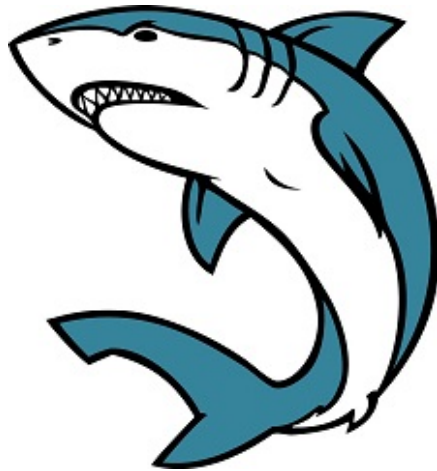


Pflugerville Independent School District

Spring Hill Elementary School

2026-2027

Accountability Rating: C



Mission Statement

Spring Hill Elementary will be a diverse, nurturing community that helps learners realize their full potential.

Vision

Spring Hill Elementary School learners will be motivated to reach their full potential through determination, perseverance and compassion.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Overview

Spring Hill Elementary serves over 530 students in Pre-K through 5th grade. Located near Pflugerville Middle School, the campus is a neighborhood school where many students walk or are transported by family members. The school operates two bus routes and offers a one-way English-Spanish Dual Language program for eligible students, including students from nearby campuses that do not provide dual language services.

Student Demographics

Spring Hill Elementary is a Title I campus. Enrollment decreased from 566 students in 2024–2025 to 533 students in 2025–2026, which aligns with overall district enrollment trends. Spring Hill remains committed to providing high-quality public education and meaningful support for students and families.

Currently, 79.74% of students are identified as economically disadvantaged, and 60.41% are identified as Emergent Bilingual. Additionally, 53.10% of students are served in Spanish bilingual classrooms through the campus’s one-way dual language program. Spring Hill provides instruction and support designed to meet students’ academic, language, and individual learning needs.

Spring Hill Elementary - Student Demographics			
Source: OnDataSuite			
	2023 - 2024	2024 - 2025	2025 - 2026
Total Enrollment	508	566	533
African American	8.07%	8.87%	9.76%
Hispanic	75.79%	76.71%	77.49%
White	11.22%	9.61%	8.44%
American Indian	0%	0%	0.19%
Asian	3.35%	3.51%	3.00%
Pacific Islander	0%	0%	0%

Spring Hill Elementary - Student Demographics

Source: OnDataSuite

Two or More Races

1.2%

1.29%

1.13%

Special Programs

Currently, 21.20% of students receive Special Education services designed to support their individual learning needs. The campus provides a full continuum of services, including speech therapy, resource instruction, inclusion support, behavior intervention services, and Early Childhood Special Education. Instructional services are available in both English and Spanish to support students' academic and language needs.

Spring Hill serves bilingual early learners through the ECSE/Pegasus and ECSE/Phoenix programs, which provide specialized instruction in language-rich and developmentally appropriate settings. Students receiving Special Education services participate in campus learning opportunities and are supported through collaboration among general education teachers, special educators, related service providers, and families.

For the 2026–2027 school year, Spring Hill will add two bilingual Functional Academics Classrooms. These classrooms will serve bilingual students with low-incidence disabilities, including students with significant cognitive disabilities and autism, who benefit from highly structured and individualized instruction aligned to alternate academic standards. The classrooms will focus on communication, independence, academic readiness, and functional life skills while providing access to grade-level content when appropriate.

Currently, 3.38% of students are identified as Gifted and Talented and receive enriched instruction through cluster grouping within general education classrooms. While this percentage is below state averages, the campus is committed to strengthening identification practices through multiple measures, including academic data, teacher input, student performance indicators, and teacher training on a broad range of gifted characteristics.

Currently, 2.06% of students receive accommodations and supports through Section 504 plans. In accordance with updated Texas Education Agency guidance, direct dyslexia instruction is now provided through Special Education services rather than Section 504 plans. Spring Hill has transitioned students to this updated model and continues to provide dyslexia instruction through monolingual and bilingual dyslexia specialists based on students' language needs.

Currently, 82.93% of students meet one or more state criteria for being identified as At-Risk. These factors may include academic performance, language acquisition needs, mobility, or other life circumstances that can impact learning. Spring Hill uses this information to plan academic and student support, including small-group instruction, high-quality instructional materials, behavior supports, and tiered interventions through the Multi-Tiered System of Supports framework.

Spring Hill Elementary - Special Program Identification

Source: TAPR & OnDataSuite

	2023 - 2024	2024 - 2025	2025 - 2026
Total Enrollment	508	566	533
Economically Disadvantaged	76.18%	76.71%	79.74%
Emergent Bilingual	57.28%	61.92%	60.41%

Spring Hill Elementary - Special Program Identification

Source: TAPR & OnDataSuite

At-Risk	82.9%	85.5%	82.93%
Special Education	16.14%	21.81%	21.20%
Gifted & Talented	3.4%	2.77%	3.38%
Dyslexia	5.7%	5.92%	6.94%
Section 504	4.7%	2.96%	2.06%
Immigrant	3.3%	15.90%	16.32%
Homeless	1.3%	2.22%	1.31%

Community Demographics

During the 2024–2025 school year, Spring Hill’s Parent Teacher Organization operated without a formal board but remained active through parent volunteers who supported staff appreciation, fundraising, family events, and the fifth-grade bridging ceremony. During the 2025–2026 school year, Spring Hill did not have an active PTO; however, parent volunteers continued to support school events and activities. For the 2026–2027 school year, Spring Hill looks forward to rebuilding a strong and active PTO.

The surrounding community continues to evolve, with an increase in multifamily housing contributing to enrollment changes and a growing school community. Spring Hill values strong relationships with students, families, local businesses, and faith-based organizations. These partners provide resources, donations, volunteer support, and assistance with school events and student needs.

Spring Hill also benefits from its close proximity to Pflugerville Middle School, which supports collaboration and strengthens the connection between neighboring campuses. Together, these community connections help foster a welcoming and supportive environment for students and families.

Staff Demographics

The staff at Spring Hill Elementary is committed to supporting student success and continuous professional growth.

Spring Hill Elementary - Teacher Demographics

Source: TAPR

	2022 - 2023	2023 - 2024	2024 - 2025
Total Teachers	41	40	43
African American	2.5%	0%	0%

Spring Hill Elementary - Teacher Demographics

Source: TAPR

Hispanic	39.2%	46.43%	42.6%
White	55.8%	51.2%	55%
American Indian	0%	0%	0%
Asian	2.5%	2.5%	2.4%
Pacific Islander	0%	0%	0%
Two or More Races	0%	0%	0%

The campus includes educators with a wide range of teaching experience, including both veteran teachers and early-career educators who are committed to ongoing growth and development. This blend of experience supports collaboration, mentorship, and instructional continuity across grade levels and programs.

Spring Hill Elementary - Teachers by Years of Experience

Source: TAPR

	2022 - 2023	2023 - 2024	2024 - 2025
Total Teachers	41	40	43
Beginning Teachers	26.1%	3.6%	16.4%
1 - 5 Years Experience	24.5%	50%	38%
6 - 10 Years Experience	17.5%	10.5%	11.9%
11 - 20 Years Experience	22.1%	25.8%	28.9%
Over 20 Years Experience	9.9%	7.8%	4.8%

During the 2024–2025 school year, several teachers at Spring Hill Elementary earned the Teacher Incentive Allotment (TIA) designation, a state-recognized credential that identifies highly effective educators. TIA designations are added to a teacher’s certification for five years and recognize excellence at three levels: Recognized, Exemplary, and Master. Looking ahead to the 2026–2027 school year, additional Spring Hill teachers are being recommended for TIA designation. As more teachers earn these distinctions, the campus will continue expanding its capacity to provide strong instruction and support for students across all grade levels and programs.

Additionally, the campus employs a Title I-funded instructional coach who plays an important role in supporting teaching and learning. The instructional coach

collaborates with teachers to strengthen instructional practices, analyze student data, support implementation of high-quality instructional materials, and increase student engagement in the classroom.

Together, these efforts reflect Spring Hill Elementary’s commitment to ensuring students have access to highly qualified, well-supported educators who are dedicated to academic growth and student success.

Spring Hill Elementary - TIA Designated Teachers									
Source:									
Intervention/SPED	ECSE	Pre-K	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total
7	1	3	1	1	0	1	2	3	19

Demographics Strengths

Spring Hill Elementary serves a growing student population with a wide range of academic, language, and program needs. While enrollment decreased by approximately 30 students from 2024–2025 to 2025–2026, the campus anticipates future enrollment growth with the addition of two self-contained Special Education classrooms for the 2026–2027 school year. As a neighborhood school, many students walk to campus or are transported by family members, which supports daily communication and strong relationships between staff and families. Many families also have longstanding ties to the campus and surrounding community, helping create a welcoming school culture focused on student success.

Currently, 60.41% of students are identified as Emergent Bilingual, with Spanish serving as the primary home language for many families. Additionally, 53.10% of students participate in Spanish bilingual classrooms through the campus’s one-way dual language program. This program supports bilingualism, biliteracy, and academic achievement while preparing students to potentially earn the Seal of Biliteracy upon high school graduation. Bilingualism and biliteracy provide students with long-term academic and career opportunities while helping them build strong communication skills in more than one language. Students who speak languages other than Spanish are supported through the English as a Second Language program. Campus communication is provided in both English and Spanish, and translation services such as Propio are used to support clear communication with families.

For the 2026–2027 school year, Spring Hill Elementary will open a two-way dual language kindergarten classroom. In this model, English-speaking and Spanish-speaking students learn together in both languages. The program supports bilingualism, biliteracy, and academic achievement while expanding language learning opportunities within the campus dual language program.

Spring Hill Elementary also provides a full continuum of student support services. Students receiving Special Education services are supported through collaboration among general education teachers, special educators, related service providers, and families. The campus provides opportunities for students to participate in learning activities, receive individualized support, and make academic and developmental progress.

Family engagement continues to be a strength of the campus. Parents and family members are frequently present for lunch visits, volunteer opportunities, and school events. Spring Hill maintains strong partnerships with families through activities such as Meet the Teacher, Open House, Parent/Teacher Conference Day, Academic Night, Family Arts Night, Field Day, Winter Pfestival, and the campus Talent Show. These events help strengthen relationships between families and staff while supporting a positive school community. Even during years without an active PTO structure, families remained involved through volunteerism, event participation, and ongoing campus support.

Spring Hill Elementary is committed to creating a welcoming and supportive learning environment where students receive the instruction, services, and support needed for academic growth and school success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gifted and Talented identification at Spring Hill Elementary remains below state averages, indicating a need to strengthen campus identification practices for students who demonstrate advanced academic potential.

Root Cause: Current identification practices have not yet consistently used multiple measures, structured teacher input, student performance data, and ongoing review processes to identify students who may need enriched or advanced learning opportunities.

Problem Statement 2: As student academic, behavioral, language, and program needs continue to increase, campus systems for intervention delivery and progress monitoring must become more consistent across programs.

Root Cause: Academic, behavioral, bilingual, and Special Education support systems have not yet been fully aligned, which can make it more difficult to provide timely and coordinated support for all students.

Problem Statement 3: Family participation in campus events is strong, while opportunities for ongoing family leadership, feedback, and shared decision-making can continue to grow.

Root Cause: Family engagement systems have historically focused more on event participation than on structured opportunities for families to provide input, review campus priorities, and participate in shared decision-making.

Student Learning

Student Learning Summary

Spring Hill Elementary is committed to improving student achievement through strong instruction, targeted intervention, progress monitoring, and consistent use of student data. During the 2025–2026 school year, the campus focused on strengthening outcomes in reading, mathematics, science, English language development, and early literacy skills.

2025–2026 STAAR Results

STAAR measures student understanding of the Texas Essential Knowledge and Skills. Student performance is reported in four levels: Did Not Meet, Approaches, Meets, and Masters. At Spring Hill Elementary, the goal is for students to reach Meets or Masters, which indicates stronger readiness for future academic success.

In Spring 2026, 57% of students in grades 3–5 scored Approaches or higher on STAAR Mathematics. Of those students, 32% met grade-level expectations, and 12% achieved Masters. Math performance improved compared to the previous year, with the strongest gains in fifth grade. Continued support is needed to help more students move from Approaches to Meets and Masters.

In Spring 2026, 66% of students in grades 3–5 scored Approaches or higher on STAAR Reading Language Arts. Of those students, 40% met grade-level expectations, and 16% achieved Masters. Reading performance was mixed compared to the previous year. Fifth grade remained a relative strength, while third and fourth grade data show a need for continued support in comprehension, vocabulary, written response, and grade-level reading stamina.

In Spring 2026, 48% of fifth grade students scored Approaches or higher on STAAR Science. Of those students, 20% met grade-level expectations, and 6% achieved Masters. These results show a need to strengthen science instruction, vocabulary, hands-on learning, and content connections across grade levels.

2026 Accountability Ratings, Anticipated

The Texas Education Agency has not officially released accountability ratings. Based on current projections, Spring Hill Elementary is anticipated to earn the following ratings:

- Domain 1: Student Achievement — D, 60 out of 100
- Domain 2: Academic Growth — C, 73 out of 100
- Domain 2: Relative Performance — D, 62 out of 100
- Domain 3: Closing the Gaps — C, 75 out of 100
- Overall: C, 74 out of 100

These projections show that student growth is a relative strength, while overall achievement remains an area for improvement.

2024-2025 TELPAS Results

The Texas English Language Proficiency Assessment System (TELPAS) measures English language proficiency for students identified as Emergent Bilingual in listening, speaking, reading, and writing. In 2025–2026, 96 students, or 43.44%, progressed at least one proficiency level. This includes 82 students who progressed one level and 14 students who progressed two or more levels. Additionally, 31 students, or 14.03%, scored Advanced High.

	#	%
Progressed 1 Level	82	37.1
Progressed 2 or More Levels	14	6.33
Advanced High	31	14.03
Totals	96	43.44

Table Source: OnDataSuite

These results show that many students are making progress in English language development. Continued support is needed to increase the percentage of students making annual growth. Spring Hill will continue strengthening academic vocabulary, speaking, listening, reading, and writing across content areas.

2025 - 2026 End-of-Year Universal Screener Results

Universal screeners are given throughout the school year to monitor student progress in reading and mathematics. Spring Hill uses screener data along with classroom assessments, teacher observations, student work, and other campus data to plan instruction, identify students needing support, and monitor progress toward grade-level expectations.

The results below reflect end-of-year student performance. “N/A” indicates that students in the dual language program were not assessed in that subject area or language during that testing window. Universal screener results are reviewed alongside classroom assessments, teacher observations, student work, and other campus data to provide a fuller picture of student learning.

Pre-Kindergarten Dual Language					
Spanish			English		
	Making Adequate Progress	Not Making Adequate Progress		Making Adequate Progress	Not Making Adequate Progress
Conciencia Fonológica	91% (20/22)	9% (2/22)	Phonological Awareness	N/A	N/A
Alfabeto de Nombramiento Rápido	82% (18/22)	18% (4/22)	Rapid Letter Naming	N/A	N/A

Pre-Kindergarten Dual Language					
Vocabulario de Nombramiento Rápido	55% (12/22)	45% (10/22)	Rapid Vocabulary Naming	N/A	N/A
Matemáticas	100% (22/22)	0% (0/22)	Math	N/A	N/A

Pre-Kindergarten Monolingual		
English		
	Making Adequate Progress	Not Making Adequate Progress
Phonological Awareness	62% (13/21)	38% (8/21)
Rapid Letter Naming	81% (17/21)	19% (4/21)
Rapid Vocabulary Naming	62% (13/21)	38% (8/21)
Math	90% (19/21)	10% (2/21)

Pre-Kindergarten students showed strong progress in early learning skills. In the dual language program, students demonstrated especially strong performance in Spanish phonological awareness, rapid letter naming, and mathematics, with 100% of students making adequate progress in math. In the monolingual program, students also showed strong progress in math and rapid letter naming.

An area for continued growth is vocabulary development. In dual language Pre-K, rapid vocabulary naming in Spanish was the lowest area, with 55% of students making adequate progress. In monolingual Pre-K, phonological awareness and rapid vocabulary naming were also areas to continue strengthening. These results show the importance of continuing to build students' oral language, vocabulary, and early literacy skills through daily classroom instruction, songs, stories, conversation, and language-rich activities.

Kindergarten Dual Language							
Spanish				English			
	On-Track	Monitor	Support		On-Track	Monitor	Support
Vocabulario	95% (39/41)	2% (1/41)	2% (1/41)	Vocabulary	N/A	N/A	N/A

Kindergarten Dual Language								
Nombres de las letras	76% (31/41)	17% (7/41)	7% (3/41)		Letter Names	N/A	N/A	N/A
Ortografía	61% (25/41)	12% (5/41)	27% (11/41)		Spelling	N/A	N/A	N/A
Matemáticas	83% (34/41)	7% (3/41)	10% (4/41)		Math	N/A	N/A	N/A

Kindergarten Monolingual				
English				
	On-Track	Monitor	Support	
Vocabulary	71% (17/24)	4% (1/24)	25% (6/24)	
Letter Names	46% (11/24)	8% (2/24)	46% (11/24)	
Spelling	63% (15/24)	13% (3/24)	25% (6/24)	
Math	38% (9/24)	8% (2/24)	54% (13/24)	

Kindergarten students in the dual language program showed strong progress in Spanish vocabulary, letter names, and mathematics. Math was a particular strength, with 83% of students on track. Spanish vocabulary was also strong, with 95% of students on track.

Areas for continued growth include Spanish spelling and early reading skills, as 27% of dual language students need additional support in spelling. In monolingual Kindergarten, vocabulary and spelling showed stronger progress, while letter names and math remain areas for growth. These results show a need to continue strengthening early literacy skills, number sense, and targeted small-group support so more students are ready for first grade expectations.

First Grade Reading Dual Language							
Spanish				English			
Above Benchmark	On Track	Developing	Catch Up	Above Benchmark	On Track	Developing	Catch Up

17% (8/46)	15% (7/46)	35% (16/46)	33% (15/46)		7% (3/46)	13% (6/46)	15% (7/46)	65% (30/46)
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First Grade Reading Monolingual			
English			
Above Benchmark	On Track	Developing	Catch Up
27% (17/64)	23% (15/64)	25% (16/64)	25% (16/64)

First grade reading data shows that monolingual students are making stronger progress in English reading, with 50% of students either above benchmark or on track. In the dual language program, students are continuing to develop early literacy skills in both Spanish and English.

Reading remains an important area for growth in first grade, especially for dual language students. In Spanish, 68% of students were in the developing or catch-up ranges, and in English, 80% were in the developing or catch-up ranges. These results show the need to strengthen foundational reading skills, vocabulary, oral language, and targeted small-group instruction so more students are on track for second grade reading expectations.

First Grade Math Dual Language							
Spanish				English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
72% (33/46)	9% (4/46)	15% (7/46)	4% (2/46)	N/A	N/A	N/A	N/A

First Grade Math Monolingual			
English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
44% (18/42)	24% (10/42)	12% (5/42)	20% (8/42)

First grade students in the dual language program showed strong progress in math, with 72% of students performing at or above benchmark in Spanish. This indicates that many students are building the foundational math skills needed for continued success.

In the monolingual program, 44% of students performed at or above benchmark, while a larger group of students fell into the intervention or urgent intervention ranges. This shows that first grade math will remain an important area for support. Moving forward, the campus will continue strengthening number sense, problem-solving, and small-group math instruction so more students build confidence and meet grade-level expectations.

Second Grade Reading Dual Language							
Spanish				English			
Above Benchmark	On Track	Developing	Catch Up	Above Benchmark	On Track	Developing	Catch Up
50% (23/46)	20% (9/46)	24% (11/46)	7% (3/46)	9% (4/46)	26% (12/46)	24% (11/46)	41% (19/46)

Second Grade Reading Monolingual			
English			
Above Benchmark	On Track	Developing	Catch Up
16% (6/38)	26% (10/38)	26% (10/38)	32% (12/38)

Second grade dual language students showed stronger reading performance in Spanish than in English, with 70% of students either above benchmark or on track in Spanish. This indicates that many students are developing strong literacy skills in their language of instruction.

English reading remains an area for continued growth for dual language students, with 41% of students in the catch-up range. Monolingual second grade reading data also shows a need for continued support, with 58% of students in the developing or catch-up ranges. These results show the importance of strengthening foundational reading skills, comprehension, vocabulary, and targeted small-group instruction so more students are on track for grade-level reading success.

Second Grade Math Dual Language							
Spanish				English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
N/A	N/A	N/A	N/A	20 (43%)	16% (7/43)	23% (10/43)	21% (9/43)

Second Grade Math | Monolingual

English

At/Above Benchmark	On Watch	Intervention	Urgent Intervention
39% (15/38)	13% (5/38)	21% (8/38)	26% (10/38)

Second grade math data shows an important area for growth across both programs. In the dual language program, this was the first year students transitioned to English as the language of instruction for math. In this first year of transition, 43% of dual language students performed at or above benchmark in English math, while 44% were in the intervention or urgent intervention ranges.

In the monolingual program, 39% of students performed at or above benchmark, while 47% were in the intervention or urgent intervention ranges. These results show a need to strengthen early math support across second grade, especially in number sense, problem-solving, math vocabulary, and targeted small-group instruction. Second grade math will be a priority area so students build the foundational skills needed for success in upper elementary grades.

Third Grade Reading | Dual Language

Spanish				English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
80% (37/46)	7% (3/46)	7% (3/46)	7% (3/46)	17% (8/46)	7% (3/46)	26% (12/46)	50% (23/46)

Third Grade Reading | Monolingual

English

At/Above Benchmark	On Watch	Intervention	Urgent Intervention
60% (15/25)	16% (4/25)	16% (4/25)	8% (2/25)

Third Grade Reading | Overall

Monolingual & Dual Language English

At/Above Benchmark	On Watch	Intervention	Urgent Intervention
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Third Grade Reading Overall			
32% (23/71)	10% (7/71)	23% (16/71)	35% (25/71)

Third grade reading data shows strong Spanish literacy performance for students in the dual language program, with 80% of students performing at or above benchmark in Spanish. Monolingual students also showed stronger English reading performance, with 60% performing at or above benchmark.

English reading for dual language students is an important area for growth, with 50% of students in the urgent intervention range. Overall third grade English reading data shows that 58% of students are in the intervention or urgent intervention ranges. These results show a need to strengthen English literacy support, reading comprehension, vocabulary, and targeted small-group instruction so more students are prepared for grade-level reading expectations and STAAR.

Third Grade Math Dual Language							
Spanish				English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
N/A	N/A	N/A	N/A	43% (20/46)	26% (12/46)	17% (8/46)	13% (6/46)

Third Grade Math Monolingual			
English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
56% (14/25)	24% (6/25)	20% (5/25)	0%

Third Grade Math Overall			
Monolingual & Dual Language English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
48% (34/71)	25% (18/71)	18% (13/71)	8% (6/71)

Third grade math data shows a stronger foundation than third grade English reading data. Overall, 48% of students performed at or above benchmark in math, and an additional 25% were on watch. Monolingual students showed a particular strength, with 56% performing at or above benchmark and no students in the urgent intervention range.

In the dual language program, 43% of students performed at or above benchmark in English math. Since dual language students are continuing to build academic language in English, math vocabulary and opportunities to explain mathematical thinking will remain important. Across third grade, the campus will continue supporting number sense, problem-solving, and targeted small-group instruction so more students move from intervention toward benchmark.

Fourth Grade Reading Dual Language							
Spanish				English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
83% (35/42)	2% (1/42)	12% (5/42)	2% (1/42)	19% (8/42)	19% (8/42)	21% (9/42)	40% (17/42)

Fourth Grade Reading Monolingual			
English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
47% (23/49)	8% (4/49)	22% (11/49)	22% (11/49)

Fourth Grade Reading Overall			
Monolingual & Dual Language English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
34% (31/91)	13% (12/91)	22% (20/921)	31% (28/91)

Fourth grade reading data shows strong Spanish literacy performance for students in the dual language program, with 83% of students performing at or above benchmark in Spanish. This is a clear strength and shows that many dual language students are continuing to build strong literacy skills in Spanish.

English reading remains an area for growth across fourth grade. Overall, 34% of students performed at or above benchmark in English, while 53% were in the intervention or urgent intervention ranges. This grade level also experienced teacher turnover during the school year, particularly in monolingual ELA, which may have impacted instructional consistency. Moving forward, fourth grade reading support will focus on consistent grade-level instruction, reading comprehension, vocabulary, written response, and targeted small-group intervention.

Fourth Grade Math Dual Language							
Spanish				English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
N/A	N/A	N/A	N/A	45% (19/42)	21% (9/42)	19% (8/42)	14% (6/42)

Fourth Grade Math Monolingual			
English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
46% (23/50)	8% (4/50)	26% (13/50)	20% (10/50)

Fourth Grade Math Overall			
Monolingual & Dual Language English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
46% (42/92)	14% (13/92)	23% (21/92)	17% (16/92)

Fourth grade math data shows similar performance across dual language and monolingual students, with 46% of students overall performing at or above benchmark. An additional 14% of students were on watch, meaning they are close to benchmark and may benefit from continued monitoring and support.

Math remains an area for continued growth in fourth grade, with 40% of students overall in the intervention or urgent intervention ranges. Moving forward, support will focus on strengthening number sense, problem-solving, math vocabulary, and opportunities for students to explain their mathematical thinking. Targeted small-group instruction and regular progress monitoring will be important to help more students move toward grade-level expectations.

Fifth Grade Reading Dual Language							
Spanish				English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention	At/Above Benchmark	On Watch	Intervention	Urgent Intervention

Fifth Grade Reading Dual Language								
86% (36/42)	7% (3/42)	2% (1/42)	5% (2/42)		36% (15/42)	17% (7/42)	19% (8/42)	29% (12/64)

Fifth Grade Reading Monolingual			
English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
61% (25/41)	15% (6/41)	15% (6/41)	10% (4/41)

Fifth Grade Reading Overall			
Monolingual & Dual Language English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
48% (40/83)	16% (13/83)	17% (14/83)	19% (16/83)

Fifth grade reading data shows strong Spanish literacy performance for students in the dual language program, with 86% of students performing at or above benchmark in Spanish. Monolingual students also showed strong English reading performance, with 61% performing at or above benchmark.

English reading for dual language students remains an area for continued growth, with 36% performing at or above benchmark and 48% in the intervention or urgent intervention ranges. Overall, 48% of fifth grade students performed at or above benchmark in English reading, while 36% were in the intervention or urgent intervention ranges. These results show the importance of continuing to strengthen English reading comprehension, vocabulary, written response, and targeted small-group support so students are prepared for middle school literacy expectations.

Fifth Grade Math Dual Language							
Spanish				English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
N/A	N/A	N/A	N/A	60% (25/42)	21% (9/42)	12% (5/42)	7% (3/42)

Fifth Grade Math Monolingual			
English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
68% (28/41)	10% (4/41)	15% (6/41)	7% (3/41)

Fifth Grade Math Overall			
Monolingual & Dual Language English			
At/Above Benchmark	On Watch	Intervention	Urgent Intervention
64% (53/83)	16% (13/83)	13% (11/83)	7% (6/83)

Fifth grade math data shows a clear area of strength. Overall, 64% of fifth grade students performed at or above benchmark in math, with strong performance in both the dual language and monolingual programs. Dual language students performed well in English math, with 60% at or above benchmark, and monolingual students showed even stronger results, with 68% at or above benchmark.

This data shows that many fifth grade students are building the math skills needed for middle school. The campus will continue strengthening problem-solving, math vocabulary, and opportunities for students to explain their thinking. Students in the intervention or urgent intervention ranges will continue to receive targeted support so they can close gaps and make continued progress.

Student Learning Strengths

Student learning data provides an important picture of campus progress and areas for continued growth. At Spring Hill Elementary, campus leaders and teachers review multiple data sources to monitor student performance in reading, mathematics, and English language development. These data points help identify instructional strengths, student growth trends, and areas where additional support is needed.

STAAR Performance Strengths

Spring Hill Elementary showed positive progress in mathematics compared to the previous school year. Math performance improved across grade levels, with fifth grade demonstrating especially strong results. This suggests that the campus's focus on consistent math instruction, district-approved instructional materials, problem-solving, and targeted support is contributing to student growth.

Fifth grade performance was a strength in both reading and math. These results provide an opportunity for the campus to study effective upper-elementary practices and share them across grade levels. In reading, fifth grade remained a relative strength, while third and fourth grade data show a continued need to strengthen reading comprehension, vocabulary, written response, and grade-level reading stamina.

Overall, STAAR data shows that Spring Hill is making progress, especially in math. The campus will continue building on these strengths while providing targeted support in areas where students need additional instruction and practice.

End-of-Year Universal Screener Performance Strengths

End-of-year universal screener data showed several areas of academic strength during the 2025–2026 school year. Students in the dual language program demonstrated strong Spanish reading outcomes in grades 3–5. In third grade, 80% of dual language students performed at or above benchmark in Spanish reading. This increased to 83% in fourth grade and 86% in fifth grade, showing continued growth in Spanish literacy.

Mathematics performance also showed positive outcomes in several grade levels. Fifth grade math was a clear strength, with 68% of monolingual students and 60% of dual language students performing at or above benchmark. Third grade monolingual math was also a strength, with 56% of students performing at or above benchmark.

Early childhood data showed strong progress in foundational literacy and mathematics skills. Dual language Pre-K students demonstrated strong outcomes in Spanish phonological awareness and mathematics. Kindergarten dual language students also showed strong results, with more than 75% of students on track in Spanish vocabulary, letter naming, and mathematics.

The data also shows strong Spanish reading outcomes as students move through the dual language program. Across grades 3–5, students consistently demonstrated higher performance in Spanish reading, indicating strong foundational language and literacy development.

While the data highlights several areas of success, English reading remains an area for continued growth, especially for dual language students in upper elementary grades. Spring Hill Elementary will continue strengthening reading instruction, writing practice, academic vocabulary, small-group intervention, and progress monitoring to support continued academic growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student outcomes in reading and mathematics continue to vary across grade levels and classrooms, indicating that collaborative planning systems as well as observation and feedback cycles have not yet resulted in consistent instructional implementation.

Root Cause: Collaborative planning systems as well as observation and feedback cycles have not yet consistently included the teacher practice, coaching, and feedback needed to ensure students experience consistent, high-quality instruction across classrooms.

Problem Statement 2: Anticipated STAAR Reading Language Arts data indicates that reading achievement did not show the level of growth needed, with continued needs in reading comprehension, vocabulary, written response, and grade-level reading performance.

Root Cause: Reading and writing instruction has not yet been implemented with enough consistency across grade levels to ensure regular opportunities for student discussion, written response practice, checks for understanding, progress monitoring, and targeted intervention.

Problem Statement 3: Second grade mathematics data indicates that many students are performing below benchmark expectations across both dual language and monolingual programs.

Root Cause: Early math systems have not yet provided consistent support for number sense, math vocabulary, problem-solving, progress monitoring, and targeted intervention before students enter upper elementary grades.

Problem Statement 4: Universal screener data shows strong Spanish literacy outcomes across the dual language program; however, English literacy outcomes for bilingual students are less consistent, especially in upper elementary grades.

Root Cause: Systems for cross-language connections, English language development, vocabulary instruction, and targeted English literacy support are not yet consistent across the dual language program.

Problem Statement 5: Universal screener data shows inconsistent English reading achievement in the monolingual program, with several grade levels needing additional support to reach benchmark expectations.

Root Cause: Foundational literacy instruction, reading comprehension support, vocabulary development, progress monitoring, and targeted small-group instruction are not yet

consistently aligned across grade levels.

Problem Statement 6: Anticipated STAAR Math data indicates improved performance compared to the previous year, especially in fifth grade; however, continued growth is needed so more students reach higher achievement levels across grades 3-5.

Root Cause: Effective math practices are not yet consistently shared and implemented across grade levels, limiting opportunities for all students to strengthen problem-solving, math vocabulary, and mathematical reasoning.

School Processes & Programs

School Processes & Programs Summary

Spring Hill Elementary is committed to high expectations, collaboration, and continuous improvement. As a Title I campus, Spring Hill uses resources to support instructional programs, intervention services, teacher development, family engagement, and student support systems. The campus prioritizes strong Tier 1 instruction, aligned interventions, clear behavior expectations, and collaborative planning to support student learning and growth.

Instructional Programs

Teachers at Spring Hill Elementary implement district-adopted high-quality instructional materials in reading and mathematics, including HMH Reading and Bluebonnet Math. Instruction is aligned to the Texas Essential Knowledge and Skills, and the campus prioritizes consistent implementation of instructional materials across classrooms. Strong Tier 1 instruction remains the foundation of student success and is a major focus of professional learning, instructional coaching, and classroom observation cycles.

Spring Hill uses two instructional models based on grade level. In Pre-Kindergarten through third grade, students are taught in a self-contained structure where one teacher delivers all core academic content. In fourth and fifth grade, students participate in a departmentalized model where teachers specialize in content areas. Students receive mathematics and science instruction from one teacher and English Language Arts or Spanish Language Arts and social studies instruction from another teacher. This structure allows teachers to deepen content expertise and collaborate around student learning needs.

Spring Hill Elementary offers a one-way dual language program for qualifying students in Pre-Kindergarten through fifth grade. The program supports bilingualism, biliteracy, and academic achievement through instruction in English and Spanish. Teachers implement the district's biliteracy framework to strengthen literacy development in both languages. Most students participating in the dual language program are on a pathway toward earning the Seal of Biliteracy upon high school graduation. Beginning in 2026–2027, Spring Hill will expand programming by opening a two-way dual language kindergarten classroom.

Instructional planning is supported through weekly Professional Learning Communities, campus-based professional development, instructional coaching cycles, and ongoing analysis of student data. Teachers use formative and summative assessment information to plan instruction, monitor progress, and adjust support based on student needs.

Intervention Services

Spring Hill Elementary provides intervention services to support academic growth and close learning gaps. Intervention services include targeted instruction, accelerated learning opportunities, small-group support, and progress monitoring.

In alignment with Texas House Bill 1416, students who did not meet grade-level expectations on STAAR receive additional academic support through accelerated instruction. These supports may include small-group instruction, high-impact tutoring, intervention classes, and additional instructional time. Students may also participate in summer programs designed to strengthen academic skills before the next school year.

During the school year, intervention services are supported by three campus interventionists: one full-time bilingual interventionist, one full-time monolingual interventionist, and one part-time Title I-funded interventionist. These interventionists provide Tier 2 and Tier 3 support to students identified through assessment data and progress monitoring. Tier 2 interventions provide targeted small-group support beyond core instruction, while Tier 3 interventions provide more intensive support for students with significant learning gaps.

Intervention services are provided during a protected intervention block in the campus master schedule so students receive support without missing core instruction. In some classrooms, additional staffing support helps teachers provide targeted small-group instruction more consistently.

Spring Hill also offers after-school tutoring to support student growth and fulfill accelerated instruction requirements. Through the campus Multi-Tiered System of Supports, staff work to identify student needs early and provide timely instruction, intervention, and progress monitoring.

Coaching and Teacher Support

Spring Hill Elementary prioritizes instructional support systems that build teacher capacity, strengthen consistency, and improve student outcomes. The campus employs a Title I-funded instructional coach who supports classroom instruction and professional growth across grade levels and programs.

The instructional coach collaborates with teachers through coaching cycles, classroom modeling, instructional planning, data analysis, and job-embedded professional learning. Coaching support focuses on implementation of high-quality instructional materials, student engagement, and effective instructional practices aligned to campus goals.

Spring Hill also has trained mentor teachers who provide guidance and support to early-career educators and new staff members. The campus implements an onboarding professional development series to help teachers understand campus systems, instructional expectations, and school procedures. This year-long structure provides timely support aligned to teacher and student needs.

These instructional support systems reflect Spring Hill's commitment to continuous improvement, strong instruction, and long-term staff development.

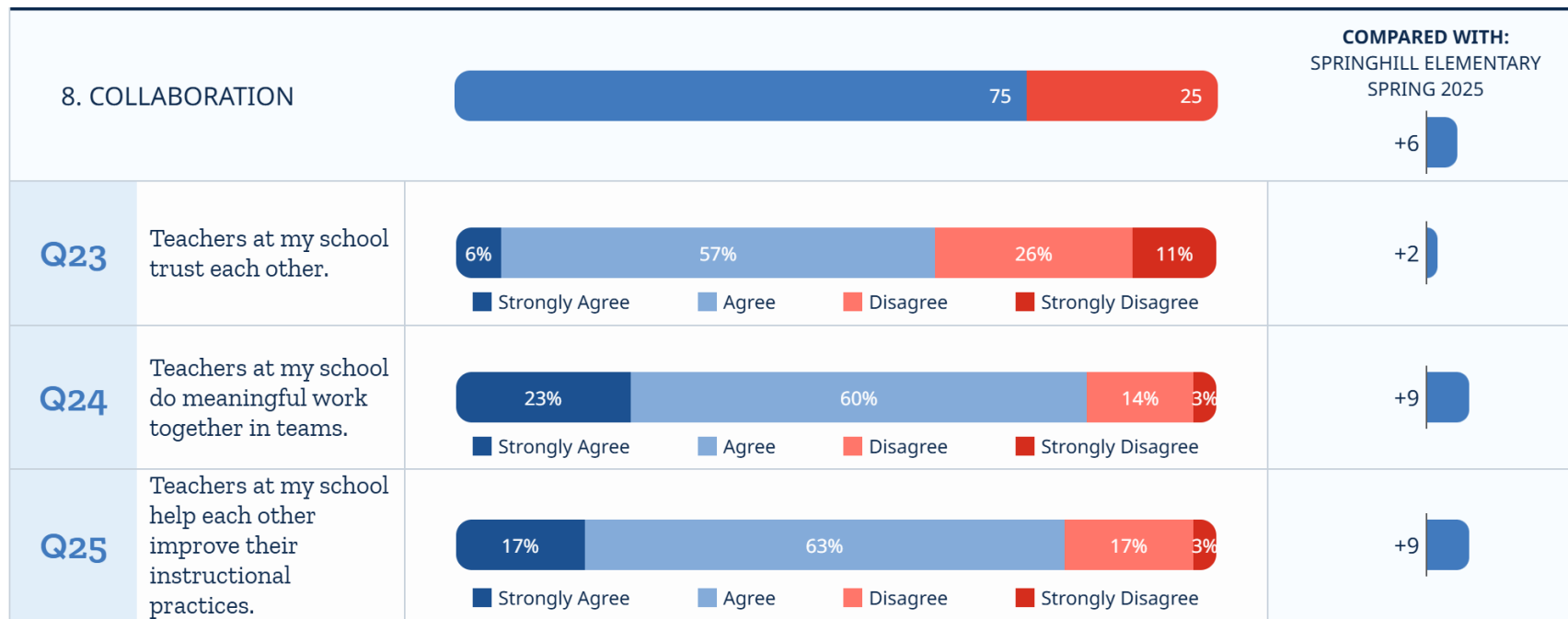
Staff Collaboration & Planning

Teachers collaborate in structured Professional Learning Communities focused on improving instruction and student outcomes. PLCs are scheduled weekly during the instructional day to provide protected time for planning, collaboration, and data analysis.

PLCs follow a two-week cycle. During Week 1, teachers engage in collaborative planning using the Texas Essential Knowledge and Skills and district-provided instructional materials. This supports consistency across classrooms and helps teachers plan intentionally for student success. During Week 2, teams analyze exit ticket data and other formative assessments to determine student mastery and plan targeted support or extension.

PLCs are organized by instructional focus. Kindergarten through third grade teachers meet as grade-level teams, while fourth and fifth grade teachers meet in content-specific teams for mathematics and reading. This structure supports collaboration, shared responsibility for student learning, and alignment of instructional practices.

Staff Upbeat climate survey results from Spring 2026 reflected growth in teacher collaboration, teamwork, and instructional support. The majority of teachers reported that staff members work meaningfully together in teams and support one another in improving instructional practices. These results reflect the campus's continued investment in collaborative planning, coaching systems, and professional learning communities.



Student Support Services

Spring Hill Elementary supports students academically, behaviorally, and developmentally. The campus uses schoolwide behavior expectations to teach routines, reinforce positive choices, and support a safe learning environment.

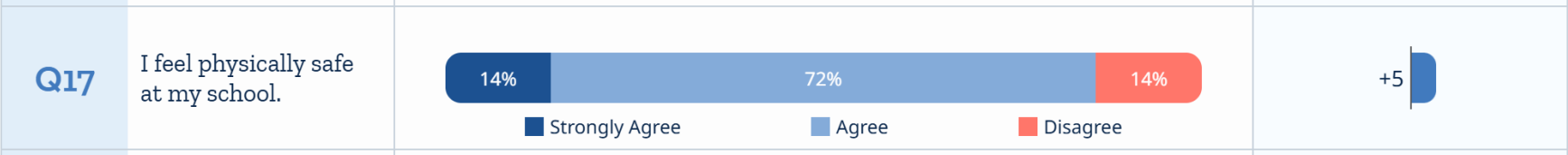
Campus behavior expectations are organized around the schoolwide SURF expectations: Safe, United, Responsible, and Focused. These expectations are taught, modeled, and reinforced throughout the school year to help students build positive relationships, make responsible choices, and stay focused on learning. Students who demonstrate SURF behaviors may be recognized with Shark Tickets, which can be used for individual and classroom incentives.

The campus also uses shared routines, behavior support systems, and consistent expectations to help students understand how to act in classrooms and common areas. This schoolwide approach supports safety, predictability, and readiness for learning.

Students also benefit from the services of a full-time school counselor. The counselor provides classroom guidance lessons focused on character development, conflict resolution, responsible decision-making, and relationship-building skills. The counselor also facilitates Lunch Bunch groups that help students strengthen peer relationships, communication skills, confidence, and self-regulation in a small-group setting.

According to Spring Hill Elementary's 2025 staff climate survey results, 86% of staff members agreed or strongly agreed that they feel physically safe at school, reflecting a five-percentage-point increase from the previous year. Continued emphasis on clear expectations, consistent routines, and positive student relationships has helped strengthen the overall learning environment.

Together, these systems support student well-being, behavior, and readiness for academic success.



Campus Decision Making

Campus leadership values collaboration, shared decision-making, and input from staff, families, and community members. While the principal and assistant principal provide overall campus leadership, several teams support schoolwide decisions and continuous improvement.

The Campus Academic Advisory Council includes teachers, parents, and community members. The council provides input on the campus improvement plan, instructional programs, budgeting priorities, and student achievement goals. The council meets multiple times throughout the school year, and families are encouraged to participate in campus planning and improvement efforts.

The Leadership Team includes grade-level and department representatives selected by their peers. This team meets monthly to monitor and provide feedback on schoolwide systems, routines, schedules, and campus operations. Their collaboration supports consistency and effective implementation of campus expectations and procedures.

The Instructional Leadership Team meets twice weekly and includes the administrative team, instructional coach, district campus improvement representative, and teacher representatives from Kindergarten through fifth grade. This team analyzes classroom observation data, walkthrough trends, and student performance information to identify instructional priorities and plan teacher support.

Spring Hill also maintains two Vertical Learning Communities, one focused on mathematics and one focused on reading. These teams include teacher representatives from each grade level, administrators, and the instructional coach. VLCs meet monthly to analyze student work, identify campuswide instructional priorities, and support alignment across grade levels.

Together, these structures help ensure campus decisions are connected to student needs, staff input, family engagement, and continuous improvement.

School Processes & Programs Strengths

Spring Hill Elementary has developed instructional and support systems focused on student growth, instructional consistency, and continuous improvement. A key campus strength is the commitment to collaboration and shared responsibility for student success. Through Professional Learning Communities, Vertical Learning Communities, and the Instructional Leadership Team, teachers and campus leaders analyze student data, monitor instructional practices, and make decisions focused on improving student outcomes. These systems help ensure instruction is aligned across grade levels and responsive to student learning needs.

The campus also demonstrates consistent use of high-quality instructional materials and planning systems. Teachers use district-adopted curriculum resources aligned to the Texas Essential Knowledge and Skills. Weekly planning cycles, instructional coaching, and professional learning support strong implementation of instructional materials and help increase consistency across classrooms.

Spring Hill Elementary’s dual language program continues to be a campus strength. Students in the program demonstrate strong Spanish literacy outcomes and continue developing biliteracy in English and Spanish. The addition of a two-way dual language kindergarten classroom for the 2026–2027 school year will expand bilingual programming and provide additional opportunities for students to develop strong language and academic skills in both languages.

Intervention and student support systems are also a strength of the campus. Through a protected intervention block, dedicated interventionists, accelerated instruction, and the Multi-Tiered System of Supports, students receive targeted academic support based on learning needs. The campus uses progress monitoring, small-group instruction, and intervention planning to provide timely support for students.

Spring Hill Elementary prioritizes student well-being and behavior support through clear expectations, consistent routines, and proactive student support systems. The campuswide SURF expectations — Safe, United, Responsible, and Focused — help create a consistent school environment where students understand expectations and are supported in making positive choices. Counseling services, classroom guidance lessons, and Lunch Bunch groups further support student relationships, communication skills, confidence, and self-regulation.

Another campus strength is the stability and collaboration of the teaching staff. During the 2025–2026 school year, the campus maintained an experienced teaching staff with no beginning teachers. This supported instructional continuity, collaborative planning, and implementation of campus systems. Teachers regularly participate in coaching cycles, professional learning, and collaborative planning focused on improving instruction and student achievement.

Spring Hill Elementary also benefits from strong relationships among staff, families, and community members. Campus leadership structures such as the Campus Academic Advisory Council, Leadership Team, Instructional Leadership Team, and Vertical Learning Communities provide opportunities for staff, families, and community members to give input and support campus improvement efforts. These systems strengthen communication, collaboration, and shared focus on student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student learning experiences vary across classrooms and shared spaces due to inconsistent implementation of campuswide instructional routines, participation expectations, and behavior response procedures.

Root Cause: The campus has not yet fully calibrated expectations for how shared instructional routines, participation expectations, and behavior response procedures should look and sound across classrooms and shared spaces.

Problem Statement 2: Students receiving intervention and accelerated instruction supports do not consistently demonstrate the level of academic growth needed to close learning gaps.

Root Cause: Intervention systems have not yet been consistently aligned to classroom instruction, progress monitoring, and communication between classroom teachers and interventionists.

Perceptions

Perceptions Summary

The Perceptions section provides insight into how students, families, staff, and community members experience Spring Hill Elementary. These perspectives help the campus identify strengths and determine where systems can improve. During the 2025–2026 school year, perception data reflected strengths in family engagement, community partnerships, and staff commitment to student success. The data also identified opportunities to strengthen trust, communication, instructional feedback, attendance supports, and family-school communication.

Parent Engagement

Spring Hill Elementary is a neighborhood campus where many students live nearby and either walk to school or are transported by family members. This creates regular opportunities for families to interact with campus staff during arrival, dismissal, lunch visits, and school events. These daily connections help support positive relationships between staff and families.

Family engagement continues to be a strength at Spring Hill. Families regularly participate in campus events, volunteer opportunities, lunch visits, performances, academic events, and schoolwide celebrations. Although the campus did not have an active Parent Teacher Organization during the 2025–2026 school year, parents continued to support the campus through volunteering, event participation, and ongoing partnership. Spring Hill looks forward to restarting the PTO and strengthening formal opportunities for family involvement.

Family feedback indicates that parents view Spring Hill as welcoming, communicative, and focused on students. Several parents also participated in Coffee with the Principal, which provided opportunities for open conversation and feedback. Families expressed appreciation for campus communication while also identifying a need for more consistent classroom-level updates. To support this need, Spring Hill will implement weekly take-home folders that include classroom newsletters, student work with teacher feedback, and schoolwide announcements.

Culture and Climate

Educational Associates

Spring Hill Elementary uses staff perception data to understand employee experiences and identify areas where additional support may be needed. During the 2025–2026 school year, perception data reflected progress in staff support, recognition, professional growth, and leadership opportunities. This progress is especially important for Educational Associates, who play a vital role in supporting students across Early Childhood Special Education, Pre-Kindergarten, classroom support, and behavior support settings.

The administrative team prioritized building trust, providing support, and recognizing the contributions of staff members in all roles. As a result, Educational Associates reported positive perceptions related to professional growth, administrative support, public recognition, and leadership opportunities. This improvement contributed to 100% retention of Educational Associates for the 2026–2027 school year. Moving forward, Spring Hill will continue strengthening systems that support communication, collaboration, recognition, and professional growth.

Teachers

Teacher perception data shows that Spring Hill Elementary continues to rebuild trust and strengthen relationships between staff and campus administration. Approximately 60% of teachers responded favorably to items related to trusting the principal, feeling supported by the principal, and believing the principal looks out for teacher wellbeing. This indicates that many staff members are experiencing positive support, while continued relationship-building remains important.

A clear strength in the data is that teachers believe their work matters. Staff responses show that teachers find purpose in their daily work and believe their work has a lasting positive impact on students. Moving forward, the campus will continue strengthening communication systems, including the use of the Leadership Team to support two-way communication between administration and grade-level or department teams. This work will help build trust, clarify campus priorities, and support a shared focus on student success.

Instructional Feedback and Support

Staff perception data indicates that evaluation feedback is an area for growth. While some staff members reported that feedback helps them improve instruction, a significant portion

of staff did not agree. This suggests a need to strengthen the clarity, consistency, and usefulness of classroom feedback.

Moving forward, the campus will continue refining observation and feedback systems so classroom visits, coaching conversations, and evaluation feedback are more directly connected to daily instruction and student learning. This work will support teachers in receiving timely, specific feedback that helps strengthen classroom practice.

Attendance and Student Connection

Regular attendance is essential for student learning and growth. When students are present each day, they have greater access to instruction, intervention, enrichment, peer relationships, and campus routines that support success.

The campus will continue monitoring attendance patterns and communicating with families early when concerns arise. Spring Hill will also work to identify factors that may impact attendance and connect families with support when needed. By strengthening family communication and early attendance supports, the campus aims to help more students attend school consistently and remain engaged in learning.

Community Partnerships

Spring Hill Elementary benefits from strong community partnerships that support students, families, and campus events. Reclaim Church continues to be a valued partner. Their youth group has volunteered at campus events, and during the holiday season, Reclaim has supported families by providing Thanksgiving meals and adopting students for Christmas gifts. Throughout the year, they also sponsor the Backpack for Friends program, which provides meals for students to take home each week.

These supports help meet student and family needs beyond the classroom and strengthen the connection between Spring Hill and the broader community. Moving forward, Spring Hill Elementary will continue seeking additional community and business partners to support student learning, family engagement, campus events, and access to needed resources.

Perceptions Strengths

Spring Hill Elementary demonstrates strong family engagement, positive campus communication, and meaningful community partnerships. Families regularly participate in school events, volunteer opportunities, lunch visits, performances, academic events, and schoolwide celebrations. As a neighborhood campus, families often interact with staff during arrival, dismissal, and campus activities, creating regular opportunities for communication and relationship-building.

Family feedback indicates that parents view Spring Hill as welcoming, communicative, and focused on students. Families also expressed appreciation for campus communication, including opportunities such as Coffee with the Principal to ask questions, share feedback, and stay connected to campus priorities.

Staff perception data shows positive momentum among Educational Associates, who reported improved perceptions related to professional growth, administrative support, recognition, and leadership opportunities. This progress contributed to full retention of Educational Associates for the upcoming school year.

Teacher perception data shows that staff members believe their work matters and has a meaningful impact on students. This shared sense of purpose provides a strong foundation for continued collaboration, communication, and student success.

Community partnerships also remain a strength. Reclaim Church supports students and families through volunteer support, holiday assistance, and the Backpack for Friends program. Moving forward, Spring Hill will continue strengthening family communication, staff support, and community partnerships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student absenteeism has impacted learning continuity, intervention access, and daily engagement for a significant portion of the student population.

Root Cause: Attendance monitoring, family communication, barrier identification, and support systems have not yet been implemented early or consistently enough to prevent chronic absenteeism patterns.

Problem Statement 2: Staff perception data indicates that evaluation feedback is not yet consistently experienced as helpful for improving instruction.

Root Cause: Observation and feedback systems have not yet been implemented with enough consistency, clarity, and follow-up to ensure feedback is actionable and connected to daily teaching and student learning.

Problem Statement 3: Staff perception data indicates that trust and collaboration among teachers remain areas for continued growth as the campus rebuilds after recent leadership and staff transitions.

Root Cause: Recent leadership and staffing transitions limited opportunities to establish consistent communication routines, team structures, and trusting professional relationships across the campus.

Problem Statement 4: Family feedback indicates that families value campus communication and would benefit from more consistent classroom-level communication about student learning, classroom updates, and next steps for support.

Root Cause: Classroom communication systems have not yet been consistently defined across grade levels, which can lead to variation in how families receive updates about student learning, teacher feedback, and classroom expectations.

Problem Statement 5: Spring Hill Elementary benefits from strong community support, while additional community and business partnerships are needed to expand resources for students, families, and campus programs.

Root Cause: Partnership development has relied on a small number of established relationships rather than a broader, structured system for identifying, inviting, and maintaining community and business partners.

Goals

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

Performance Objective 1: By June 2027, Spring Hill Elementary will fill 100% of teacher vacancies with qualified candidates who are prepared to support student learning and campus needs.

Evaluation Data Sources: Hiring records, applicant tracking data, reports from university and partner organizations, feedback and surveys from hiring committees, and participation logs from recruitment events.

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

Performance Objective 2: By May 2027, at least 80% of teachers will report that campus professional learning, collaborative planning, and coaching support helped them more consistently implement high-quality instruction across classrooms.

Evaluation Data Sources: Staff surveys, professional development records, PLC agendas, coaching logs, planning documents, walkthrough data, and student performance data.

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

Performance Objective 3: By the end of the 2026-2027 school year, Spring Hill Elementary will retain at least 75% of campus teachers to support stable classrooms, positive staff culture, and consistent student support.

High Priority

Evaluation Data Sources: Teacher retention data, staff surveys, staff feedback, mentoring records, and participation in recognition activities.

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

Performance Objective 1: By June 2027, there will be increases in 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 2026 STAAR outcomes from the prior year will be:

-Math Academic Growth from 64% to 68%

- Approaches from 54% to 70%
- Meets from 31% to 37%
- Masters from 11% to 13%

To meet HB3 Early Childhood Math Goals:
 The percent of third grade students scoring at Meets Grade Level or above on STAAR Math will increase from 35% in 2026 to 50% by June 2027 and to 64% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Instructional coach logs, PLC artifacts, walkthrough and observation data, lesson plans, formative and common assessment results, intervention documentation, professional development feedback, and Spring 2027 STAAR Math outcomes.

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: As student academic, behavioral, language, and program needs continue to increase, campus systems for intervention delivery and progress monitoring must become more consistent across programs. Root Cause: Academic, behavioral, bilingual, and Special Education support systems have not yet been fully aligned, which can make it more difficult to provide timely and coordinated support for all students.
Student Learning
Problem Statement 1: Student outcomes in reading and mathematics continue to vary across grade levels and classrooms, indicating that collaborative planning systems as well as observation and feedback cycles have not yet resulted in consistent instructional implementation. Root Cause: Collaborative planning systems as well as observation and feedback cycles have not yet consistently included the teacher practice, coaching, and feedback needed to ensure students experience consistent, high-quality instruction across classrooms.
Perceptions
Problem Statement 2: Staff perception data indicates that evaluation feedback is not yet consistently experienced as helpful for improving instruction. Root Cause: Observation and feedback systems have not yet been implemented with enough consistency, clarity, and follow-up to ensure feedback is actionable and connected to daily teaching and student learning.
Problem Statement 3: Staff perception data indicates that trust and collaboration among teachers remain areas for continued growth as the campus rebuilds after recent leadership and staff transitions. Root Cause: Recent leadership and staffing transitions limited opportunities to establish consistent communication routines, team structures, and trusting professional relationships across the campus.

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

Performance Objective 2: By June 2027, there will be increases in 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 2026 STAAR outcomes from Spring 2025 at each performance level will be:

- RLA Academic Growth from 66% to 70%
- Approaches from 69% to 78%
- Meets from 42% to 53%
- Masters from 17% to 25%

To meet HB3 Early Childhood Literacy Goals:

The percent of third grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 25% in June 2026 to 40% by June 2027 and to 64% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Evaluation Data Source:

STAAR RLA data, interim assessment data, common assessments, writing samples, classroom formative assessments, PLC records, intervention documentation, coaching logs, walkthrough data, and student progress monitoring tools.

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: As student academic, behavioral, language, and program needs continue to increase, campus systems for intervention delivery and progress monitoring must become more consistent across programs. Root Cause: Academic, behavioral, bilingual, and Special Education support systems have not yet been fully aligned, which can make it more difficult to provide timely and coordinated support for all students.
Student Learning
Problem Statement 1: Student outcomes in reading and mathematics continue to vary across grade levels and classrooms, indicating that collaborative planning systems as well as observation and feedback cycles have not yet resulted in consistent instructional implementation. Root Cause: Collaborative planning systems as well as observation and feedback cycles have not yet consistently included the teacher practice, coaching, and feedback needed to ensure students experience consistent, high-quality instruction across classrooms.
Problem Statement 2: Anticipated STAAR Reading Language Arts data indicates that reading achievement did not show the level of growth needed, with continued needs in reading comprehension, vocabulary, written response, and grade-level reading performance. Root Cause: Reading and writing instruction has not yet been implemented with enough consistency across grade levels to ensure regular opportunities for student discussion, written response practice, checks for understanding, progress monitoring, and targeted intervention.
Perceptions
Problem Statement 2: Staff perception data indicates that evaluation feedback is not yet consistently experienced as helpful for improving instruction. Root Cause: Observation and feedback systems have not yet been implemented with enough consistency, clarity, and follow-up to ensure feedback is actionable and connected to daily teaching and student learning.

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

Performance Objective 3: By June 2026, there will be a 5% increase in the percentage of students meeting or exceeding Growth targets on both the

STAAR Reading Language Arts and Math assessments tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2027 growth outcomes from Spring 2026 will include:
RLA Academic Growth increasing from 66% to 70%.
Math Academic Growth increasing from 64% to 68%.

High Priority

Evaluation Data Sources: STAAR Growth reports, interim assessment data, universal screener data, PLC data trackers, intervention documentation, instructional coach logs, walkthrough data, and campus progress monitoring tools.

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: As student academic, behavioral, language, and program needs continue to increase, campus systems for intervention delivery and progress monitoring must become more consistent across programs. Root Cause: Academic, behavioral, bilingual, and Special Education support systems have not yet been fully aligned, which can make it more difficult to provide timely and coordinated support for all students.
Student Learning
Problem Statement 2: Anticipated STAAR Reading Language Arts data indicates that reading achievement did not show the level of growth needed, with continued needs in reading comprehension, vocabulary, written response, and grade-level reading performance. Root Cause: Reading and writing instruction has not yet been implemented with enough consistency across grade levels to ensure regular opportunities for student discussion, written response practice, checks for understanding, progress monitoring, and targeted intervention.

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

Performance Objective 4: By June 2027, there will be increases at all performance levels on 5th grade STAAR Science 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 40% to 52%
-Meets from 6% to 18%
-Masters from 1% to 13%

Evaluation Data Sources: STAAR Science performance data, common assessment results, exit ticket data, PLC data tracking tools, and classroom observation data.

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

Performance Objective 5: By June 2027, there will be increases in the percentage of students in Pre-K through second grade meeting grade-level

readiness expectations in Reading Language Arts, as measured by district-approved universal screeners.

- Improved 2026-2027 outcomes will include:
- PK Reading Language Arts readiness increasing from 72% to 80%.
 - Kindergarten Reading Language Arts readiness increasing from 71% to 78%
 - First grade Reading Language Arts readiness increasing from 43% to 55%.
 - Second grade Reading Language Arts readiness increasing from 57% to 65%.

High Priority

Evaluation Data Sources: Universal screener data, progress monitoring data, classroom reading assessments, intervention records, teacher data review notes, instructional coach logs, walkthrough data, and student performance reports.

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: As student academic, behavioral, language, and program needs continue to increase, campus systems for intervention delivery and progress monitoring must become more consistent across programs. Root Cause: Academic, behavioral, bilingual, and Special Education support systems have not yet been fully aligned, which can make it more difficult to provide timely and coordinated support for all students.
Student Learning
Problem Statement 1: Student outcomes in reading and mathematics continue to vary across grade levels and classrooms, indicating that collaborative planning systems as well as observation and feedback cycles have not yet resulted in consistent instructional implementation. Root Cause: Collaborative planning systems as well as observation and feedback cycles have not yet consistently included the teacher practice, coaching, and feedback needed to ensure students experience consistent, high-quality instruction across classrooms.
Problem Statement 4: Universal screener data shows strong Spanish literacy outcomes across the dual language program; however, English literacy outcomes for bilingual students are less consistent, especially in upper elementary grades. Root Cause: Systems for cross-language connections, English language development, vocabulary instruction, and targeted English literacy support are not yet consistent across the dual language program.

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

Performance Objective 6: By June 2027, there will be increases in the percentage of students in Pre-K through second grade meeting grade-level readiness expectations in mathematics, as measured by district-approved universal screeners.

- Improved 2026-2027 outcomes will include:
- PK Math readiness increasing from 95% to 97%.
 - Kindergarten Math readiness increasing from 66% to 75%.
 - First grade Math readiness increasing from 58% to 65%.
 - Second grade Math readiness increasing from 43% to 55%.

Evaluation Data Sources: Universal screener data, progress monitoring data, classroom math assessments, intervention records, teacher data review notes, instructional coach logs, walkthrough data, and student performance reports.

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: As student academic, behavioral, language, and program needs continue to increase, campus systems for intervention delivery and progress monitoring must become more consistent across programs. Root Cause: Academic, behavioral, bilingual, and Special Education support systems have not yet been fully aligned, which can make it more difficult to provide timely and coordinated support for all students.

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

Performance Objective 7: By June 2027, at least 75% of emergent bilingual students will demonstrate one year of annual growth in English language proficiency as measured by TELPAS composite scores, supporting their academic success across content areas.

Evaluation Data Sources: TELPAS composite scores, TELPAS domain-specific results, TELPAS interim data, classroom language samples, formative assessments, student writing samples, progress monitoring records, instructional coach logs, and family communication records.

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 4: Universal screener data shows strong Spanish literacy outcomes across the dual language program; however, English literacy outcomes for bilingual students are less consistent, especially in upper elementary grades. Root Cause: Systems for cross-language connections, English language development, vocabulary instruction, and targeted English literacy support are not yet consistent across the dual language program.

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

Performance Objective 1: By June 2027, Spring Hill Elementary will increase student awareness of future opportunities by including enrollment, enlistment, or employment pathway information in campus-wide communication or student learning activities at least once per month.

Evaluation Data Sources: Broadcast schedules, campus communication records, classroom reflection activities, guest speaker records, student feedback, and staff feedback.

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

Performance Objective 2: By May 2027, Spring Hill Elementary will host a Career Day or career exploration event that provides students with opportunities to learn about a variety of careers and future pathways.

Evaluation Data Sources: Event schedule, student participation records, guest speaker records, classroom activities, student reflections, family or staff feedback, and

event planning documents.

Goal 4: Improve low performing schools.

Performance Objective 1: By December 2026, Spring Hill Elementary will host at least one Family Academic Night focused on reading and math, with a minimum attendance of 100 families, to build family capacity to support student learning at home.

High Priority

Evaluation Data Sources: Family attendance logs, family feedback, records of materials distributed, event planning documents, and follow-up teacher feedback.

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: As student academic, behavioral, language, and program needs continue to increase, campus systems for intervention delivery and progress monitoring must become more consistent across programs. Root Cause: Academic, behavioral, bilingual, and Special Education support systems have not yet been fully aligned, which can make it more difficult to provide timely and coordinated support for all students.
Student Learning
Problem Statement 4: Universal screener data shows strong Spanish literacy outcomes across the dual language program; however, English literacy outcomes for bilingual students are less consistent, especially in upper elementary grades. Root Cause: Systems for cross-language connections, English language development, vocabulary instruction, and targeted English literacy support are not yet consistent across the dual language program.

Goal 4: Improve low performing schools.

Performance Objective 2: By November 2026, 90% of families will participate in at least one parent-teacher conference, held in person or virtually, to review student academic progress and identify next steps for reading and math growth.

Evaluation Data Sources: Parent-teacher conference sign-in sheets, teacher conference logs, Skyward documentation, and family communication records.

Goal 4: Improve low performing schools.

Performance Objective 3: By February 2027, Spring Hill Elementary will host a STAAR Family Night with at least 50 families in attendance to provide families with tools and strategies to support student success on STAAR assessments in reading, math, and science.

Evaluation Data Sources: Attendance records, family feedback, records of materials distributed, event planning documents, and student STAAR performance data.

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Anticipated STAAR Reading Language Arts data indicates that reading achievement did not show the level of growth needed, with continued needs in reading comprehension, vocabulary, written response, and grade-level reading performance. Root Cause: Reading and writing instruction has not yet been implemented with enough consistency across grade levels to ensure regular opportunities for student discussion, written response practice, checks for understanding, progress monitoring, and targeted intervention.

Goal 4: Improve low performing schools.

Performance Objective 4: By May 2027, the campus will increase staff agreement that "rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes" by 30 percentage points by implementing the Spring Hill Instructional Playbook, shared spaces routines, and campus behavior flowchart.

High Priority

Evaluation Data Sources: Staff survey results, discipline referral data, behavior flowchart documentation, shared space walkthroughs, campus routine walkthroughs, staff feedback, and leadership team meeting notes.

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Student learning experiences vary across classrooms and shared spaces due to inconsistent implementation of campuswide instructional routines, participation expectations, and behavior response procedures. Root Cause: The campus has not yet fully calibrated expectations for how shared instructional routines, participation expectations, and behavior response procedures should look and sound across classrooms and shared spaces.

Goal 4: Improve low performing schools.

Performance Objective 5: By May 2027, Spring Hill Elementary will reduce the number of student removals from class by 15% by implementing the campus behavior flowchart, strengthening classroom-based responses, and providing staff with support to address behavior consistently before students are removed from the learning environment.

Evaluation Data Sources: Student removal records, office-managed behavior documentation, discipline data, behavior flowchart documentation, staff feedback, classroom support logs, and disaggregated data by grade level and student group.

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 1: Student learning experiences vary across classrooms and shared spaces due to inconsistent implementation of campuswide instructional routines, participation expectations, and behavior response procedures. **Root Cause:** The campus has not yet fully calibrated expectations for how shared instructional routines, participation expectations, and behavior response procedures should look and sound across classrooms and shared spaces.

Goal 4: Improve low performing schools.

Performance Objective 6: By May 2027, 100% of students will participate in required physical activity opportunities each grading period, and 100% of eligible students will complete the FitnessGram assessment during the designated testing window.

Evaluation Data Sources: Physical education schedules, student participation logs, FitnessGram completion records, and campus monitoring documents.

Goal 4: Improve low performing schools.

Performance Objective 7: By May 2027, Spring Hill Elementary will establish or maintain at least two community partnerships that support student academic growth, enrichment, attendance, wellness, or family engagement.

Evaluation Data Sources: Partnership records, student participation rosters, event records, communication logs, and staff or family feedback.

Goal 4: Improve low performing schools.

Performance Objective 8: Spring Hill 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

Evaluation Data Sources: STAAR results, TELPAS results, interim assessment data, universal screener data, accountability reports, PLC artifacts, walkthrough data, intervention records, and coaching logs.

Performance Objective 8 Problem Statements:

Demographics

Problem Statement 2: As student academic, behavioral, language, and program needs continue to increase, campus systems for intervention delivery and progress monitoring must become more consistent across programs. **Root Cause:** Academic, behavioral, bilingual, and Special Education support systems have not yet been fully aligned, which can make it more difficult to provide timely and coordinated support for all students.

Student Learning

Problem Statement 1: Student outcomes in reading and mathematics continue to vary across grade levels and classrooms, indicating that collaborative planning systems as well as observation and feedback cycles have not yet resulted in consistent instructional implementation. **Root Cause:** Collaborative planning systems as well as observation and feedback cycles have not yet consistently included the teacher practice, coaching, and feedback needed to ensure students experience consistent, high-quality instruction across classrooms.

Goal 4: Improve low performing schools.

Performance Objective 9: By May 2027, the campus attendance rate will increase from 94.7% to 96% to support student learning, engagement, and access to daily instruction.

Evaluation Data Sources: Skyward attendance data, SchoolStatus communication records, attendance reports, family contact logs, and attendance recognition records.

Performance Objective 9 Problem Statements:

Perceptions

Problem Statement 1: Student absenteeism has impacted learning continuity, intervention access, and daily engagement for a significant portion of the student population. **Root Cause:** Attendance monitoring, family communication, barrier identification, and support systems have not yet been implemented early or consistently enough to prevent chronic absenteeism patterns.

Goal 4: Improve low performing schools.

Performance Objective 10: By May 2027, the campus will reduce the percentage of students identified as chronically absent from 15.8% to 10% by using early communication, family support, and targeted attendance interventions.

Evaluation Data Sources: Skyward attendance data, SchoolStatus communication records, attendance letters, attendance meeting records, home visit documentation, district attendance reports, and family support records.

Performance Objective 10 Problem Statements:

Perceptions

Problem Statement 1: Student absenteeism has impacted learning continuity, intervention access, and daily engagement for a significant portion of the student population. **Root Cause:** Attendance monitoring, family communication, barrier identification, and support systems have not yet been implemented early or consistently enough to prevent chronic absenteeism patterns.

Policies, Procedures, and Requirements

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

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

Addendums

Early Childhood Literacy Progress Measure 2 - Spring Hill ES													
The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 44% in Spring 2024 to 64% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcomes for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
44%	47%	50%	53%	56%	59%	64%							
Outcomes	40%	45%											
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	40%	41%	n/a	n/a	n/a	n/a	n/a	n/a	44%	n/a	44%	n/a	n/a
2024-2025	44%	45%	n/a	n/a	n/a	n/a	n/a	n/a	47%	n/a	47%	n/a	n/a
Outcomes: 2024-2025	33%	42%	n/a	n/a	n/a	n/a	n/a	n/a	42%	n/a	47%	n/a	n/a
2025-2026	48%	48%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	50%	n/a	n/a
Outcomes: 2025-2026	n/a	49%	n/a	n/a	n/a	n/a	n/a	n/a	44%	n/a	56%	n/a	n/a
2026-2027	52%	52%	n/a	n/a	n/a	n/a	n/a	n/a	53%	n/a	53%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	56%	56%	n/a	n/a	n/a	n/a	n/a	n/a	56%	n/a	56%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	60%	60%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	64%	64%	n/a	n/a	n/a	n/a	n/a	n/a	64%	n/a	64%	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 - Spring Hill 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 33% in Spring 2024 to 64% 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							
33%	38%	43%	48%	53%	58%	64%							
Outcomes	30%	43%											
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%	26%	68%	n/a	n/a	n/a	n/a	11%	27%	n/a	23%	n/a	n/a
2024-2025	44%	32%	69%	n/a	n/a	n/a	n/a	19%	33%	n/a	30%	n/a	n/a
Outcomes: 2024-2025	32%	28%	50%	n/a	n/a	n/a	n/a	7%	30%	n/a	28%	n/a	n/a
2025-2026	48%	38%	70%	n/a	n/a	n/a	n/a	27%	38%	n/a	37%	n/a	n/a
Outcomes: 2025-2026	30%	43%	69%	n/a	n/a	n/a	n/a	26%	43%	n/a	42%	n/a	n/a
2026-2027	52%	44%	71%	n/a	n/a	n/a	n/a	35%	44%	n/a	44%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	56%	50%	72%	n/a	n/a	n/a	n/a	43%	50%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	60%	55%	73%	n/a	n/a	n/a	n/a	50%	55%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	64%	60%	74%	n/a	n/a	n/a	n/a	58%	60%	n/a	60%	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 - Spring Hill ES													
The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 32% in Spring 2024 to 64% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcomes for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
32%	41%	50%	54%	58%	60%	64%							
Outcomes	23%	25%											
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	30%	50%	n/a	n/a	n/a	n/a	18%	25%	n/a	31%	n/a	n/a
2024-2025	n/a	37%	55%	n/a	n/a	n/a	n/a	24%	33%	n/a	38%	n/a	n/a
Outcomes: 2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	11%	22%	n/a	31%	n/a	n/a
2025-2026	n/a	44%	60%	n/a	n/a	n/a	n/a	30%	40%	n/a	45%	n/a	n/a
Outcomes: 2025-2026	n/a	24%	n/a	n/a	n/a	n/a	n/a	21%	24%	n/a	28%	n/a	n/a
2026-2027	n/a	49%	64%	n/a	n/a	n/a	n/a	36%	45%	n/a	50%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	54%	67%	n/a	n/a	n/a	n/a	44%	50%	n/a	55%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	59%	69%	n/a	n/a	n/a	n/a	52%	57%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	64%	71%	n/a	n/a	n/a	n/a	60%	64%	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 - Spring Hill ES													
The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 89% in Spring 2024 to 95% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcomes for Goal-Setting) 89%	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
Outcomes	95%	95%											
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	91%	n/a	n/a	n/a	n/a	n/a	n/a	88%	n/a	93%	n/a	n/a
2024-2025	n/a	92%	n/a	n/a	n/a	n/a	n/a	n/a	89%	n/a	94%	n/a	n/a
Outcomes: 2024-2025	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	93%	n/a	n/a
2025-2026	n/a	93%	n/a	n/a	n/a	n/a	n/a	n/a	90%	n/a	95%	n/a	n/a
Outcomes: 2025-2026	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	94%	n/a	n/a
2026-2027	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	91%	n/a	96%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	97%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	98%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	99%	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 - Spring Hill ES													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 40% in Spring 2024 to 64% 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							
40%	44%	48%	52%	56%	60%	64%							
Outcomes	58%	66%											
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)	10%	45%	n/a	n/a	n/a	n/a	n/a	n/a	43%	n/a	58%	n/a	n/a
2024-2025	19%	48%	n/a	n/a	n/a	n/a	n/a	n/a	47%	n/a	60%	n/a	n/a
Outcomes: 2024-2025	50%	59%	n/a	n/a	n/a	n/a	n/a	n/a	61%	n/a	65%	n/a	n/a
2025-2026	28%	52%	n/a	n/a	n/a	n/a	n/a	n/a	51%	n/a	62%	n/a	n/a
Outcomes: 2025-2026	n/a	73%	n/a	n/a	n/a	n/a	n/a	n/a	61%	n/a	81%	n/a	n/a
2026-2027	36%	56%	n/a	n/a	n/a	n/a	n/a	n/a	55%	n/a	64%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	44%	60%	n/a	n/a	n/a	n/a	n/a	n/a	59%	n/a	66%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	52%	62%	n/a	n/a	n/a	n/a	n/a	n/a	61%	n/a	68%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	64%	n/a	n/a	n/a	n/a	n/a	n/a	64%	n/a	70%	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 - Spring Hill 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 53% in Spring 2024 to 64% 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							
53%	55%	57%	58%	59%	60%	64%							
Outcomes	49%	49%											
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	50%	51%	68%	n/a	n/a	n/a	n/a	46%	51%	n/a	54%	n/a	n/a
2024-2025	53%	53%	69%	n/a	n/a	n/a	n/a	48%	53%	n/a	55%	n/a	n/a
Outcomes: 2024-2025	29%	51%	47%	n/a	n/a	n/a	n/a	26%	48%	n/a	57%	n/a	n/a
2025-2026	55%	55%	70%	n/a	n/a	n/a	n/a	50%	55%	n/a	57%	n/a	n/a
Outcomes: 2025-2026	23%	52%	69%	n/a	n/a	n/a	n/a	27%	49%	n/a	58%	n/a	n/a
2026-2027	57%	57%	71%	n/a	n/a	n/a	n/a	52%	57%	n/a	59%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	59%	59%	72%	n/a	n/a	n/a	n/a	55%	59%	n/a	61%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	62%	62%	73%	n/a	n/a	n/a	n/a	58%	62%	n/a	63%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	64%	64%	74%	n/a	n/a	n/a	n/a	60%	64%	n/a	64%	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