	53%	53%	49%
On Watch	3rd Grade	19%	12%	11%	8%	22%
Intervention	3rd Grade	19%	12%	9%	13%	14%
Urgent Intervention	3rd Grade	11%	2%	27%	26%	15%
At/Above Benchmark	4th Grade	66%	44%	59%	66%	52%
On Watch	4th Grade	6%	20%	14%	9%	22%
Intervention	4th Grade	9%	16%	12%	15%	11%
Urgent Intervention	4th Grade	19%	20%	14%	9%	15%
At/Above Benchmark	5th Grade	53%	44%	52%	66%	59%
On Watch	5th Grade	7%	17%	14%	12%	17%
Intervention	5th Grade	18%	15%	24%	16%	12%
Urgent Intervention	5th Grade	23%	25%	10%	6%	12%

Reading is likewise a little scattered with some groups doing better than others from year to year.

Grade
K
1
2
3
4
5

TELPAS data is very student-specific and the various groupings at different grade levels have been performing differently. An overall noticing is that as the students go up in grade level, their scores are going up at the higher end of those ratings.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		83	B	
Student Achievement		73	C	0%
STAAR Performance	45	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	70%
Academic Growth	75	85	B	✓
Relative Performance (Eco Dis: 66.7%)		75	C	
Closing the Gaps	58	79	C	30%

Missed Closing the Gaps Targets

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

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

Student Learning Strengths

- Wieland has a focus on Academic and Social-Emotional Learning lessons
- During the 2024-2025, first graders started the year with 40% of students on level in reading and 60% on level in math. At the end of the year math had grown to 78% and reading grew to 68%.
- During the 2024-2025, students scored an overall average on STAAR in the Masters criteria of 19% showing an improvement from the prior year.
- During the 2024-2025, student scores at the meets level performance of STAAR went up in 3rd grade reading and math, as well as 4th grade reading. It stayed the same for 4th grade math.
- During the 2024-2025, student scores at the masters level performance of STAAR went up in 3rd and 4th grade reading and stayed the same for 3rd grade math.
- Our emergent bilingual students continue to perform at a higher level on STAAR.
- In TELPAS data from the 2024-2025 school year, about half of all students scored Advanced or Advanced High on their composite score.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The representation of student outcomes at each performance level is not consistent across all groups of students. 43% of students performed at Meets Grade Level on STAAR 2025 but only 16% of our African American students did and only 14% of our Special Education students did.

Root Cause: Students need to be engaged in high-quality tier 1 work.

Problem Statement 2: During the MOY 2025 data review we observed in our screener data (Star360, TPRI, and TxKea) the percentage of students on the intervention and urgent intervention levels does not match the percentages of our student populations.

Root Cause: Students who are not getting new learning through tier-one work have not gotten as much of the focused reteach time as needed.

School Processes & Programs

School Processes & Programs Summary

Wieland is focused on students growing academically and emotionally, and the staff wants to support the students' social and academic growth.

Instructionally, Wieland strives to follow the true Professional Learning Community process. Our master schedule supports this, giving teachers extra planning time once every six days to engage in professional learning, planning, and collaboration. Grade levels work with other professionals to analyze and respond to data, based on the teaching that has been done in class, and provides students opportunities to relearn or extend their learning. Additionally, the staff at Wieland were trained in trauma-informed practices that help adults respond to individual student needs.

Curricular information comes through our PLC process but is supported by the district's online instructional planning documents which help show the pacing of instruction as well as help teachers know expected outcomes for the students.

To meet the state requirements continued in HB1416, Wieland is utilizing its master schedule to maximize time during the day and can provide on-campus, during-the-day tutoring for most students. Some students will also receive the required tutoring after school. A priority focus is placed on RLA and Math, but teachers use relevant and timely data to respond to students' individual needs.

Personnel is a huge factor at Wieland with a focus to hire the right people for the right positions to support our students. To replace the teachers who were moving elsewhere, we were able to hire teachers who brought prior experience in other schools for most positions. It is a standing practice to always include staff members, when available, on the hiring committee when making new hires.

We work on building a positive school culture through the use of our Campus Culture and Climate Team, formerly referred to as PBIS. This committee works to support all staff and students in making the environment and interactions at Wieland positive. Along with that program, there are limited incidents that require office visits for students. For the 2024-2025 school year there were 34 official referrals. These referrals were behaviors reported from 16 different students. These referrals were monitored and supported to be sure staff had the support they needed and students were given opportunities for success.

School Processes & Programs Strengths

- Wieland has some active student leaders who participate in programs and provide feedback on school functions.
- We have a small but active group of volunteers who support the campus.
- The principal engages with parents regularly, both formally and informally, to share information as well as receive feedback. These meetings are scheduled at various times in order to better meet the needs of the parents and reach a broader audience.
- School-wide enrichment takes place during the day, as well as clubs and activities happening after school.
- Tutoring for students who need academic support is in place and supports student learning.
- CCC&T committee worked to support the school-wide reward program.
- Students who are identified for the Gifted and Talented program are supported through extension activities and learning opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all grade levels function at the same caliber for PLC, creating discrepancies in teacher ability by grade-level.

Root Cause: New staff coming on board need training on fundamentals in order to have the capacity to go deeper on curriculum.

Perceptions

Perceptions Summary

Student Engagement:

Student leaders are involved in various areas including our No Place for Hate Coalition. Students participate in after-school enrichment and are huge advocates for our school-wide enrichment activities called "Fun Friday". Students meet with the principal to share concerns and discuss solutions.

Staff Engagement:

Staff are an integral part of the process of educating students and report generally high levels of support and comfort through the staff survey.

New staff members to the campus are supported by an on-campus mentor. If the staff member is a new teacher, they have a formal new teacher mentor. In 2025-2026, Wieland 2 teachers moved from being new in the 2023-2024 as classroom facilitators and are now fully certified teachers.

Our Campus Culture and Climate Team meets regularly and continues to support school wide programs to support campus-wide behavior.

Parent Engagement:

For the past several years, data was taken as a general sign-in at campus events (open house, conferences, academic nights, etc). Of these events, all parents participated in at least one school activity, with many connecting with more than one event. Parents are seen as partners at the school and are involved with many aspects of the school, from eating lunch with their students to volunteering on various committees, and supporting extra-curricular events such as academic nights, carnivals, open-house, etc. The campus operates active social media sites that engage parents on Facebook and Instagram. There are always factors for families who are not as involved, some are economically related as parents work jobs to support their families which make attending events and participating at school difficult. We have continued to focus on involving and including parents, but have shifted our focus from attendance towards active participation.

Upbeat

Our district uses Upbeat survey data to understand the climate perceptions of staff. Some selected data points are as follows:

	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Principal/Teacher Trust	90%	96%	95%	97%	90%	91%
Teachers' Care & Commitment	92%	90%	90%	90%	94%	92%
Meaningful Work	100%	new question	86%	97%	90%	82%
Instructional Leadership	92%	96%	96%	95%	95%	97%
Resources & Facilities	93%	86%	88%	86%	87%	75%

	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Self-Efficacy	93%	94%	Question dropped	89%	84%	90%

In all but a few areas, the campus data trended above average for the district.

Perceptions Strengths

92% of staff responded to the district staff climate survey on Upbeat. Of some of the various areas, there were increases in the positive responses in some areas, including: Teacher Self-Efficacy, Teacher/Principal Trust, Instructional Leadership, and Evaluations.

A few other highlights are:

- Parents and teachers at my school work together as partners is up to an 88% favorable response, up from 69% in 2023.
- Disciplinary practices are applied fairly to all students at my school grew 12% points to a 70% favorable response.
- Teachers at my school strive to help all students feel like they belong stayed high in 2025 at 97% favorable..
- Teachers at my school go above and beyond to support students stayed high at 91%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On upbeat, the area of collaboration dropped from 90% positive to 81% positive.

Root Cause: There is a lack of trust among some staff with 76% responding favorably to trusting others.

Goals

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

Performance Objective 1: By Spring 2026, among Wieland ES staff, we will raise the favorable response rate to the Upbeat category of collaboration from 81% to 90%.

Evaluation Data Sources: Spring staff Upbeat climate survey

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

Performance Objective 2: When filling open positions, Wieland will continually strive to consider highly qualified staff to meet student needs.

Evaluation Data Sources: Percentage of staff with various backgrounds and cultures.

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

Performance Objective 1: By June 2026, there will be increases in both Growth and Achievement on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

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

- Math Academic Growth from 70% to 75%
- Approaches from 64% to 72%
- Meets from 48% to 56%
- Masters from 19% to 27%

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 44% in June 2025 to 49% by June 2026 and to 62% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR, C-PALLS, TX-KEA, Star360, Accountability reports

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

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

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

- RLA Academic Growth from 73% to 78%
- Approaches from 76% to 81%
- Meets from 51% to 56%
- Masters from 20% to 25%

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 46% in June 2025 to 49% by June 2026 and to 60% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR, C-PALLS, TX-KEA, TPRI, Star360, Accountability reports

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

Performance Objective 3: By June 2026, there will be increases in Achievement at all performance levels on STAAR 5th Grade 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 61% to 71%
- Meets from 37% to 47%
- Masters from 6% to 16%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: By the end of the 2025-2026 school year, staff will engage 100% of the families at some level, with all certified staff members conducting a minimum of 1 parent interview to gain a deeper understanding of our families.

Evaluation Data Sources: Sign-in logs from activities taking participation

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

Performance Objective 2: During the 2024-2025 school year, Wieland will increase the student attendance rate to 96%, up from 94.6% in the prior year. The percentage of students who miss 10 or more days (chronic absenteeism) will decrease from 11% to 8% or less.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the spring of 2026, students in grades 3-5 will increase scores on the FitnessGram assessment from the spring of 2025 as follows:

Pacer run from 63% to 76%
Push-ups from 48% to 55%
Curl-ups from 71% to 73%
Shoulder stretch from 64% to 70%
Trunk Lift from 71% to 73%

Evaluation Data Sources: FitnessGram Assessment Data.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: 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 C to B or above
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will improve from C to B or above

Evaluation Data Sources: STAAR results, Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2025-2026 school year, Wieland will reduce the disproportionality rates in disciplinary referrals across all student groups toward closer representation of the campus enrollment demographics, specifically for African American students.

From the 2024-2025 school year, there were 16 different students who had a total of 34 formal referrals recorded. Of those 34 referrals, the breakdown by student demographics is:

- 32% were for African American students; whereas 16% of all WLES students identify as African American
- 6% were for White students; whereas 9% of all WLES students identify as White
- 0% were for Asian students; whereas 39% of all WLES students identify as Asian
- 12% were for Hispanic students; whereas 30% of all WLES students identify as Hispanic
- 50% were for Two or More Races students; whereas 6% of all WLES students identify as Two or More Races

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 - Wieland ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 43% in Spring 2024 to 60% 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	
43%	46%	49%	52%	55%	58%	60%	
Outcomes	45%						

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	57%	n/a	n/a	7%	36%	n/a	52%	n/a	n/a
2024-2025	n/a	30%	n/a	n/a	65%	n/a	n/a	17%	38%	n/a	54%	n/a	n/a
Outcomes: 2024-2025	n/a	37%	n/a	n/a	57%	n/a	n/a	17%	42%	n/a	53%	n/a	n/a
2025-2026	n/a	39%	n/a	n/a	73%	n/a	n/a	26%	41%	n/a	56%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	45%	n/a	n/a	76%	n/a	n/a	32%	43%	n/a	58%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	49%	n/a	n/a	78%	n/a	n/a	38%	46%	n/a	60%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	55%	n/a	n/a	80%	n/a	n/a	49%	53%	n/a	62%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	82%	n/a	n/a	60%	60%	n/a	64%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 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 - Wieland ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 18% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
18%	24%	32%	40%	48%	55%	60%	
Outcomes	25%						

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)	9%	15%	n/a	n/a	14%	n/a	n/a	27%	12%	n/a	21%	n/a	n/a
2024-2025	17%	22%	n/a	n/a	21%	n/a	n/a	33%	20%	n/a	26%	n/a	n/a
Outcomes: 2024-2025	n/a	20%	n/a	n/a	26%	n/a	n/a	n/a	21%	n/a	22%	n/a	n/a
2025-2026	26%	29%	n/a	n/a	28%	n/a	n/a	39%	28%	n/a	32%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	35%	37%	n/a	n/a	36%	n/a	n/a	45%	36%	n/a	39%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	44%	45%	n/a	n/a	44%	n/a	n/a	51%	44%	n/a	46%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	52%	52%	n/a	n/a	52%	n/a	n/a	56%	52%	n/a	53%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	n/a	n/a	60%	n/a	n/a	62%	60%	n/a	60%	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 - Wieland ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 19% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
19%	24%	31%	39%	47%	55%	60%	
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)	27%	11%	n/a	n/a	19%	n/a	n/a	6%	16%	n/a	21%	n/a	n/a
2024-2025	33%	19%	n/a	n/a	27%	n/a	n/a	16%	22%	n/a	28%	n/a	n/a
Outcomes: 2024-2025	n/a	33%	n/a	n/a	50%	n/a	n/a	17%	32%	n/a	42%	n/a	n/a
2025-2026	39%	27%	n/a	n/a	34%	n/a	n/a	25%	28%	n/a	35%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	45%	35%	n/a	n/a	41%	n/a	n/a	34%	34%	n/a	42%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	51%	43%	n/a	n/a	48%	n/a	n/a	43%	42%	n/a	49%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	57%	51%	n/a	n/a	55%	n/a	n/a	52%	51%	n/a	56%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	63%	60%	n/a	n/a	60%	n/a	n/a	60%	60%	n/a	62%	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 - Wieland 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 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%	58%	61%	64%	68%	72%	75%	
Outcomes	56%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	31%	59%	58%	n/a	69%	n/a	36%	23%	55%	n/a	67%	n/a	n/a
2024-2025	37%	62%	60%	n/a	71%	n/a	42%	31%	58%	n/a	68%	n/a	n/a
Outcomes: 2024-2025	29%	51%	58%	n/a	70%	n/a	50%	31%	51%	n/a	69%	n/a	n/a
2025-2026	44%	65%	62%	n/a	73%	n/a	48%	40%	61%	n/a	71%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	51%	68%	65%	n/a	75%	n/a	54%	48%	65%	n/a	74%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	58%	71%	70%	n/a	78%	n/a	61%	57%	70%	n/a	77%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	66%	74%	75%	n/a	81%	n/a	68%	66%	75%	n/a	81%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	79%	80%	n/a	85%	n/a	75%	75%	80%	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 - Wieland ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 36% to 62% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
36%	43%	49%	54%	58%	60%	62%	
Outcomes	44%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	14%	n/a	n/a	57%	n/a	n/a	7%	33%	n/a	48%	n/a	n/a
2024-2025	n/a	24%	n/a	n/a	64%	n/a	n/a	15%	36%	n/a	49%	n/a	n/a
Outcomes: 2024-2025	n/a	32%	n/a	n/a	62%	n/a	n/a	25%	50%	n/a	58%	n/a	n/a
2025-2026	n/a	34%	n/a	n/a	73%	n/a	n/a	22%	40%	n/a	50%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	44%	n/a	n/a	82%	n/a	n/a	29%	45%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	53%	n/a	n/a	85%	n/a	n/a	41%	50%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	56%	n/a	n/a	86%	n/a	n/a	51%	55%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	87%	n/a	n/a	60%	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 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 - Wieland ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 95% 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	
95%	95%	96%	96%	97%	98%	100%	
Outcomes	88%						

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)	82%	92%	n/a	n/a	100%	n/a	n/a	82%	93%	n/a	100%	n/a	n/a
2024-2025	85%	93%	n/a	n/a	100%	n/a	n/a	85%	94%	n/a	100%	n/a	n/a
Outcomes: 2024-2025	n/a	67%	n/a	n/a	95%	n/a	n/a	n/a	87%	n/a	89%	n/a	n/a
2025-2026	88%	94%	n/a	n/a	100%	n/a	n/a	88%	95%	n/a	100%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	91%	95%	n/a	n/a	100%	n/a	n/a	91%	96%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	94%	96%	n/a	n/a	100%	n/a	n/a	94%	97%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	97%	98%	n/a	n/a	100%	n/a	n/a	97%	98%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	100%	100%	n/a	n/a	100%	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"

