

Pflugerville Independent School District

Brookhollow Elementary School

2026-2027 Improvement Plan

Accountability Rating: C



Mission Statement

To provide a meaningful education experience for each student through our commitment to academic excellence and the development of interpersonal relationships in a safe and nurturing environment.

Vision

Brookhollow Elementary believes that every child, no matter how gifted or challenged, will be equally valued in an education system where the progress of every child is monitored and given individualized support.

Value Statement

Brookhollow Elementary will form collaborative relationships with families, communities, local businesses, and agencies to help guide the students to success.

Teachers and parents will encourage students to become disciplined lifelong learners who will be prepared to solve problems through creative and critical thinking.

Teachers will design instruction that will guide the students toward active participation in meaningful work for post-secondary readiness.

Brookhollow will be a positive, safe, and healthy environment for all children and staff.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Brookhollow Elementary. The school is located in an established neighborhood where many families choose to stay long after their children graduate from high school.

Despite the area's long-term residents, Brookhollow Elementary experiences a high percentage of enrollment from new families, largely due to the construction of new apartments and rental homes in the vicinity.

The school's mobility rate is 15%, 2% higher than the district average and 3% lower than the state average. This indicates a significant student turnover throughout the year, driven by the influx of families moving in and out of the rental portion of our school community.

This mix of long-term residents and newly arrived families gives Brookhollow a dynamic and diverse student population.

Students

The student population of Brookhollow Elementary consists of 39% Hispanic, 28% White, 20% African American, 6% identifying as Two or More Races, and 6% Asian.

Student Demographics - Brookhollow Elementary School (Source: OnDataSuite)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	387	389	389	387	383
African American	18.9%	15.2%	16.0%	17%	19.58%
Hispanic	38.2%	42.9%	41.6%	41%	39.4%
White	29.5%	29.1%	27.7%	29%	27.94%
American Indian	0.3%	0.3%	0.0%	1%	0%
Asian	6.7%	6.4%	6.5%	6%	6.27%
Pacific Islander	0.0%	0.0%	0.3%	.5%	.78%
Two or More Races	6.5%	6.2%	8.0%	8%	6%

Brookhollow is a Title I Schoolwide campus, and 52% of students were identified as economically disadvantaged in 2025. Emergent Bilingual students comprise about 14% of students, 22% receive special education services, 58% are identified as At-Risk, and 7% are Gifted and Talented.

Student Special Program Identification/Participation - Brookhollow Elementary School (Source: TAPR & OnDataSuite)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	45.7%	49.1%	52%	49%	52%
Emergent Bilingual	11.9%	10.3%	9.6%	14%	14%
At-Risk	58.7%	53.4%	24.3%	53%	58%
Special Education	16.8%	16.5%	19.1%	20%	22%
Gifted & Talented	4.9%	5.4%	7.8%	8%	7%
Dyslexia	7.2%	7.2%	7.8%	6%	5%
Section 504	7.0%	5.4%	6.2%	6%	4%
Immigrant	1.0%	0.8%	2.3%	3%	3%
Homeless	1.3%	1.0%	0.0%	2%	2%
Migrant	0.0%	0.0%	0.0%	0%	0%
Campus Mobility Rate	19.7%	16%	19%	16%	15%

Staff

Brookhollow strives to meet the needs of our diverse populations by fostering a climate of highly qualified staff.

Teacher Demographics - Brookhollow Elementary School (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Teachers	37.1	34.9	31.3	32.1	43.9
African American	10.8%	14.2%	6.4%	6.2%	6.5
Hispanic	8.1%	8.6%	15.9%	28%	7.0
White	75.7%	74.3%	74.5%	65.8%	14.5
American Indian	0.0%	0.0%	0.0%	0.0%	0
Asian	0.0%	0.0%	0.0%	0.0%	1

Teacher Demographics - Brookhollow Elementary School (Source: TAPR)					
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0
Two or More Races	5.4%	2.9%	3.2%	0.0%	1

Overall, our educators had varying levels of professional experience: 3.6% were new to teaching, 7.7% with 1-5 years of experience, 7.7% with 6-10 years of experience, 5% with 11-20 years of experience, and 6% with over 20 years experience.

Teachers by Years of Experience - Brookhollow Elementary School (Source: TAPR)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	5.1%	2.7%	8.5%	9.6%	3.1%	3.6%
1-5 Years Experience	31.7%	37.4%	31.5%	22.4%	40.3%	7.7%
6-10 Years Experience	11.6%	16.8%	12.3%	20.1%	15.8%	7.7%
11-20 Years Experience	40.0%	29.7%	31.5%	25.6%	22%	5%
Over 20 Years of Experience	11.5%	13.5%	16.2%	22.4%	18.7%	6%

Demographics Strengths

With the increasing diversity among our student population and special education population equal to the average of our campus comparison group, Brookhollow is reflective of society as a whole. Our students develop lifelong skills and an ability to collaborate with peers from various backgrounds. We believe we are equipping young learners to collaborate with various cultures and abilities. We find that Brookhollow Elementary students are accepting of new students regardless of race, ethnicity, and needs. Moreover, we continue to see a decrease in our discipline referrals and an increase in participation in school leadership and social and emotional programs. Brookhollow serves the following neighborhoods: Brookhollow, Bohls, Saxony, Katymead, Swenson Farm, and multi-family living units.

Brookhollow Elementary has many demographic strengths. Some of the most notable demographic strengths include:

- The student population consists of many ethnic and cultural backgrounds
- Inclusiveness
- Teachers are required to be ESL-certified
- We actively recruit and seek out highly qualified staff by attending job fair

Problem Statements Identifying Demographics Needs

Problem Statement 1: The current systems governing teacher surplus, internal transfers, and contract exit timelines create instability and disruption in staffing for underperforming or high-need elementary campuses. These processes often extend well into the summer, leading to delays in recruiting qualified candidates and compromising continuity in instruction, according to campus and district staffing data.

Root Cause: Existing surplus and transfer protocols often do not account for academic performance data, climate needs, or staffing vulnerability. In addition, flexible contract exit windows, while supportive for employee mobility, inadvertently destabilize high-need campuses when resignations occur late without replacement pipelines.

Problem Statement 2: Brookhollow Elementary has experienced a significant increase in its Hispanic student population over the past few years - TAPR. While this demographic shift reflects the changing diversity of the community, the school currently lacks a fully aligned system to support the unique linguistic, academic, and cultural needs of these students and their families.

Root Cause: Outdated or insufficient systems for English language learners' support, student-centered teaching, and communication. Current staffing, instructional materials, and outreach practices have not scaled proportionately to match the growth of the Hispanic population. Additionally, limited access to ESL-certified educators and a lack of consistent family engagement structures create barriers.

Problem Statement 3: The most recent Upbeat Survey data reveals that teachers feel recognition for their hard work and accomplishments is insufficient, contributing to a decline of 7% in overall morale.

Root Cause: The absence of a systematic and inclusive recognition framework that regularly acknowledges staff contributions, both big and small. Current recognition efforts may be sporadic, leadership-driven rather than peer-driven, or fail to reflect the diverse ways staff add value to the school community. Furthermore, competing priorities and time constraints often push recognition practices to the back.

Student Learning

Student Learning Summary

2026 Accountability Ratings

Missed Closing the Gaps Targets

- **Academic Achievement in Math:**

- All Students: 35% (Target: 49%)
- African American student group: 19% (Target: 33%)
- Hispanic student group: 24% (Target: 44%)
- High Focus student group: 20% (Target: 42%)
- Economic Disadvantage student group: 19% (Target: 40%)
- Special Education (Current) student group: 11% (Target: 29%)

- **Academic Growth in Math:**

- All Students: 66% (Target: 69%)
- African American student group: 54% (Target: 61%)
- Hispanic student group: 56% (Target: 68%)
- High Focus student group: 57% (Target: 66%)
- Economic Disadvantage student group: 55% (Target: 65%)
- Special Education (Current) student group: 48% (Target: 58%)

Brookhollow Elementary's administration, support staff, and teachers evaluate student data following each assessment. Professional Learning Communities analyze trends in student achievement by assessing the outcomes of our targeted student groups. The campus conducts meetings with teachers to disaggregate student data to identify students' strengths and

weaknesses, determine specific concerns, and develop a plan of action.

STAAR Math 2024 to 2026 Comparison

3rd Math 2026	Approaches	Meets	Masters
Campus	60%	39%	14%
3rd Math 2025	Approaches	Meets	Masters
Campus	63%	35%	16%
3rd Math 2024	Approaches	Meets	Masters
Campus	64%	38%	16%

Analysis of the STAAR math results for 3rd graders from 2024 to 2026 highlights an upward trend toward our 70% proficiency goal following the systematic implementation of targeted interventions like iReady and structured academic monitoring.

4th Math 2026	Approaches	Meets	Masters
Campus	59%	37%	13%
4th Math 2025	Approaches	Meets	Masters
Campus	50%	27%	11%
4th Math 2024	Approaches	Meets	Masters
Campus	52%	28%	13%

Analysis of the STAAR math results for 4th graders from 2024 to 2026 highlights a significant 9 percentage point increase in the Meets performance level, rising from 28% to 37%, while the Approaches standard remained relatively stable at 50%.

5th Math 2026	Approaches	Meets	Masters
Campus	59.38%	29.69%	12.5%
5th Math 2025	Approaches	Meets	Masters
Campus	79%	37%	17%
5th Math 2024	Approaches	Meets	Masters
Campus	83%	60%	23%

When comparing 5th grade STAAR math results from 2024-2026, campus performance showed a steady decline across all proficiency levels, as Approaches Grade Level dropped

from 83% to 59.38%, Meets Grade Level decreased from 50% to 29.69%, and Masters Grade Level fell from 23% to 12.5%.

This section provides information on 3rd, 4th, and 5th grade student achievement on the 2025-2026 STAAR assessments for mathematics, reading/ELA, and science at the Approaches and Meets levels. These results include all student groups tested.

Brookhollow Elementary: Student Groups - STAAR Performance for 2025-2026									
Student Groups	Reading			Math			Science		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
All Students	73	50	19	59	35	13	63	41	15
African American	56	34	13	44	19	6	64	45	18
Hispanic	66	36	9	46	24	9	44	20	12
White	91	75	33	82	61	23	92	69	15
Asian	88	63	25	88	38	13	*	*	*
Two or More Races	88	50	38	**	**	**	60	40	20
Economically Disadvantaged	58	37	11	42	19	6	38	15	4
Special Education(current)	37	15	4	17	11	4	33	7	0
Emergent Bilingual	53	32	5	53	21	11	60	20	0

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, the second-smallest racial/ethnic group is masked regardless of size.

2025-2026 Star 360 Math

In reviewing Math performance levels:

- There was a significant increase in the percentage of **Grade 3** students scoring at the At/Above benchmark level when comparing student progress from BOY at 65% to EOY at 71% a change of +6%.
- There was a significant decrease in the percentage of **Grade 4** students scoring at the At/Above benchmark level when comparing student progress from BOY at 67% to EOY at 52% a change of -15%.
- There was a significant increase in the percentage of **Grade 5** students scoring at the At/Above benchmark level when comparing student progress from BOY at 64% to EOY at 64% a change of -0%

Primary Math performance levels

- **TxKEA Kinder:** There was an increase in the percentage of Grade Kindergarten scoring On Track level when comparing student progress from BOY at 55% to EOY at 70% a change of +15 %
- **Star 360 First:** There was an increase in the percentage of Grade First scoring at the On Track level when comparing student progress from BOY at 49% to EOY at 53%, a change of +4%
- **Star 360 Second:** There was an increase in the percentage of Grade 2 scoring at the On Track level when comparing student progress from BOY at 40% to EOY at 62%, a change of +22%

2025-2026 Star 360 Reading

In reviewing Reading performance levels:

- There was no significant increase in the percentage of **Grade 3** students scoring at the At/Above benchmark level when comparing student progress from BOY at 72% to EOY at 67% -5%.
- There was a significant increase in the percentage of **Grade 4** students scoring at the At/Above benchmark level when comparing student progress from BOY at 56% to EOY at 59% a change of +3%.
- There was a significant increase in the percentage of **Grade 5** students scoring at the At/Above benchmark level when comparing student progress from BOY at 53% to EOY at 59% +6%.

Primary Reading Performance Levels:

- **TxKea Kinder:** There was an increase in the percentage of Grade Kindergarten scoring at the OnTrack performance level when comparing student progress on Decoding: BOY at 25% to EOY at 64% a change of 39% and Blending BOY 21%to EOY 66% a change of 45%.
- **TPRI First:** There was an increase in the percentage of Grade First scoring at the On Track performance level when comparing student progress from BOY to EOY at 65%
- **TPRI Second:** There was an increase in the percentage of Grade Second scoring at the On Track performance level when comparing student progress from BOY at 16% and EOY at 23% a change of +7%

		TELPAS Composite Scores 2026		
TELPAS Composite Ratings	Beginning	Intermediate	Advanced	Advanced High
Kindergarten - 2nd	11%	52.94%	17.65%	17.65%
3rd - 5th	9.52%	42.86%	38.10%	9.52%
Kindergarten	10	40	20	30
First	0	67	33	0
Second	25	75	0	0
Third	20	60	20	0
Fourth	10	50	40	0
Fifth	17	50	33	0

- **Primary Cluster:** More than half of the combined cohort (**52.94%**) is at the **Intermediate** proficiency level for K-2.
- **Advanced Growth:** The growth into higher bands is heavily driven by the Kindergarten group, which holds all **3** of the campus's **Advanced High** ratings and **2** of the **Advanced** ratings.
 - **Advanced Band Dominance:** A significant portion of this upper-grade cohort (**47.62%**) has achieved either an **Advanced** or **Advanced High** composite rating, showing strong linguistic progression compared to the K-2 cohort.
 - **5th Grade Peak:** All **Advanced High** designations within these upper grades belong to the 5th-grade class, where 83.33% of the students scored at or above the Advanced level.

Student Learning Strengths

Brookhollow Elementary has created a system that focuses on interventions using teachers and support staff to meet the needs of all students by being specifically and strategically assigned to groups aligned to data-driven instructional needs, as well as to ensure that all students make growth.

Brookhollow Elementary School (BES) continues to exhibit strong academic and extracurricular performance, as evidenced by student achievement and growth metrics throughout the 2025–2026 school year. This summary highlights key areas of exceptional performance that serve as the foundational strengths for student learning.

Academic Performance & Accountability Growth

- **Academic Growth in RLA:**
 - Hispanic student group: **65%** (Target: 62%)
 - **Domain 2a Growth:** Campus growth scores in Domain 2a increased from **76 to 78** from the previous year, demonstrating a steady, positive year-over-year trajectory in student progress.

STAAR Reading Language Arts (RLA): Current STAAR Reading Language Arts data indicate notable increases in both overall student achievement and individual learning growth.

Brookhollow Elementary School exceeded its 2026 HB3 Kindergarten Reading target of 58% with an outstanding outcome of 67% on KPM assessments, establishing a strong baseline to achieve our progressive goals of 70% by June 2027 and 78% by June 2030.

Analysis of the STAAR math results for 3rd graders from 2024 to 2026 highlights an upward trend toward our 70% proficiency goal following the systematic implementation of targeted interventions like iReady and structured academic monitoring.

Analysis of the STAAR math results for 4th graders from 2024 to 2026 highlights a significant 9 percentage point increase in the Meets performance level, rising from 28% to 37%, while the Approaches standard remained relatively stable at 50%

- **Science Distinction:** BES maintained its rigorous academic standards by securing the **Science Designated Distinction** from the Texas Education Agency for the **previous 3 years 2024–2025**.
 - 2024: Students sustained growth in science proficiency, maintaining the TEA designation through consistent progress in literacy, problem-solving, and analysis.
 - 2025: Students continued to meet high performance standards, earning a third consecutive TEA designation in science, highlighting strength in applying scientific concepts to real-world contexts.

Advanced Academics & GT Enrichment

The Gifted and Talented (GT) program continues to produce high-performing scholars who excel in local and regional competitive academic arenas:

- **Science Fair:** Showcased absolute dominance by capturing the **majority of 1st place awards** over the last 5 consecutive years.
- **Destination Imagination & Math Pentathlon:** Provided advanced problem-solving tracks where students continually applied creative and logical thinking skills.
- **University Interscholastic League (UIL):** Students actively participated and excelled across various UIL competitive academic events.

Fine Arts & Community Representation

- **Bobcat Honor Choir:** The premier choral ensemble achieved city-wide acclaim. The choir was highly **recognized and frequently requested** to perform at various high-profile venues throughout the city, highlighting the strength of the school's music enrichment program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Deep analysis of the 2025 and 2026 Star 360 data by grade level and by each student group revealed variances among student groups on campus. For 2026 Closing the Gaps, targets were missed across student groups.

Root Cause: The missed 2026 Closing the Gaps targets across student groups stem from inconsistent use of data to drive instruction, limited differentiation to meet the needs of diverse learners, and gaps in the alignment of interventions with specific skill deficits. In addition, varying teacher capacity in providing targeted supports, combined with challenges related to student mobility and engagement, contr

Problem Statement 2: In analyzing our students' End of Year Independent Reading Levels for May 2026 compared to May 2024, although progressing, BES continues to have students who were promoted to the next grade level NOT on the expected reading level.

Root Cause: Factors such as varied teacher capacity, insufficient support for struggling readers, and interruptions in learning contribute to students not meeting grade-level reading expectations.

Problem Statement 3: For Academic Achievement RLA High Focus Group: Asian, Two or More Races, African American, Hispanic, Special Education, Economically Disadvantaged, Emergent Bilingual did not meet the Closing of the Gap interim target for STAAR 2026 Meets level.

Root Cause: Inconsistent differentiation of instruction to address the diverse academic needs of these student groups, limited targeted intervention support, and gaps in monitoring and adjusting instructional strategies based on student performance data.

Problem Statement 4: Brookhollow Elementary's student groups, including all High-Focus Groups, did not meet the Closing of the Gap interim targets in math at the Meets performance level, as reflected in the 2026 STAAR Math results.

Root Cause: Analysis of 2026 STAAR Math data and classroom performance indicates that students demonstrated gaps in foundational math skills and application of grade-level concepts. In addition, inconsistent implementation of differentiated instruction and targeted interventions for High-Focus Groups contributed to lower performance at the Meets level.

Problem Statement 5: According to the Spring 2026 Reading STAAR, the percentage of 3rd - 5th grade: Asian, Special Education, and Eco Dis students was below the overall target score for Meets Grade Level and Masters. Overall (___%) at Meets and above. Asian (___%), Eco Dis (___%), and Special Education (___%).

Root Cause: Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Problem Statement 6: According to the Spring 2026 Math STAAR, the percentage of 3rd - 5th grade: Two or More Races, Hispanic, and Eco Dis students were below the overall scoring Meets Grade Level and Masters. Overall (44%) at Meets and above. Two or More (31%), Eco Dis (26%), Hispanic (33%). BES missed 2026 Closing the Gaps targets for All students, Hispanic students, Special Education and our High Focus students.

Root Cause: Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is no consistency in pulling small guided math groups.

Problem Statement 7: Campus data indicates that a significant number of students are performing below grade level in mathematics, as evidenced by benchmark assessments, STAAR performance, and classroom diagnostics. These students struggle with foundational concepts, including number operations, problem-solving, and mathematical reasoning. Contributing factors include limited conceptual understanding, insufficient diff

Root Cause: Need for strategies: Use of Manipulatives: Incorporate tools like base-ten blocks, fraction strips, and geometric shapes to visualize and solve problems. Mental Math and Estimation: Encourage mental calculations and estimation to check the reasonableness of answers Real-World Applications: Apply mathematical concepts to problems arising in everyday life, society, and the workplace

Problem Statement 8: Student achievement data on STAAR indicate persistent performance gaps between the "All Students" group and several identified underperforming student populations within the High Focus Groups: lowest performing groups include African American 29% and Hispanic 31% -Meets.

Root Cause: Inconsistent implementation of evidence-based instructional strategies and targeted interventions. Barriers to accessing rigorous, grade-level content due to accommodations, language acquisition needs, or learning disruption from mobility. Varied teacher capacity with differentiation, scaffolding, and culturally responsive instruction

Problem Statement 9: Across 378 cumulative tests spanning Reading, Math, and Science, there is a significant performance drop-off between tiers, with 66.67% of tests reaching Approaches or Above, but only 42.33% achieving Meets or Above and 16.14% reaching Masters

Root Cause: Campus professional learning communities (PLCs) and instructional planning sessions lack consistent utilization of formative data to design targeted, small-group enrichment. As a result, Tier 1 instruction targets basic proficiency (Approaches) rather than accelerating mid-tier learners into advanced academic standards (Meets and Masters).

Problem Statement 10: On the Spring 2026 5th Grade STAAR Science assessment, 63 evaluated students achieved an average raw score of only 15 out of 30 points (50%), which places the cohort average near the baseline Approaches Grade Level standard and prevents progression into higher performance bands.

Root Cause: Tier 1 core science instruction has heavily relied on passive text reading and rote memorization rather than hands-on, inquiry-based lab experiences. Consequently, students struggle with high-order critical thinking items and dual-coded processing questions on the STAAR test.

Problem Statement 11: While 66.67% of 3rd-5th grade students achieve "Approaches Grade Level" or above, a significant 24.34% gap exists between those baseline passing students and those who reach "Meets Grade Level" (42.33%), capsizing the Domain 1 component raw score at 42

Root Cause: Tier 1 core instruction heavily relies on low-rigor, passive learning activities that align only with basic multiple-choice elimination strategies. This lack of rigorous, open-ended problem-solving prevents the large cluster of "Approaches" students from mastering the high-level critical thinking required to hit the "Meets" standard.

Problem Statement 12: Only 16.14% of 3rd-5th grade students achieve the "Masters Grade Level" standard in Math and Reading, failing to provide the mathematical lift needed to pull the overall Domain 1 average out of the 76 (C) scaling bracket.

Root Cause: Professional Learning Communities (PLCs) focus heavily on remediation and bubble-student interventions for struggling learners. As a result, teachers lack a structured framework, advanced resources, and extension strategies to intentionally push on-grade-level students into upper-tier conceptual mastery.

Problem Statement 13: The Closing the Gaps (Domain 3) scaled score of 73 lags behind Student Achievement, dragging down the final overall campus accountability calculation to a 75.1.

Root Cause: Campus intervention schedules and data tracking systems treat student demographics monolithically. The lack of targeted, daily linguistic accommodations for Emergent Bilinguals and specialized instructional scaffolds for Special Education students results in missed federal and state performance targets across student groups.

Problem Statement 14: As of the 2026 data review, 40.62% of 5th-grade students are performing below the Approaches Grade Level threshold in math, exposing a misalignment between daily formative indicators and formal summative measures. Campus screening and tracking mechanisms have not provided the predictive, diagnostic data required to deploy timely, tier-2 interventions, resulting in widening performance gaps that r

Root Cause: Universal screening data and formative tracking mechanisms have not been tightly calibrated to drive timely, differentiated interventions for students falling below grade-level expectations before formal interim checkpoints.

Problem Statement 15: Over a three-year period (2024-2026), 5th-grade Math STAAR scores dropped from 83% to 59.38% in Approaches and 50% to 29.69% in Meets, driven by a lack of consistent, real-time feedback during core instruction. Walkthrough data demonstrates that high-leverage instructional strategies--specifically Academic Monitoring and Student Discourse--are not executed with the frequency or depth necessary to ca

Root Cause: There is an inconsistent campus-wide execution and monitoring of high-leverage instructional practices--specifically Academic Monitoring and Student Discourse--during Tier 1 math instruction. Walkthrough data indicates that targeted strategies within the instructional framework are not yet consistently applied at the required frequency to address and correct student misconceptions in real time.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by Brookhollow Elementary is aligned with the Texas Essential Knowledge and Skills (TEKS). A focus on developing future-ready learners has continued to be a goal for our students and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student-led instruction, problem-solving skills, and cooperative learning.

At Brookhollow Elementary, our focus is student progress. Teachers monitor the progress of all students, more frequently assessing those students identified by our Problem-Solving Support Team (PSST) as at-risk and in need of additional support. Instructional staff meets with the PSST during regularly scheduled meetings to document progress and make revisions to students' intervention plans as determined through examination of all available data. Teachers and staff also partner with parents/guardians in an effort to provide universal support for students.

Our school believes that employing high-quality, talented staff is essential for student academic growth. Teachers at Brookhollow Elementary attend collaborative professional development sessions throughout the year. The professional development is based upon the needs identified in this improvement plan. Collaborative sessions/training are provided by our own educators, campus administration, district-level specialists, and out-of-district conferences/workshops. In addition to professional development, weekly grade-level collaborations/planning and long-range planning/training will reinforce what educators are learning. Our new staff members are mentored by several campus master teachers weekly through collaborative conversations/modeling. Brookhollow continues to maintain forward movement in maintaining and hiring qualified and highly effective staff. Personnel will be recruited, developed, and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

Brookhollow Elementary continues to have a strong Parent Teacher Organization (PTO), with the majority of our support coming from donations and involvement in our events and activities.

The Brookhollow Elementary master schedule is built with identified intervention times called WIN for Early Childhood learning through 5th grade. The math interventionist, classroom teachers, and other available personnel, provide targeted instruction for students to strengthen identified skills during this time. Teachers and students monitor learning progress during intervention through a variety of data-gathering tools and techniques. Interventionists also provide instructional coaching for classroom teachers, providing additional research-based skills and strategies to implement for student progress.

In grades kindergarten through fifth, ELA teachers implement a balanced literacy approach to ensure that students are receiving small group instruction on their reading levels based on the Universal Screener used in each grade level. Our district's Universal Screener, Star 360 Math - 1-5th grade, Star 360 Reading - 3-5th grade, TPRI - 1-2nd grade, Amira, IReady, Tx-Kea - Kindergarten, and C-PALLS for PK, is utilized regularly to monitor students' progress in reading and Math. Teacher teams are given the flexibility to cluster students in reading and math in order to provide a guided/balanced approach to instruction based on the student's individual needs in small group instruction. This has proven to be a successful structure to address student needs.

Science of Teaching Reading (Reading Academy), vocabulary interactive walls, Bluebonnet for math, HMH for Reading and Science, Pflugerville Instructional Coherence Model, Common Schools: RELAY: Get Better Faster 3.0, Campus Improvement Plan workshop, Professional Learning Communities, technology integration and Lead4ward are just a few of our curriculum and instruction programs and strategies, which are a part of an ongoing process designed to ensure a guaranteed and viable curriculum. All have been phased in to ensure that students are able to utilize their knowledge to apply problem-solving skills to present their learning in real-world applications. Students are engaged in this approach to learning and utilize inquiry to drive instruction and learning opportunities. The EB program uses the academic and cultural experience of the student as a platform to provide the appropriate level of instruction in English. PfISD has also implemented a LIFT Grant where representatives from Sustain Ed. visit Brookhollow weekly to conduct instructional walkthroughs and coaching sessions.

Technology plays a critical role in all learning processes. The campus goal is for all students, K-5, to create products using available technology. Teachers are encouraged to utilize technology from the Technology Department by receiving program badges for modeling the use of instructional programs. District tech specialists also consult and partner with

instructional staff to explore ways to enhance learning through technology integration.

The Gifted/Talented Enrichment Program is embedded in the classroom for K-5th graders. The students experience presentations and work on individual projects. In the spring, students showcase their projects with other GT students in the district. Parents are also invited to view students' projects. Kindergarten through fifth-grade GT-identified students are also served by their classroom teachers.

Brookhollow Elementary's annual attendance summary was 94.8% of students present this past year, according to the 2025-2026 On Data Suite. A decrease from the year 2024-2025. Brookhollow Elementary has experienced a decrease in its chronic absenteeism rate, as reported by our district's PEIMS data warehouse. The rate was 14.9% in 2024-2025 and decreased to 12.2% in 2025-2026

School Processes & Programs Strengths

The Problem Solving Support Team (SST) process has been refined and is an effective way to track student progress and make plans for intervention.

Instructional staff collaborate within and across grade level teams to enhance instruction through our Professional Learning Communities (PLCs). Instructional staff also collaborate with other district staff to share ideas.

Brookhollow Elementary has experienced a decrease in its chronic absenteeism rate, as reported by our district's PEIMS data warehouse. The rate was 14.9% in 2024-2025, and decreased to 12.2% in 2025-2026

An increase in our technology application for student-centered learning across grade level are being implemented as learning tools, and instructional staff are collaborating with district technology specialists to enhance integration.

Teachers at Brookhollow are empowered to take on leadership roles, including team leader, committee chairs, and activity sponsors.

Administration continues to support the staff with ongoing rewards and recognition, as well as leadership opportunities such as Grade Level Leaders, Campus Academic Advisory Committee (CAAC) members, leading professional development opportunities, and teachers leading teacher committees. Staff also have opportunities to participate in conferences including Curriculum Writing, Response to Intervention, Math Workshop, Reading Academy, Science in Reading, Understanding Data Driven Instruction, MakerSpace, Dyslexia training, and Discipline in Literacy, all in order to retain highly qualified teachers.

Through Professional Learning Communities, teachers at Brookhollow are gaining the knowledge and skills to disaggregate and analyze student data utilizing Student Tracking, Data Walls, the Data Wise process aligned with Star 360, Early Literacy, and STAAR assessments to identify needs for individual students.

Brookhollow prides itself on encouraging our students to be leaders of the community.

Professional Development planning begins after we complete our March formative review through our Campus Academic and Advisory Committee (CAAC). CAAC begins a Campus Needs Assessment based on discussions, teacher, parent, and student surveys, achievement data, and climate and social-emotional data to decide our next steps in moving the campus community and student achievement growth forward. Restorative Practice, DBQ, Technology, ECR and SCR, Reading Academy, Bloomberg, T-TESS, Conscious Discipline, PBIS/MTSS, Interactive Vocabulary Walls for Science, and PLCs were a huge part of Brookhollow's Wednesday staff development during the 2024-2025 school year that impacted growth for our students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the 2025-2026 student registration rosters and End-of-Year Awards data, student participation in campus enrichment programs has significantly decreased. This decline directly limits opportunities for students to engage in extended learning, explore personal interests, and build vital leadership skills outside of the core academic curriculum

Root Cause: The campus lacks a strategic communication plan to market the value of enrichment programs to families, paired with a systemic process within school-wide planning to adapt volunteer structures and schedules to match Brookhollow's changing enrollment demographics

Problem Statement 2: Brookhollow Elementary's annual attendance summary was 94.8% of students present this past year, according to 2025-2026 Skyward data.

Root Cause: Student absenteeism is complex and includes a variety of factors. Students may be experiencing barriers to attending or engaging in school.

Problem Statement 3: Parent involvement and student achievement have decreased in the last five years.

Root Cause: 2024 through 2025 Upbeat Data including school event sign-in documents suggest that Brookhollow Elementary will need to build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together.

Problem Statement 4: Parent participation in school events and involvement opportunities has decreased, reducing family-school connections and limiting collaboration to support student success, according to the campus 24-25 sign-in document, end-of-year volunteer spreadsheet, and parent survey.

Root Cause: Barriers such as scheduling conflicts, limited communication methods, competing work/family responsibilities, and a lack of varied engagement opportunities that reflect families' interests and needs have contributed to the decline in parent participation.

Perceptions

Perceptions Summary

Brookhollow Elementary is a school of about 387 students and 51 staff. Brookhollow passionately serves the community and the area around it. We work closely with Pflugerville Community Church, Texas Road House, Ready, Set, Teach (Pflugerville High School), Watch DOGS, strong Parent Teacher Organization, National Honor Society for both PHS and HHS, The City of Pflugerville, BES Parent Teacher Organization, Girlstart, Pflugerville High School PALS, Pflugerville Education Foundation, Pflugerville Public Library, BES No Place for Hate program, Pflugerville High School and Hendrickson High School Athletic Department and other local community members. We also passionately serve our community and neighbors.

Although a category that has remained very challenging for many school leaders to generate improvement, Work Life Balance for BES increased in positive responses across the overall category by a significant 12% according to the district's Upbeat survey for Spring 2025 compared to 2024.

Communication is key and what Brookhollow strives to do well and better every year. We send home monthly reminders and communicate via Parent Link, Facebook, Twitter, and the BES website. Teachers also communicate weekly with parents via newsletters, email, Dojo, and class tag.

At Brookhollow, students' needs are put first. BES discipline data shows referrals are consistently low for the last five school years. BES implements Positive Behavior Intervention Support and has systems such as Restorative Practices for intervening with behavior (counseling, PSST, peer mediation). BES will continue to implement these strategies.

Our discipline data reflected that there are disproportionate numbers of referrals for Hispanic and Black students compared to other races, as well as for boys compared to girls.

Safety is a top priority at BES and we hold monthly evacuation drills (reported at 100%) and annual lock-down and shelter-in-place drills. The Emergency Operation Plan is up to date and a Safety Team is established. The safety team meets twice a year to ensure all students and staff are safe at BES.

Each year, the district sends out various community surveys such as Upbeat and BES PBIS survey to students and staff. The survey results are analyzed to determine the needs of the campus in all organizational areas.

According to the Upbeat climate survey from the Spring of 2025 school year, 96% of the staff feel safe working at BES. Overall, 88% of the staff are satisfied with the direction of Brookhollow Elementary.

Our attendance rate for the 2024-2025 school year was 94%.

Perceptions Strengths

- Safety drills are 100% enforced
- Discipline data is down
- 94% of the staff report that they like the work they do and are held to high standards
- Restorative Practice continues to be focused on student overall safety and a positive climate
- We continue to review our family engagement systems to keep parents aware of how they can become involved

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Spring 2025 Upbeat survey results show that 66% of BES staff participated in the school climate survey--an decrease from the Fall of 2024.

Root Cause: Staff participation in the Spring 2025 Upbeat survey decreased due to survey fatigue, competing priorities during a busy instructional season, and limited communication emphasizing the importance of staff voice in shaping campus decisions. Some staff may also perceive that prior survey feedback has not led to visible changes, which impacts motivation to participate.

Problem Statement 2: The school's social media presence does not consistently reflect the positive culture, student successes, and academic growth occurring on campus, which may contribute to mixed perceptions of the school within the community.

Root Cause: Inconsistent posting, limited staff involvement in sharing highlights, and the absence of a clear communication plan for showcasing diverse student and staff achievements have resulted in fewer opportunities to shape a positive and accurate school narrative online

Problem Statement 3: The school does not currently have a consistent process for collecting parent feedback through surveys, limiting opportunities to fully understand parent perceptions and use their input to guide school improvement efforts.

Root Cause: A lack of established systems and timelines for developing, distributing, and analyzing parent perception surveys has resulted in limited feedback from families. Additionally, barriers such as inconsistent communication about the purpose of surveys and limited response options may reduce parent participation

Goals

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

Performance Objective 1: Brookhollow Elementary will attract and retain highly qualified educators by implementing targeted recruitment strategies and pathways for professional development that promote career growth and development.

High Priority

HB3 Goal

Evaluation Data Sources: PflSD staffing roster reflecting highly qualified certified teachers;
Staff Survey increase in areas by 5%;
Number of TIA-Designated teacher increase from prior year;
MOY and EOY Universal Screener Data increase at on-grade level performance;
STAAR results increase at all performance levels;
Campus Survey of 70% showing growth in targeted areas

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

Performance Objective 2: Brookhollow Elementary will increase the retention and recruitment of highly qualified teachers by creating a support and incentive program as measured by the achievement of a retention rate of 90% for current staff and recruiting at least 5 highly qualified new teachers by June 2027.

High Priority

Evaluation Data Sources: Frontline, PflSD Human Resources Roster,
Job Fair schedule,
Interview Agenda,
Campus Needs Assessment,
Staff Survey Results

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

Performance Objective 1: By June 2027, 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 2027 STAAR outcomes from the prior year will be:

- Math Academic Growth from 62% to 72%
- Approaches from 66% to 76%
- Meets from 35% to 45%
- Masters from 15% to 25%

To meet HB3 Early Childhood Math Goals:

The percentage of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 55% in June 2027 to 65% by June 2028 and 75% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Domain 3 Closing the Gaps results, STAAR Results, Results from Star 360, TEA Interim Assessment results, Accountability reports

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

Performance Objective 2: By June 2027, 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 68% to 75%
- Approaches from 76% to 80%
- Meets from 56% to 60%
- Masters from 22% to 26%

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 42% in June 2026 to 68% by June 2027 and to 75% by June 2030.

HB3 Goal

Evaluation Data Sources: Domain 3 Closing the Gaps results, STAAR Results, Results from Star 360, TEA Interim Assessment results, Accountability reports

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

Performance Objective 3: By June 2027, there will be increases in Achievement at all performance levels on 5th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- Approaches from 63% to 72%
- Meets from 41% to 37%
- Masters from 15% to 25%

Evaluation Data Sources: STAAR science results, Accountability reports

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

Performance Objective 4: By June 2027, the percentage of 3rd-5th grade students scoring at or above the "Meets Grade Level" standard on the Math and Reading STAAR assessments will increase from 42% to 51%, effectively closing the internal achievement gap and lifting the Domain 1 raw score.

High Priority

HB3 Goal

Evaluation Data Sources: Curriculum Based Assessments. Interims, Universal Screeners

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

Performance Objective 1: By the end of 2026-2027, 75% of BES staff will be able to demonstrate the ability to use Digital Literacy skills in classrooms.

Evaluation Data Sources: Usage for 2026-2027 shown on BES Staff Climate survey and IP Data

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

Performance Objective 2: Brookhollow will increase awareness of staff, students, and parents about Health and Wellness during campus and community events. Coordinated School Health will be provided for all students with 100% of eligible students participating in physical activity during PE class and during school activities.

Evaluation Data Sources: Community Survey, Communications including flyers, posters, list serv, email, roster, sign-in sheet, Plan for Learning Compliance roster, menus, PE PD

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

Performance Objective 3: Performance Objective 1: Increase student participation in campus enrichment programs from the 2025-2026 baseline by 15%

by the end of the 2026-2027 school year, while actively engaging families to rebuild program support despite lower overall campus enrollment

Evaluation Data Sources: Student registration rosters, weekly program sign-in sheets, Fall/Spring parent volunteer logs, and End-of-Year Awards participation data.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: The 2026-2027 Brookhollow Elementary Staff Climate survey will reflect that BES has a safe, effective and supportive learning environment for all students at a 5% increase in positive responses from the previous year.

During the 2026-2027 school year, Brookhollow ES will reduce the number of disciplinary referrals from the prior year.

Evaluation Data Sources: 2026-2027 Staff Climate Survey

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Through family and community partnerships, we expect a 5% increase in access and opportunity for family/community participation to improve student outcomes.

Evaluation Data Sources: Attendance rosters for: parent conferences, PTO, School Report Card Public Meeting, Title I events, Campus Academic Advisory Committee, Upbeat Survey for 2025-2026 Family Engagement.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2026-2027 school year, Brookhollow's student attendance rate will improve from 94% in the prior year to 96%. Chronic Absenteeism will be reduced from 12%% to 10%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

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

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

High Priority

HB3 Goal

Evaluation Data Sources: Accountability reports

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP)

School Improvement Strategy

To accelerate student growth and satisfy state accountability requirements, Brookhollow Elementary School will execute a structured school improvement strategy related to Intensive Curriculum and Instructional Supports. This strategy targets the specific systemic cracks—ranging from teacher coaching to tracking fidelity—that led to the campus identification.

The actionable steps below detail exactly what Brookhollow will do and how it will be executed across the campus

Monitoring of Plan Implementation

(plan linked above)

To ensure complete tracking consistency with fidelity, Brookhollow Elementary School will implement a centralized, live **Special Education Student Progress Tracker**. This system bridges the gap between weekly classroom formative assessments and IEP accommodation readiness, ensuring instructional decisions are driven by real-time data before the STAAR test.

An interactive progress tracking tool has been generated to help manage and visualize special education sub-population data for 3rd, 4th, and 5th-grade cohorts.

To maintain maximum data fidelity and reduce daily administrative noise, tracking will transition from informal daily metrics to mandatory tracking at every formal assessment milestone:

1. Core Curricular Milestones (Reading & Math)

- End-of-Module (EOM) Assessments: Tracked immediately upon unit completion in Reading and Math.
- State/Campus Interim Assessments: Logged systematically to measure progress directly against Domain 3 STAAR-scaled growth targets.
- The 70% Standard: The absolute campus goal is 70% of Special Education students achieving passing/growth standards on all formal assessments. Any student scoring below 70% is flagged for immediate intervention adjustment.

2. Specialized Software Intervention Diagnostics

- i-Ready (Math & Reading): Tracked weekly for personalized learning path completion, lessons passed, and time-on-task (targeting a minimum of 45 minutes per week).
- Amira (Reading/Dyslexia Support): Tracked weekly for oral reading fluency (ORF) growth, automated coaching feedback, and phonetic accuracy data.

Revised Weekly PLC & Data Meeting Protocol

Special Education teachers will meet weekly with 3rd, 4th, and 5th-grade PLCs to execute a data-driven protocol centered on these formal milestones:

- Week of Formal Assessment: SpEd and Gen-Ed teachers co-grade and log the Interim or End-of-Module score into the tracker. They analyze whether students met the 70% achievement threshold while utilizing their legal accommodations.
- Instructional Maintenance Weeks: Teams use weekly PLC time to cross-reference i-Ready and Amira diagnostic dashboards. If a student is underperforming on formal modules, teachers customize the software paths and adjust parallel-teaching strategies to fill those specific gaps.

Parent & Guardian Engagement Strategy

To ensure lockstep alignment between school and home, Brookhollow will hard-schedule mandatory progress touchpoints:

- Fall Parent/Guardian Conference: Review baseline Interim/EOM data, establish the student's individual pathway toward the 70% achievement goal, and verify parent awareness of the student's daily classroom testing accommodations.
- Spring Parent/Guardian Conference: Analyze mid-year Interim data and curriculum mastery growth. Review accommodation fluency to guarantee absolute testing entitlement readiness heading into the 6-week pre-STAAR deadline

To align our monitoring cycles with your curriculum and maximize stakeholder communication, **Brookhollow Elementary School** will formalize explicit assessment triggers, intervention tools, and parent touchpoints.

The updated tracking system and action steps now anchor all data tracking on formal milestones—**Interims and End-of-Module assessments for Reading and Math**—with an absolute campus target of **70% of Special Education students achieving mastery/growth goals across all assessments**.

The interactive tracking tool has been updated to reflect these rigorous assessment metrics, target goals, and specialized intervention tracks.

Overview & Accountability Matrix

Action Area	Primary Action Step	Responsible Party	Frequency / Deadline	Evidence of Success
Collaborative Data	SpEd teachers meet weekly with 3rd–5th PLCs to evaluate data	Gen-Ed & SpEd Teachers / Admin	Weekly	PLC sign-ins & co-scripted intervention plans
Formal Milestones	Track performance on every Interim & End-of-Module (EOM) assessment	Core Teachers / SpEd Case Managers	At every formal assessment	70% of subgroup achieving mastery goals

Action Area	Primary Action Step	Responsible Party	Frequency / Deadline	Evidence of Success
Digital Support	Monitor and optimize student pathways in i-Ready and Amira	SpEd Teachers / Specialists	Weekly	High-fidelity usage logs & diagnostic growth
Stakeholder Ties	Execute Fall and Spring Parent/Guardian Conferences	Classroom & SpEd Teachers	Semi-Annually (Fall/Spring)	100% conference sign-in completion logs
Culture of Growth	Leadership visits for students demonstrating top growth	Principal & Admin Team	Ongoing	Growth tracker logs & student celebration data

The district will monitor implementation of the Local Improvement Plan through the existing School Improvement support structure. Monitoring will focus on both implementation of the identified improvement strategy and evidence of its impact on student outcomes.

District monitoring will include Campus Support Team meetings, a review of student performance data, and coaching by School Improvement staff. Effective Schools Facilitators and/or District Instructional Coaches will provide differentiated support based on campus need and will communicate implementation progress, barriers, and needed adjustments to district and campus leadership.

The district will review evidence of implementation and student progress each quarter to determine whether the strategy is being implemented as intended and whether adjustments to the plan or level of district support are necessary.

Additional District Actions if Implementation is Unsuccessful

If monitoring indicates that the improvement strategy is not being implemented with fidelity or is not producing sufficient progress toward identified student performance goals, the district and campus will identify the underlying barrier and adjust the improvement approach.

Additional district actions may include increasing the frequency or intensity of coaching and Campus Support Team monitoring, providing targeted professional learning or technical assistance, and assigning additional district staff or external support providers..

Reallocation of Resources

The campus will receive grant-funded support for implementation of Bluebonnet Learning, the district's adopted math curriculum. Through this district-wide initiative, Sustain Ed provides weekly, job-embedded coaching to support effective curriculum implementation and strengthen instructional leadership practices.

The district will prioritize and reallocate resources to campuses identified for school improvement based on demonstrated need. Identified campuses will receive differentiated support from Effective Schools Facilitators and District Instructional Coaches, campus-based coaching and support, leadership development and professional learning, and access to district and external technical assistance aligned to the campus improvement strategy.

The district will also prioritize time and staffing capacity for identified campuses through differentiated Campus Support Team meeting frequency, district leadership involvement, protected time for campus leadership teams to engage in data analysis and improvement planning, and coordination of district initiatives and external supports to reduce duplication and maximize time available for implementation.

When additional resources are needed to successfully implement the improvement strategy, the district will identify and direct available grant, federal, state, or local resources to address the identified need.

Student Performance Goals

To ensure Brookhollow Elementary School meets its Domain 3 indicators and exceeds state accountability standards, we will establish specific, rigorous STAAR performance targets for our Special Education subgroup.

While our internal campus **baseline remains focused on 70% of students achieving proficiency** on all individual formal assessments, our ultimate target for the **Special Education subgroup** on state-aligned metrics is anchored to the **85 / 55 / 25 performance** model.

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 Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 53% in Spring 2024 to 75% by June 2030.

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
53%	63%	66%	68%	71%	73%	75%	
Outcomes	54%	42%					

[illegible]

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"

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 52% in Spring 2024 to 80% by June 2030.

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
52%	58%	64%	70%	74%	78%	80%	
Outcomes	52%	48%					

[illegible]

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALL+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested (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 - Brookhollow ES													
The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 45% in Spring 2024 to 78% 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							
45%	52%	58%	63%	68%	74%	78%							
Outcomes	51%	67%											
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)	53%	33%	57%	n/a	n/a	n/a	n/a	29%	36%	n/a	n/a	n/a	n/a
2024-2025	58%	39%	62%	n/a	n/a	n/a	n/a	34%	40%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	50%	33%	77%	n/a	n/a	n/a	n/a	n/a	37%	n/a	n/a	n/a	n/a
2025-2026	64%	44%	69%	n/a	n/a	n/a	n/a	40%	45%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	n/a	67%	71%	n/a	n/a	n/a	n/a	36%	45%	n/a	n/a	n/a	n/a
2026-2027	68%	50%	73%	n/a	n/a	n/a	n/a	46%	50%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	72%	55%	78%	n/a	n/a	n/a	n/a	50%	55%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	74%	65%	83%	n/a	n/a	n/a	n/a	55%	60%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	76%	70%	88%	n/a	n/a	n/a	n/a	60%	65%	n/a	n/a	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 - Brookhollow 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 58% in Spring 2024 to 90% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
58%	66%	70%	75%	80%	85%	90%							
Outcomes	53%	50%											
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	50%	46%	76%	n/a	83%	n/a	50%	36%	41%	n/a	50%	n/a	n/a
2024-2025	55%	51%	79%	n/a	88%	n/a	55%	40%	46%	n/a	55%	n/a	n/a
Outcomes: 2024-2025	39%	45%	69%	n/a	n/a	n/a	50%	18%	38%	n/a	37%	n/a	n/a
2025-2026	62%	56%	83%	n/a	90%	n/a	60%	45%	50%	n/a	60%	n/a	n/a
Outcomes: 2025-2026	44%	42%	67%	n/a	n/a	n/a	30%	26%	43%	n/a	35%	n/a	n/a
2026-2027	68%	62%	86%	n/a	92%	n/a	65%	50%	55%	n/a	65%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	74%	68%	90%	n/a	94%	n/a	70%	55%	60%	n/a	70%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	73%	93%	n/a	96%	n/a	75%	60%	65%	n/a	75%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	83%	80%	95%	n/a	98%	n/a	80%	65%	70%	n/a	80%	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 or above in either English or Spanish (unduplicated) - All students tested (where they were view) **Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated) 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 - Brookhollow ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 38% 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	
38%	50%	55%	60%	65%	70%	75%	
Outcomes	35%	39%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	12%	77%	n/a	n/a	n/a	n/a	18%	12%	n/a	n/a	n/a	n/a
2024-2025	n/a	30%	83%	n/a	n/a	n/a	n/a	26%	25%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	n/a	21%	52%	n/a	n/a	n/a	n/a	8%	19%	n/a	n/a	n/a	n/a
2025-2026	n/a	44%	87%	n/a	n/a	n/a	n/a	34%	40%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	n/a	32%	59%	n/a	n/a	n/a	n/a	13%	17%	n/a	n/a	n/a	n/a
2026-2027	n/a	53%	90%	n/a	n/a	n/a	n/a	39%	45%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	60%	93%	n/a	n/a	n/a	n/a	46%	50%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	65%	95%	n/a	n/a	n/a	n/a	52%	55%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	98%	n/a	n/a	n/a	n/a	58%	60%	n/a	n/a	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 - Brookhollow ES

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

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
100%	100%	100%	100%	100%	100%	100%	
Outcomes	86%	87%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	n/a	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84%	n/a	n/a	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a	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 - Brookhollow ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 67% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcomes for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
67%	72%	78%	80%	82%	84%	85%	
Outcomes	70%	71%					

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)	65%	56%	86%	n/a	n/a	n/a	n/a	64%	56%	n/a	n/a	n/a	n/a
2024-2025	70%	60%	88%	n/a	n/a	n/a	n/a	68%	60%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	60%	56%	92%	n/a	n/a	n/a	n/a	n/a	60%	n/a	n/a	n/a	n/a
2025-2026	72%	65%	90%	n/a	n/a	n/a	n/a	70%	65%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	n/a	61%	86%	n/a	n/a	n/a	n/a	50%	59%	n/a	n/a	n/a	n/a
2026-2027	75%	70%	92%	n/a	n/a	n/a	n/a	72%	68%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	80%	75%	95%	n/a	n/a	n/a	n/a	76%	70%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	85%	80%	96%	n/a	n/a	n/a	n/a	78%	74%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	90%	85%	98%	n/a	n/a	n/a	n/a	80%	78%	n/a	n/a	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 - Brookhollow 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 62% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcomes for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
62%	65%	70%	75%	78%	82%	85%	
Outcomes	51%	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)	54%	47%	87%	n/a	83%	n/a	50%	54%	48%	n/a	50%	n/a	n/a
2024-2025	59%	50%	89%	n/a	88%	n/a	54%	58%	50%	n/a	54%	n/a	n/a
Outcomes: 2024-2025	32%	39%	70%	n/a	n/a	n/a	60%	25%	39%	n/a	53%	n/a	n/a
2025-2026	62%	55%	92%	n/a	90%	n/a	60%	60%	52%	n/a	58%	n/a	n/a
Outcomes: 2025-2026	36%	46%	73%	n/a	n/a	n/a	50%	37%	43%	n/a	47%	n/a	n/a
2026-2027	68%	60%	94%	n/a	95%	n/a	65%	65%	55%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	74%	65%	96%	n/a	96%	n/a	68%	68%	60%	n/a	65%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	70%	98%	n/a	98%	n/a	72%	72%	65%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	82%	75%	100%	n/a	100%	n/a	80%	80%	70%	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 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