Pflugerville Independent School District

Pflugerville Elementary School

2026-2027

Accountability Rating: C



Mission Statement

The mission of Pflugerville Elementary is Children First.

Vision

Our students are...

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self development.
- Sensitive to others' needs and feel safe, both physically and emotionally.
- Applying and understanding technology.
- Positive role models.
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pflugerville Elementary has a diverse population comprised of 366 students as of Fall 2025, which is a decrease in enrollment from the prior year.

Student Demographics - Pflugerville Elementary School (Source: TAPR & OnDataSuite)							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	511	463	408	366	396	381	366
African American	7.6%	7.3%	9.9%	5.2%	3.3%	6.82%	8.74%
Hispanic	57.7%	59.8%	62.0%	64.2%	68.7%	68.5%	70.49%
White	25.6%	21.8%	21.3%	18.6%	18.2%	14.44%	13.39%
American Indian	0.8%	0.2%	0.0%	0.3%	0.0%	0.0%	0.0%
Asian	4.1%	5.6%	5.4%	5.7%	4.8%	5.77%	4.37%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	4.1%	5.2%	4.4%	6.0%	5.1%	4.46%	3.01%

Pflugerville Elementary is a Title I Schoolwide campus with 65.06% of students identified as economically disadvantaged at the beginning of the 2025-2026 school year. Emergent Bilingual students comprise 48% of our population. Over the last several years, there have been steady increases in students receiving special education services and students receiving dyslexia services.

Student Special Program Identification/Participation - Pflugerville Elementary School (Source: TAPR & OnDataSuite)							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	56.9%	56.6%	57.1%	60.6%	52.3%	64.30%	65.06%
Emergent Bilingual	31.7%	32.8%	40.9%	42.3%	46.7%	53.81%	48.10%
At-Risk	54.4%	56.6%	72.1%	67.0%	42.7%	72.44%	71.86%
Special Education	15.1%	17.3%	13.7%	17.7%	16.2%	25.20%	29.62%
Gifted & Talented	5.7%	5.6%	4.9%	7.2%	5.6%	2.89%	2.53%

Student Special Program Identification/Participation - Pflugerville Elementary School (Source: TAPR & OnDataSuite)							
Dyslexia	**3.5%**	**3.7%**	**5.6%**	**5.4%**	**5.6%**	**6.82%**	**8.61%**
Section 504	**4.9%**	**4.8%**	**6.9%**	**6.97%**	**6.8%**	**4.72%**	**2.28%**
Immigrant	**1.6%**	**1.5%**	**1.2%**	**3.5%**	**1.8%**	**5.25%**	**4.10%**
Homeless	**1.0%**	**0.4%**	**1.5%**	**0.5%**	**0.3%**	**0.79%**	**2.02%**
Migrant	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.52%**	**0.0%**
Campus Mobility Rate	**14.9%**	**11.7%**	**15.2%**	**Not yet reported**	**20.5%**	**Not yet reported**	**Not yet reported**

Staff

The decline in student enrollment has resulted in a decrease of total teachers at PES.

Teacher Demographics - Pflugerville Elementary School (Source: TAPR)									
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	**2025-2026**
Total Teachers	33.5	41.3	44.4	40.3	38.9	41.1	34.1	29.5	
African American	**8.8%**	**7.3%**	**9.0%**	**5.0%**	**5.1%**	**2.9%**	**5.9%**	6.8%	
Hispanic	**14.9%**	**31.5%**	**33.5%**	**32.3%**	**25.7%**	**34.4%**	**41.0%**	41.5%	
White	**70.3%**	**58.8%**	**53.0%**	**57.8%**	**66.6%**	**59.9%**	**50.2%**	51.7%	
American Indian	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0%**	**0.0%**	**0.0%**	
Asian	**6.0%**	**2.4%**	**4.5%**	**5.0%**	**2.6%**	**2.9%**	**2.9%**	**0.0%**	
Pacific Islander	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0%**	**0.0%**	**0.0%**	
Two or More Races	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0%**	**0.0%**	**0.0%**	

PES remains a source of rich pedagogical experience.

Teachers by Years of Experience - Pflugerville Elementary School (Source: TAPR)									
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Beginning Teachers	**0.0%**	**4.8%**	**6.8%**	**5.0%**	**4.4%**	**2.9%**	**11.2%**	**11.8%**	
1-5 Years Experience	**29.8%**	**26.8%**	**27.6%**	**33.1%**	**25.7%**	**28.4%**	**24.4%**	**24.6%**	

Teachers by Years of Experience - Pflugerville Elementary School (Source: TAPR)									
6-10 Years Experience	**24.0%**	**24.7%**	**13.5%**	**17.7%**	**18.4%**	**14.3%**	**14.7%**	**16.2%**	
11-20 Years Experience	**33.5%**	**29.1%**	**38.9%**	**34.8%**	**36.0%**	**37.2%**	**35.2%**	**33.9%**	
Over 20 Years Experience	**12.8%**	**14.5%**	**13.3%**	**9.5%**	**15.4%**	**17.2%**	**14.7%**	**13.6%**	

Demographics Strengths

The students feeding into Pflugerville Elementary are a diverse population, which contributes to our rich campus culture and strong sense of community. The fact that many of the students live within close proximity to PES contributes to our high sense of belonging and parental involvement. Additionally, over the past 8 years PES has maintained over 40% of staff with 11-20+ years experience.

Local businesses in Pflugerville provide opportunities for business partners. We have several businesses supporting us with student incentives and spirit nights.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student achievement at PES remains below expected levels, particularly among EB, At-Risk, and SPED student groups, who make up a significant and growing portion of the population. Increasing student needs, combined with declining enrollment and shifting demographics, have created challenges in consistently delivering rigorous, grade-level instruction that meets the needs of all learners.
Root Cause: Inconsistent Tier 1 instruction, gaps in data-driven practices, and insufficient targeted professional development (ESF 5.1) have limited the campuses ability to ensure high quality teaching and improved student outcomes.

Student Learning

Student Learning Summary

STAAR Results

	2022			2023			2024			2025				2026	
	Approaches	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	71%	42%	22%	72%	44%	16%	66%	35%	12%	62%	30%	11%	67%	33%	13%
Reading/ Language Arts	74%	49%	29%	76%	47%	15%	65%	39%	14%	67%	37%	14%	69%	39%	20%
Math	71%	40%	30%	72%	45%	19%	69%	38%	11%	59%	27%	9%	63%	33%	12%
Science	62%	30%	17%	60%	30%	9%	55%	17%	6%	57%	16%	4%	68%	27%	6%

25-26 TELPAS Progress for 1st-5th Grade Emergent Bilingual Students

Below is the English proficiency progress from Spring 2024 to Spring 2025: There was growth in all grade levels.

	1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade		
	Yearly Progress Indicator			Yearly Progress Indicator			Yearly Progress Indicator			Yearly Progress Indicator			Yearly Progress Indicator		
	1 Level Higher	**2 Levels Higher**	**3 Levels Higher**	**1 Level Higher**	**2 Levels Higher**	**3 Levels Higher**	**1 Level Higher**	**2 Levels Higher**	**3 Levels Higher**	**1 Level Higher**	**2 Levels Higher**	**3 Levels Higher**	**1 Level Higher**	**2 Levels Higher**	**3 Levels Higher**
Pflugerville Elementary 2024	50% (8)	25% (4)	0%	0%	0%	0%	13% (3)	0%	0%	14% (3)	0%	0%	32% (7)	0%	0%
Pflugerville Elementary 2025	58% (15)	4% (1)	0%	36% (5)	0%	0%	50% (11)	18% (4)	0%	32% (6)	11% (2)	0%	65% (11)	18% (3)	0%

TELPAS Yearly Progress								
	K-2				3-5			
	Yearly Progress Indicator				Yearly Progress Indicator			
	1 LV Higher	2 LV Higher	3 LV Higher	At Least 1 LV	1 LV Higher	2 LV Higher	3 LV Higher	At Least 1 LV
24-25	22% (8)	11% (4)	0	33% (12)	20% (13)	0	0	20% (13)
25-26	**50% (20)**	**3% (1)**	**0**	**53% (21)**	**48% (28)**	**16% (9)**	**0**	**64% (37)**

EOY Screener Data 2024-2025

Grade	Students At Level: Math (End of Year) TXKEA Star360 *At/Above Level and/ or "No Intervention Needed"	Students At Level: Math (End of Year) TXKEA Star360 *At/Above Level and/ or "No Intervention Needed"	Students at Level: Reading (End of Year) TPRI (1st-2nd Grade) Star360 (3rd-5th) *At/Above Level and/or "No Intervention Needed"	Students at Level: Reading (End of Year) TPRI (1st-2nd Grade) Star360 (3rd-5th) *At/Above Level and/or "No Intervention Needed"
	24-25	**25-26**	24-25	**25-26**

Grade	Students At Level: Math (End of Year) TXKEA Star360 *At/Above Level and/ or "No Intervention Needed"	Students At Level: Math (End of Year) TXKEA Star360 *At/Above Level and/ or "No Intervention Needed"	Students at Level: Reading (End of Year) TPRI (1st-2nd Grade) Star360 (3rd-5th) *At/Above Level and/or "No Intervention Needed"	Students at Level: Reading (End of Year) TPRI (1st-2nd Grade) Star360 (3rd-5th) *At/Above Level and/or "No Intervention Needed"
Kindergarten	English: 47% Spanish 65%	**English: 53% Spanish: 100%**	Vocabulary - English-38.8%/ Spanish 60% on track Letter Names - English-46.81%/ Spanish 80% % on track Spelling - English-51.06%/ Spanish 30% on track	Vocabulary - English- **32.35%**/ Spanish 81.82% on track Letter Names - English- 55.88%/ Spanish 100% on track Spelling - English- 82.35%/ Spanish 100% on track
First Grade	84%	**English: 87.88%, 33.33% Masters LV Spanish: 90.91%**	TPRI-74%/Tejas LEE100%	TPRI- **57.41%**/ Tejas LEE **71.43%**

Grade	Students At Level: Math (End of Year) TXKEA Star360 *At/Above Level and/ or "No Intervention Needed"	Students At Level: Math (End of Year) TXKEA Star360 *At/Above Level and/ or "No Intervention Needed"	Students at Level: Reading (End of Year) TPRI (1st-2nd Grade) Star360 (3rd-5th) *At/Above Level and/or "No Intervention Needed"	Students at Level: Reading (End of Year) TPRI (1st-2nd Grade) Star360 (3rd-5th) *At/Above Level and/or "No Intervention Needed"
Second Grade	71%	**English: 77.5%, 42.5% Masters LV Spanish: 75%**	TPRI-71.11%/ Tejas LEE95%	TPRI- **61.53%**/ Tejas LEE **90%**
Third Grade	66%	**English: 72%, 12% Masters LV**	English-36.73%/ Spanish 76.19%/ Combined-48.57%	English- **51.02%**/ Spanish **77.27%**/ Combined- **64.14%**
Fourth Grade	59%	**English: 67.31%, 17.31% Masters LV Spanish: 100% (3)**	English-50.82%/ Spanish 68.42%/ Combined-55.00%	English- **32.69%**/ Spanish **94.12%**/ Combined- **63.41%**
Fifth Grade	75%	**English: 75.47%, 39.62% Masters LV Spanish: 100% (1)**	English-62.75%/ Spanish 80%/ Combined-67.60%	English- **70.37%**/ Spanish **76.92%**/ Combined- **73.65%**

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**75**	**C**	
Student Achievement		**67**	**D**	**0%**
STAAR Performance	39	67		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**76**	**C**	**70%**
Academic Growth	68	76	C	✓
Relative Performance (Eco Dis: 64.5%)		63	D	
Closing the Gaps	**41**	**73**	**C**	**30%**

Missed Closing the Gaps Targets

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

Identification for Targeted Support & Improvement

PES is identified for Targeted Support & Improvement based on consistently underperforming student groups that have missed performance targets on the same three indicators for three consecutive years. These student groups are:

- Emergent Bilingual (current and monitored)
- Continuously Enrolled

Additionally, the following student groups have missed the same three indicators for two consecutive years:

- Hispanic student group
- Economically disadvantaged student group

Local Improvement Plan Requirement

PES is required to develop and implement a Local Improvement Plan (LIP) during the 2026-2027 school year.

Student Learning Strengths

STAAR Overall Approaches, Meets, and Masters: Increased in Reading, Math, and Science.

STAAR RLA: Approaches increased from 67% to 69%, Meets increased 37% to 39%, and Masters increased from 14% to 20% from 2025 to 2026.

STAAR Math: Approaches increased from 59% to 63%, Meets increased from 27% to 33%, and Masters increased from 9% to 12% from 2025 to 2026.

STAAR Science: Approaches increased from 57% to 68%, Meets increased from 16% to 27%, and Masters increased from 4% to 6% from 2025 to 2026.

TELPAS: K-2 Yearly Progress of (At Least 1 LV) increase from 33% (12 students) to 53% (21 students) from 2025 to 2026.

TELPAS: 3-5 Yearly Progress of (At Least 1 LV) increase from 20% (13 students) to 64% (37 students) from 2025 to 2026.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The lack of student growth and grade level readiness on the STAAR RLA assessment.2026 STAAR data suggests the need to strengthen school and home collaboration.
Root Cause: Students deficient in foundational literacy and comprehension skills.

School Processes & Programs

School Processes & Programs Summary

Our current curriculum includes weekly instructional plans for the implementation of HQIM. Staff involvement in weekly math and reading PLCs includes lesson internalization. By identifying exemplars and creating Know-it Show-it charts teachers collaborate to strengthen Tier 1 instruction. In addition, learning platforms such as i-Ready, Zearn, and Amira supplement whole class instruction. PES staff participates in bi-weekly data meetings to identify areas of focus.

The leadership and decision making processes include data internalization and disaggregation through weekly ILT, team lead, CAAC, and PTO meetings. In addition, PES created a through-line "Belief in Action" statement utilizing a 3 question filter to guide decision making processes. "Does this help us see the student more clearly?" "Does this allow us to meet them where they are?" "Does this reinforce our collective strength?"

A recent ESF diagnostic from Region 13 identified ESF levers 1.1 and 5.1 as essential actions to improve student outcomes.

Communication systems with staff and families, including bilingual communication, support engagement within a diverse school community. Weekly newsletters include staff and parent announcements, upcoming events, and campus celebrations.

The PES Master Schedule details blocks of high quality Tier 1 instruction, intervention, and PLCs. WIN and RRE blocks are highlighted for small group differentiated instruction and support services.

Girls Who Code, Ballet Folklorico, Musical Memory, UIL, tutoring labs, Broadcast Crew, Student Leadership Club, and Saturday STAAR Camps are extracurricular opportunities at PES. The PALS program from Hendrickson High School is an additional co-curricular program benefiting PES and HHS students.

PES has increased attendance rates throughout the year, meeting the PFISD "Everyday Counts" expectation 3/6 times. Weekly attendance meetings will continue in the 26-27 school year.

There were 65 discipline referrals for the 2025-2026 school year. Discipline data indicates that 77% of students who received discipline referrals were males. Of the total number of students that received referrals (male and female), 61% were "Hispanic/Latino" and 46% of students were in Special Education. Less than one third of referrals indicate an offense code of "physical aggression" (28%). Other common offenses include "disrupting the classroom" at 12% and "disrespect" at 10%.

PES is currently working to increase our attendance rate.. During the 2025-2026 school year, the PES attendance rate was 95.%. PES will have an increase of 1.7% to have an average daily attendance rate of 96.7% for the 2026-2027 school year. Chronic absenteeism and the addition of Pre-K have contributed to the attendance rate not meeting the state expectation of 96.7%.

	Attendance Rates							Chronic Absenteeism Rates The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.									
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (Reported in 2024-2025 TAPR)	2024-2025 (Reported in 2024-2025 TPRS) (*PACE Estimated: OnDataSuite June 2025)	**2025-2026 (On Data Suite - May 22, 2026)**	**Difference from Prior Year (2024-2025 to 2025-2026)**	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (Reported in 2024-2025 TAPR)	2024-2025 (Reported in 2024-2025 TPRS) (*PACE Estimated: OnDataSuite June 2025)	***2025-2026 - Approximate As of Dec 5, 2025 (For Nov DIP & CIP Formative Reviews)*** *(On Data Suite Low Attendance/ Summer Dashboard Total School Population)*	***2025-2026 - Approximate As of Feb 6, 2026 (For Jan DIP & CIP Formative Reviews)*** *(On Data Suite Low Attendance/ Summer Dashboard Total School Population)*	***2025-2026 - Approximate As of April 9, 2026 (For Jan DIP & CIP Formative Reviews)*** *(On Data Suite Low Attendance/ Summer Dashboard Total School Population)*	**2025-2026 - Approximate (On Data Suite as of May 22, 2026)** (On Data Suite Low Attendance/ Summer Dashboard Total School Population)	**Difference from 2024-2025 to 2025-2026 Approximates**
State	**95.0%**	**92.2%**	**93.3%**	**93.6%**	**93.9%**			**15.0%**	**25.7%**	**20.3%**	**19.0%**	**18.0%**					
Region 13	**95.5%**	**91.8%**	**92.8%**	**93.0%**	**93.5%**			**13.2%**	**26.8%**	**21.5%**	**20.7%**	**19.0%**					
Pflugerville ISD	**95.6%**	**91.8%**	**92.9%**	**92.9%**	**93.4%**	**93.8%**	**0.4%**	**12.0%**	**25.3%**	**19.5%**	**19.8%**	**18.7%**	***10.5%***	***14.4%***	***15.8%***	**18.2%**	**-0.5%**
Pflugerville ES	96.3%	94.0%	94.5%	94.7%	**95.1%**	**95.0%**	**-0.1%**	11.2%	19.3%	14.6%	15.5%	**11.2%**	***12.4%***	***13.2%***	***13.7%***	**16.7%**	**5.5%**

	Attendance Rates				Chronic Absenteeism Rates			
	2022-2023	2023-2024	2024-2025	**2025-2026**	2022-2023	2023-2024	2024-2025	**2025-2026**

	Attendance Rates				Chronic Absenteeism Rates			
Pflugerville ES	94.5%	94.7%	95.1%	**95.01%**	14.6%	15.5%	11.2%	16.7%
Pflugerville ISD	92.9%	92.9%	93.4%	93.8%	19.5%	19.8%	18.7%	18.2%

School Processes & Programs Strengths

Pflugerville Elementary has established systems to support instruction and student outcomes. Weekly instructional plans aligned to HQIM, along with math and reading PLCs, focus on lesson internalization, exemplars, and Know-It/Show-It charts to strengthen Tier 1 instruction. Supplemental programs such as i-Ready, Zearn, and Amira support student learning.

Data-driven practices are embedded through bi-weekly data meetings and PLCs. Leadership structures, including ILT, team lead, CAAC, and PTO meetings, support data internalization and disaggregation. The campus “Belief in Action” framework guides decision-making through a consistent student-centered lens.

Communication systems include regular bilingual outreach and weekly newsletters. The master schedule prioritizes Tier 1 instruction, intervention (WIN/RRE), and PLC time. Extracurricular programs and improved attendance systems further support student engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Leadership systems, while established, require strengthening (ESF 1.1 and 5.1) to ensure consistent coaching, feedback, and accountability. Additionally, intervention and supplemental programs are inconsistent, limiting their effectiveness in improving student outcomes.
Root Cause: Inconsistent Fidelity of Intervention Systems

Problem Statement 2: Despite these systems, inconsistent implementation limits impact. Tier 1 instruction and HQIM practices are not consistently executed across classrooms to meet the needs of EB, Hispanic and African American students. Data analysis and PLC effectiveness vary, resulting in inconsistent targeted small group instruction.
Root Cause: Lack of Coherent Progress Monitoring Systems

Problem Statement 3: Chronic Absenteeism increased from 11.2% to 16.7% from 2024 to 2025.
Root Cause: Lack of Coherent Progress Monitoring System with PES Administration, Counselor, Registrar. Inconsistent Attendance Meetings and Inconsistent Data Tracking,

Perceptions

Perceptions Summary

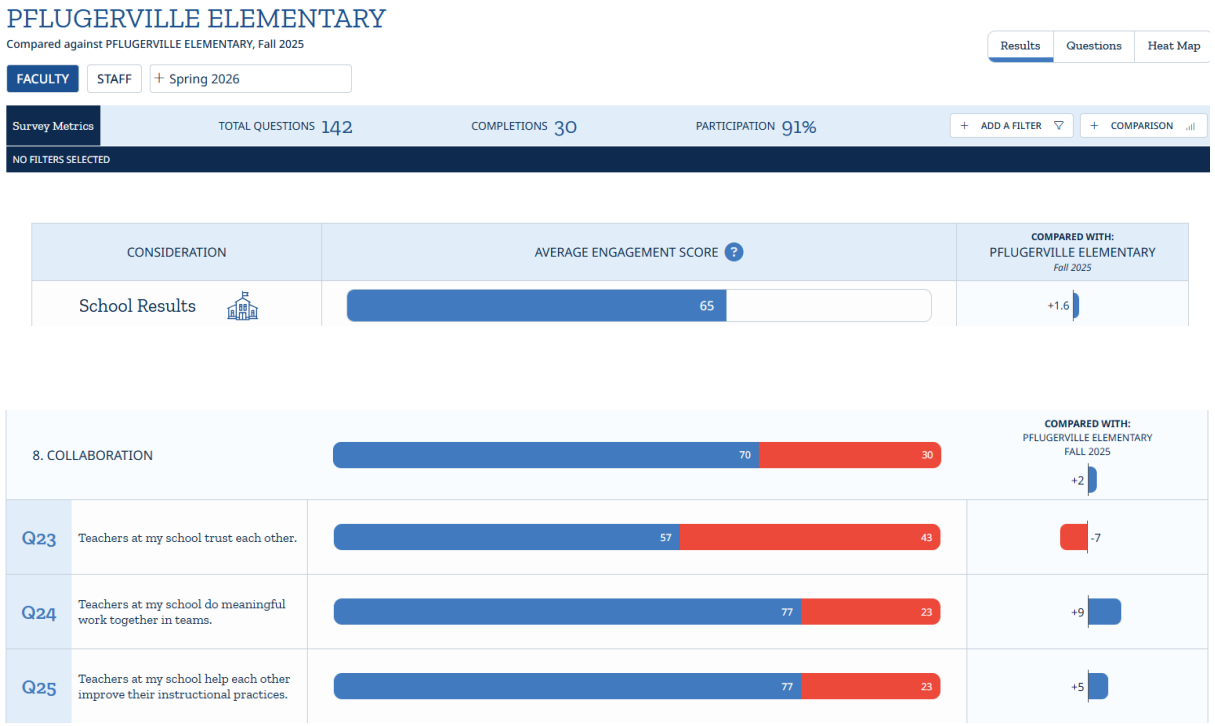
Pflugerville Elementary is growing our family and community involvement. The PTO partners with the school consistently to provide resources, funds, and volunteers throughout the school year, to support students and staff. We also have community partners that provide resources, funds, and volunteers such as HEB, Sonic, P Terry's, Whataburger, Texas Roadhouse, and Hendrickson PALS. We have a lending library for the community. PES has numerous family nights that include math, science, literacy and social studies (Culture Fest).

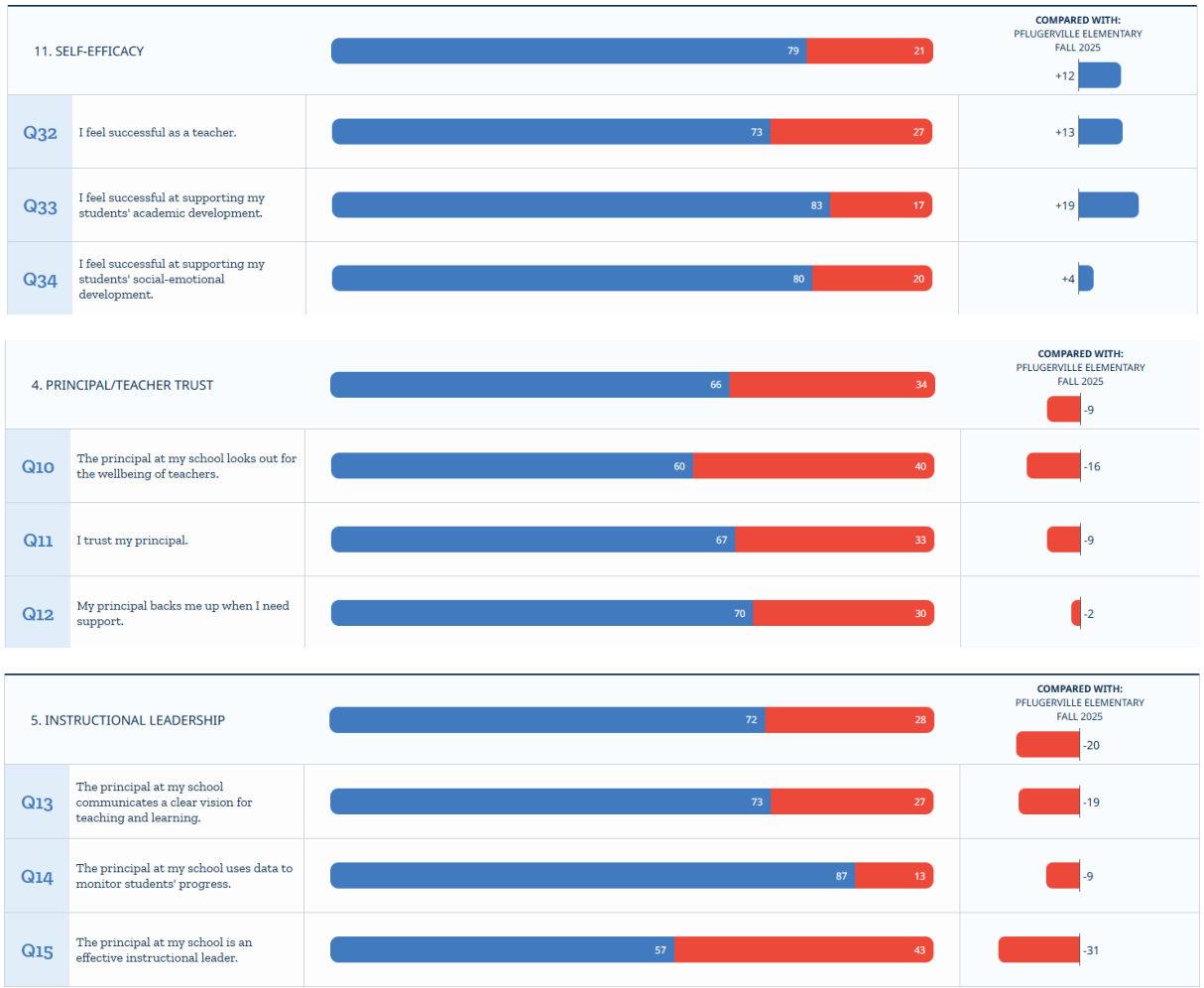
Staff Upbeat Survey spring 2026 results:

Based on staff survey:

Teacher self-efficacy and collaboration increased over the 2nd semester.

Instructional Leadership and Principal/Teacher Trust decreased over the 2nd semester. We will meet with campus leadership to identify specific concerns from staff to improve in these areas.





Perceptions Strengths

The culture and climate at Pflugerville Elementary (PES) remains strong and positive. Teachers also implement Mindfulness and Second Step in their class. The teachers are team oriented and are involved with the wellness program which includes a volleyball team and walking club. Our PE teacher also encourages staff members to track their steps through the Marathon Kids program. The Sunshine Committee provided several opportunities for staff to be appreciated throughout the year. Teachers are supportive of their teammates and do an excellent job of working collaboratively and vertically.

PES has parent and community members who volunteer in the classroom and with extracurricular activities. The PTO provides family-oriented events throughout the school year. Dr. John Tarleton's Pet Vaccination Clinic. Hendrickson High School Junior ROTC, National Honor Society, former students provide support for field day and they provide support through PALS mentoring program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a severe and accelerating breakdown in trust between the school administration and the teaching staff, decreasing by 17 points.
Root Cause: Lack of Transparency: Key decisions are being made by administration without teacher input.

Problem Statement 2: Nearly 30% of the staff feel unsupported by leadership regarding curriculum execution, professional development, and classroom guidance.
Root Cause: Observations and evaluations feel like "compliance checklists" rather than meaningful, actionable guidance that helps teachers improve.

Goals

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

Performance Objective 1: PES will implement intentional systems to recruit, support, and retain high-quality teachers and leaders by fostering a positive campus culture, providing ongoing, job embedded professional learning, and recognizing staff contributions.

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

Performance Objective 2: PES administrators will continue to recruit highly qualified professional staff to fill vacancies and work toward achieving a 80% staff retention rate.

Evaluation Data Sources: Retention rate

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

Performance Objective 1:
Pflugerville Elementary School will strengthen foundational skills in reading and mathematics by implementing aligned, data-driven instruction through high-functioning PLCs, targeted small-group interventions, and consistent progress monitoring. The campus will ensure all students receive differentiated support to improve proficiency and close achievement gaps in literacy and math.

High Priority

Evaluation Data Sources: State, district, and campus assessments, Ex. STAAR, STAR 360, Amira, TXKEA

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

Performance Objective 2: Throughout the 2026-2027 school year, instructional staff will collaborate through the use of structured PLCs and language proficiency strategies for our monolingual, bilingual, and ESL students. 75% of Emergent Bilingual students will improve one proficiency level in TELPAS from the prior year.

High Priority

Evaluation Data Sources: TELPAS Results, STAAR 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 both Growth and Achievement at all performance levels on STAAR Reading Language Arts (RLA) 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:
-RLA Academic Growth from 63% to 68%
-Approaches from 69% to 79%
-Meets from 39% to 49%
-Masters from 20% to 30%

To meet HB3 Early Childhood Literacy Goals:
The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Reading will increase from 47% in June 2026 to 67% by June 2027 and to 75% by June 2030.

HB3 Goal

Evaluation Data Sources: Screener results progress monitored from BOY to MOY to EOY, STAAR Results, Accountability Reports

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

Performance Objective 4: By June 2027, there will be increases in both Growth and Achievement at all performance levels 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 74% to 78%
-Approaches from 63% to 73%
-Meets from 33% to 43%
-Masters from 12% to 22%

To meet HB3 Early Childhood Math Goals:
The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 34% in June 2026 to 54% by June 2027 and to 75% by June 2030.

HB3 Goal

Evaluation Data Sources: Screener results progress monitored from BOY to MOY to EOY, STAAR Results, Accountability Reports

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

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

Improved Spring 2026 STAAR outcomes from the prior year will be:
-Approaches from 59% to 79%
-Meets from 15% to 36%
-Masters from 4% to 24%

Evaluation Data Sources: STAAR Results, Accountability Reports

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

Performance Objective 1: Pflugerville Elementary will provide 100% of students transitioning from Pre-K to Kindergarten and 5th to 6th grade the opportunity to visit grades they will transition to in order to meet staff and select courses, as applicable.

Evaluation Data Sources: Documentation of transition visits. The counselor will submit 100% of 5th grade choice sheets to the middle schools.

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

Performance Objective 2: Pflugerville Elementary will connect high school to career and college by facilitating a College Ready Week and hosting a Career Day.

Evaluation Data Sources: PES teachers and staff will have signs outside their door displaying their college credentials. We can display a grade level team a day on the PES broadcast.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2026-2027 school year, PES will increase the attendance rate from 95%. in the prior year to 96.7%. Chronic Absenteeism will be reduced from 16.7% to no higher than 12%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Throughout the 2026-2027 school year, 100% of PES teachers will participate in two Professional Learning Community (PLC) weekly meetings.

Evaluation Data Sources: This will be evaluated by PLC agendas and ILT attendees.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2026-2027 school year, Pflugerville ES will reduce the number of disciplinary referrals by 20% from 65 to 52 compared to the prior school year.

Evaluation Data Sources: Referral data in Skyward.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2026-2027 school year, Pflugerville Elementary will host at least three academic family nights designed to increase parent knowledge, participation and improve student outcomes.

Evaluation Data Sources: Feedback forms will be provided at the end of the event.

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: During the 2026-2027 school year, PES will implement a Coordinated School Health program with a minimum of two activities in each area of fitness and social/emotional learning to promote well-rounded students.

Evaluation Data Sources: Fitness Gram

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Pflugerville Elementary'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 D to C 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

Evaluation Data Sources: Accountability Reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 7: Pflugerville Elementary School will improve student outcomes by developing and leveraging campus instructional leaders with clearly defined roles and responsibilities who drive high-quality instruction through coaching, data analysis, and PLC facilitation. By strengthening leadership capacity and ensuring consistent implementation of instructional systems, the campus will increase student achievement and reduce performance gaps.

Evaluation Data Sources: Universal screeners, STAAR score, and CBAs

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP)

School Improvement Strategy

Pflugerville Elementary is collaborating with Sustain Ed as part of the LIFT grant and using Bluebonnet Math for HQIM.

Monitoring of Plan Implementation

Campus leadership will monitor through weekly lesson internalization PLCs for both math and reading. Campus staff and leadership will monitor student data through grade-level PLCs focusing on Exit Tickets and Campus Assessments using the Student Work Analysis (DDI) protocol template.

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.

Campus leadership is conducting weekly observations for coaching and feedback. Campus leadership is working alongside Sustain Ed to improve coaching and feedback cycles. Weekly calibration walks with campus leadership and Sustain Ed are utilized to better calibrate feedback form and classroom look fors.

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

Current and Monitored EB and Continuously Enrolled students will be two additional focus groups because they had not met expectations for 2 years. A school wide data tracker will be used to progress monitor student success.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	**2**	**2**	-	-	-	-	**2**	3	0	-	3
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	0	3	-	-	-	-	3	0	2	-	0
2025	0	0	3	-	-	-	-	0	0	0	-	0
2026	3	2	3	-	-	-	-	1	1	2	-	1
Academic Achievement Status: Mathematics												
2024	-	0	0	-	-	-	-	1	1	0	-	0
2025	0	0	1	-	-	-	-	0	0	0	-	0
2026	1	1	0	-	-	-	-	0	0	2	-	1
Academic Growth Status: RLA												
2024	-	3	3	-	-	-	-	3	3	3	-	3
2025	-	3	3	-	-	-	-	3	3	3	-	3
2026	0	0	3	-	-	-	-	0	3	0	-	3
Academic Growth Status: Mathematics												
2024	-	3	3	-	-	-	-	3	2	0	-	3
2025	-	0	0	-	-	-	-	0	0	0	-	0
2026	3	3	3	-	-	-	-	3	0	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	0	0	0	-	0	-	3	0	0	0	2	0
2025	0	0	0	-	1	-	0	0	0	0	3	0
2026	0	1	1	-	0	-	0	1	1	2	-	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									3			
2026									4			

Student Performance Goals

Reading Language Arts - English		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	Update after BOY	90% / 60% / 30%
Grade 4	69% / 38% / 25%	79% / 48% / 35%
Grade 5	68% / 24% / 11%	78% / 34% / 21%

Reading Language Arts - Spanish		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	Update after BOY	90% / 60% / 30%
Grade 4	53% / 16% / 5%	63% / 26% / 15%
Grade 5	43% / 29% / 0%	53% / 39% / 10%

Math		
Grade / Course	**2026 Baseline**	**Campus Finalized** **26-27 Leading Indicator**
Grade 3	Update after BOY	90% / 60% / 30%
Grade 4	69% / 22% / 12%	67% / 37% / 18%
Grade 5	49% / 31% / 8%	70% / 39% / 20%

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

Early Childhood Literacy Plan Campus Goal - Pflugerville ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 34% in Spring 2024 to 70% by June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
34%	40%	46%	52%	58%	64%	70%	
Outcomes	25%	29%					

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	15%	71%	n/a	n/a	n/a	n/a	20%	21%	n/a	16%	n/a	n/a
2024-2025	n/a	25%	73%	n/a	n/a	n/a	n/a	26%	27%	n/a	22%	n/a	n/a
Outcomes: 2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	14%	17%	n/a	15%	n/a	n/a
2025-2026	n/a	39%	75%	n/a	n/a	n/a	n/a	28%	35%	n/a	37%	n/a	n/a
Outcomes: 2025-2026	n/a	31%	n/a	n/a	n/a	n/a	n/a	25%	21%	n/a	16%	n/a	n/a
2026-2027	n/a	41%	77%	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%	79%	n/a	n/a	n/a	n/a	38%	47%	n/a	49%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	57%	81%	n/a	n/a	n/a	n/a	45%	54%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	65%	83%	n/a	n/a	n/a	n/a	60%	60%	n/a	61%	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 - Pflugerville ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 43% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
43%	48%	53%	58%	63%	68%	70%	
Outcomes	60%	47%					

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	26%	n/a	n/a	n/a	n/a	n/a	n/a	29%	n/a	29%	n/a	n/a
2024-2025	n/a	36%	n/a	n/a	n/a	n/a	n/a	n/a	39%	n/a	39%	n/a	n/a
Outcomes: 2024-2025	n/a	53%	n/a	n/a	n/a	n/a	n/a	n/a	67%	n/a	62%	n/a	n/a
2025-2026	n/a	46%	n/a	n/a	n/a	n/a	n/a	n/a	49%	n/a	49%	n/a	n/a
Outcomes: 2025-2026	n/a	50%	n/a	n/a	n/a	n/a	n/a	n/a	41%	n/a	48%	n/a	n/a
2026-2027	n/a	55%	n/a	n/a	n/a	n/a	n/a	n/a	55%	n/a	55%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	60%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	65%	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	65%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	70%	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 - Pflugerville ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 60% in Spring 2024 to 80% 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	
60%	65%	70%	73%	75%	78%	80%	
Outcomes	30%	53%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	49%	100%	n/a	n/a	n/a	n/a	47%	39%	n/a	54%	n/a	n/a
2024-2025	n/a	59%	100%	n/a	n/a	n/a	n/a	50%	49%	n/a	64%	n/a	n/a
Outcomes: 2024-2025	n/a	26%	n/a	n/a	n/a	n/a	n/a	n/a	24%	n/a	21%	n/a	n/a
2025-2026	n/a	65%	100%	n/a	n/a	n/a	n/a	57%	55%	n/a	69%	n/a	n/a
Outcomes: 2025-2026	n/a	62%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	69%	n/a	n/a
2026-2027	n/a	75%	100%	n/a	n/a	n/a	n/a	65%	60%	n/a	75%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	80%	100%	n/a	n/a	n/a	n/a	70%	65%	n/a	80%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	85%	100%	n/a	n/a	n/a	n/a	72%	70%	n/a	82%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	90%	100%	n/a	n/a	n/a	n/a	75%	75%	n/a	84%	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 - Pflugerville 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 80% 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%	59%	64%	69%	74%	78%	80%	
Outcomes	63%	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)	n/a	51%	71%	n/a	n/a	n/a	n/a	22%	51%	n/a	57%	n/a	n/a
2024-2025	n/a	56%	76%	n/a	n/a	n/a	n/a	27%	56%	n/a	62%	n/a	n/a
Outcomes: 2024-2025	n/a	63%	85%	n/a	n/a	n/a	n/a	42%	59%	n/a	61%	n/a	n/a
2025-2026	n/a	61%	81%	n/a	n/a	n/a	n/a	32%	61%	n/a	67%	n/a	n/a
Outcomes: 2025-2026	n/a	48%	55%	n/a	n/a	n/a	n/a	31%	40%	n/a	37%	n/a	n/a
2026-2027	n/a	66%	85%	n/a	n/a	n/a	n/a	37%	66%	n/a	72%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	71%	90%	n/a	n/a	n/a	n/a	42%	71%	n/a	77%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	76%	95%	n/a	n/a	n/a	n/a	47%	76%	n/a	82%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	81%	100%	n/a	n/a	n/a	n/a	52%	81%	n/a	87%	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 - Pflugerville ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 25% in Spring 2024 to 69% 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%	35%	49%	54%	59%	64%	69%
Outcomes	13%	22%				

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	10%	38%	n/a	n/a	n/a	n/a	16%	12%	n/a	12%	n/a	n/a
2024-2025	n/a	20%	48%	n/a	n/a	n/a	n/a	21%	22%	n/a	22%	n/a	n/a
Outcomes: 2024-2025	n/a	11%	n/a	n/a	n/a	n/a	n/a	0%	14%	n/a	15%	n/a	n/a
2025-2026	n/a	32%	55%	n/a	n/a	n/a	n/a	26%	32%	n/a	32%	n/a	n/a
Outcomes: 2025-2026	n/a	24%	n/a	n/a	n/a	n/a	n/a	0%	13%	n/a	16%	n/a	n/a
2026-2027	n/a	44%	60%	n/a	n/a	n/a	n/a	29%	40%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	53%	67%	n/a	n/a	n/a	n/a	41%	50%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	58%	72%	n/a	n/a	n/a	n/a	46%	55%	n/a	59%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	63%	77%	n/a	n/a	n/a	n/a	51%	60%	n/a	64%	n/a	n/a
Outcomes: 2029-2030													

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

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 93% 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
93%	94%	95%	96%	98%	99%	100%
Outcomes	100%	88%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	90%	n/a	n/a	n/a	n/a	n/a	n/a	90%	n/a	90%	n/a	n/a
2024-2025	n/a	92%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	92%	n/a	n/a
Outcomes: 2024-2025	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
2025-2026	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	94%	n/a	n/a
Outcomes: 2025-2026	n/a	85%	n/a	n/a	n/a	n/a	n/a	n/a	86%	n/a	89%	n/a	n/a
2026-2027	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	96%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	98%	n/a	n/a	n/a	n/a	n/a	n/a	98%	n/a	98%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	100%	n/a	n/a	n/a	n/a	n/a	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 - Pflugerville ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 74% in Spring 2024 to 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	
74%	79%	84%	89%	94%	99%	100%	
Outcomes	64%	74%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	71%	80%	n/a	n/a	n/a	n/a	73%	61%	n/a	71%	n/a	n/a
2024-2025	n/a	79%	84%	n/a	n/a	n/a	n/a	78%	71%	n/a	79%	n/a	n/a
Outcomes: 2024-2025	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	59%	n/a	63%	n/a	n/a
2025-2026	n/a	84%	88%	n/a	n/a	n/a	n/a	83%	81%	n/a	84%	n/a	n/a
Outcomes: 2025-2026	n/a	76%	n/a	n/a	n/a	n/a	n/a	n/a	72%	n/a	92%	n/a	n/a
2026-2027	n/a	89%	92%	n/a	n/a	n/a	n/a	88%	86%	n/a	89%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	94%	94%	n/a	n/a	n/a	n/a	93%	91%	n/a	94%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	99%	98%	n/a	n/a	n/a	n/a	98%	96%	n/a	99%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	100%	100%	n/a	n/a	n/a	n/a	100%	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 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 - Pflugerville 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 92% 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	
62%	67%	72%	77%	82%	87%	92%	
Outcomes	56%	62%					

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	58%	67%	n/a	n/a	n/a	n/a	14%	56%	n/a	58%	n/a	n/a
2024-2025	n/a	63%	72%	n/a	n/a	n/a	n/a	24%	66%	n/a	63%	n/a	n/a
Outcomes: 2024-2025	n/a	58%	70%	n/a	n/a	n/a	n/a	36%	51%	n/a	59%	n/a	n/a
2025-2026	n/a	68%	77%	n/a	n/a	n/a	n/a	34%	71%	n/a	68%	n/a	n/a
Outcomes: 2025-2026	n/a	59%	70%	n/a	n/a	n/a	n/a	43%	52%	n/a	61%	n/a	n/a
2026-2027	n/a	73%	82%	n/a	n/a	n/a	n/a	44%	76%	n/a	73%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	78%	87%	n/a	n/a	n/a	n/a	54%	81%	n/a	78%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	83%	92%	n/a	n/a	n/a	n/a	64%	86%	n/a	83%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	88%	97%	n/a	n/a	n/a	n/a	74%	91%	n/a	88%	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