Pflugerville Independent School District

Caldwell Elementary School

2026-2027

Accountability Rating: C

Mission Statement

Fannie Mae Caldwell Elementary promotes a diverse, nurturing, and collaborative community with high expectations which inspires us ALL to believe in our potential and achieve our goals.

Vision

Learning Together, Learning Forever

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Caldwell is an elementary campus that feeds into Pflugerville Middle School and then Pflugerville High School. It is located on the northwestern edge of the school district and opened in 2002. The school serves students in grades Pre-K through 5th grade and has a current enrollment of 534 students and an average class size of 17 students.

Students

Over the past 3 years, the enrollment has remained steady at around 530-545 students.
The Hispanic student population represents 69.26% of the total school population. White and African American student groups are the next largest portion of the student population, representing 13.26% and 10.7% respectively.

Student Demographics- Caldwell ES (Source: TAPR & OnDataSuite)				
	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	531	540	545	530
African American	10.0%	10.4%	10.83%	10.7%
Hispanic	60.8%	62.6%	64.95%	69.26%
White	17.9%	17.2%	15.96%	13.26%
American Indian	0.4%	0.2%	0.37%	.19%
Asian	4.9%	3.3%	3.49%	2.92%
Pacific Islander	0.2%	0	0	0
Two or More Races	5.8%	6.3%	4.4%	3.31%

Caldwell has worked diligently to refine the SST/MTSS process, which has resulted in a more efficient identification of Special Education students. Currently, 20.23% of the student population is served in Special Education, including students with speech impairments, dyslexia, learning disabilities, intellectual disabilities, and autism.

Staff Demographics

Teacher Demographics - Caldwell ES (Source: TAPR)			
	2023-2024	2024-2025	2025-2026
Total Teachers	45.5	44.9	
African American	4.4%	6.7%	
Hispanic	38.6%	33.5%	
White	57%	59.8%	
American Indian	0	0	
Asian	0	0	
Pacific Islander	0	0	
Two or more races	0	0	

CWES has 7 teachers early in their career for the 2025-2026 school year, including new to the profession teachers. First and second year teachers participate in our mentor program and new teacher academy. This allows the opportunity for our returning teachers to act as mentors and further promote collaboration aimed at student growth. At CWES, we believe ideas and perspectives come from all levels of experience, and we are stronger when we work together.

Teachers Years by Experience- Caldwell ES (Source: TAPR)			
	2023-2024	2024-2025	2025-2026
Beginning Teachers	0%	5%	
1-5 Years of Experience	43.3%	33.4%	
6-10 Years of Experience	19.3%	16.6%	
11-20 Years of Experience	19.8%	22.7%	
Over 20 Years of Experience	17.6%	22.3%	

Caldwell has 11 teachers who have earned Texas Incentive Allotment (TIA) designations.

Texas Incentive Allotment (TIA) Designations			
	2023-2024	2024-2025	2025-2026
Recognized	2	3	
Exemplary	2	4	
Master	7	13	

Caldwell Elementary is a Title I campus where 67.31% of students qualify for the Free or Reduced Lunch program. There is a large population of Emergent Bilingual students who primarily have a native language of Spanish. The majority of students, 76.46%, are considered to be At-Risk for not graduating high school due to meeting at least 1 of the 13 state At-Risk Indicators.

Student by Special Program Identification/Participation - Caldwell ES						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-26
Economically Disadvantaged	56.9%	58.9%	58.3%	67%	69.91%	68.48%
Emergent Bilingual students	40.6%	37.5%	38.5%	43%	46.79%	50.19%
At-Risk	60.6%	69.3%	66.5%	71.5%	71.38%	76.46%
Special Education	17.1%	16.1%	14.7%	17.4%	20.37%	20.23%
Gifted & Talented	4.2%	4.1%	5.8%	6.3%	7.52%	5.45%
Section 504	9.3%	7.1%	7.3%	6.3%	6.97%	3.31%
Students with Dyslexia	9.1%	8.1%	8.3%	7.8%	7.16%	7.59%
Homeless	1.4%	1%	0.2%	0.7%	1.65%	1.17%
Immigrant	7.4%	5.5%	9%	11.5%	13.58%	15.18%

Demographics Strengths

Strengths

Caldwell Elementary is a diverse campus. CWES serves both the immediate neighborhoods and students zoned to other campuses within the district. With dual language one-way and two-way programs, we support Emergent Bilingual students and Spanish language learners from across the district. This diversity fosters an inclusive environment, reflected in projects and cultural perspectives shared during events such as cultural parades, Multicultural Night, and Holidays Around the World. The influx of 78 immigrant students from countries around the world have enriched our school culture, bringing in new traditions, foods, and perspectives. We take pride in celebrating the many cultures represented on our campus, integrating them into our curriculum, literature, and fine arts programs. Beyond our student body, we also make an effort to highlight and honor cultures outside of our school community throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1:
The percentage of students identified as At-Risk has steadily increased, reaching 76%, indicating a growing population of students facing academic and socio-economic challenges.
Root Cause: These populations often face compounding challenges (poverty, language acquisition, adaptation to new country/culture) that align directly with the 13 state At-Risk Indicators. The significant growth in economically disadvantaged and emergent bilingual populations explains the parallel rise in At-Risk identification.

Student Learning

Student Learning Summary

2026 Accountability Ratings

2025-2026 STAAR Results

Caldwell's overall reading performance (ALL students) for 2025-2026 was 43% at Meets. Caldwell's overall math performance was (ALL students) 38% at Meets. Caldwell's overall 5th grade science performance was 18% at Meets.

2026 STAAR Results									
	Reading			Math			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	71%	37%	14%	62%	34%	13%	N/A	N/A	N/A
	79%	36%	12%	68%	32%	11%	N/A	N/A	N/A
	71%	47%	23%	69%	47%	18%	45%	18%	5%

2025-2026 TELPAS Results

Emergent Bilingual students at Caldwell take TELPAS to measure their English language acquisition. 71% of EB students in kindergarten ended the year at a Beginning level in English. This number reduces as you move up in grade levels ending with 23% of students at a beginning level in English in the 5th grade.

2026 TELPAS Results Composite Ratings				
	Beginning	Intermediate	Advanced	Advanced High

2026 TELPAS Results Composite Ratings				
Kinder	77%	19%	0%	5%
1st Grade	53%	38%	0%	9%
2nd Grade	16%	70%	11%	3%
3rd Grade	21%	42%	30%	6%
4th Grade	17%	46%	26%	11%
5th Grade	23%	33%	20%	23%

2026 TELPAS Results Yearly Progress in Composite Ratings		
	Progresses ONE Proficiency Level	**Progressed TWO Proficiency Levels**
1st Grade	23%	3%
2nd Grade	40%	3%
3rd Grade	25%	3%
4th Grade	30%	0%
5th Grade	46%	4%

2025-2026 End-of-Year Universal Screener Results

Based on the 2025-2026 End-of-Year Universal Screener Results, Caldwell Elementary demonstrated notable progress across early grade levels with meaningful

gains in foundational skills. In Pre-K, there was a significant increase in the number of Spanish and English speaking students "Making Adequate Progress" in Rapid Letter Naming and Math, with 100% of Pre-K students ending the year "Making Adequate Progress" in mathematics. Kindergarten students showed substantial improvement across all assessed areas, with notable increases in students "On-Track" in vocabulary, letter names, and math compared to the previous year. Upper elementary grades (1st-5th) continued to demonstrate strength in mathematics, particularly for Spanish-speaking learners who consistently outperformed their English-speaking peers in most benchmark categories. Spanish speakers in 1st grade achieved 66% At/Above Benchmark in math, while 3rd through 5th grade Spanish speakers maintained strong performance in both reading and math. However, English-speaking students in upper grades showed more variability, with particular challenges in reading interventions and gaps in foundational literacy skills that require targeted support.

e-K nglish)	Making Adequate Progress	Not Making Adequate Progress		Pre-K (Spanish)	Making Adequate Progress	Not Making Adequate Progress
nonological vareness	68%	32%		Conciencia Fonológica	95%	5%
apid Letter aming	91%	9%		Alfabeto de Nombramiento Rápido	95%	5%
apid Vocabulary aming	50%	50%		Vocabulario de Nombramiento Rápido	77%	23%
ath	100%	0%		Matemáticas	100%	0%

ndergarten nglish)	On-Track	Monitor	Support		Kindergarten (Spanish)	On-Track	Monitor	Support
ocabulary	68%	12%	21%		Vocabulario	73%	3%	25%
tter Names	65%	18%	18%		Nombres de las letras	73%	14%	14%

ndergarten nglish)	On-Track	Monitor	Support		Kindergarten (Spanish)	On-Track	Monitor	Support
pelling	88%	0%	12%		Ortografía	69%	25%	7%
ath	65%	6%	30%		Matemáticas	82%	9%	9%

t Grade EADING	Above	On Track	Developing	Catch Up		1st Grade MATH	At/Above Benchmark	On Watch	Interv	Urgent Interv
nglish	26%	20%	43%	11%		English	46%	24%	18%	12%
panish	15%	35%	23%	28%		Spanish	66%	21%	8%	5%

d Grade EADING	Above	On Track	Developing	Catch Up		2nd Grade MATH	At/Above Benchmark	On Watch	Interv	Urgent Interv
nglish	52%	14%	7%	8%		English	51%	11%	%22	16%
panish	29%	32%	21%	19%		Spanish	67%	8%	25%	0%

d Grade EADING	At/Above Benchmark	On Watch	Interv	Urgent Interv		3rd Grade MATH	At/Above Benchmark	On Watch	Interv	Urgent Interv
glish	43%	15%	20%	%23		English	57%	13%	20%	%9
anish	61%	15%	6%	18%		Spanish	81%	12%	4%	4%

h Grade EADING	At/Above Benchmark	On Watch	Interv	Urgent Interv		4th Grade MATH	At/Above Benchmark	On Watch	Interv	Urgent Interv
nglish	32%	17%	14%	37%		English	52%	12%	14%	21%
panish	62%	4%	10%	24%		Spanish	64%	12%	20%	4%

h Grade EADING	At/Above Benchmark	On Watch	Interv	Urgent Interv		5th Grade MATH	At/Above Benchmark	On Watch	Interv	Urgent Interv
nglish	53%	10%	10%	26%		English	69%	16%	9%	7%
panish	60%	10%	13%	17%		Spanish	67%	27%	3%	3%

3rd-5th Grade Interim Assessment Results

Based on the 2025/2026 Interim Assessment Results for 3rd-5th grade students, we can observe several trends across different subjects and student groups. In Math, there was a decline from fall to winter, with the overall "Meets" percentage decreasing from 45% to 33%. Students who identify as two or more races slightly decreased in Math, falling from 30% to 27% meeting standards. Students in Special Education (SpEd) also decreased in Math, moving from 27% to 21%.

Reading results show a slight decline overall, dropping from 48% to 46% meeting standards. However, students who identify as two or more raised showed a slight increase from 50% to 55% from fall to winter. SpEd students saw a small decrease in Reading, from 30% to 21%.

Science results, which only represent 5th grade students, show low overall performance with 16% of students meeting standards in the fall, no winter assessment was given. Notably, both students identifying as two or more races and SpEd students show a significant need for improvement with 0% and 9% meeting standards respectively in Science.

Interim 2025/2026	Fall	Winter
Math	Meets 45%	Meets 33%
Two or More Races	Meets 30%	Meets 27%
SpEd	Meets 27%	Meets 21%
Reading	Meets 48%	Meets 46%
Two or More Races	Meets 50%	Meets 55%
SpEd	Meets 30%	Meets 21%
Science	Meets 16%	No winter int.
Two or More Races	Meets 0%	No winter int.
SpEd	Meets 9%	No winter int.

Note: All 3rd-5th grade students combined for both Math and Reading. Science data only represents 5th grade students.

Student Learning Strengths

Caldwell Elementary School demonstrates considerable academic strengths across multiple areas of early literacy and mathematics development. Pre-K students are excelling, with impressive proficiency in foundational skills, including 100% of both English and Spanish-speaking students making adequate progress in mathematics. Upper elementary grades show particularly strong performance in mathematics, with Spanish-speaking learners consistently outperforming benchmarks across grades 1–5. Reading performance is consistently robust across all grade levels, with nearly half of students in grades 3–5 meeting standards. African American students show particular strength in reading, maintaining solid performance in interim assessments and making significant gains in mathematics between assessment periods. Fifth grade students are leading the way, demonstrating the highest mastery levels in both reading and math, along with notable progress in science performance. Additionally, kindergarten students showed substantial improvement across all assessed areas compared to the previous year, with meaningful increases in students performing on-track in vocabulary, letter names, and mathematics. These strengths reflect the campus's commitment to data-driven instruction and targeted support for diverse learners.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fourth grade mathematics performance has declined sharply, with the percentage of students approaching standards decreasing from72% in 2025 to 52% in 2026, indicating a substantial regression in student mastery of grade-level skills, placing students at risk of entering 5th grade without the foundational mathematical competencies necessary for advanced problem-solving and algebraic thinking.
Root Cause: Fourth grade mathematics instruction may lack sufficient scaffolding and intervention strategies to move students from foundational understanding to grade-level mastery, and teachers may need additional professional development in evidence-based math instructional practices and formative assessment techniques to identify and address learning gaps early.

Problem Statement 2: Spanish-speaking students across grades 3-5 consistently underperform compared to their English-speaking peers, with achievement gaps ranging from 37 to 56 percentage points in Math and RLA, and Spanish speakers showing 0% mastery in 5th grade science.
Root Cause: Current classroom instruction and support systems do not adequately differentiate for English learners, with insufficient access to bilingual instructional materials, student-centered practices, and targeted language development support that would enable Spanish-speaking students to access grade-level content and demonstrate mastery.

Problem Statement 3: Across all three grade levels, students are clustering in the "Approaches Standards" performance band with minimal progression to mastery, with only 5-19% of students reaching mastery levels in most subjects.
Root Cause: Teachers lack access to tiered instructional resources and professional development in differentiated instruction and small-group intervention models that would enable them to provide targeted support for students approaching standards while simultaneously offering enrichment and acceleration for advanced learners.

School Processes & Programs

School Processes & Programs Summary

The office referral data reveals important patterns that require the school's attention and action. The data shows significant disproportionality in referrals, with Black students representing 53% of all referrals compared to their campus enrollment, and a small number of students accounting for a large portion of incidents—indicating that targeted, intensive interventions for these students could have a substantial impact on overall school climate. At the same time, the majority of students on campus are not receiving office referrals, suggesting that school-wide behavior expectations are generally effective for most students, and the concentration of referrals among a smaller group means that focused support and intervention strategies could meaningfully reduce overall referral rates. The data provides a clear foundation for the school to examine discipline practices, implement student-centered training for staff, and develop individualized behavior support plans for high-need students, which positions the campus to make measurable improvements in both student behavior and equitable discipline practices.

Teachers are provided opportunities during the school year to learn and practice restorative approaches to behavior management. They also spend professional learning time reviewing behavioral data and planning appropriate responses. This learning includes conducting learning walks in other classrooms on campus to observe management strategies and reflect with a partner.

Caldwell has implemented a campus-wide den system categorizing all students into one of four dens. The 2025-2026 school year was the second year of our den system approach. Every member of our school community is welcomed into the Caspian, Bali, Trinil, or Javan den. As part of their den, both students and staff from all grade levels form a smaller school family that nurtures positive relationships and supports overall success. The den system also provides opportunities for students to connect and engage with peers and staff across the campus, including those in their future grade levels. By incorporating den activities and den rallies throughout the year, students can become acquainted with upcoming expectations. Alongside these advantages, the den system functions as a behavior management tool. Students receive "den points" for demonstrating Safety, Responsibility, Respect, or one of the eight "Tiger Traits." Dens accumulate points to achieve higher levels of rewards. Additionally, faculty and staff are recognized for their participation in the program. This encourages adults on campus to commend students for exhibiting positive behavior by granting den points. Furthermore, students who exemplify the monthly Tiger Trait are selected by their teachers as the Student of the Month and are celebrated during one of our monthly den rallies.

Caldwell has Professional Learning Communities (PLCs) for each grade level/ team of teachers. For the 2025-2026 school year, we provided PLCs with protected time to collaborate together. During supported PLC meetings, members (grade level classroom teachers, an Interventionist, the Instructional Coach, and an Administrator) look at state standards to identify those that are essential to student success, develop instructional strategies for daily lessons, review assessments to measure student learning, and analyze data to identify students who have mastered concepts and those who need additional reteaching. In addition to supported PLCs, grade levels also hold unsupported meetings throughout the week to continue the PLC process. There are two PLC leaders per grade level: one for Mathematics and one for Language Arts. Leaders in these roles receive coaching and training during PLC Leader meetings, and the Instructional Coach is available before and during PLC meetings to help facilitate. Teachers can also serve as mentor teachers and receive training and support from PfISD

and Lead4ward.

Teachers have the opportunity to lead campus committees, including Wellness and Health, Culture, and Sunshine Committee. Skilled teachers are encouraged to provide professional development to staff on topics pertaining to areas of expertise. Our campus is led by a leadership team that includes the Principal, Assistant Principal, Instructional Coach and Counselor. Decision-making is done through a process which includes teacher representation on the Instructional Leadership Team (ILT). ILT includes volunteer faculty members who are selected through an application process. Grade-level Team Leaders engage in the problem solving process with campus administration to assist in addressing campus concerns or needs. Teachers are asked for feedback on campus processes a minimum of 2 times per year through the Upbeat survey issued by the district. Data collected from the survey is reviewed and campus leadership sets specific goals for improvement. Additionally, the Campus Academic Advisory Council (CAAC) provides feedback on professional development, and the campus improvement plan.

Caldwell serves a population of students who receive special education or 504 services. Committees meet annually each year to review the progress each student is making and establish plans to meet individual needs. Student plans are implemented with fidelity, and data is consistently collected to guide the decision-making committees. Caldwell has a dyslexia program with teachers serving 48 students. These teachers work closely with classroom teachers to help identify students with dyslexia and provide early intervention.

Caldwell also has a Culture and Climate committee. This committee comprises teachers from various grade levels and teams across campus. They meet several times during the school year to discuss the school-wide Tier 1 behavior plan as well as provide feedback for Tier 2 and 3 interventions. This team monitors progress towards campus-wide behavior goals and makes recommendations when needed. CWES has one Chromebook per every two students in grades 2-5. Additionally, each PK-1 grade classroom has 5 iPads and 5 Chromebooks to support instruction. We have continued to dedicate money for resources housed in our Learning Lab and Science Lab. These areas house our growing literacy library, mathematics manipulatives collection, science materials and professional resources.

During the 2025-2026 school year, Caldwell Elementary strengthened its commitment to literacy development and student mentorship through strategic partnerships with community organizations and local high schools. The Education Connection literacy volunteer program paired two community volunteers with four students to provide targeted reading support, though participation declined from previous years and represents an area for growth and recruitment. Additionally, Caldwell expanded its mentorship offerings through the PALs program in partnership with Pflugerville High School, which currently serves 15 students and provides meaningful connections between elementary students and high school role models. To further inspire academic engagement and expose students to future educational pathways, Caldwell invited Pflugerville High School students to serve as judges for our annual Science Fair, allowing our elementary students to interact with older peers, receive feedback on their projects, and envision their own academic futures. These initiatives collectively support our campus goals of fostering literacy skills, reducing dropout rates, and building a culture of academic aspiration among our students.

Caldwell Elementary employs a comprehensive recruitment strategy to attract and retain exceptional educators in a competitive talent market. The campus leverages the district's applicant pool and actively participates in job fairs to identify qualified candidates, while also implementing a targeted outreach approach that showcases our school community's strengths and culture. Through campus presentations featuring photos and examples of Caldwell's achievements, prospective teachers gain insight into our school environment and mission, fostering genuine interest in joining our team. For the 2025-2026 school year, Caldwell welcomed two Visiting International Teachers (VIT) from Spain to our bilingual classrooms—one in kindergarten and one in fifth grade. Both educators bring strong instructional practices and meet all qualifications for highly effective teaching, enriching our bilingual program with diverse perspectives and expertise. Caldwell remains committed to the VIT program as a valuable strategy for strengthening our instructional capacity and

supporting our bilingual learners.

School Processes & Programs Strengths

Caldwell Elementary served as a pilot campus for Bluebonnet Learning Mathematics during the 2025-2026 school year, implementing the lesson internalization process to deepen teacher understanding and instructional quality. Through internalization, teachers engage in collaborative analysis of the scope and sequence to ensure they deeply understand rigorous grade-level content, make purposeful instructional decisions about what students will learn and how they will be assessed, and determine targeted strategies to support all learners in achieving mastery. This process ensures consistency and coherence in mathematics instruction across grade levels while equipping teachers with the pedagogical knowledge necessary to connect daily lessons to the broader academic trajectory of the year.

Professional Learning Communities (PLCs) remain a cornerstone of Caldwell's commitment to student achievement and continuous improvement. Through collaborative structures, campus educators collectively analyze student data, identify individual learning needs, and develop and implement targeted instructional plans to ensure all students achieve grade-level mastery. This collaborative approach fosters shared responsibility for student success and promotes a culture of continuous learning among staff.

Caldwell is committed to developing instructional leaders at all levels. Teachers are provided with abundant opportunities to lead school and district committees, participate on leadership teams, and engage in professional development through the district leadership academy. Accomplished teachers are also empowered to facilitate professional development for colleagues, leveraging their expertise to strengthen instructional practices campus-wide and build collective capacity for excellence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Non-Hispanic/Latino Black students represent 54.74% of documented discipline incidents despite not representing this proportion of the overall student population.
Root Cause: The school has a discipline system in place, but lacks early warning systems, intensive support tiers, and student-centered interventions to address the needs of students with chronic behavioral challenges before incidents accumulate.

Problem Statement 2: Restorative practices and discipline received limited attention during faculty meetings throughout the school year, and teachers had minimal opportunities for protected observation time to learn from peer classrooms. This insufficient professional development and collaborative reflection may result in inconsistent application of restorative approaches across campus.
Root Cause: While the school may have adopted restorative practices as a framework, the professional development is fragmented and insufficient to build teacher capacity and ensure fidelity of implementation. Without sustained, structured learning and peer collaboration, teachers revert to familiar practices rather than embedding restorative approaches into daily routines.

Perceptions

Perceptions Summary

Fannie Mae Caldwell Elementary is built on the belief that every student and family member should feel valued and welcomed on our campus. Our mission—"Fannie Mae Caldwell Elementary will promote a nurturing community with high expectations that inspires ALL to accomplish their goals and believe in their dreams"—guides all we do. We create a friendly and inviting atmosphere where students experience both rigorous academic expectations and a genuine love of learning, fostering an environment where all learners can thrive.

Caldwell serves a vibrant and diverse student population: 68% of our students qualify for Title I services, approximately 39% have parents who primarily speak Spanish, 5% speak languages other than English or Spanish, and we also serve a strong English-speaking community. Throughout the year, we intentionally create opportunities for our diverse community to celebrate learning together. Quarterly POPS Rallies recognize academic achievement for students in grades 2-5, while monthly den rallies celebrate all students and highlight one of our eight Tiger Traits (character strengths) through individual and collective recognition. Additionally, family den rallies held each semester invite parents to participate in these celebrations, strengthening the connection between home and school.

Caldwell is committed to keeping families informed and connected through multiple communication channels. Our schoolwide communication system, School Status, enables direct two-way communication between teachers and parents via text, email, or phone, ensuring families have immediate access to their child's teacher. The monthly Caldwell Connection newsletter from the principal, along with grade-level updates, keeps families informed about classroom learning and upcoming events. We also leverage social media to share student successes and advertise events, and partner with our PTO to distribute weekly folders with event information and flyers. These layered communication approaches ensure that all families, regardless of preferred contact method or language, stay connected to school happenings and their child's learning.

Caldwell is strengthened by the active involvement of families who volunteer through the PTO, participate in community events, and support school initiatives. Our engaged parent volunteers organize and facilitate many campus celebrations and activities. We continually seek to expand our volunteer base and welcome families to participate in various ways—from community events like Kona Ice visits and Spirit Nights at local businesses, to food drives and PTO/CAAC meetings. This collaborative approach to community building ensures that families feel invested in the school's success and creates a true partnership between home and school.

Caldwell Elementary's staff survey reveals a dedicated and committed teaching force centered on student success and collaborative excellence. Teachers demonstrate exceptional self-efficacy (84% positive), with 95% reporting that their work has a lasting positive impact on students and 88% finding purpose in their daily work. The school's collaborative culture is particularly strong, with 76% of teachers reporting meaningful teamwork and 84% indicating they help each other improve instructional practices. Teachers also express high confidence in their ability to support students' academic (88% positive) and social-emotional development (81% positive), and 85% demonstrate shared responsibility for school success with genuine care for student wellbeing. Additionally, Caldwell's instructional leadership is a notable strength, with 81% of teachers affirming that the principal communicates a clear vision for teaching and learning and effectively monitors student progress. The school has also made gains in school safety and order (63% positive, up 12 points from the previous year), and staff consistently praise the professionalism and support of specialized staff members including multilingual/ESL specialists (95% positive), special education staff (89% positive), and technology support teams (100% positive). These results demonstrate that Caldwell has built a strong foundation of teacher commitment, collaborative practice, and instructional focus that positions the campus well for continued growth and student achievement.

During the 2025-2026 school year, 94.5% of our student population attended school regularly. Our campus strives to implement strategies to encourage students to arrive on time and attend school daily in order to avoid missing vital instruction. 16.2% of our student population has chronic absenteeism. This is a 0.3% decrease from the 2023-2024 school year.

During the Spring of 2026, Caldwell Elementary parents were invited to complete a survey to provide feedback on school operations, programs, and community engagement. Their

responses offer valuable insights into school strengths, observations, and opportunities for continued growth.

Caldwell Elementary is recognized by families as a welcoming school community with exceptional teachers and staff who genuinely care about students. Parents consistently highlighted the school's diversity, inclusive culture, and the dedication of educators—with many noting that teachers go "above and beyond" and that the school "feels like family." The vast majority of parents (89%) rated the overall quality of teaching as excellent or good, and 87% expressed high satisfaction with school cleanliness and maintenance. Safety procedures also received strong ratings, with 88% rating them as excellent or good. Additionally, parents expressed high confidence in their involvement in their child's education (84% excellent or good) and comfort approaching the school with concerns (79% excellent or good), indicating a generally positive home-school partnership.

While overall satisfaction is strong, parents identified several areas where the school can continue to strengthen its practices. Communication was noted as an opportunity for improvement, with some families requesting clearer or more timely information about classroom activities, homework assignments, and school events to help with planning. Extracurricular activities could be expanded and promoted more widely to ensure all families are aware of available programs such as math pentathlon, math clubs, and sports opportunities. Parents also noted variation in teacher quality and classroom management practices across grade levels and classrooms, and some families expressed a desire for more consistent communication about their child's learning progress. Anti-bullying policies received mixed feedback (56% rated as excellent or good), with parents suggesting that clearer processes and more consistent implementation would strengthen school safety efforts.

The survey also revealed opportunities to further support student well-being and strengthen community engagement. Parents shared interest in more consistent approaches to school discipline that support both student learning and classroom environment. Parents expressed enthusiasm for expanded extracurricular programming—including STEM clubs, sports, arts, and after-school activities—and suggested that enhanced communication strategies would help ensure all families have equitable access to information about these opportunities. Additionally, parents valued culturally inclusive events and programming that bring together bilingual and English-speaking families to strengthen community connections.

Perceptions Strengths

CWES is a nurturing and inviting school where all students are valued and challenged to achieve academic, social, and emotional growth. The campus PBIS committee promotes a positive campus climate for students, staff, parents, and community. No Place for Hate initiatives promote a safe and positive environment for all students to benefit and grow socially and emotionally. Caldwell is working towards building a community that involves every student and celebrates their individuality. Our strength is in the multitude of backgrounds that our students and staff bring to our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 16.2% of our student population has chronic absenteeism.
Root Cause: Chronic absenteeism rate is likely linked to underlying systemic and environmental factors. Contributing elements may include lack of supportive school climate, barriers related to students' socio-economic backgrounds, and potential gaps in family and community engagement. These factors may disproportionately impact certain student groups.

Problem Statement 2: While staff report strong implementation of communication systems, parents indicate that information about classroom activities, homework, and extracurricular opportunities is not reaching all families equitably or in a timely manner, creating a disconnect between staff efforts and family perception.
Root Cause: Communication systems and protocols may lack clear standardization across classrooms and grade levels, with inconsistent teacher adherence to communication expectations, insufficient training on student-centered communication practices, and limited coordination between classroom-level and school-wide communication channels that would ensure all families receive timely and consistent information.

Problem Statement 3: While school safety and order perception improved 12 points from the previous year (now at 63% positive), this metric remains below other areas of staff satisfaction and suggests that further work is needed to strengthen campus safety systems, consistent enforcement of behavioral expectations, and staff confidence in the school's overall safety and orderliness.

Root Cause: Staff may lack confidence in the consistent implementation and enforcement of school-wide behavior expectations and discipline policies, insufficient clarity around safety protocols and procedures, and limited opportunities for collaborative problem-solving around safety concerns that would strengthen staff perception of campus order and security.

Goals

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

Performance Objective 1: By May 2027, 75% of the staff at CWES will respond favorably to the statement "The professional development organized by school's leadership team helps me improve my teaching." when completing the Upbeat survey, representing an 10% increase in favorable responses.

Evaluation Data Sources: Upbeat Survey

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

Performance Objective 2: During the 2026-2027 school year, all teachers will receive instructional feedback at least once a month from a member of the Instructional Leadership Team leading to an increase in "Accomplished" and "Distinguished" ratings in the Instruction & Learning Environment domains on T-TESS.

High Priority

Evaluation Data Sources: Feedback Form

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

Performance Objective 3: By the end of the 2026-2027 school year, we will retain at least 90% of our teaching staff for the following school year.

Evaluation Data Sources: Feedback Forms and Sign-in Sheets

Goal 2: PfISD 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 and Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 Math and RLA STAAR outcomes from the prior year will be:
Math
-Academic Growth from 67% to 70%
-Approaches from 58% to 69%

-Meets from 33% to 38%
-Masters from 18% to 21%

To meet HB Early Childhood Math Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from --% in June 2026 to --% by June 2027 and to 60% by June 2030.

RLA
-Academic Growth from 69% to 74%
-Approaches from 78% to 83%
-Meets from 54% to 58%
-Masters from 29% to 32%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 2: By the end of the 2026-2027 school year, 75% of students will make the expected year's growth in Reading and Math, according to district universal screeners.

High Priority

HB3 Goal

Evaluation Data Sources: EOY Universal Screener results

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 2026 STAAR outcomes from the prior year will be:
-Approaches from 61% to 65%
-Meets from 26% to 30%
-Masters from 7% to 10%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 4: By the end of the 2026-2027 school year, the English proficiency of 60% of Emergent Bilingual students in grades 3rd-5th will increase at least one level on the TELPAS composite ratings to continue to meet the Closing the Gaps long-term target for Progress in Achieving English Language Proficiency.

High Priority

Evaluation Data Sources: TELPAS, Accountability reports

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

Performance Objective 1: By the end of the 2025-2025 school year, 100% of students PK-5 will participate in activities that raise their awareness of how to prepare for and plan their future.

Evaluation Data Sources: Checklist of activities

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2025-2026 school year, 80% of staff members will respond favorably to Inclusive Practices questions asked on the Spring Upbeat Survey representing a 7% increase of favorable responses.

High Priority

Evaluation Data Sources: Upbeat and Parent Culture and Climate Surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027, we will have a minimum of 20 volunteers sign-in and provide support each month.

Evaluation Data Sources: Raptor; approved volunteer list; sign-in sheets

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2026-2027 school year, we will increase average daily attendance rates by --% from 95.11% to at least 95.25% and decrease chronic absenteeism by --% from --% to no more than --%.

High Priority

Evaluation Data Sources: Attendance rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2027, there will be a 10% decrease in campus office referrals moving from -- referrals to no more than -- referrals, and the percentage of student groups represented in office referrals will be proportionate to the overall school demographics.

High Priority

Evaluation Data Sources: office referral data

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: By the end of the 2026-2027 school year, to ensure Coordinated School Heath, 100% of staff will meet the needs of all students and families through a focus on creating positive relationships, effective communication, bullying education, physical health, and social-emotional development.

Evaluation Data Sources: Parent and student surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: During the 2026-2027 school year, 100% of classroom teachers and interventionists will engage in systematic data analysis to identify individual student needs and plan targeted instruction.

Evaluation Data Sources: Student Achievement Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 7: Caldwell Elementary School's 2027 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

Evaluation Data Sources: Accountability reports

Policies, Procedures, and Requirements

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

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

Early Childhood Literacy Plan Campus Goal - Caldwell ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 38% 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
38%	42%	46%	50%	55%	58%	60%
Outcomes	36%	37%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	31%	n/a	n/a	n/a	n/a	n/a	10%	24%	n/a	29%	n/a	n/a
2024-2025	n/a	35%	n/a	n/a	n/a	n/a	n/a	18%	30%	n/a	33%	n/a	n/a
Outcomes: 2024-2025	n/a	24%	n/a	n/a	n/a	n/a	n/a	17%	28%	n/a	25%	n/a	n/a
2025-2026	n/a	39%	n/a	n/a	n/a	n/a	n/a	26%	35%	n/a	37%	n/a	n/a
Outcomes: 2025-2026	n/a	31%	n/a	n/a	n/a	n/a	n/a	4%	28%	n/a	27%	n/a	n/a
2026-2027	n/a	43%	n/a	n/a	n/a	n/a	n/a	32%	41%	n/a	43%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	49%	n/a	n/a	n/a	n/a	n/a	38%	46%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	52%	n/a	n/a	n/a	n/a	n/a	41%	49%	n/a	51%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	54%	n/a	n/a	n/a	n/a	n/a	43%	51%	n/a	53%	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 - Caldwell ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 20% 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
20%	27%	34%	41%	47%	53%	60%
Outcomes	40%	60%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	24%	n/a	n/a	n/a	n/a	n/a	n/a	23%	n/a	12%	n/a	n/a
2024-2025	n/a	31%	n/a	n/a	n/a	n/a	n/a	n/a	30%	n/a	19%	n/a	n/a
Outcomes: 2024-2025	n/a	34%	n/a	n/a	n/a	n/a	n/a	n/a	35%	n/a	38%	n/a	n/a
2025-2026	n/a	38%	n/a	n/a	n/a	n/a	n/a	n/a	37%	n/a	26%	n/a	n/a
Outcomes: 2025-2026	n/a	61%	n/a	n/a	n/a	n/a	n/a	n/a	58%	n/a	66%	n/a	n/a
2026-2027	n/a	45%	n/a	n/a	n/a	n/a	n/a	n/a	44%	n/a	33%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	51%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	39%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	57%	n/a	n/a	n/a	n/a	n/a	n/a	56%	n/a	45%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	64%	n/a	n/a	n/a	n/a	n/a	n/a	63%	n/a	52%	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 - Caldwell ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 25% 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
25%	31%	37%	43%	49%	55%	60%
Outcomes	38%	51%				

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)	7%	19%	44%	n/a	n/a	n/a	n/a	19%	16%	n/a	25%	n/a	n/a
2024-2025	13%	25%	50%	n/a	n/a	n/a	n/a	25%	22%	n/a	31%	n/a	n/a
Outcomes: 2024-2025	n/a	35%	64%	n/a	n/a	n/a	n/a	12%	37%	n/a	41%	n/a	n/a
2025-2026	19%	31%	56%	n/a	n/a	n/a	n/a	31%	28%	n/a	37%	n/a	n/a
Outcomes: 2025-2026	n/a	55%	n/a	n/a	n/a	n/a	n/a	13%	46%	n/a	51%	n/a	n/a
2026-2027	25%	37%	62%	n/a	n/a	n/a	n/a	37%	34%	n/a	43%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	31%	43%	68%	n/a	n/a	n/a	n/a	43%	40%	n/a	49%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	37%	49%	74%	n/a	n/a	n/a	n/a	49%	46%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	42%	54%	79%	n/a	n/a	n/a	n/a	54%	51%	n/a	61%	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) (English version results (696 students On Track in all three subtests) + Spanish version results (127 students On Track in all three subtests; out of 1926 total students tested)

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

Early Childhood Literacy Progress Measure 3 - Caldwell ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 54% 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
54%	55%	56%	57%	58%	59%	60%
Outcomes	46%	46%				

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)	56%	52%	64%	n/a	n/a	n/a	40%	14%	47%	n/a	56%	n/a	n/a
2024-2025	57%	53%	65%	n/a	n/a	n/a	41%	15%	48%	n/a	57%	n/a	n/a
Outcomes: 2024-2025	50%	38%	64%	n/a	n/a	n/a	54%	19%	37%	n/a	38%	n/a	n/a
2025-2026	58%	54%	66%	n/a	n/a	n/a	42%	16%	49%	n/a	58%	n/a	n/a
Outcomes: 2025-2026	35%	42%	73%	n/a	n/a	n/a	n/a	19%	39%	n/a	38%	n/a	n/a
2026-2027	59%	55%	67%	n/a	n/a	n/a	43%	17%	50%	n/a	59%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	60%	56%	68%	n/a	n/a	n/a	44%	18%	51%	n/a	60%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	61%	57%	69%	n/a	n/a	n/a	45%	19%	52%	n/a	61%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	62%	58%	70%	n/a	n/a	n/a	46%	20%	53%	n/a	62%	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 - Caldwell ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 43% 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
43%	49%	52%	55%	58%	59%	60%
Outcomes	34%	40%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	35%	n/a	n/a	n/a	n/a	n/a	20%	36%	n/a	23%	n/a	n/a
2024-2025	n/a	40%	n/a	n/a	n/a	n/a	n/a	25%	40%	n/a	34%	n/a	n/a
Outcomes: 2024-2025	n/a	23%	n/a	n/a	n/a	n/a	n/a	22%	29%	n/a	25%	n/a	n/a
2025-2026	n/a	44%	n/a	n/a	n/a	n/a	n/a	29%	43%	n/a	45%	n/a	n/a
Outcomes: 2025-2026	n/a	30%	n/a	n/a	n/a	n/a	n/a	25%	29%	n/a	28%	n/a	n/a
2026-2027	n/a	49%	n/a	n/a	n/a	n/a	n/a	35%	46%	n/a	50%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	53%	n/a	n/a	n/a	n/a	n/a	41%	50%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	54%	n/a	n/a	n/a	n/a	n/a	42%	51%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	55%	n/a	n/a	n/a	n/a	n/a	43%	52%	n/a	56%	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 - Caldwell 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%	96%	97%	98%	99%	99%	100%
Outcomes	90%	100%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	96%	n/a	n/a
2024-2025	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	97%	n/a	n/a
Outcomes: 2024-2025	n/a	90%	n/a	n/a	n/a	n/a	n/a	n/a	90%	n/a	92%	n/a	n/a
2025-2026	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	97%	n/a	98%	n/a	n/a
Outcomes: 2025-2026	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
2026-2027	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	98%	n/a	99%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	98%	n/a	n/a	n/a	n/a	n/a	n/a	99%	n/a	99%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	99%	n/a	n/a	n/a	n/a	n/a	n/a	99%	n/a	99%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

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

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

Early Childhood Math Progress Measure 2 - Caldwell ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 32% 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
32%	37%	42%	47%	52%	56%	60%
Outcomes	55%	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)	21%	29%	44%	n/a	n/a	n/a	n/a	14%	25%	n/a	27%	n/a	n/a
2024-2025	26%	34%	49%	n/a	n/a	n/a	n/a	19%	30%	n/a	32%	n/a	n/a
Outcomes: 2024-2025	n/a	50%	64%	n/a	n/a	n/a	n/a	29%	55%	n/a	68%	n/a	n/a
2025-2026	31%	39%	54%	n/a	n/a	n/a	n/a	24%	35%	n/a	37%	n/a	n/a
Outcomes: 2025-2026	n/a	76%	n/a	n/a	n/a	n/a	n/a	50%	63%	n/a	71%	n/a	n/a
2026-2027	36%	44%	59%	n/a	n/a	n/a	n/a	29%	40%	n/a	42%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	41%	49%	64%	n/a	n/a	n/a	n/a	34%	45%	n/a	47%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	45%	53%	68%	n/a	n/a	n/a	n/a	38%	49%	n/a	51%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	49%	57%	72%	n/a	n/a	n/a	n/a	42%	53%	n/a	55%	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) (English version results (966 students On Track) + Spanish version results (114 students On Track; out of 1926 total students)

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

Early Childhood Math Progress Measure 3 - Caldwell 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 63% 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
63%	65%	67%	69%	71%	73%	75%
Outcomes	54%	57%				

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)	60%	60%	73%	n/a	n/a	n/a	70%	36%	57%	n/a	54%	n/a	n/a
2024-2025	62%	62%	75%	n/a	n/a	n/a	72%	38%	59%	n/a	56%	n/a	n/a
Outcomes: 2024-2025	53%	48%	70%	n/a	n/a	n/a	69%	33%	49%	n/a	49%	n/a	n/a
2025-2026	64%	64%	77%	n/a	n/a	n/a	74%	40%	61%	n/a	58%	n/a	n/a
Outcomes: 2025-2026	39%	58%	70%	n/a	n/a	n/a	n/a	31%	51%	n/a	60%	n/a	n/a
2026-2027	66%	66%	79%	n/a	n/a	n/a	76%	42%	63%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	68%	68%	81%	n/a	n/a	n/a	78%	44%	65%	n/a	62%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	70%	70%	83%	n/a	n/a	n/a	80%	46%	67%	n/a	64%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	72%	72%	85%	n/a	n/a	n/a	82%	48%	69%	n/a	66%	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