Pflugerville Independent School District

Parmer Lane Elementary School

2026-2027

Accountability Rating: D



Mission Statement

This year our campus is revising our mission statements to better reflect our ever changing demographics. Our staff began this project in August and our plan is to have our mission statements created and published by November 2024.

Vision

At Parmer Lane Elementary we cultivate a safe, inclusive, high quality learning environment that inspires and empowers all.

En Parmer Lane Elementary cultivamos un ambiente de aprendizaje seguro, inclusivo y de alta calidad que inspira y empodera a todos.

Value Statement

Parmer Lane Elementary students have the potential to make at least a year's worth of academic growth with the appropriate instruction, intervention, or individualization for accessing curricula. PLE students receive objective guidance as well as equitable and proportional consequences regarding attendance, behavior, and grades. PLE teachers and staff strive to continually improve their pedagogy, leadership, and collegiality through professional learning, self-reflection, and collaboration.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Parmer Lane ES, an open enrollment school, serves an ethnically diverse and mostly lower-income community of approximately 449 students as of Spring 2026 in grades EE-5. The school opened in 1982 and is located on Parmer Lane, a major six-lane thoroughfare. Most families live in single-family homes; significantly smaller numbers live in either duplex homes or apartment buildings. The majority of students speak a different first-language other than English. A large majority of families have low incomes that qualify them for free or reduced meals from our school.

Student Demographics - Parmer Lane Elementary School (Source: TAPR & OnDataSuite)					
	2021-2022	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Total Enrollment	**462**	**456**	**540**	**571**	**449**
African American	10.6%	11.62%	10.37%	6.66%	7.13%
Latinx	67.1%	65.79%	71.11%	76.18%	75.72%
White	12.3%	10.96%	8.7%	7.88%	8.46%
American Indian	0.9%	1.10%	.56%	.70%	.67%
Asian	5.2%	6.80%	6.85%	5.95	5.79%
Pacific Islander	0.2%	0.22%	0.19%	0.18%	0%
Two or More Races	3.7%	3.51%	2.22%	2.45%	2.23%
Female	50.2%	48.46%	48.33%	50.96%	51.22%
Male	49.8%	51.54%	51.67%	49.04%	48.78%

Parmer Lane ES is a Title I Schoolwide campus with 76.17% of students identified as economically disadvantaged. Emergent Bilinguals (EB) comprise 69.93%. of students participating in either the one-way English-Spanish Dual Language program or the ESL program. 82.85% of students are identified as At-Risk. The special education student group is at 18.04%, an increase from the previous year. 1.56% of students are identified for Gifted and Talented. There are currently no migrant students, and 14 students are experiencing homelessness.

Student Special Program Identification/Participation - Parmer Lane Elementary School (Source: TAPR & OnDataSuite)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	60.0%	65.79.%	76.11%	76.78%	76.17%
Emergent Bilingual	55.2%	56.58%	64.81%	70.93%	69.93%
At-Risk	78.6%	71.05%	78.6%	79.6%	82.85%
Special Education	12.1%	11.62%	16.67%	17.16%	18.04%
Gifted & Talented	4.1%	5.04%	3.33%	1.05%	1.56%
Dyslexia	4.6%	4.82%	6.11%	5.78%	3.79%
Section 504	6.3%	7.02%	5.19%	5.08%	2.45%

Teacher Demographics - Parmer Lane Elementary School (Source: TAPR)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Teachers	44.2	40.0	48.57	42	35
African American	2.32%	0%	2%	2%	14.3%
Latinx	47.5%	54.7%	62%	52%	36.1%
White	43.0%	40.3%	28%	38%	43.7%
American Indian	2.3%	2.5%	0%	0%	.2%
Asian	5.0%	2.5%	8%	7%	3.5%
Pacific Islander	0.0%	0%	0%	0%	.1%
Two or More Races	0.0%	0%	0%	0%	1.9%

Teachers by Years of Experience - Parmer Lane Elementary School (Source: TAPR)				
	2022-2023	2023-2024	2024-2025	2025-2026
Beginning Teachers	7.2%	5%	2.1%	5.1%
1-5 Years Experience	16.3%	16.1%	17.8%	17.9%
6-10 Years Experience	10.6%	11.4%	18.1%	12.8%

Teachers by Years of Experience - Parmer Lane Elementary School (Source: TAPR)				
11-20 Years Experience	30.3%	32.7%	30%	25.8%
Over 20 Years Experience	35.6%	34.6%	32%	31.1%

Demographics Strengths

The following areas have been identified as Demographic strengths:

- Cultural diversity of students
- Community support of PLES
- Teacher retention

Problem Statements Identifying Demographics Needs

Problem Statement 1: By the end of the 25 - 26 school year, Parmer Lane ES has had an increase of EB students from different Spanish speaking countries, including 74 classified recent immigrants.
Root Cause: Create opportunities for all students and families to gather and create a positive school community.

Problem Statement 2: By the end of the 25-26 school year, Parmer Lane ES has had an increase in Economically Disadvantaged group with 76.17% of students qualifying for free/ reduced lunch.
Root Cause: Students are enrolling in our campus that are economically disadvantaged because of the current economy and or because of a change in family income.

Problem Statement 3: By the end of the 25-26 school year, Parmer Lane ES had an increase in referrals.
Root Cause: Classroom culture is not addressing the behavior needs of the students including de-escalation techniques that could be used with our SpEd students.

Student Learning

Student Learning Summary

Parmer Lane ES STAAR Performance Data (English & Spanish Combined)												
	Grade 3				Grade 4				Grade 5			
Math	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Approaches Grade Level	68	74	58	60	61	64	55	47	68	93	70	64
Meets Grade Level	34	46	27	29	35	39	36	22	36	58	40	38
Masters Grade Level	18	26	15	13	15	8	18	9	16	17	10	21
	Grade 3				Grade 4				Grade 5			
Reading	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Approaches Grade Level	72	74	60	61	78	82	74	74	89	90	71	73
Meets Grade Level	48	43	28	33	53	48	58	51	61	75	46	45
Masters Grade Level	37	13	8	14	33	25	27	18	32	46	25	17

	Grade 5			
Science	2022	2023	2024	2025
Approaches Grade Level	55	71	43	56
Meets Grade Level	27	39	17	24
Masters Grade Level	16	17	2	7

Parmer Lane ES TELPAS Data by Years in US Schools																
	Beginning				Intermediate				Advanced				Advanced High			
Years in Schools	2022	2023	2024	2025	2022	2023	2024	205	2022	2023	2024	2025	2022	2023	2024	2025

Parmer Lane ES TELPAS Data by Years in US Schools																
First Year	21	37	45	133	5	25	28	54	3	9	7	8	0	3	3	5
Second Year	12	12	20	72	22	21	35	103	9	13	6	25	1	1	2	0
Third Year	2	1	8	18	21	16	10	49	38	14	11	24	12	4	2	8
Fourth Year	0	1	2	10	10	6	11	43	18	9	14	40	14	7	3	7
Five+ Years	0	0	1	4	5	2	2	36	18	10	8	43	28	11	9	18

Parmer Lane ES TELPAS Progress Data by Years in US Schools								
	Students Progressing 1 Level				Students Progressing more than 1 Level			
Years in Schools	2022	2023	2024	2025	2022	2023	2024	2025
First Year	0%	0	17%	50%	0	0	5%	11%
Second Year	28%	0	27%	73%	2%	0	3%	0%
Third Year	40%	0	29%	47%	3%	0	3%	2%
Fourth Year	38%	0	23%	30%	0	0	0	3%
Five+ Years	54%	0	70%	29%	4%	0	0	7%

Parmer Lane ES TPRI Reading		
	1st Grade	2nd Grade
	2025	2025
Significant Intervention	21%	51%
Moderate Intervention	27%	11%
Possible Intervention	20%	11%
No Intervention	31%	26%

Parmer Lane ES Tejas Lee Reading		
	1st Grade	2nd Grade
	2025	2025
Significant Intervention	16%	8%
Moderate Intervention	5%	8%
Possible Intervention	14%	43%

Parmer Lane ES Tejas Lee Reading		
No Intervention	65%	41%

Parmer Lane ES TX-KEA: Reading		
Kindergarten	2025	2025
	DL	English
Support	20%	55%
Monitor	4%	11%
OnTrack	76%	35%

Parmer Lane ES TX-KEA: Math		
Kindergarten	2025	2025
	DL	English
Support	20%	9%
Monitor	2%	3%
OnTrack	78%	28%

Parmer Lane ES 2025 EOY Star 360 Math: English				
Performance Level	2nd	3rd	4th	5th
At/Above	44%	61%	60%	43%
Watch	14%	11%	7%	25%
Intervention	17%	19%	19%	11%
Urgent Intervention	25%	9%	14%	20%

Parmer Lane ES 2025 EOY Star 360 Math: Spanish				
Performance Level	2nd	3rd	4th	5th
At/Above	67%	74%	60%	50%
Watch	10%	12%	21%	31%
Intervention	12%	5%	10%	13%
Urgent Intervention	10%	9%	10%	6%

Parmer Lane ES 2025 EOY Star 360 Reading: English				
Performance Level	2nd	3rd	4th	5th
At/Above	40%	32%	36%	38%
Watch	16%	9%	6%	11%
Intervention	13%	14%	10%	13%
Urgent Intervention	31%	45%	47%	39%

Parmer Lane ES 2025 EOY Star 360 Reading: Spanish				
Performance Level	2nd	3rd	4th	5th
At/Above	85%	81%	87%	86%
Watch	15%	10%	2%	5%
Intervention	0%	7%	7%	7%
Urgent Intervention	0%	2%	4%	2%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**78**	**C**	
Student Achievement		**70**	**C**	**0%**
STAAR Performance	41	70		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**79**	**C**	**70%**
Academic Growth	70	79	C	✓
Relative Performance (Eco Dis: 75.9%)		73	C	
Closing the Gaps	**54**	**77**	**C**	**30%**

Missed Closing the Gaps Targets

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

Student Learning Strengths

- PLES data shows that our 4th and 5th graders performed slightly higher in Reading from the previous school year.
- PLES data shows that our 5+ year EB students maintained their Advanced High status on TELPAS.
- PLES 1st grade DL students scored 65% in the No Intervention category in Tejas LEE.
- PLES Kinder DL students scored 78% in the On Track category in TX-KEA Math.

- PLES 2 - 5th graders scored an average of 52% in the At/Above category in the Star 360Math in English
- PLES 2 - 5th graders score an average of 63% in the At/Above category in the Star360Reading in Spanish.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on the Spring 2026 Math STAAR results only ---- % of our 3rd - 5th grade students met the Meets standard of the STAAR test.
Root Cause: Many of our students are coming to us with significant educational deficiencies and only had 2 interventionists who could not meet all the needs of our students.

Problem Statement 2: Based on the Spring 2026 RLA STAAR results, only ---- % of our 3rd - 5th grade students met the Meets standard of the STAAR test.
Root Cause: Many of our students are coming to us with significant educational deficiencies and only had 2 interventionists who could not meet all the needs of the students.

Problem Statement 3: Based on the Spring 2026 Science STAAR results for 5th grade, all student populations performed below the district average: Approaches ---- %, Meets: ----- % and Masters at ---- %
Root Cause: Students are not receiving appropriate experience to academic Science vocabulary and hands on experiences. Most to all students have difficulty with the reading level of the Spanish Science STAAR test.

Problem Statement 4: Based on the EOY TxKEA reading & math assessment, our kindergarten students performed at the ---- % percentile for English and ---- % percentile in Spanish reading and ---- % percentile for English and ----- % percentile in Spanish, math as needing support.
Root Cause: Many of our students are coming to us with significant educational deficiencies and only had 2 interventionists who could not meet all the needs of the students.

Problem Statement 5: Based on the TELPAS 2026 data, 39% of 1st - 5th grade Emergent Bilingual students met at least one year of growth in their TELPAS composite score.
Root Cause: Many of our students are reluctant to practice thier English language and newcomer families are less likely to encourage this practice.

School Processes & Programs

School Processes & Programs Summary

Programs and Procedures

Parmer Lane ES utilizes the PLC framework to plan instruction, analyze data and integrate professional learning. Our teams meet weekly to plan lessons and disaggregate data that follows our assessment cycle.
Our prek - 2nd grade cohorts follow a self-contained model, while our 3 - 5 grade cohorts follow a departmentalized model. Our intervention team supports students as identified through our data reports and MTSS referrals. Our Special Education team supports students as identified through the ARD process. Both teams work with our homeroom teachers, to discuss data and identify points of needed instruction.
Our math teachers continue to work on specific math strategies that incorporate HQIMs, manipulatives and writing across the curriculum. Our literacy teachers include HQIMs, progress monitoring tools, and writing across the curriculum. All teachers are expected to conduct small group instruction to meet the needs of our Tier II and Tier III students. We continue to learn about high yield strategies across all content areas through our PLC process.
Our professional learning has focused on EB strategies, math strategies, science strategies, academic vocabulary and writing across all content areas, so that we can meet the needs of those students who are struggling and who may have a lack of educational opportunity.
We administer the district assessments and progress monitor in between assessments to see growth. HB1416 plans for accelerated instruction include small group instruction by TIA designated teachers.
We have initiated a Foster Grandparent Program that assists 20 students with tutoring and mentorship.

Personnel

Our faculty and staff is composed of 33 certified teachers, including 2 new teachers from Spain, 10 educational associates, 1 nurse, 1 1.5 Dyslexia Specialists, 2 Interventionists, 2 campus administrators, and 3 office staff. New teachers are paired with experienced teachers and these mentors provide guidance, support, and a source of expertise. They will assist teachers to navigate the challenges of their new role and provide advice on instructional methods, classroom management, and school culture.
Staff retention continues to be a priority with Parmer Lane ES as we address survey concerns on job satisfaction, effective feedback and frequent praise. PLES administrators utilize the TTESS evaluation tool to promote teacher growth and learning

Opportunities for Students

Students at Parmer Lane ES traditionally participate in programs like, Girls who Code, JobCorp, Imagination Destination, and other UIL teams. We also have a Friendship Squad that celebrates teacher and student birthdays, celebrates school achievements and welcomes new students that have enrolled. We encourage field trips to support the TEKS that were taught throughout the year. We have an active PTO that also supports our families by offering several family events throughout the year. We continue to work on our GT identification process.

Other Procedures

The use of our consistent behavior language has been supported by the PBIS committee and our Second Step instruction. We ensure that our common language is taught throughout the year and posters are hung in common areas throughout the building to reinforce the school wide expectations. During the 2025 - 26 there were 208 discipline referrals, an increase from previous years. There were referrals written on students for aggressive behavior and we have written specific teacher steps to take before a referral is written along with de-escalating suggestions. There are some students that have a high level of absences which puts these students behind in all content areas.

School Processes & Programs Strengths

School Processes & Program Strengths

The following have been identified as our School Processes and Program Strengths:

- 28 of 33 teachers have more than 5 years teaching experience
- PLES has a designated PLC time to analyze instructional trends
- Through GLL and PLC, our teachers have a voice in PD and instructional needs
- Adults on this campus are club sponsors

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Discipline referrals have increased over the years.
Root Cause: The rapid influx of students did not allow for a true integration of our new students to appropriately teach our expectations and consequences.

Problem Statement 2: There are some students that have a high level of absences which puts these students behind in all content areas.
Root Cause: Families do not understand the attendance law and none of these families were sent to Truancy court.

Perceptions

Perceptions Summary

Faculty members (83%) completed the UpBeat Engagement Report during the Spring 2025 semester. The 142 questions measured staff satisfaction in 22 areas (positive response rate in parentheses):

- Parent/Teacher Communication (overall 92%)
- Professional Development (overall 79%)
- Autonomy (overall 94%)
- Principal/Teacher Trust (overall 93%)
- Instructional Leadership (overall 92%)
- School Safety & Order (overall 85%)
- Appreciation (overall 79%)
- Collaboration (overall 86%)
- Work/Life Balance (overall 82%)
- Resources & Facilities (overall 58%)
- Self-Efficacy (overall 92%)
- Evaluation (overall 93%)
- Teacher Voice & Leadership (overall 79%)
- Recruitment, Hiring and On-boarding (overall 88%)
- Compensation & Career Path (overall 36%)
- Belonging & Well Being (overall 93%)
- Equal Opportunities (overall (97%)
- Inclusive practices (overall 95%)
- Care & Commitment (overall 98%)
- Satisfaction & Purpose (overall 94%)
- Future Commitment (overall 92%)

Based on the responses, the two lowest rated categories were: Appreciation (overall 79%, but did go up 10%) and Resources & Facilities (overall 58%) are things that administration can take action to improve by doing the following: planning more professional appreciation opportunities and utilize surveys to identify teacher needs.

Based on the responses, the two highest rated categories were: Equal opportunities (overall 97%) and Care & Commitment (overall 98%).

Perceptions Strengths

10 Highest rated categories from Spring 2025 UpBeat Staff Survey:

- Parent/Teacher Communication (overall 92%)
- Autonomy (overall 94%)
- Principal/Teacher Trust (overall 93%)
- Instructional Leadership (overall 92%)
- Evaluation (overall 93%)

- Belonging & Well Being (overall 93%)
- Equal Opportunities (overall (97%)
- Inclusive practices (overall 95%)
- Care & Commitment (overall 98%)
- Satisfaction & Purpose (overall 94%)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Spring 2026 Upbeat Survey, only --- % teachers feel that they are recognized publicly when they do outstanding work.
Root Cause: Leadership was not consistent in providing opportunities for staff recognition.

Problem Statement 2: According to the Spring 2026 Upbeat Survey, only --- % of the professional development available to them helped improve their teaching.
Root Cause: Administration needs to create a survey to gather teacher data to address PD needs.

Problem Statement 3: According to the Spring 2026 Upbeat Survey, only ---- % teachers felt that they had sufficient resources and school facilities were adequate.
Root Cause: Teachers felt that students did not have adequate access to technology.

Goals

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

Performance Objective 1: By June of 2027, Parmer Lane leaders and staff members will engage in over 10 days of professional development and coaching that focuses on strategies to support instruction of EB and At-Risk students, Professional Learning Community (PLC) protocols, intervention and highly effective instructional protocols.

High Priority

Evaluation Data Sources: Academic data of EB students and At-Risk students including formative & summative testing, TELPAS & STAAR in comparison to their progress at the same time last year.

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 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 60 % to 70 %
-Approaches from 55 % to 75 %
-Meets from 29 % to 45 %
-Masters from 9 % to 31 %

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 29% in June 2026 to 45% by June 2027, and to 62% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results, EOY C-PALLS+ results, EOY KPM Math results, Accountability reports

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

Performance Objective 2: By June 2027, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across

grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 66 % to 70 %
-Approaches from 68 % to 75%
-Meets from 44 % to 55 %
-Masters from 23 % to 31 %

To meet HB Early Childhood RLA Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 44 % in June 2026 to 55% in June 2027, and to 64 % by June 2030.

HB3 Goal

Evaluation Data Sources: 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 Achievement at all performance levels on 5th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Approaches from 56% to 76 %
-Meets from 21 % to 50 %
-Masters from 12 % to 31 %

High Priority

Evaluation Data Sources: STAAR results, TEA accountability reports

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

Performance Objective 4: By May 2027, 40% of all Emergent Bilingual students will progress at least one English language proficiency level in their composite TELPAS rating compared to their prior year rating.

Evaluation Data Sources: TELPAS results, Accountability reports

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

Performance Objective 1: During the 2026 - 27 school year, PLES teachers will increase the use of laptops, (2:1 ratio in grade levels 2-5) or tablets (2:1 in Kg - 1) by at least 45 minutes per week through incorporation into learning centers, project-based assessments, and student-driven research to further enhance reading and math instruction.

Evaluation Data Sources: We will analyze STAAR data, EOY reading data and formative assessment to determine the level of use and tech competence.

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

Performance Objective 2: By May 2027, our campus GT program will meet the requirements necessary to earn Recognized status according to the standards set by the Texas State Plan for the Education of Gifted and Talented students.

Evaluation Data Sources: Documentation under the Recognized Rating for Student Assessment, Service Design, Curriculum and Instruction, Professional Development, Parent and Community Involvement.

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

Performance Objective 3: Parmer Lane will work to increase connections with feeder pattern secondary schools by collaborating on at least 4 school and community events.

Evaluation Data Sources: Surveys

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

Performance Objective 4: By the end of the 2026-27 school year, to ensure coordinated school health, all students will obtain a level of physical fitness that is appropriate for their age. 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: Formative assessments

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2027, the Parmer Lane student attendance rate will increase by 2% from 96% in 2025-26 to 97.5%.
The rate of Chronic Absenteeism will be reduced by 2% from the estimated 2025 - 26 rate of 13% to 11%.

High Priority

Evaluation Data Sources: Attendance data, Chronic Absenteeism data

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Discipline referrals will be reduced by at least 30 incidents, from a total of 200 in June of 2026 to 170 in June of 2027..

High Priority

Evaluation Data Sources: Skyward data

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Parmer Lane ES will increase parent involvement in school activities and increase the percentage of outside community involvement by 10% to improve student academic achievement.

Evaluation Data Sources: Parent surveys and evaluations

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Parmer Lane 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 D to C or above
-- Domain 1 Rating will improve from D to C or above
-- Domain 2 Rating will improve from D to C or above
-- Domain 3 Rating will improve from D to C or above

Evaluation Data Sources: Accountability reports

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP)

School Improvement Strategy

Parmer Lane ES is collaborating with SustainEd as part of the LIFT grant and using Bluebonnet Math for HQIM.

Monitoring of Plan Implementation

Campus leadership will monitor plans through lesson plan internalization PLCs on Monday afternoons. Campus ILT will monitor student data through grade-level PLCs on Thursdays focusing on exit tickets, campus and district 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.

[any additional campus actions]

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

Wildly Important Campus Goals - Parmer Lane		
Reading Language Arts - English		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	67% / 51% / 15%	73% / 54% / 20%
Grade 4	81% / 54% / 35%	84% / 56% / 37%
Grade 5	73% / 54% / 32%	79% / 56% / 35%
Reading Language Arts - Spanish		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	31% / 12% / 6%	48% / 22% / 11%
Grade 4	68% / 32% / 24%	76% / 42% / 26%
Grade 5	80% / 51% / 20%	84% / 54% / 24%

Wildly Important Campus Goals - Parmer Lane		
Math		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	49% / 27% / 4%	60% / 32% / 10%
Grade 4	47% / 28% / 8%	58% / 32% / 12%
Grade 5	67% / 31% / 13%	75% / 41% / 19%

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 - Parmer Lane ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 28% 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	
28%	38%	46%	50%	55%	58%	60%	
Outcomes	33%	34%					

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	16%	n/a	n/a	n/a	n/a	n/a	27%	18%	n/a	19%	n/a	n/a
2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	30%	25%	n/a	25%	n/a	n/a
Outcomes: 2024-2025	n/a	22%	n/a	n/a	n/a	n/a	n/a	21%	25%	n/a	20%	n/a	n/a
2025-2026	n/a	29%	n/a	n/a	n/a	n/a	n/a	33%	30%	n/a	32%	n/a	n/a
Outcomes: 2025-2026	n/a	31%	n/a	n/a	n/a	n/a	n/a	30%	31%	n/a	25%	n/a	n/a
2026-2027	n/a	39%	n/a	n/a	n/a	n/a	n/a	35%	35%	n/a	37%	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	55%	n/a	n/a	n/a	n/a	n/a	45%	50%	n/a	53%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	50%	52%	n/a	58%	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 - Parmer Lane ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 15% 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	
15%	23%	31%	39%	47%	55%	60%	
Outcomes	57%	79%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	7%	n/a	n/a	n/a	n/a	n/a	n/a	14%	n/a	11%	n/a	n/a
2024-2025	n/a	14%	n/a	n/a	n/a	n/a	n/a	n/a	19%	n/a	17%	n/a	n/a
Outcomes: 2024-2025	n/a	65%	n/a	n/a	n/a	n/a	n/a	n/a	54%	n/a	62%	n/a	n/a
2025-2026	n/a	21%	n/a	n/a	n/a	n/a	n/a	n/a	24%	n/a	23%	n/a	n/a
Outcomes: 2025-2026	n/a	71%	n/a	n/a	n/a	n/a	n/a	n/a	77%	n/a	72%	n/a	n/a
2026-2027	n/a	28%	n/a	n/a	n/a	n/a	n/a	n/a	29%	n/a	29%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	35%	n/a	n/a	n/a	n/a	n/a	n/a	34%	n/a	35%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	42%	n/a	n/a	n/a	n/a	n/a	n/a	39%	n/a	41%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	49%	n/a	n/a	n/a	n/a	n/a	n/a	46%	n/a	48%	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 - Parmer Lane ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 36% 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	
36%	40%	44%	48%	52%	56%	60%	
Outcomes	50%	32%					

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)	40%	36%	36%	n/a	n/a	n/a	n/a	23%	37%	n/a	37%	n/a	n/a
2024-2025	42%	38%	40%	n/a	n/a	n/a	n/a	29%	42%	n/a	42%	n/a	n/a
Outcomes: 2024-2025	n/a	47%	73%	n/a	n/a	n/a	n/a	n/a	44%	n/a	46%	n/a	n/a
2025-2026	44%	40%	45%	n/a	n/a	n/a	n/a	35%	47%	n/a	47%	n/a	n/a
Outcomes: 2025-2026	n/a	29%	n/a	n/a	n/a	n/a	n/a	13%	27%	n/a	30%	n/a	n/a
2026-2027	46%	42%	50%	n/a	n/a	n/a	n/a	41%	52%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	48%	44%	55%	n/a	n/a	n/a	n/a	48%	57%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	50%	46%	60%	n/a	n/a	n/a	n/a	54%	62%	n/a	62%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	52%	49%	66%	n/a	n/a	n/a	n/a	63%	68%	n/a	69%	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 - Parmer Lane 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 47% 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	
47%	50%	52%	54%	56%	58%	60%	
Outcomes	48%	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)	25%	43%	72%	n/a	75%	n/a	n/a	30%	41%	n/a	44%	n/a	n/a
2024-2025	29%	45%	72%	n/a	76%	n/a	n/a	32%	42%	n/a	45%	n/a	n/a
Outcomes: 2024-2025	45%	43%	92%	n/a	67%	n/a	n/a	22%	44%	n/a	43%	n/a	n/a
2025-2026	32%	46%	73%	n/a	77%	n/a	n/a	34%	43%	n/a	46%	n/a	n/a
Outcomes: 2025-2026	50%	43%	88%	n/a	88%	n/a	n/a	33%	44%	n/a	41%	n/a	n/a
2026-2027	36%	47%	74%	n/a	78%	n/a	n/a	36%	44%	n/a	47%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	40%	48%	75%	n/a	79%	n/a	n/a	38%	45%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	44%	49%	76%	n/a	80%	n/a	n/a	40%	46%	n/a	49%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	46%	50%	77%	n/a	81%	n/a	n/a	42%	47%	n/a	50%	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 - Parmer Lane ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 27% in Spring 2024 to 62% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
27%	36%	40%	49%	58%	60%	62%
Outcomes	29%	27%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	12%	n/a	n/a	n/a	n/a	n/a	20%	18%	n/a	14%	n/a	n/a
2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	24%	24%	n/a	25%	n/a	n/a
Outcomes: 2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	35%	21%	n/a	14%	n/a	n/a
2025-2026	n/a	30%	n/a	n/a	n/a	n/a	n/a	29%	30%	n/a	35%	n/a	n/a
Outcomes: 2025-2026	n/a	26%	n/a	n/a	n/a	n/a	n/a	20%	26%	n/a	27%	n/a	n/a
2026-2027	n/a	44%	n/a	n/a	n/a	n/a	n/a	35%	40%	n/a	45%	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	56%	n/a	n/a	n/a	n/a	n/a	46%	55%	n/a	59%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	51%	60%	n/a	63%	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 - Parmer Lane ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 94% in Spring 2024 to 99% 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
94%	95%	95%	96%	97%	98%	99%
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	93%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	92%	n/a	n/a
2024-2025	n/a	93%	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	87%	n/a	n/a	n/a	n/a	n/a	n/a	89%	n/a	88%	n/a	n/a
2025-2026	n/a	93%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	92%	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	94%	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	93%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	93%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	94%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	94%	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 - Parmer Lane ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 54% in Spring 2024 to 66% 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%	56%	58%	60%	62%	64%	66%	
Outcomes	75%	56%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	60%	61%	36%	n/a	n/a	n/a	n/a	23%	59%	n/a	60%	n/a	n/a
2024-2025	61%	63%	41%	n/a	n/a	n/a	n/a	26%	60%	n/a	61%	n/a	n/a
Outcomes: 2024-2025	n/a	74%	100%	n/a	n/a	n/a	n/a	n/a	71%	n/a	75%	n/a	n/a
2025-2026	63%	65%	46%	n/a	n/a	n/a	n/a	29%	61%	n/a	62%	n/a	n/a
Outcomes: 2025-2026	n/a	56%	n/a	n/a	n/a	n/a	n/a	33%	52%	n/a	58%	n/a	n/a
2026-2027	64%	67%	51%	n/a	n/a	n/a	n/a	32%	62%	n/a	63%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	66%	70%	56%	n/a	n/a	n/a	n/a	35%	63%	n/a	64%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	67%	72%	61%	n/a	n/a	n/a	n/a	38%	64%	n/a	65%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	68%	75%	67%	n/a	n/a	n/a	n/a	41%	65%	n/a	66%	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 - Parmer Lane 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 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	
63%	64%	65%	66%	67%	68%	69%	
Outcomes	55%	63%					

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)	80%	55%	78%	n/a	92%	n/a	n/a	47%	58%	n/a	53%	n/a	n/a
2024-2025	80%	58%	78%	n/a	92%	n/a	n/a	49%	59%	n/a	54%	n/a	n/a
Outcomes: 2024-2025	45%	53%	92%	n/a	75%	n/a	n/a	45%	52%	n/a	52%	n/a	n/a
2025-2026	80%	61%	78%	n/a	92%	n/a	n/a	51%	60%	n/a	55%	n/a	n/a
Outcomes: 2025-2026	36%	63%	81%	n/a	69%	n/a	n/a	42%	59%	n/a	65%	n/a	n/a
2026-2027	82%	64%	79%	n/a	93%	n/a	n/a	53%	61%	n/a	56%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	82%	67%	79%	n/a	93%	n/a	n/a	55%	62%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	84%	70%	80%	n/a	94%	n/a	n/a	57%	63%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	84%	73%	80%	n/a	94%	n/a	n/a	59%	64%	n/a	59%	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