Pflugerville Independent School District

Windermere Elementary School

2026-2027

Accountability Rating: C



Mission Statement

Our Windermere community focuses on providing students with quality instruction, encouragement, and academic excellence in a safe, enriching, and nurturing environment as they continue to grow, thrive, and develop into successful, productive members of our community.

Vision

We envision that our students will become:

- Enthusiastic, life-long learners,
- Effective problem solvers, decision makers, and future leaders
- Enabled to achieve their personal potential, as well as work with others using effective, Win-Win communication
- Empathetic to others' aspirations, needs, and cultures
- Empowered to achieve excellence in all aspects of life equipped with technological knowledge and skills.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Windermere Elementary School is a Title I campus nestled near the boundary of Pflugerville and Round Rock. The school serves more than 650 diverse students. In addition to our core instruction, Windermere Elementary offers a variety of extra-curricular activities, including Destination Imagination and University Interscholastic League (UIL) as well as student council, math pentathlon, and robotics. Additionally, Windermere Elementary is a Unified Champion School and has an afterschool Unity Club Program.

Students

Over the last few years, Windermere Elementary's total student enrollment numbers have remained between 650-700 students, where we proudly identify as one of the most diverse campuses in PfISD. Our students who identify as Two or More Races have increased from 6.4% to 7.22% over the past two years and our students who identify as African American have increased from 22.5% to 24% over the past two years. The other student racial demographics have remained stable.

The student racial demographics are summarized in the chart below.

Student Demographics - Windermere Elementary School

Source: TAPR & OnDataSuite

	2023-2024	2024-2025	2025-2026
Total Enrollment	705	703	665
African American	22.5%	23.61%	24%
Hispanic	41%	38.69%	42.41%
White	24%	23.61%	22.89%

Student Demographics - Windermere Elementary School Source: TAPR & OnDataSuite			
American Indian	0.1%	0.14%	0.15%
Asian	5.8%	5.55%	3.31%
Pacific Islander	0.5%	0.14%	0%
Two or More Races	5.97%	8.25%	7.22%

Special Programs

In the last few years, Windermere Elementary's economically disadvantaged student group has held steady around 60%. The identification of students who are economically disadvantaged is determined by the free and reduced lunch applications. Windermere Elementary is committed to strengthening the completion process for the upcoming 2026-2027 school year. This will ensure the most accurate economic picture of our school community, allowing us to better serve our students and their families.

Windermere Elementary has had a decrease in students served through Section 504 from 4.27% to 2.56%. Section 504 prohibits discrimination on the basis of disability, and Section 504 students are students with a disability that results in a substantial limitation of one or more major life activities. The decrease in the number of Section 504 students is likely due to students with direct dyslexia services now being served through special education. Students identified as having dyslexia is 5.26%.

The number of students served through special education has consistently stayed about the same at 24%. Windermere Elementary is proud to serve all students. Most of our students in special education are served through the resource and inclusion setting, which involves serving the student in the regular education classroom with special education support with small-group help in the special education classroom. Additionally, we have three self-contained special education Functional Academic classrooms which provide services for students who have a significant cognitive deficit and access grade-level standards through prerequisite skills. Additionally, Windermere Elementary has two Early Childhood Special Education (ECSE) classrooms that serve children between the ages of three and five with an identified disability and need for special education service. This includes Walk-on Speech Therapy, Preschoolers Acquiring Language Skills (PALS), Pegasus, and Phoenix.

Finally, the student mobility rate is holding steady between 14% and 15% over the last three years.

The special program identification and participation summary is summarized in the chart below.

Student Special Program Identification/Participation - Windermere Elementary School

Source: TAPR & OnDataSuite

	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	60%	58.32%	**62.11%**
Emergent Bilingual	13%	14.65%	**15%**
At-Risk	53.9%	59.32%	**53%**
Special Education	18.01%	23.19%	**24%**
Gifted & Talented	12.7%	11.81%	**11%**
Dyslexia	4.11%	3.56%	**5.26%**
Section 504	6.1%	4.27%	**2.56%**
Immigrant	1.3%	2.28%	**1.35%**
Homeless	2.7%	3.7%	**3%**
Migrant	0.0%	0.0%	**0%**
Intervention Indicator	14.3%	7.97%	**7.5%**
Campus Mobility Rate	14.1%	14.4%	

Staff

The last few school years we have retained a significant number of our teachers. For the 2025 - 2026 school year, we retained 90% of our teachers from the previous school year. This teacher retention is a testament to our campus culture and climate. The teacher retention rate for 2026-2027 is significantly higher due to the school closing following this school year. Currently, we are at 35% turnover for the next school year.

Our most recent teacher demographics are summarized in the table below.

Teacher Demographics - Windermere Elementary School Source: TAPR			
	2022-2023	**2023-2024**	**2024-2025**
Total Teachers	47.1	49	48
African American	4.2%	10.2**%**	8%
Hispanic	14.8%	14.2%	16.7%
White	76.7%	71.5%	69.4%
American Indian	0.0%	0%	0%
Asian	4.2%	4.1%	6%
Pacific Islander	0.0%	0%	0%
Two or More Races	0.0%	0%	0%

Demographics Strengths

We are proud to be a comprehensive pre-kindergarten (3 & 4 year olds) through 5th grade campus with a diverse community that is supported and celebrated.

We have a Campus Culture Committee, which strives to celebrate every culture in our community to ensure every student feels seen and has a sense of belonging. In the 2025-2026 school year, we hosted an Art Show & Multicultural Night representing 16 unique cultures present at Windermere and around the world. Nearly 400 families enjoyed the night including cultural performances, art styles from around the world, family and staff cultural booths with food samples, and stations with crafts for 7 geographical locations.

At Windermere Elementary, we believe every student should receive the best public education, including differently abled students. As previously mentioned, we are proud to offer a robust special education program, including several Early Childhood Special Education (ECSE) classrooms, three Functional Academics classrooms as well as resource and inclusion services.

We are also proud to extend our students' learning as we have continued our G/T enrichment for our gifted and talented students.

About 90% of our teaching staff has more than three years of experience. Our early career teachers are supported by our increasingly veteran teaching staff and the teacher mentor program to help build strong teaching practices, support, and retention throughout their first three years of the profession.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 24% of our student population is served through special education. Frequent turnover among special education staff has created challenges in providing

consistent instructional support, service delivery, and collaborative planning needed to meet the diverse needs of these students.
Root Cause: Following the district's decision to close the campus after the 2026-2027 school year, several special education staff members sought positions that offered greater long-term stability. This resulted in higher-than-normal turnover within the special education department, creating challenges in maintaining consistent staffing and support structures for students served through special education.

Problem Statement 2: With approximately 62% of students classified as economically disadvantaged and a steady student mobility rate between 14% and 15%, challenges persist around ensuring equitable access to resources and continuity of learning (closing gaps) for these high-need student groups.
Root Cause: The reliance on free and reduced lunch applications to determine economic disadvantage may lead to under-identification or delays in accurately capturing the full scope of student needs. This is compounded by the steady student mobility rate (14-15%), which disrupts consistent access to programs and services.

Student Learning

Student Learning Summary

2025-2026 Universal Screener Results

Students in grades K-5th are assessed with universal screeners/progress monitoring instruments in reading and math at beginning (BOY), middle (MOY), and end (EOY) of the year to identify students who are at-risk for reading and/or math readiness, or who need intervention. We are continuing to make sure that high quality instructional materials are being utilized for both subjects. First and second grade both showed growth in reading from beginning of the year to the end of the year.

Kindergarten

TX-KEA Results: 2025-2026

	% On Track		% Monitor/Support	
	BOY	EOY	BOY	EOY
	25-26	25-26	25-26	25-26
Reading	64%	87%	39%	13%
Math	40%	70%	60%	30%

Reading

TPRI 1st & 2nd Grade Results: 2024-2025 and 2025-2026

	% Developed				% Still Developing			
	BOY		EOY		BOY		EOY	
	24-25	25-26	24-25	25-26	24-25	25-26	24-25	25-26
1st Grade	38%	51%	68.6%	57%	62%	49%	31.4%	43%

Reading								
2nd Grade	36%	37%	64.7%	53%	64%	41%	35.3%	47%

Math								
Star 360 1st & 2nd Grade Results: 2024-2025 and 2025-2026								
	% At/Above Benchmark (Green)				% At Risk (Blue, Yellow, Red)			
	BOY		EOY		BOY		EOY	
	24-25	25-26	24-25	25-26	24-25	25-26	24-25	25-26
1st Grade	37%	40%	39%	55%	63%	60%	61%	45%
2nd Grade	55%	50%	51%	48%	45%	50%	49%	52%

2026 STAAR Results by Subject Area - Overall Combined 3rd-5th Grades

Overall, STAAR Reading scores have decreased for Approaches and Meets and only slightly increased in Masters when looking at percentages of all 3rd, 4th and 5th graders combined. STAAR Math shows a slight decrease in Approaches by 5% from the last year and only slightly decreases in both Meets and Masters. 5th grade STAAR Science scores have decreased in every performance level for the last two years.

STAAR RESULTS BY SUBJECT AREA									
	READING			MATH			SCIENCE (5th Only)		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
Approaches	79%	80%	74%	60%	65%	60%	66%	63%	61%

STAAR RESULTS BY SUBJECT AREA									
Meets	56%	56%	51%	41%	41%	40%	42%	30%	37%
Masters	32%	32%	33%	22%	25%	24%	21%	16%	11%

2026 TELPAS Composite Ratings and Yearly Progress

The data below represents the 2026 TELPAS outcomes for Windermere. Students who have a first language other than English are assessed through TELPAS every year to determine their growth and progress. English language proficiency is assessed through TELPAS in the following 4 domains: Reading, Listening, Speaking and Writing. The TELPAS overall composite scores indicate that students are progressing from beginning to advanced high appropriately as we met our long term target for English Language Proficiency.

TELPAS Overall Composite Scores by Years in U.S. Schools for Windermere EL for 2025 - 2026				
	Beginning	**Intermediate**	**Advanced**	**Advanced High**
Years in U.S. Schools	**% Total**	**% Total**	**% Total**	**% Total**
First Year	0%	0%	0%	0%
Second Year	0%	0%	0%	0%
Third Year	0%	29%	43%	29%
Fourth Year	0%	60%	0%	40%

Years in U.S. Schools	Beginning	Intermediate	Advanced	Advanced High
	% Total	% Total	% Total	% Total
Five or More Years	0%	44%	22%	33%

TELPAS Composite Rating by Progress - Students in U.S. Schools Multiple Years for Windermere EL for 2025 - 2026

Years in U.S. Schools	Students with no Progress	Students Progressing 1 lvl	Students Progressing more than 1 lvl
	% Total	% Total	% Total
First Year	0%	0%	0%
Second Year	0%	0%	0%
Third Year	31%	69%	0%
Fourth Year	0%	0%	0%
Five or More Years	50%	50%	0%

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**82**	**B**	
Student Achievement		**77**	**C**	**0%**
STAAR Performance	49	77		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**83**	**B**	**70%**
Academic Growth	74	83	B	✓
Relative Performance (Eco Dis: 59.1%)		79	C	
Closing the Gaps	**62**	**81**	**B**	**30%**

Student Learning Strengths

Strong Growth in Early Reading Skills:
Kindergarten students demonstrated substantial growth in reading readiness, increasing from 64% On Track at BOY to 87% On Track at EOY, while students requiring Monitor/Support decreased from 39% to 13%. Both first and second grade students increased the percentage of students classified as Developed from BOY to EOY on TPRI, indicating that core reading instruction and intervention supports are positively impacting student achievement.
Primary Grades Growth in Math Readiness. The percentage of Kindergarten students identified as On Track increased from 40% at BOY to 70% at EOY, while students requiring Monitor/Support decreased from 60% to 30%. First grade students performing At/Above Benchmark increased from 40% at BOY to 55% at EOY, and the percentage of students identified as At Risk decreased by 15 percentage points.
Effective Use of High-Quality Instructional Materials:
Continued focus on utilizing high-quality materials in both reading and math for early grades supports foundational skill development, contributing to the significant reading gains in Kindergarten through 2nd grade.
Stable STAAR Reading Performance in Upper Grades:
STAAR Reading scores for 3rd through 5th grades have remained consistent over the last three years across all performance levels (Approaches, Meets, Masters), demonstrating steady reading achievement in upper elementary.
Improvement in STAAR Math at Upper Grades:
STAAR Math Masters performance increased from 22% in 2024 to 24% in 2026, indicating continued achievement among high-performing students.
Positive English Language Proficiency Growth:

TELPAS results indicate students are progressing through proficiency levels, with the majority of multilingual learners performing at the Advanced or Advanced High levels and meeting long-term language acquisition targets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR Science scores for 5th graders have declined across all performance levels over the past two years, with approaches decreasing from 73% to 63% and masters dropping from 21% to 16%
Root Cause: There is a lack of dedicated professional development, and aligned instructional resources compared to reading and math initiatives. The curriculum for science is still new to staff.

Problem Statement 2: Even though there was improvement in Masters, overall STAAR Math performance in 3rd-5th grades declined in 2026, with Approaches decreasing from 65% to 60%.
Root Cause: There is inconsistent implementation of aligned instructional strategies, insufficient targeted professional development and a lack of high quality instructional materials.

Problem Statement 3: Second-grade math achievement remains an area of concern, as only 48% of students met At/Above Benchmark expectations at EOY and 52% remained At Risk, indicating a need for strengthened Tier I instruction and targeted intervention supports.
Root Cause: There is inconsistent implementation of aligned instructional strategies, insufficient targeted professional development and a lack of high quality instructional materials.

Problem Statement 4: Despite growth in early literacy, reading achievement in grades 3-5 declined in 2026, with STAAR Reading Approaches decreasing from 80% to 74% and Meets decreasing from 56% to 51%, indicating a need to strengthen reading comprehension, vocabulary development, and rigorous grade-level instruction.
Root Cause: There is insufficient rigorous, differentiated instruction (utilizing quality reading materials) and variable fidelity in implementing advanced strategies despite existing PD and collaborative structures.

School Processes & Programs

School Processes & Programs Summary

Campus Leadership and Decision-Making Committees

Windermere Elementary has several leadership committees, including Team Leaders, Campus Climate and Culture Team, Culture Committee, Reading and Language Arts Vertical Learning Community, PBIS and Math Vertical Learning Community.

Our Team Leaders represent each grade-level team as well as our special education team, intervention team, and specials team. The Team Leaders meet the second Wednesday of every month to review campus academic data and assess current campus needs to make decisions regarding instructional programs. In addition, they troubleshoot current campus problems to create solutions that benefit our students and teachers. At the end of the year, the Team Leaders plan for the upcoming school year by creating the following year's school-wide schedule, establishing dates for campus-wide events, and updating the staff handbook.

Our Campus Climate and Culture Team has a member from each grade-level team as well as our special education team, intervention team, and specials team. The Campus Climate and Culture Team meets the fourth Wednesday of every month. This committee integrates current district initiatives of PBIS, Trauma Informed SEL, Restorative Practices and Attendance into a blended model that is supported by one campus based team. The intended outcome is to work smarter, not harder to implement school wide systems that support the whole child.

Our Campus Culture Team has a member from each grade-level team. This committee meets the fourth Wednesday of every month and is committed to ensuring all students' cultures are celebrated throughout the school year. This committee identifies all relevant cultural celebrations and then helps decorate a main hallway bulletin board and showcase for the various cultural celebrations. Additionally, this committee creates videos to share information about these cultural celebrations, which are streamed on our school-wide morning broadcast. They also plan and lead the Multicultural Night to celebrate the cultural diversity of our school, families, and community.

Our Reading and Language Arts Vertical Learning Community meets on the fourth Wednesday of every month. This team consists of a representative from kindergarten through fifth grade as well as a special education teacher and interventionists. This committee is focused on ensuring our reading and language arts instruction is aligned throughout all grade-levels so that students receive consistent academic vocabulary and strategies throughout their time at Windermere Elementary. Members will analyze student writing samples from each grade-level to improve instructional practices and student learning outcomes.

Our Math Vertical Learning Community also meets on the fourth Wednesday of every month. This team consists of a representative from kindergarten through fifth grade as well as a special education teacher and an interventionist. For the 2026–2027 school year, this committee’s primary focus is ensuring fidelity of implementation of the Bluebonnet Math curriculum across all grade levels. Members will collaborate to internalize curriculum components, analyze student work and

instructional practices, and support consistent, high-quality math instruction to improve student learning outcomes.

The Campus Academic Advisory Council (CAAC) continues to meet quarterly to help inform decisions and the campus leadership team meets monthly. The campus leadership team shares concerns and problem solves together so that there is shared decision-making.

The Parent-Teacher Organization (PTO) meets once a month. PTO is a volunteer group of parents and teachers that work together to plan family-fun events, build a strong community and raise funds for school needs. All meetings offer an in-person and virtual option for participants.

The Community Schools Committee is an initiative that engages local community members as active stakeholders in schools. It provides a platform for them to voice opinions, volunteer, and learn how to support local education. By fostering collaboration, the committee strengthens the partnership between schools and the community, enhancing student success and creating a shared sense of responsibility for the school's growth.

Professional Development

Professional development needs are based on campus assessment data and discipline data. Individual professional development needs are based on T-TESS appraisals and student performance data. Additionally, Windermere Elementary strives to give teachers voice and choice in professional development. Our campus professional development plan includes our Windermere Flight School, Professional Learning Communities, and self-selected professional development.

Our Windermere Flight School occurs on the third Wednesday of every month afterschool. Teachers learn strategies to ensure their instructional practices and our student outcomes soar. Our targeted objectives for this time include strategies for teaching reading, campus-wide math problem solving strategies, implementing small group instruction, cooperative learning strategies, and analyzing student data.

For the 2025-2026 school year, teachers completed the Upbeat Survey. According to this survey, 88% of teachers stated the professional development organized by my school's leadership team helps me improve my teaching. 97% of teachers state that the work environment at Windermere supports their ongoing professional growth according to the Upbeat Survey. For the 2026-2027 school year, Windermere teachers will be able to continue to request professional development based on their own instructional goals, which are created through the T-TESS goal setting process. There will also be implementation of a new math curriculum schoolwide which is what most of the professional learning will be focused on for the year.

Our Professional Learning Communities (PLCs) meet every two weeks with administrators. During this designated PLC time, grade-level teachers, special education teachers, interventionists, and administrators work together to identify essential student learning objectives, decide how to evaluate student learning, and analyze student data. Then, the PLC decides how to support struggling students as well as extend learning for students who understand the concepts. For the 2026-2027 school year, our PLCs are focusing on math instruction in response to the 2025-2026 math data. We will also be focusing on the implementation of the Bluebonnet math curriculum. Teams will create common assessments to evaluate students' understanding and respond to students' needs based on the resulting data.

Scheduling

The school wide schedule was developed to ensure that every grade level has the appropriate amount of instructional minutes. Furthermore, the schedule designates whole group and small group instruction times, which allows administration to strategically plan walk-throughs and observations. This designated time also ensures Tier III pull-outs, including intervention and special education, do not occur during whole group instruction. We will also be updating the master schedule to include embedded time for PLC's.

The Special Areas teachers have a rotating schedule that allows students to obtain their required special areas and P.E. minutes. We will prioritize students needing support regarding HB1416 through required accelerated instruction for math and reading. If students did not attend summer school, after school tutoring will be provided for additional support. The school wide schedule has been arranged in a way that will allow for interventions to take place during the required intervention times.

Student Support Services

Our behavior expectations are posted throughout the building. Students caught "soaring" by meeting the hallway, cafeteria, classroom expectations are rewarded points. Points are tracked may be used for in class SOAR store with tangible and other exciting incentives, or saved for campus wide events. Additionally, these points are being tracked digitally. This digital system allows administration to ensure all staff members are implementing the school-wide PBIS system with fidelity. Teachers are also able to recognize students who exceed campus expectations by nominating a student for the Golden Feather Award. Students nominated for this award receive a certificate that is displayed in the main hallway and are featured on our campus morning broadcast. Finally, there is a behavior flowchart and an immediate help request form have both been linked on a staff site in order to help with behavior needs. For the 2026-2027 school year, we will emphasize the difference between minor and major behaviors. We will remind teachers throughout the year to refer to the flowchart and ask some accountability questions to ensure prior steps have been addressed.

Our students experiencing homelessness is 3%, and 62% of our students are considered economically disadvantaged. To support these students, we provide a variety of services. Our students experiencing homelessness are served through McKinney Vento, which provides transportation, daily necessities, holiday and break resources, and school supplies. In addition to these services, our campus has a clothing closet. This closet also has additional school supplies and is available to our students as well as their families. Finally, our school counselor coordinates the Backpack Friends program. This program works with the surrounding community to provide food to our families in need.

Our Problem Solving Support Team (PSST) reviews student academic and behavior data to support students and teachers. This team creates plans to support

student learning outcomes based on the Multi Tiered System of Support approach.

Communication

All stakeholders will receive timely communication. The principal will continue to send out the Windermere Weekly to parents and guardians every Monday. This digital newsletter includes important information and upcoming campus dates. The administrative team will continue to send out the Talon Times to staff every Monday. This website includes important information, upcoming campus data, and weekly action items.

Teachers are expected to work in active partnership with parents and guardians. Teacher communication includes in-person conferences, emails, and phone calls.

School Processes & Programs Strengths

Exemplary and Master Designated Teachers

In the state of Texas, House Bill 3 established the Teacher Incentive Allotment, whereby outstanding Texas teachers can earn a designation – a distinction awarded to highly effective public school teachers. The three levels of designation are Recognized, Exemplary, and Master.

Windermere Elementary is proud to have 23 teachers designated as either recognized, exemplary or master teachers.

Vertically Aligned Instruction

Windermere Elementary has been a pre-kindergarten through fifth grade campus for six years. Prior, pre-kindergarten through second grade and third through fifth grade were on two separate campuses. We are dedicated to aligning our reading and math instruction. This alignment continues to improve through our Reading and Language Arts Learning Vertical Community and Math Vertical Learning Community.

Professional Development

Windermere Elementary has designated the third Wednesday of every month toward our staff's professional development. The Windermere Flight School will improve our instructional practices and student outcomes through targeted professional development. Windermere Flight School, PLCs, and self-selected PD provide teachers voice and choice, resulting in increased teacher satisfaction and professional growth, as shown by the 88% favorable Upbeat Survey response.

Strategically Designed Scheduling

The school-wide schedule thoughtfully balances instructional time, intervention periods, and special areas, allowing for targeted support without disrupting core learning.

Effective Communication Practices

Weekly digital newsletters to families and clear teacher-parent communication expectations foster transparency and engagement among all stakeholders.

Extracurricular Opportunities

At Windermere Elementary, we are committed to growing the whole child. We have a multitude of extracurricular programs and enrichment opportunities for our students and families, including:

- Destination Imagination
- University Interscholastic League
- Math Pentathlon
- Chess Team
- Robotics Team
- Student Council
- Choir
- Academic Night
- Art Show and Multicultural Night
- Pancakes in Pajamas
- Valentines Day Dance

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While schoolwide PBIS systems and behavior supports are in place, staff members need continued support and accountability to consistently distinguish between minor and major behaviors and implement campus behavior systems with fidelity.
Root Cause: Teachers require additional training in student engagement strategies aligned with current best practices. Furthermore, the existing social-emotional learning (SEL) curriculum is outdated and lacks consistent implementation across grade levels and teams.

Problem Statement 2: Teacher engagement (ex. being in the power zone, facilitating student lead instruction, etc.) is a concern across all grade levels based on administrator and instructional coach walkthroughs throughout the year.
Root Cause: Due to behavior needs, administrators have not been able to complete walkthroughs as often as needed to track whether professional learning regarding engagement strategies are being implemented consistently.

Problem Statement 3: With 62% of students identified as economically disadvantaged and 3% experiencing homelessness, some students continue to face barriers that may impact academic achievement, attendance, and overall school success, requiring ongoing coordinated support from campus and community resources.
Root Cause: While campus support systems are in place, the increasing social, emotional, and basic needs of economically disadvantaged students and students experiencing homelessness require ongoing coordination of services and resources to ensure equitable access to learning opportunities.

Perceptions

Perceptions Summary

Windermere Elementary continues to provide parent engagement opportunities as parents have asked for more of this, including the opportunity to be involved in volunteer opportunities. This includes helping in the library, helping teachers in their classrooms, organizing events through PTO and serving as members of the CAAC. We have two academic nights and a fine arts/diversity night planned for the year along with a STAAR information night for parents.

The principal continues to provide weekly communication to staff and parents regarding upcoming events and initiatives in the Windermere Weekly. This Smore newsletter is sent out by email, is posted on the school Facebook site and is listed on the school website under Principal’s Weekly Update.

As evidenced in survey data, teachers at Windermere feel that they work hard on building trusting relationships with parents, but don't always feel like parents and teachers work together as partners as evidenced in Upbeat Survey data.

According to survey data, teacher perception is that behaviors are not consistently enforced by campus teachers and are not fairly applied across the campus even though 85% feel that the environment is safe for students.

For the 2025-2026 school year, our average attendance rate was 94.1% which was a slight increase from the year before which was 93.6%. However, 16.4% of students were labeled as having chronic absenteeism.

Windermere had a general education behavior interventionist for the second year during the 25-26 school year who helped students all day everyday with behavior. We're continuing to work on social-emotional learning but will push for even more involvement by teachers during the 26-27 school year. Over the course of 2 years, referrals to administrators for behavior assistance has decreased but is still continuing to be a large part of administrators daily work.

Perceptions Strengths

We continue striving to be a campus that promotes kindness and safety through No Place for Hate and our PBIS committee. Communication with our parents continues to be strong as parents have given feedback stating that they like being up-to-date as much as possible. Using the new app the school purchased, parents and teachers have a way to communicate with each other in a more efficient way. Windermere has been a community school for so many years and we continue to have multiple families that have gone through the school and come back either as parents or as employees. It creates a true community family feeling that can be felt all over the school.

- **Active Parent Engagement Opportunities:**
  Parents are encouraged to participate in the school community through volunteering, PTO leadership, CAAC membership, academic nights, fine arts and multicultural events, and campus-based activities.
- **Strong Relationships with Families**
  Survey data indicates that staff members prioritize establishing trusting relationships with parents and guardians and recognize the importance of family engagement in supporting student success.
- **Consistent and Multi-Platform Communication:**
  The principal provides weekly communication through the Windermere Weekly newsletter, which is distributed through email, social media, and the campus website to keep families and staff informed of important events and initiatives.
- **Safe Learning Environment:**
  According to survey data, 85% of teachers believe the campus provides a safe environment for students.
- **High Overall Student Attendance:**
  The campus average attendance rate increased from 93.6% to 94.1%, reflecting ongoing efforts to promote student attendance and engagement.
- **Commitment to Supporting the Whole Child:**
  Through behavior intervention services, social-emotional learning initiatives, family engagement opportunities, and campus-wide communication systems, the school continues to foster a positive and supportive learning environment for students and families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although overall attendance is high, approximately 16% of students miss 10% or more school days, signaling a need for targeted strategies to reduce chronic absenteeism and improve student engagement.
Root Cause: Existing attendance supports and initiatives are not fully integrated with family engagement efforts or sufficiently targeted to address barriers faced by economically disadvantaged and homeless students, despite available services like McKinney Vento and Backpack Friends.

Problem Statement 2: Behavior expectations are not consistently enforced or fairly applied across the campus, which may undermine the positive behavior culture and student support efforts.
Root Cause: The inconsistent enforcement and unfairness perceptions stem from updated social-emotional learning strategies coupled with variable fidelity in applying the campus-wide PBIS framework and behavior flowchart protocols.

Goals

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

Performance Objective 1: Windermere Elementary will implement consistent and collaborative hiring practices that incorporate staff input and utilize a rubric aligned to the vision and values of Pflugerville ISD, while strengthening onboarding and support systems for teachers new to the campus, as evidenced by improved staff perception data on the Upbeat Survey by the end of the 2026-2027 school year.

Evaluation Data Sources: Upbeat climate survey results will indicate staff input in hiring quality teaching staff.

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

Performance Objective 2: WES will support and develop all campus staff by providing monthly ongoing professional development which will increase teacher satisfaction from 88% to 93% as evidenced in teacher Upbeat survey at the end of 2026-2027.

Evaluation Data Sources: Survey data will show an increase by the end of the 26-27 school year.

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Teacher engagement (ex. being in the power zone, facilitating student lead instruction, etc.) is a concern across all grade levels based on administrator and instructional coach walkthroughs throughout the year. **Root Cause**: Due to behavior needs, administrators have not been able to complete walkthroughs as often as needed to track whether professional learning regarding engagement strategies are being implemented consistently.

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

Performance Objective 1: By June 2027, there will be increases in both Growth and Achievement on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

3rd-62% App, 32% Meets, 15% Masters
4th-70% App, 44% Meets, 30% Masters
5th-66% App, 36% Meets, 18% Masters

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment
Campus and District Assessments
Walk-through feedback
Progress Monitoring Data
Accountability reports

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

Performance Objective 2: By June 2027, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

3rd-77% App, 48% Meets, 22% Masters
4th-78% App, 54% Meets, 22% Masters
5th-84% App, 66% Meets, 43% Masters

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment
Campus and District Assessments
Walk-through feedback
Progress Monitoring Data

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Despite growth in early literacy, reading achievement in grades 3-5 declined in 2026, with STAAR Reading Approaches decreasing from 80% to 74% and Meets decreasing from 56% to 51%, indicating a need to strengthen reading comprehension, vocabulary development, and rigorous grade-level instruction. **Root Cause**: There is insufficient rigorous, differentiated instruction (utilizing quality reading materials) and variable fidelity in implementing advanced strategies despite existing PD and collaborative structures.

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

Performance Objective 3: By June 2027, there will be increases at all performance levels on 5th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success targets.

-Approaches from 64% to 72%
-Meets from 30% to 39%
-Masters from 17% to 25%

Evaluation Data Sources: STAAR Science results
Campus and District Assessments
Walk-through feedback
Progress Monitoring Data
Accountability reports

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

Performance Objective 4: Throughout the 2025-2026 school year to meet HB3 Goals, WES K-5 teachers will increase their knowledge of best practices in tiered reading and math interventions resulting in increases in on-level students from EOY universal screeners in 2026 to EOY 2027, specifically:
-Kinder Reading: from 87% to 90%
-Kinder Math: from 60% to 75%
-1st - 3rd Grade Reading: from 60% to 65%
-1st - 3rd Grade Math: from 52% to 65%

HB3 Goal

Evaluation Data Sources: STAAR
Progress Monitoring
Star360 data
TX-KEA

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Even though there was improvement in Masters, overall STAAR Math performance in 3rd-5th grades declined in 2026, with Approaches decreasing from 65% to 60%. **Root Cause**: There is inconsistent implementation of aligned instructional strategies, insufficient targeted professional development and a lack of high quality instructional materials.
Problem Statement 3: Second-grade math achievement remains an area of concern, as only 48% of students met At/Above Benchmark expectations at EOY and 52% remained At Risk, indicating a need for strengthened Tier I instruction and targeted intervention supports. **Root Cause**: There is inconsistent implementation of aligned instructional strategies, insufficient targeted professional development and a lack of high quality instructional materials.
Problem Statement 4: Despite growth in early literacy, reading achievement in grades 3-5 declined in 2026, with STAAR Reading Approaches decreasing from 80% to 74% and Meets decreasing from 56% to 51%, indicating a need to strengthen reading comprehension, vocabulary development, and rigorous grade-level instruction. **Root Cause**: There is insufficient rigorous, differentiated instruction (utilizing quality reading materials) and variable fidelity in implementing advanced strategies despite existing PD and collaborative structures.

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

Performance Objective 5: By the end of the 2026-2027 school year, the English proficiency of 65% of Emergent Bilingual students in grades 3rd-5th will

increase at least one level on the TELPAS composite ratings.

Evaluation Data Sources: Telpas

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

Performance Objective 1: By May 2027, WES will promote College and Career Readiness with students and parents by wearing college shirts each Wednesday of the school year and measured by observation of participation.

Evaluation Data Sources: Conversations with students about colleges and careers discussed.
College/Career T-shirt participation.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2026-2027 school year, WES will increase the student attendance rate from 94% in the prior year to 98%. The Chronic Absenteeism rate will decrease from 16% to 12%.

Evaluation Data Sources: Attendance Daily average at or above 98%, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027 school year, WES will utilize Restorative Practices/PBIS Rewards and SOAR points to encourage positive behavior and reduce the number of office referrals to no more than 30.

Evaluation Data Sources: Office referral data
Student climate survey data

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Despite growth in early literacy, reading achievement in grades 3-5 declined in 2026, with STAAR Reading Approaches decreasing from 80% to 74% and Meets decreasing from 56% to 51%, indicating a need to strengthen reading comprehension, vocabulary development, and rigorous grade-level instruction. **Root Cause**: There is insufficient rigorous, differentiated instruction (utilizing quality reading materials) and variable fidelity in implementing advanced strategies despite existing PD and collaborative structures.

School Processes & Programs
Problem Statement 1: While schoolwide PBIS systems and behavior supports are in place, staff members need continued support and accountability to consistently distinguish between minor and major behaviors and implement campus behavior systems with fidelity. **Root Cause**: Teachers require additional training in student engagement strategies aligned with current best practices. Furthermore, the existing social-emotional learning (SEL) curriculum is outdated and lacks consistent implementation across grade levels and teams.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2026-2027 school year, WES will collaborate with parents and the community in meaningful ways to improve the culture, climate, relationships and improved student academic outcomes as shown by a 10% increase in positive responses on the Family Engagement survey.

Evaluation Data Sources: Climate Surveys
School Feedback via Email
Improved student academic outcomes

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By Spring 2027, to ensure Coordinated School Health, 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: Fitnessgram results

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Windermere 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 B to A
-- Domain 1 Rating will improve from C to B or above
-- Domain 2 Rating will improve from B to A
-- Domain 3 Rating will improve from B to A

Evaluation Data Sources: Accountability reports

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: STAAR Science scores for 5th graders have declined across all performance levels over the past two years, with approaches decreasing from 73% to 63% and masters dropping from 21% to 16% **Root Cause**: There is a lack of dedicated professional development, and aligned instructional resources compared to reading and math initiatives. The curriculum for science is still new to staff.

Problem Statement 2: Even though there was improvement in Masters, overall STAAR Math performance in 3rd-5th grades declined in 2026, with Approaches decreasing from 65% to 60%. **Root Cause**: There is inconsistent implementation of aligned instructional strategies, insufficient targeted professional development and a lack of high quality instructional materials.

Problem Statement 3: Second-grade math achievement remains an area of concern, as only 48% of students met At/Above Benchmark expectations at EOY and 52% remained At Risk, indicating a need for strengthened Tier I instruction and targeted intervention supports. **Root Cause**: There is inconsistent implementation of aligned instructional strategies, insufficient targeted professional development and a lack of high quality instructional materials.

Problem Statement 4: Despite growth in early literacy, reading achievement in grades 3-5 declined in 2026, with STAAR Reading Approaches decreasing from 80% to 74% and Meets decreasing from 56% to 51%, indicating a need to strengthen reading comprehension, vocabulary development, and rigorous grade-level instruction. **Root Cause**: There is insufficient rigorous, differentiated instruction (utilizing quality reading materials) and variable fidelity in implementing advanced strategies despite existing PD and collaborative structures.

Policies, Procedures, and Requirements

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

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

Addendums

Early Childhood Literacy Plan Campus Goal - Windermere ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 47% in Spring 2024 to 68% 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	
47%	58%	60%	61%	63%	65%	68%	
Outcomes	41%	40%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	38%	31%	75%	n/a	n/a	n/a	n/a	17%	42%	n/a	n/a	n/a	n/a
2024-2025	40%	35%	76%	n/a	n/a	n/a	n/a	25%	43%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	31%	29%	68%	n/a	n/a	n/a	n/a	8%	30%	n/a	n/a	n/a	n/a
2025-2026	42%	39%	77%	n/a	n/a	n/a	n/a	29%	44%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	26%	39%	54%	n/a	n/a	n/a	n/a	24%	26%	n/a	n/a	n/a	n/a
2026-2027	43%	45%	78%	n/a	n/a	n/a	n/a	35%	45%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	45%	49%	79%	n/a	n/a	n/a	n/a	39%	46%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	47%	52%	80%	n/a	n/a	n/a	n/a	40%	47%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	49%	55%	81%	n/a	n/a	n/a	n/a	41%	48%	n/a	n/a	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 - Windermere ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 24% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
24%	30%	35%	40%	45%	50%	60%	
Outcomes	21%	20%					

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	n/a	16%	n/a	40%	n/a	n/a
2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	n/a	20%	n/a	42%	n/a	n/a
Outcomes: 2024-2025	n/a	13%	n/a	n/a	n/a	n/a	n/a	n/a	16%	n/a	33%	n/a	n/a
2025-2026	n/a	22%	n/a	n/a	n/a	n/a	n/a	n/a	22%	n/a	44%	n/a	n/a
Outcomes: 2025-2026	n/a	7%	n/a	n/a	n/a	n/a	n/a	n/a	11%	n/a	38%	n/a	n/a
2026-2027	n/a	24%	n/a	n/a	n/a	n/a	n/a	n/a	24%	n/a	46%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	26%	n/a	n/a	n/a	n/a	n/a	n/a	26%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	28%	n/a	n/a	n/a	n/a	n/a	n/a	28%	n/a	50%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	30%	n/a	n/a	n/a	n/a	n/a	n/a	30%	n/a	52%	n/a	n/a
Outcomes: 2029-2030													

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

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

Early Childhood Literacy Progress Measure 2 - Windermere ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 36% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
36%	40%	42%	45%	50%	55%	60%	
Outcomes	29%	59%					

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)	27%	38%	50%	n/a	n/a	n/a	n/a	21%	28%	n/a	44%	n/a	n/a
2024-2025	30%	40%	52%	n/a	n/a	n/a	n/a	23%	30%	n/a	46%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14%	n/a	n/a	n/a	n/a
2025-2026	32%	42%	54%	n/a	n/a	n/a	n/a	25%	32%	n/a	48%	n/a	n/a
Outcomes: 2025-2026	60%	58%	67%	n/a	n/a	n/a	n/a	58%	51%	n/a	68%	n/a	n/a
2026-2027	34%	44%	56%	n/a	n/a	n/a	n/a	27%	34%	n/a	50%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	36%	46%	58%	n/a	n/a	n/a	n/a	29%	36%	n/a	52%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	38%	48%	60%	n/a	n/a	n/a	n/a	30%	38%	n/a	54%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	40%	50%	62%	n/a	n/a	n/a	n/a	32%	40%	n/a	56%	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 - Windermere ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 46% in Spring 2024 to 66% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
46%	56%	58%	60%	62%	64%	66%	
Outcomes	42%	50%					

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)	34%	36%	68%	n/a	73%	n/a	68%	25%	53%	n/a	71%	n/a	n/a
2024-2025	36%	38%	69%	n/a	74%	n/a	69%	27%	55%	n/a	72%	n/a	n/a
Outcomes: 2024-2025	29%	36%	62%	n/a	n/a	n/a	43%	19%	34%	n/a	50%	n/a	n/a
2025-2026	38%	40%	70%	n/a	75%	n/a	70%	29%	57%	n/a	73%	n/a	n/a
Outcomes: 2025-2026	38%	49%	65%	n/a	n/a	n/a	32%	22%	39%	n/a	45%	n/a	n/a
2026-2027	40%	42%	71%	n/a	76%	n/a	71%	31%	59%	n/a	74%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	42%	44%	72%	n/a	77%	n/a	72%	33%	61%	n/a	75%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	44%	46%	73%	n/a	78%	n/a	73%	35%	63%	n/a	76%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	46%	48%	74%	n/a	79%	n/a	74%	37%	65%	n/a	77%	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 - Windermere 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 62% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
32%	41%	49%	54%	58%	60%	62%	
Outcomes	33%	27%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	25%	19%	50%	n/a	n/a	n/a	n/a	8%	26%	n/a	n/a	n/a	n/a
2024-2025	29%	31%	55%	n/a	n/a	n/a	n/a	18%	33%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	12%	33%	47%	n/a	n/a	n/a	n/a	12%	21%	n/a	n/a	n/a	n/a
2025-2026	33%	44%	60%	n/a	n/a	n/a	n/a	29%	40%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	16%	21%	46%	n/a	n/a	n/a	n/a	18%	19%	n/a	n/a	n/a	n/a
2026-2027	38%	49%	63%	n/a	n/a	n/a	n/a	35%	45%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	44%	53%	67%	n/a	n/a	n/a	n/a	41%	50%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	50%	55%	69%	n/a	n/a	n/a	n/a	46%	52%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	54%	57%	71%	n/a	n/a	n/a	n/a	51%	54%	n/a	n/a	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 - Windermere ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 93% in Spring 2024 to 97% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
93%	94%	94%	95%	95%	96%	97%	
Outcomes	93%	77%					

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	n/a	94%	n/a	100%	n/a	n/a
2024-2025	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	100%	n/a	n/a
Outcomes: 2024-2025	n/a	87%	n/a	n/a	n/a	n/a	n/a	n/a	91%	n/a	95%	n/a	n/a
2025-2026	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	100%	n/a	n/a
Outcomes: 2025-2026	n/a	64%	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	85%	n/a	n/a
2026-2027	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	97%	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 - Windermere ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 69% in Spring 2024 to 86% 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	
69%	72%	75%	78%	81%	84%	86%	
Outcomes	38%	70%					

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%	73%	85%	n/a	n/a	n/a	n/a	36%	66%	n/a	78%	n/a	n/a
2024-2025	52%	74%	86%	n/a	n/a	n/a	n/a	38%	68%	n/a	80%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29%	n/a	n/a	n/a	n/a
2025-2026	54%	75%	87%	n/a	n/a	n/a	n/a	40%	70%	n/a	82%	n/a	n/a
Outcomes: 2025-2026	60%	70%	83%	n/a	n/a	n/a	n/a	75%	58%	n/a	79%	n/a	n/a
2026-2027	56%	76%	88%	n/a	n/a	n/a	n/a	42%	72%	n/a	84%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	58%	77%	89%	n/a	n/a	n/a	n/a	44%	74%	n/a	86%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	60%	78%	90%	n/a	n/a	n/a	n/a	46%	76%	n/a	88%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	62%	79%	91%	n/a	n/a	n/a	n/a	48%	78%	n/a	90%	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 - Windermere 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 71% 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%	58%	63%	65%	67%	69%	71%	
Outcomes	40%	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)	45%	44%	71%	n/a	73%	n/a	74%	27%	45%	n/a	61%	n/a	n/a
2024-2025	47%	46%	73%	n/a	74%	n/a	75%	29%	47%	n/a	63%	n/a	n/a
Outcomes: 2024-2025	22%	38%	60%	n/a	n/a	n/a	38%	26%	31%	n/a	47%	n/a	n/a
2025-2026	49%	48%	75%	n/a	75%	n/a	76%	31%	49%	n/a	65%	n/a	n/a
Outcomes: 2025-2026	25%	37%	67%	n/a	n/a	n/a	32%	22%	31%	n/a	48%	n/a	n/a
2026-2027	51%	50%	76%	n/a	77%	n/a	77%	33%	51%	n/a	67%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	53%	52%	77%	n/a	79%	n/a	78%	35%	53%	n/a	68%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	55%	54%	78%	n/a	81%	n/a	79%	37%	55%	n/a	69%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	57%	56%	80%	n/a	83%	n/a	80%	39%	56%	n/a	70%	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