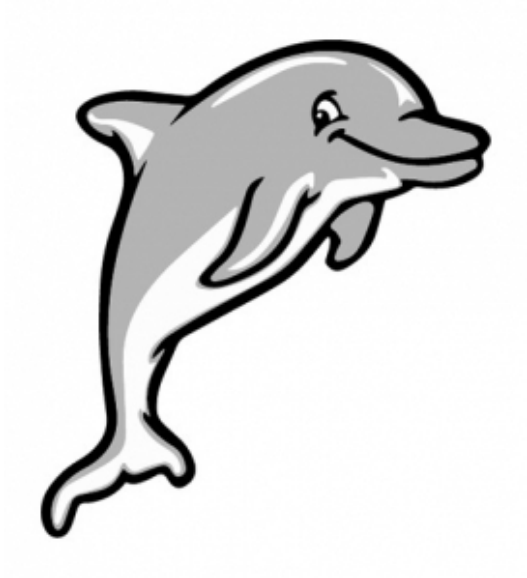
Pflugerville Independent School District

Wilhelmina Delco Elementary

2026-2027

Accountability Rating: D



Mission Statement

Delco Elementary School will provide a rigorous, relevant and engaging academic experience to ALL students to gain one year's growth in math and reading.

Vision

Delco Elementary will foster a culture where everyone takes ownership of learning and supports every learner. We aim to advocate, cultivate connections, promote collaboration, and take equitable actions to ensure the success of all students.

Campus Hashtag: #GoBigBlue

Value Statement

We believe that he community, staff, and students expect and support a quality education as the key to student success.
A safe community contributes to the quality of life in Pflugerville ISD.
Education is an important priority that keeps our community productive and healthy. Our children are afforded equitable educational opportunities to achieve their potential.
WDES students can make a year's worth of academic growth with the appropriate differentiated instruction, intervention, or individualized instruction.
WDES teachers and staff strive to improve their pedagogy, leadership, and collegiality through professional learning, self-reflection, and collaboration.
100% of WDES personnel are committed to passionately serving our students, parents, and community.
100% of WDES personnel believe "All Children Can and Will Learn".

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilhelmina Delco Elementary School is located in north Austin, Texas, a part of the Pflugerville Independent School District, and proudly serves students in Early Education to 5th grade. Named in honor of the esteemed educator and public servant Wilhelmina Delco, the school embodies her dedication to nurturing young minds and fostering a supportive environment for learning. As a Title I School, Delco Elementary prepares students for success in the 21st century. Our school's diverse student body reflects Pflugerville's cultural landscape by fostering a sense of inclusivity and mutual respect among its students and staff. Guided by a team of passionate educators, Delco Elementary is not just a place of learning, but a place where students are empowered to thrive academically, socially, and emotionally.

Student Demographics - Delco ES (Source: TAPR & OnDataSuite)			
	2022-2023	**2023-2024**	**2024-2025**
Total Enrollment	**484**	**486**	**469**
African American	7.0%	6.8%	6.7%
Hispanic	85.3%	82.5%	82.7%
White	2.5%	5.1%	5.5%
American Indian	0.4%	0.6%	0.4%
Asian	2.9%	2.7%	2.6%
Pacific Islander	0.0%	0.0%	0.0%
Two or More Races	1.9%	2.3%	2.2%

Over the past three academic school years our Hispanic population has consistently remained the largest demographic group represented among our student population encompassing more than 80% of the student body.

Student Special Program Identification/Participation - Delco ES (Source: TAPR & OnDataSuite)				
	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	92.5%	94.8%	87.6%	
Emergent Bilingual	69.9%	69.0%	69.9%	
At-Risk	89.7%	84.9%	86.6%	
Special Education	8.9%	11.8%	14.3%	
Gifted & Talented	3.0%	4.1%	4.7%	
Dyslexia	5.4%	4.9%	4.7%	
Section 504	7.3%	6.6%	3.7%	
Immigrant	5.4%	10.1%	11.0%	
Foster Care	0.2%	0.0%	0.0%	
Homeless	0.4%	0.2%	1.0%	
Migrant	0.2%	0.2%	0.2%	

Our Special Programs are outlined in the chart above reflect our Emergent Bilingual and At-Risk populations being the highest populations at our school. The majority of students are identified as At-Risk based on Emergent Bilingual identification, not meeting grade level on math and reading readiness tests in PK-3rd grade, and for not passing STAAR tests in 3rd-5th grade.

Teacher Demographics - Delco ES (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Teachers	**45.2**	**46.9**	**38.5**	**39.4**	
African American	10.4%	12.8%	15.6%	20.3%	
Hispanic	37.6%	40.9%	42.7%	49.0%	
White	52.0%	46.4%	41.8%	30.7%	
American Indian	0.0%	0.0%	0%	0%	
Asian	0.0%	0.0%	0%	0%	
Pacific Islander	0.0%	0.0%	0%	0%	

Teacher Demographics - Delco ES (Source: TAPR)					
Two or More Races	0.0%	0.0%	0%	0%	

Teachers by Years Experience - Delco ES (Source: TAPR)					
	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Beginning Teachers	11.1%	0%	10.3%	5.1%	
1-5 Years Experience	30.8%	48.5%	25.9%	30.4%	
6-10 Years Experience	12.8%	7.7%	14.5%	18.8%	
11-20 Years Experience	29.9%	28.5%	31.1%	30.5%	
21-30 Years Experience	6.6%	5.1%	10.4%	10.2%	
Over 30 Years Experience	8.8%	10.2%	7.8%	5.1%	

Teachers at Delco vary in years of experience.

Demographics Strengths

Our diverse community and students are our strengths. We thrive on this diversity, which gives our school its unique culture. As reflected on the Upbeat Staff survey, diversity, and inclusion are two tenets we value, and it is evident in everything we do at Delco. Our school is unique, colorful, and inclusive.

Delco's community is strong and vibrant. Community stakeholders are eager to start the new school year by welcoming families into our building. Committees will continue to be strengthened to organize events that promote student belonging and family engagement and welcome all to our learning community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance, chronic absenteeism, family engagement, and campus participation data indicate a continued need to strengthen systems that support regular student attendance, increase meaningful family engagement, and reduce barriers that may interfere with student learning and academic success.
Root Cause: Campus systems for proactive outreach, early attendance intervention, two-way communication, family education, community resource coordination, and reducing barriers to participation are not yet implemented consistently for all students and families.

Student Learning

Student Learning Summary

2025-2026 Readiness Screeners

TX-KEA Scores EOY 25-26

Domain	On Track	Monitor	Support
Vocabulary	**24 (80%)**	2 (7%)	4 (13%)
Letter Names	**19 (63%)**	4 (13%)	7 (23%)
Spelling	**19 (63%)**	3 (10%)	8 (27%)
Math	**16 (53%)**	5 (17%)	9 (30%)

TPRI Scores EOY 25-26

Performance Level	Students	Percentage
Above	**37**	**47%**
On Track	**18**	**23%**
Developing	**15**	**19%**
Catch Up	**9**	**11%**
Total Assessed	**79**	**100%**

TELPAS Growth for Years 24-25 and 25-26 and (227904113) - Wilhelmina Delco EL and All Grades and All Proficiencies

		2025-2026			
		Beginning	Intermediate	Advanced	
2024-2025	Beginning	112	77	12	
	Intermediate	46	88	62	
	Advanced	10	29	57	
	Advanced High	1	6	20	

Progressed 1 Level
Progressed 2 or More Levels
Total Progressing
Students Staying the Same
Students Regressing

The TELPAS year-over-year growth data for Wilhelmina Delco Elementary demonstrates overall positive student progress, with 67.42% of students showing growth by advancing one or more proficiency levels. Specifically, 61.54% (136 students) progressed by 1 proficiency level, while 13.12% (29 students) achieved accelerated growth by advancing 2 or more levels. Notably, 77 students who started at the Beginning level in 2024–2025 advanced to Intermediate in 2025–2026, and 62 students transitioned from Intermediate to Advanced. Conversely, 93.21% (206 students) stayed at the same proficiency level. Additionally, 42.53% (94 students) experienced a regression in their TELPAS proficiency score from the previous year, highlighting key areas for targeted intervention and language support moving forward.

Star 360 EOY Reading Spanish 3-5

Benchmark Level	Students	Percentage
At/Above Benchmark	27	79%
On Watch	3	9%
Intervention	3	9%
Urgent Intervention	1	3%
Total Assessed	34	100%

Benchmark Level	Students	Percentage
At/Above Benchmark	39	80%
On Watch	4	8%
Intervention	5	10%
Urgent Intervention	1	2%
Total Assessed	49	100%

Benchmark Level	Students	Percentage
At/Above Benchmark	25	74%
On Watch	5	15%
Intervention	2	6%
Urgent Intervention	2	6%
Total Assessed	34	100%

Star 360 EOY Reading English 3-5

Benchmark Level	Students	Percentage
At/Above Benchmark	17	32%
On Watch	4	8%
Intervention	12	23%
Urgent Intervention	20	38%
Total Assessed	53	100%

Benchmark Level	Students	Percentage
At/Above Benchmark	17	23%
On Watch	10	14%
Intervention	22	30%
Urgent Intervention	24	33%

Benchmark Level	Students	Percentage
Total Assessed	73	100%
Benchmark Level	**Students**	**Percentage**
At/Above Benchmark	24	39%
On Watch	3	5%
Intervention	16	26%
Urgent Intervention	19	31%
Total Assessed	62	100%

Star 360 EOY Math 3-5

Benchmark Level	Students	Percentage
At/Above Benchmark	37	70%
On Watch	5	9%
Intervention	5	9%
Urgent Intervention	6	11%
Total Assessed	53	100%
Benchmark Level	**Students**	**Percentage**
At/Above Benchmark	43	59%
On Watch	17	23%
Intervention	5	7%
Urgent Intervention	8	11%
Total Assessed	73	100%
Benchmark Level	**Students**	**Percentage**
At/Above Benchmark	42	68%
On Watch	9	15%
Intervention	4	6%
Urgent Intervention	7	11%
Total Assessed	62	100%

STAAR Data

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	59%	57%	59%	69%	-	52%	-	75%	59%
At Meets GL Standard or Above	30%	33%	29%	54%	-	19%	-	42%	30%
At Masters GL Standard	9%	3%	10%	31%	-	5%	-	0%	9%
Number of Tests									
At Approaches GL Standard or Above	260	17	214	9	-	11	-	9	258
At Meets GL Standard or Above	130	10	104	7	-	4	-	5	130
At Masters GL Standard	41	1	35	4	-	1	-	0	41
Total Tests	440	30	364	13	-	21	-	12	437
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	70%	83%	68%	67%	-	63%	-	100%	70%
At Meets GL Standard or Above	42%	42%	41%	67%	-	25%	-	80%	42%
At Masters GL Standard	16%	8%	18%	33%	-	0%	-	0%	16%
Number of Tests									
At Approaches GL Standard or Above	132	10	108	4	-	5	-	5	131
At Meets GL Standard or Above	79	5	64	4	-	2	-	4	79
At Masters GL Standard	31	1	28	2	-	0	-	0	31
Total Tests	189	12	158	6	-	8	-	5	188
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	57%	42%	58%	67%	-	50%	-	80%	57%
At Meets GL Standard or Above	26%	33%	25%	50%	-	13%	-	20%	26%
At Masters GL Standard	5%	0%	4%	33%	-	13%	-	0%	5%
Number of Tests									
At Approaches GL Standard or Above	108	5	91	4	-	4	-	4	107
At Meets GL Standard or Above	49	4	40	3	-	1	-	1	49
At Masters GL Standard	10	0	7	2	-	1	-	0	10

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Total Tests	188	12	157	6	-	8	-	5	187
Science									
Percent of Tests									
At Approaches GL Standard or Above	32%	33%	31%	*	-	40%	-	*	32%
At Meets GL Standard or Above	3%	17%	0%	*	-	20%	-	*	3%
At Masters GL Standard	0%	0%	0%	*	-	0%	-	*	0%
Number of Tests									
At Approaches GL Standard or Above	20	2	15	*	-	2	-	*	20
At Meets GL Standard or Above	2	1	0	*	-	1	-	*	2
At Masters GL Standard	0	0	0	*	-	0	-	*	0
Total Tests	63	6	49	*	-	5	-	*	62

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**64**	**D**	
Student Achievement		**58**	**F**	**0%**
STAAR Performance	33	58		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**62**	**D**	**70%**
Academic Growth	51	57	F	
Relative Performance (Eco Dis: 93.4%)		62	D	✓
Closing the Gaps	**28**	**67**	**D**	**30%**

Student Learning Strengths

Multiple data sources reflect student growth for the 2025-2026 school year including TX-KEA, TPRI, Tejas LEE, Star360, 2026 TELPAS and STAAR.

Reading Strengths

- Early literacy readiness is a strength. On the Kindergarten TX-KEA EOY screener, 80% of students were On Track in Vocabulary, while 63% were On Track in Letter Names and Spelling.

- Primary reading performance is generally strong. On the TPRI EOY assessment, 70% of students were either Above or On Track.

- Spanish reading is a significant strength in grades 3–5. On STAR 360 Reading Spanish, 74%–80% of students performed At/Above Benchmark across the three grade-level groups.

- RLA is the strongest STAAR-tested content area. Overall, 70% of students performed at Approaches Grade Level or above, 42% at Meets or above, and 16% at Masters.

- Language development data also shows positive movement. TELPAS results indicate substantial numbers of students advancing proficiency levels, including students moving from Beginning to Intermediate and from Intermediate to Advanced.

Math Strengths

- Kindergarten math readiness shows a majority of students meeting expectations. On TX-KEA, 53% of students were On Track in Math, with an additional 17% in Monitor, meaning 70% were not in the Support category.

- STAR 360 Math results are comparatively strong in grades 3–5. Between 59% and 70% of students performed At/Above Benchmark across the three groups.

- Two of the three STAR Math groups had roughly two-thirds or more of students at benchmark, showing a solid foundation in mathematics for many students.

- On STAAR Mathematics, 57% of students performed at Approaches Grade Level or above, providing evidence that more than half of tested students demonstrated at least foundational grade-level understanding.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement and growth data across multiple campus, district, and state measures indicate that a significant percentage of students are not consistently meeting grade-level expectations in reading, mathematics, science, and other core academic areas.
Root Cause: Campus systems for delivering rigorous Tier I instruction, differentiating instruction, monitoring student progress, and providing timely intervention, acceleration, and enrichment are not yet implemented consistently across all grade levels and classrooms.

Problem Statement 2: Performance, growth, and language-development data indicate persistent achievement gaps among student groups, including Emergent Bilingual students, economically disadvantaged students, students identified as at risk, students receiving special education services, and other students requiring additional academic support.
Root Cause: Instructional staff need continued support, professional learning, planning opportunities, resources, coaching, and research-based strategies to consistently differentiate instruction and meet the academic, linguistic, and individual learning needs of diverse learners.

School Processes & Programs

School Processes & Programs Summary

The pedagogy at our school happens daily, supported by professional development from both the district and our campus. Instruction is periodically monitored through CBAs, unit tests, and summative and formative assessments, and students receive additional support during or after school. In the Spring 2025 semester, we offered Saturday camps, and we anticipate expanding these camps in the 2025-2026 school year.

Students requiring further interventions are referred to our PSST committee, which provides further support for both students and teachers. If more assistance is required, our unique programs offer the necessary resources (see School Processes and Program Strengths). The PSST committee, consisting of interventionists, teachers, instructional coaches, and an administrator, plays a vital role in:

1. Recommending instructional support to teachers.
2. Monitoring student growth and data.
3. Communicating with parents regarding student needs and required support.
4. Making recommendations for additional services and support.

In addition to academic interventions, our school implements the PBIS and Coordinated Health initiatives to foster a positive and healthy school environment. PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors. By establishing consistent behavioral expectations and recognizing students for their positive actions, we aim to create a safe and supportive environment that enhances learning for all students. Our school's Coordinated Health efforts include: parent and community involvement, staff wellness promotion, physical education, and school counseling services.

One of our key strengths is offering after-school tutorials to students needing additional support. This initiative has contributed to student growth by closing learning gaps through extended instructional minutes. To meet the requirements of HB 1416, we have scheduled intervention sessions during the school day and offered before school computer learning labs. Classroom teachers will use targeted instructional resources aligned with students' Accelerated Education Plans.

Professional development is a key focus at our school, with ongoing PD sessions offered year-round by both the curriculum department and our campus leadership. According to the Upbeat Spring Survey 2025, teachers feel that the PD offered meets their needs.

To support teaching and learning, we hold regular meetings, including monthly CAAC sessions, weekly PLCs, staff meetings, and PSST. In addition, we've established specialized cadres—Math and Science, Health and Wellness, Literacy, and Campus Culture and Climate—that play a pivotal role in planning school-wide events and increasing parent engagement. These cadres drive key initiatives and foster a collaborative environment across our school community.

Our campus priorities align with the district's focus on improving attendance and strengthening instructional practices in reading and math. During the first nine-weeks, we will revisit our instructional playbook and reinforce non-negotiables for Tier I and II . Daily walkthroughs will be conducted by administration and instructional coaches to give immediate feedback to teachers critical in impacting student success. We will be implementing Bluebonnet Math this school year for all grade levels with support of our district staff. In addition, we will be incorporating Ellevation strategies to support our Emergent Bilingual students through the use of scaffolding and intentional planning.

To enhance our commitment to innovative education, our school is collaborating with the non-profit organization Transcend on a project titled COMP 3, which aims to integrate computer science education and foster computational thinking among our students. This initiative provides teachers with professional development and resources to effectively incorporate computer science principles into their curriculum. By engaging students in hands-on projects and problem-solving activities, we are equipping them with critical skills needed for the future workforce while promoting a culture of creativity and innovation in our learning environment.

School Processes & Programs Strengths

- Our PSST supports teachers in the problem solving process to better meet the needs of our students.
- Interventionists support students in Kindergarten through 5th grade in English and Spanish.
- After school tutorials are provided for students in need of additional support.
- Before school learning labs will be continued for this coming school year.
- Weekly PLC meetings are held to review student data, create reteaching calendars, and provide teacher support.
- Two temporary hourly retired teachers have been hired part-time to tutor students in the lower grades.
- Collaborative time is provided for teachers to plan for Tier I and Tier II instruction.
- We have an Instructional Coach this year to support teachers in Tier II and Tier III.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus walkthroughs, PLC implementation, student performance data, intervention data, and staff feedback indicate inconsistent implementation of data-driven planning, high-quality Tier I instruction, differentiation, vertical alignment, intervention, enrichment, and instructional adjustment across grade levels and content areas.
Root Cause: The campus does not yet have a consistently implemented and monitored system for collaborative planning, PLCs, instructional coaching, professional learning, data analysis, vertical alignment, progress monitoring, and feedback to ensure instructional practices are responsive to student needs.

Perceptions

Perceptions Summary

	Attendance Rate				Chronic Absenteeism Rate The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.			
	2024-2025 (On Data Suite)	2023-2024 (On Data Suite)	2022-2023 (Reported in 2023-2024 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2024-2025 - Approximate (On Data Suite)	2023-2024 - Approximate (On Data Suite	2022-2023 - Approximate (Reported in 2023-2024 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)
State			**9**	**9**			**2**	**2**

	Attendance Rate				Chronic Absenteeism Rate The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.			
Region 1								2(
Pflugerville ISD	93.4%	9:	9.	9	16.0%	2	1:	2:
Delco E	94.7%	9.	9.	9.	14.1%	2	1:	1:

Attendance Dashboard Year 2024-2025					
1st 6-weeks	2nd 6-weeks	3rd 6-weeks	4th 6-weeks	5th 6-weeks	6th 6-weeks
95.7%	95.6%	94.5%	92.2%	95.5%	95%

The attendance data shows that while the school started strong in the first and second six weeks, meeting or slightly exceeding the 95% attendance goal, there was a noticeable drop in the third and fourth six weeks, with rates falling to 94.5% and 92.2%, respectively. However, attendance did improve in the fifth and sixth six weeks, reaching 95.5% and 95%, the overall trend indicates some inconsistency in maintaining the 95% goal throughout the year. This suggests the need to address factors

contributing to lower attendance in the middle of the year, such as potential seasonal illnesses or student engagement issues, and to implement strategies to sustain higher attendance rates consistently across all periods.

Attendance rates have remained at 94% for the past several years. Our chronic absenteeism rate has decreased from 21.6 % in 2023-2024 to 14.1 in 2024-2025.

Discipline Referrals/removals:

During the school year 2024-2025, we processed 16 referrals compared to 25 in 2023-2024. We will continue to support our teachers and students in the Restorative Practices and Social Emotional Learning.

Spring 2025- Campus Upbeat Staff Survey:

The results of the 2024-2025 EOY Upbeat Survey showed 84% of teacher participation with 32 teachers completing the survey. The survey results show 80% or more in the following areas: Parent/Teacher Commnication, Autonomy, School Safety & Order, Collaboration, Self- Efficacy, and Evaluation. We will continue to focus on the othe other categories to show marked improvement by a least 10 % in both the staff and faculty surveys.

Perceptions Strengths

Teacher Perceptions Data

Teachers responded positively to professional development sessions centered around technology integration. These trainings are equipping educators with practical tools that are enhancing classroom engagement and instructional delivery. In particular, platforms such as IXL and Writable are being well received and effectively used to support instruction in both English Language Arts (ELA) and Math. These digital resources are helping teachers tailor learning experiences and reinforce key skills. Professional development offerings that are directly aligned to current instructional needs, especially those involving digital tools have been acknowledged as timely, relevant, and beneficial to instructional practices.

One of the most frequently cited areas for improvement is vertical alignment. Teachers have expressed a strong interest in structured opportunities to collaborate across grade levels in order to support consistent skill development and scaffolded learning experiences for students. Additionally, while teachers appreciate instructional frameworks like RACE and UPSC, they are requesting more support and training in differentiation and small group instruction. There is also a clear desire for increased autonomy and flexibility in implementing these strategies to better meet the needs of diverse learners. Although initial professional development around technology tools has been helpful, teachers are seeking more ongoing, in-the-moment support and classroom guidance to ensure the effective integration of these tools into daily lessons.

Student Perceptions Data

The data indicates that students feel strongly supported by their teachers, with 94% agreeing or strongly agreeing that their teachers care about them and their learning. This high level of agreement highlights the strength of positive teacher student relationships and the supportive culture within classrooms. Additionally, approximately 82% of students reported feeling safe at school, suggesting that the school climate is generally secure and conducive to learning. Student enjoyment and social connection are also areas of strength, with 90% of students indicating they enjoy being in their classroom and 89% reporting they have friends they can talk to. These results reflect strong classroom environments where students feel welcomed, engaged, and connected to their peers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student, staff, behavior, attendance, and perception data indicate a continued need to strengthen campus systems that promote a safe, supportive, engaging, collaborative, and academically focused learning environment.
Root Cause: Campuswide systems for behavioral expectations, student engagement, staff collaboration, communication, recognition, restorative practices, wellness, relationship-building, and positive school culture are not yet implemented and monitored with consistent fidelity.

Goals

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

Performance Objective 1: By June 2027, Delco Elementary will maintain or increase staff retention and improve staff satisfaction, instructional capacity, and leadership effectiveness through professional learning, coaching, collaboration, mentorship, recognition, leadership development, and other evidence-based supports responsive to identified campus and student needs.

Evaluation Data Sources: Staff retention data; Upbeat survey results; professional-learning participation; PLC implementation data; walkthrough and T-TESS data; staff feedback; mentoring documentation; leadership development participation; student achievement and growth data.

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

Performance Objective 2: By June 2027, Delco Elementary will improve student behavior, engagement, and school climate through consistent campuswide expectations, proactive behavioral supports, restorative practices, relationship-building, and student recognition systems, resulting in a reduction in disciplinary referrals from the prior year.

Evaluation Data Sources: Discipline referrals; behavior data; attendance; student and staff surveys; PBIS/MTSS implementation data; walkthrough data; counselor and administrative records.

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

Performance Objective 3: During the 2026-2027 school year, Delco Elementary will strengthen recruitment, staffing, professional support, and coordinated wellness systems to ensure students are served by effective staff within a healthy, safe, and supportive learning environment.

Evaluation Data Sources: Staff vacancy data; certification data; recruitment data; retention data; staff feedback; wellness participation; attendance; applicable campus health indicators.

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

Performance Objective 1: By June 2027, students in PK-5 will demonstrate increased achievement and academic growth in reading and language arts across campus, district, and state assessments, with all applicable student groups demonstrating progress toward or meeting HB3 and Closing the Gaps targets.

HB3 Goal

Evaluation Data Sources: TX-KEA
TPRI
Tejas LEE
Universal screeners
Campus and district assessments
Interims
STAAR
Progress-monitoring data
Accountability reports

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

Performance Objective 2: By June 2027, students in PK-5 will demonstrate increased achievement and academic growth in mathematics across campus, district, and state assessments, with all applicable student groups demonstrating progress toward or meeting HB3 and Closing the Gaps targets.

High Priority

HB3 Goal

Evaluation Data Sources: TX-KEA/KPM
Star 360
Bluebonnet assessments
Campus and district assessments
Interims
STAAR
Progress-monitoring data
Accountability reports

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

Performance Objective 3: By Spring 2027, at least 60% of Emergent Bilingual students will demonstrate progress of at least one English language proficiency level from the prior year, as measured by TELPAS composite ratings, while demonstrating increased academic achievement and language development across other applicable

Evaluation Data Sources: TELPAS
Universal screeners
Classroom assessments
District assessments
STAAR
Progress-monitoring data
Accountability reports

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

Performance Objective 4:
By June 2027, students will demonstrate increased science achievement across campus, district, and state measures, with fifth-grade STAAR Science performance improving across applicable performance levels and student groups.

High Priority

Evaluation Data Sources: Campus and district science assessments
Interims
STAAR Science
Student work
PLC documentation
Walkthrough data

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

Performance Objective 1: During the 2026-2027 school year, Delco Elementary students will participate in age-appropriate college, career, STEM, and experiential-learning opportunities that connect academic learning to future pathways while strengthening engagement, motivation, critical thinking, communication, collaboration, creativity, and problem-solving.

Evaluation Data Sources: Student participation records
Student work and projects
Reflections
Event documentation
Classroom assessments
Universal screeners
Stakeholder feedback

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2027, Delco Elementary will improve overall campus academic performance and accountability outcomes through strengthened Tier I instruction, accelerated learning, data-driven decision-making, intervention, enrichment, professional learning, leadership development, and systematic progress monitoring for all students and applicable student groups.

High Priority

Evaluation Data Sources: STAAR
TELPAS
Universal screeners

District/campus assessments
PLC documentation
Walkthrough data
MTSS/SST documentation
Student growth data
Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2027, Delco Elementary will increase average daily attendance toward or above the district target of 96% and reduce chronic absenteeism from the prior year through proactive prevention, early intervention, student engagement, family outreach, and targeted student support.

High Priority

Evaluation Data Sources: Attendance reports
Chronic absenteeism reports
Student-level attendance monitoring
Family contact records
Attendance intervention plans
Campus participation data

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By June 2027, Delco Elementary will increase meaningful parent and family participation in academic-focused campus activities from an estimated 45% to at least 55% and strengthen families' capacity to support student achievement, attendance, language development, and learning at home.

Evaluation Data Sources: Event sign-in sheets
Parent feedback surveys
Communication records
Participation data
Family surveys
Attendance data
Applicable student achievement data

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP)

School Improvement Strategy

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

Monitoring of Plan Implementation

Campus leadership will monitor plans through lesson internalization PLCs on Wednesdays. Campus staff and leadership will monitor student data through grade-level PLCs on Monday afternoons focusing on Exit Tickets and Campus Assessments using the Student Work Analysis (DDI) protocol template.

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

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

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

Additional District Actions if Implementation is Unsuccessful

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

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

Reallocation of Resources

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

Campus has utilized Title 1 funds to provide a full time Instructional Coach.

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

The district will also prioritize time and staffing capacity for identified campuses through differentiated Campus Support Team meeting frequency, district leadership involvement,

protected time for campus leadership teams to engage in data analysis and improvement planning, and coordination of district initiatives and external supports to reduce duplication and maximize time available for implementation.

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

Student Performance Goals

Reading Language Arts - English		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	70% / 35% / 9%	77% / 44% / 16%
Grade 4	66% / 40% / 17%	74% / 47% / 22%
Grade 5	74% / 41% / 18%	80% / 48% / 22%
Reading Language Arts - Spanish		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	67% / 37% / 23%	75% / 45% / 26%
Grade 4	62% / 41% / 16%	72% / 48% / 21%
Grade 5	68% / 39% / 18%	76% / 46% / 22%

Math
Grade / Course
Grade 3
Grade 4
Grade 5

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	S (C
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified fo										
	0	0	-	-	-	-	-	0	0	
Academic Achievement Status: Reading/Language Arts (RLA)										

2024	0	0	0	-	-	-	-	0	3	
2025	3	3	-	-	0	-	-	3	3	
2026	3	3	-	-	-	-	-	3	3	
Academic Achievement Status: Mathematics										
2024	2	1	0	-	-	-	-	0	1	
2025	3	2	-	-	0	-	-	3	3	
2026	3	0	-	-	-	-	-	0	0	
Academic Growth Status: RLA										
2024	-	2	-	-	-	-	-	3	3	
2025	3	3	-	-	-	-	-	3	3	
2026	-	3	-	-	-	-	-	3	3	
Academic Growth Status: Mathematics										
2024	-	2	-	-	-	-	-	2	2	
2025	3	3	-	-	-	-	-	3	3	
2026	-	0	-	-	-	-	-	0	0	
Student Success (Student Achievement Domain Score (STAAR Component Only))										
2024	0	0	0	-	-	-	0	0	0	
2025	3	2	2	-	0	-	3	2	3	
2026	0	0	1	-	0	-	0	0	0	
Progress in Achieving English Language Proficiency (EB Current)										
2024									0	
2025									4	
2026									0	

+ Ever HS EBs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and

✦ As of 2026, this group includes students who have received special education services in the preceding school year but not th

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Policies, Procedures, and Requirements

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

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

Addendums

Early Childhood Literacy Plan Campus Goal - Delco ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 24% in Spring 2024 to 70% by June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
24%	50%	55%	60%	63%	65%	70%	
Outcomes	31%	36%					

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	25%	n/a	n/a	n/a	n/a	n/a	7%	25%	n/a	24%	n/a	n/a
2024-2025	n/a	35%	n/a	n/a	n/a	n/a	n/a	25%	35%	n/a	35%	n/a	n/a
Outcomes: 2024-2025	n/a	26%	n/a	n/a	n/a	n/a	n/a	9%	31%	n/a	27%	n/a	n/a
2025-2026	n/a	40%	n/a	n/a	n/a	n/a	n/a	30%	40%	n/a	40%	n/a	n/a
Outcomes: 2025-2026	n/a	34%	n/a	n/a	n/a	n/a	n/a	0%	36%	n/a	35%	n/a	n/a
2026-2027	n/a	45%	n/a	n/a	n/a	n/a	n/a	35%	45%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	50%	n/a	n/a	n/a	n/a	n/a	40%	50%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	55%	n/a	n/a	n/a	n/a	n/a	45%	55%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	50%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

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

Early Childhood Literacy Progress Measure 1 - Delco ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 13% in Spring 2024 to 65% 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	
13%	50%	55%	60%	63%	64%	65%	
Outcomes	27%	29%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	14%	n/a	n/a	n/a	n/a	n/a	0%	14%	n/a	13%	n/a	n/a
2024-2025	n/a	50%	n/a	n/a	n/a	n/a	n/a	30%	50%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	n/a	28%	n/a	n/a	n/a	n/a	n/a	n/a	28%	n/a	23%	n/a	n/a
2025-2026	n/a	55%	n/a	n/a	n/a	n/a	n/a	35%	55%	n/a	55%	n/a	n/a
Outcomes: 2025-2026	n/a	31%	n/a	n/a	n/a	n/a	n/a	n/a	32%	n/a	30%	n/a	n/a
2026-2027	n/a	60%	n/a	n/a	n/a	n/a	n/a	40%	60%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	63%	n/a	n/a	n/a	n/a	n/a	45%	63%	n/a	63%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	64%	n/a	n/a	n/a	n/a	n/a	50%	64%	n/a	64%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	65%	n/a	n/a	n/a	n/a	n/a	55%	65%	n/a	65%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

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

Early Childhood Literacy Progress Measure 2 - Delco ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 28% in Spring 2024 to 75% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
28%	50%	55%	60%	65%	70%	75%	
Outcomes	42%	32%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	24%	n/a	n/a	n/a	n/a	n/a	n/a	27%	n/a	19%	n/a	n/a
2024-2025	n/a	50%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	n/a	47%	n/a	n/a	n/a	n/a	n/a	n/a	41%	n/a	44%	n/a	n/a
2025-2026	n/a	55%	n/a	n/a	n/a	n/a	n/a	n/a	55%	n/a	55%	n/a	n/a
Outcomes: 2025-2026	n/a	39%	n/a	n/a	n/a	n/a	n/a	n/a	34%	n/a	39%	n/a	n/a
2026-2027	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	65%	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	65%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	70%	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	75%	n/a	n/a	n/a	n/a	n/a	n/a	75%	n/a	75%	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 - Delco 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 37% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
37%	50%	55%	60%	65%	58%	70%	
Outcomes	38%	42%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	25%	37%	40%	n/a	n/a	n/a	n/a	9%	36%	n/a	36%	n/a	n/a
2024-2025	50%	50%	50%	n/a	n/a	n/a	n/a	30%	50%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	n/a	36%	n/a	n/a	n/a	n/a	n/a	7%	38%	n/a	35%	n/a	n/a
2025-2026	55%	55%	55%	n/a	n/a	n/a	n/a	35%	55%	n/a	55%	n/a	n/a
Outcomes: 2025-2026	n/a	41%	36%	n/a	n/a	n/a	n/a	13%	43%	n/a	39%	n/a	n/a
2026-2027	60%	60%	60%	n/a	n/a	n/a	n/a	40%	60%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	65%	65%	65%	n/a	n/a	n/a	n/a	45%	65%	n/a	65%	n/a	37%%
Outcomes: 2027-2028													
2028-2029	70%	70%	70%	n/a	n/a	n/a	n/a	50%	70%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	75%	75%	n/a	n/a	n/a	n/a	55%	75%	n/a	75%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade 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 - Delco ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 26% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
26%	36%	49%	55%	58%	65%	70%	
Outcomes	37%	36%					

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	21%	n/a	n/a	n/a	n/a	n/a	7%	21%	n/a	31%	n/a	n/a
2024-2025	n/a	31%	n/a	n/a	n/a	n/a	n/a	17%	31%	n/a	41%	n/a	56%%
Outcomes: 2024-2025	n/a	37%	n/a	n/a	n/a	n/a	n/a	17%	36%	n/a	38%	n/a	n/a
2025-2026	n/a	45%	n/a	n/a	n/a	n/a	n/a	25%	45%	n/a	55%	n/a	n/a
Outcomes: 2025-2026	n/a	36%	n/a	n/a	n/a	n/a	n/a	8%	36%	n/a	40%	n/a	n/a
2026-2027	n/a	55%	n/a	n/a	n/a	n/a	n/a	30%	55%	n/a	58%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	58%	n/a	n/a	n/a	n/a	n/a	43%	58%	n/a	60%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	65%	n/a	n/a	n/a	n/a	n/a	50%	65%	n/a	65%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	n/a	n/a	n/a	n/a	n/a	55%	70%	n/a	70%	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 - Delco ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 96% in Spring 2024 to 100% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
96%	97%	98%	100%	100%	100%	100%	
Outcomes	80%	96%					

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	95%	n/a	n/a	n/a	n/a	n/a	70%	97%	n/a	96%	n/a	n/a
2024-2025	n/a	97%	n/a	n/a	n/a	n/a	n/a	80%	97%	n/a	97%	n/a	n/a
Outcomes: 2024-2025	n/a	81%	n/a	n/a	n/a	n/a	n/a	n/a	81%	n/a	79%	n/a	n/a
2025-2026	n/a	98%	n/a	n/a	n/a	n/a	n/a	85%	98%	n/a	98%	n/a	n/a
Outcomes: 2025-2026	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	98%	n/a	n/a
2026-2027	n/a	100%	n/a	n/a	n/a	n/a	n/a	90%	100%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	100%	n/a	n/a	n/a	n/a	n/a	95%	100%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	100%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

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

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

Early Childhood Math Progress Measure 2 - Delco ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 56% in Spring 2024 to 75% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
56%	65%	68%	70%	72%	73%	75%
Outcomes	79%	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)	n/a	37%	n/a	n/a	n/a	n/a	n/a	n/a	58%	n/a	54%	n/a	n/a
2024-2025	n/a	47%	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	61%	n/a	n/a
Outcomes: 2024-2025	n/a	81%	n/a	n/a	n/a	n/a	n/a	n/a	80%	n/a	83%	n/a	n/a
2025-2026	n/a	50%	n/a	n/a	n/a	n/a	n/a	n/a	68%	n/a	64%	n/a	n/a
Outcomes: 2025-2026	n/a	47%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	52%	n/a	n/a
2026-2027	n/a	55%	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	66%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	72%	n/a	68%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	65%	n/a	n/a	n/a	n/a	n/a	n/a	73%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	n/a	n/a	n/a	n/a	n/a	n/a	75%	n/a	72%	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 - Delco 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 56% in Spring 2024 to 75 % by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
56%	66%	68%	70%	72%	74%	75%
Outcomes	54%	51%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	38%	55%	60%	n/a	n/a	n/a	n/a	39%	54%	n/a	58%	n/a	n/a
2024-2025	45%	62%	65%	n/a	n/a	n/a	n/a	45%	61%	n/a	63%	n/a	n/a
Outcomes: 2024-2025	n/a	55%	n/a	n/a	n/a	n/a	n/a	26%	54%	n/a	57%	n/a	n/a
2025-2026	50%	67%	70%	n/a	n/a	n/a	n/a	50%	66%	n/a	68%	n/a	n/a
Outcomes: 2025-2026	n/a	50%	64%	n/a	n/a	n/a	n/a	13%	51%	n/a	55%	n/a	n/a
2026-2027	55%	72%	75%	n/a	n/a	n/a	n/a	55%	71%	n/a	73%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	60%	77%	78%	n/a	n/a	n/a	n/a	60%	76%	n/a	76%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	78%	80%	n/a	n/a	n/a	n/a	65%	77%	n/a	79%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	80%	85%	n/a	n/a	n/a	n/a	70%	79%	n/a	83%	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