Pflugerville Independent School District

Wieland Elementary School

2026-2027

Accountability Rating: B

Distinction Designation
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

The mission of Wieland Elementary School is to develop a nurturing environment to inspire all members of our learning community to engage in academic and social-emotional learning on a daily basis.

Vision

The vision of Wieland Elementary is to establish a learning community that honors diversity, produces high academic growth for all students, and develop productive citizens who can be leaders today and tomorrow.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 9
School Processes & Programs 15
Perceptions 17
Goals 22
Goal 1: PfISD will recruit, support, and retain teachers and principals. 22
Goal 2: PfISD will build a foundation of reading and math. 22
Goal 3: PfISD will connect high school to career and college. 23
Goal 4: PfISD will improve low performing schools. 24
Policies, Procedures, and Requirements 26
Addendums 27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wieland Elementary was built 19 years ago in the Brookfield subdivision of Pflugerville, in Travis County. The school has a diverse student population, mostly comprising Asian, Hispanic, and African American ethnicities. Wieland Elementary is a Title I schoolwide campus with 71% of students identified as economically disadvantaged in the 2025-2026 school year. This maintains the increase we had seen in recent years. Over the last several years, the total student population has declined and remained steady at just under 400 students. As of May 14, 2026, Wieland had 372 students enrolled for the 2026-2027 school year. This is an increase in 20 students from the prior year. Wieland provides a Vietnamese bilingual program and provides ESL services to other enrolled students with families speaking about 13 different languages in their homes. Wieland continues to serve a high percentage of students in special education. As of May 14, 2026, 32%, of our students are identified for receiving special education services. This is high compared to the district and state averages.

Parent feedback has expressed frustration over the GT services being conducted by the classroom teachers and not a pullout teacher. There was also parent concern over the bilingual classes that do not have a bilingual teacher.

Staff reported that partnerships with outside organizations are positive and that Kona Ice and Parkway Bible Church have both been good partners. They also reflected that the work put into making connections with students has shown results in more positive interactions with students.

Attendance rates have varied over the last few years, with some significant gains made in the past year on chronic absenteeism, causing a positive rise in the overall attendance rate.

	Attendance Rates						Chronic Absenteeism Rates The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.					
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (On Data Suite)	**2024-2025 (On Data Suite - June 5, 2025)**	**Difference from Prior Year**	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 - Approximate (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	**2024-2025 - Approximate (On Data Suite as of June 5, 2025)** (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	**Difference from Prior Year**
State	**95.0%**	**92.2%**	**93.3%**				**15.0%**	**25.7%**	**20.3%**			
Region 13	**95.5%**	**91.8%**	**92.8%**				**13.2%**	**26.8%**	**21.5%**			
Pflugerville ISD	**95.6%**	**91.8%**	**92.9%**	**92.9%**	**93.4%**	**0.5%**	**12.0%**	**25.3%**	**19.5%**	**20.4%**	**16.0%**	**-4.4%**
Wieland ES	95.9%	93.9%	94.3%	93.7%	**94.6%**	**0.9%**	10.7%	17.2%	15.2%	21.1%	**15.0%**	**-6.1%**

Below are the **student demographics** over the past 5 years, taken from our snapshot numbers in October:

Student Demographics	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Asian	36.10%	37.50%	37.50%	38.98%	41.58%
Black / African American	16.30%	16.50%	18.90%	15.59%	16.85%
Hispanic	32.40%	31.90%	27.80%	29.57%	26.08%
American Indian Or Alaskan Native	0.00%	0.00%	0.00%	0.00%	0.00%
Native Hawaiian or Other Pacific Islander	0.30%	0.30%	0.30%	0.27%	0.00%
Two or More Races	5.50%	5.10%	6.00%	6.45%	4.62%
White	9.50%	8.80%	9.50%	9.14%	10.87%
Total Enrollment	**380**	**376**	**381**	**372**	**368**

Students Identified as Economically Disadvantaged	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
NOT identified	39.00%	37%	31%	33%	29.02%
Eligible for free meals	54.00%	55%	61%	56%	38.32%
Eligible for reduced-price meals	6.80%	7.70%	7%	10%	1.09%
Other Economically Disadvantaged	0.00%	0.30%	0.00%	0.81%	31.52%
Total Economically Disadvantaged	**61%**	**63%**	**69%**	**67%**	**70.98%**

Wieland Elementary began serving free breakfast and lunch to all students during the 2025–2026 school year under the U.S. Department of Agriculture's Community Eligibility Provision (CEP). This program change allowed the entire campus to qualify for free meals through school-wide certification. Consequently, students were reported differently across the economically disadvantaged categories, creating noticeable shifts in categories from previous years. The total percentage of students

identified as economically disadvantaged increased slightly, from 67% in 2024–2025 to 70.98% in 2025–2026, an increase of approximately 4 percentage points.

Students Identified as Emergent Bilingual students	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
NOT EB	56.60%	54%	57.80%	57.53%	52.17%
EB	**43.40%**	**46%**	**42.80%**	**42.47%**	**47.83%**

Though this dropped slightly two years ago, the numbers are fairly consistent and represent one bilingual classroom for each grade PK-5 and students identified for ESL services in our monolingual classes. Of these students, our families speak about 13 different home languages and represent countries worldwide, which we are able to celebrate and learn about as a community.

Students Receiving Special Education Services	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
NOT receiving Services	80.80%	80.30%	78.17%	71.51%	72.55%
Receiving Services	19.20%	19.70%	21.83%	28.49%	27.45%

Based on student needs that have increased post the coronavirus experience, as well as some changes to how the state identifies students having dyslexia, this number continues to remain high, and as stated earlier, grew through the year. 27.45% represents 101 students who recieved supports from Special Education in October. On May 14, 2026, there were 120 students who were identified to recieve supports.

Student Special Program Identification/Participation - Wieland Elementary School (Source: TAPR & OnDataSuite)
At-Risk
Gifted & Talented
Dyslexia
Section 504

Student Special Program Identification/Participation - Wieland Elementary School (Source: TAPR & OnDataSuite)	
Immigrant	
Homeless	
Migrant	

These numbers continue to remain statistically average. The increase in Dyslexia and decrease in Section 504 relate to the changes mentioned above in how the districts support students identified with dyslexia under Special Education.

Staff Demographics

Our staff is dedicated to helping to improve the lives of students. Starting in 2017, a culture of growth and learning among adults has been encouraged and supported to help continually improve our campus. In the 2024-2025 we had 4 teachers leave the campus with 3 seeking positions at other schools and 1 leaving education all together.

Currently, 4 out of 6 teachers who work with our bilingual classes are able to speak Vietnamese. Of those 4 teachers, 3 are certified as a Bilingual teacher while the others all have ESL endorsements.

Wieland is comprised of 34 certified teaching staff. Of those staff members, 29 are female and 5 are male.

Our staff and student demographics are not aligned. We are under-represented in our faculty for all student populations except White, where we are overrepresented.

Teacher Demographics - Wieland Elementary School (Source: TAPR)	
Total Teachers	
African American	
Hispanic	
White	
American Indian	
Asian	
Pacific Islander	
Two or More Races	

52.7% of the staff are in the 0-10 years of experience, with 27.9% having 11-20 years of experience.

This change represents stability in staff and the opportunity to hire experienced educators when making new staffing decisions.

Teachers by Years of Experience - Wieland Elementary School (Source: TAPR)	
Beginning Teachers	
1-5 Years of Experience	

Teachers by Years of Experience - Wieland Elementary School (Source: TAPR)	
6-10 Years of Experience	
11-20 Years of Experience	
Over 20 Years of Experience	

Demographics Strengths

- The Wieland student population is both ethnically and socio-economically diverse.
- The diversity of the student population offers opportunities for students to embrace other cultures and languages which are recognized through cultural celebrations and learning activities.
- The staff at Wieland continues to gain experience with fewer early-career teachers than in recent years.
- The Special Education population allows us to expose all students to the diversity of our world and help build empathy through inclusive practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff and student demographics vary greatly.
Root Cause: A focus on finding certified staff who have a heart for kids limits the pool of applicants. A shortage of Vietnamese-speaking certified staff makes hiring challenging.

Problem Statement 2: Students considered chronically absent still make up a larger percentage than we would like.
Root Cause: There may be a lack of understanding of the connection between academic and social success tied to greater attendance.

Student Learning

Student Learning Summary

STAAR Results Over Time - NEDS UPDATING

After the general drop in scores from 2020-2023 from the pandemic, scores are starting to move back in a more positive direction in 2023-2024, with a significant growth year-to-year in 4th and 5th grades.

	2023-2024			2024-2025			2025-2026		
	Approaches	Me	Ma	Approaches	Me	Ma	Approaches	Me	Ma
3rd Reading	66%	43	13	69%	46	18	74%	52	26
3rd Math	64%	36	13	62%	44	13	68%	46	22
4th Reading	77%	38	9%	67%	42	15	78%	54	24
4th Math	53%	36	19	47%	36	11	69%	50	25
5th Reading	88%	62	36	78%	50	28	80%	60	35
5th Math	92%	70	26	66%	48	34	76%	49	21
5th Science	72%	48	20	58%	30	16	66%	38	18

UPDATE BASED ON 25-26

STAAR data is only 3-5 and we want to be mindful that it is based on one test. By using our general math and reading screening data, we are able to track students from year-to-year as well as grade-to-grade.

Math Data	Grade Level	2023-2024 % of students	2024-2025 % of students	2025-2026 % of students
At/Above Benchmark	1st Grade	71%	78%	89%
On Watch	1st Grade	10%	10%	2%
Intervention	1st Grade	10%	7%	7%
Urgent Intervention	1st Grade	8%	5%	2%

Math Data	Grade Level	2023-2024 % of students	2024-2025 % of students	2025-2026 % of students
At/Above Benchmark	2nd Grade	77%	61%	72%
On Watch	2nd Grade	14%	13%	9%
Intervention	2nd Grade	5%	17%	12%
Urgent Intervention	2nd Grade	4%	9%	7%
At/Above Benchmark	3rd Grade	68%	71%	70%
On Watch	3rd Grade	8%	11%	18%
Intervention	3rd Grade	17%	13%	10%
Urgent Intervention	3rd Grade	8%	5%	2%
At/Above Benchmark	4th Grade	55%	60%	78%
On Watch	4th Grade	15%	22%	14%
Intervention	4th Grade	19%	13%	4%
Urgent Intervention	4th Grade	11%	5%	4%
At/Above Benchmark	5th Grade	88%	70%	80%
On Watch	5th Grade	2%	18%	10%
Intervention	5th Grade	6%	8%	10%
Urgent Intervention	5th Grade	4%	4%	0%

Like changes in the STAAR scores, there are some highlights at grades 1, 3, and 4, with the number of kids at the benchmark going up. At grades 2 and 5, there are some areas to keep a close eye on, as there were drops. However, when you look at 23-24 4th grade you see 55% of students were at Benchmark and when you take that group of students and see them in 24-25 5th grade, they went up to 70%, even though the 5th grade group dropped from 88% to 70%.

Reading	Grade Level	2023-2024 % of students	2024-2025 % of students	2025-2026 % of students
At / Above Benchmark	1st Grade	63%	67%	52%
On Watch	1st Grade	18%	20%	26%
Intervention	1st Grade	8%	8%	17%

Reading	Grade Level	2023-2024 % of students	2024-2025 % of students	2025-2026 % of students
Urgent Intervention	1st Grade	10%	5%	5%
At / Above Benchmark	2nd Grade	61%	81%	39%
On Watch	2nd Grade	18%	4%	29%
Intervention	2nd Grade	3%	11%	16%
Urgent Intervention	2nd Grade	18%	4%	16%
At/Above Benchmark	3rd Grade	53%	49%	58%
On Watch	3rd Grade	8%	22%	14%
Intervention	3rd Grade	13%	14%	18%
Urgent Intervention	3rd Grade	26%	15%	10%
At/Above Benchmark	4th Grade	66%	52%	50%
On Watch	4th Grade	9%	22%	18%
Intervention	4th Grade	15%	11%	24%
Urgent Intervention	4th Grade	9%	15%	8%
At/Above Benchmark	5th Grade	66%	59%	65%
On Watch	5th Grade	12%	17%	18%
Intervention	5th Grade	16%	12%	16%
Urgent Intervention	5th Grade	6%	12%	2%

Reading is likewise a little scattered with some groups doing better than others from year to year.

TELPAS Data	Spring 2024				Spring 2025				
	Beginning	Intermediate	Advanced	Adv. High	Beginning	Intermediate	Advanced	Adv. High	Beginni
Kindergarten	12%	41%	41%	6%	21%	33%	38%	8%	33%
First Grade	14%	46%	25%	14%	12%	35%	35%	18%	3%
Second Grade	21%	37%	37%	5%	10%	40%	50%	0%	6%
Third Grade	7%	50%	30%	13%	16%	16%	47%	21%	0%
Fourth Grade	0%	27%	64%	9%	8%	46%	38%	8%	22%
Fifth Grade	4%	39%	17%	39%	5%	10%	32%	53%	0%

TELPAS data is very student-specific and the various groupings at different grade levels have been performing differently. An overall noticing is that as the students advance in grade level, their scores are going up at the advanced level. This past year, Wieland also enrolled a higher than normal number of students who were new to the country, with 6 students starting their time with us with very limited English. Resources were focused to help these students advance.

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**83**	**B**	
Student Achievement		**76**	**C**	**0%**
STAAR Performance	48	76		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**81**	**B**	**70%**
Academic Growth	72	81	B	✓
Relative Performance (Eco Dis: 70.9%)		81	B	
Closing the Gaps	**68**	**86**	**B**	**30%**

Missed Closing the Gaps Targets

- **Academic Achievement in Math: All Students, African American student group, Hispanic student group**

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	13	24	54.2	30.0%	16.3
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	11	16	68.8	10.0%	6.9
Closing the Gaps Score					**68**

Student Learning Strengths

- Wieland has a focus on Academic and Social-Emotional Learning lessons
- During the 2024-2025 school year, for all grades but 4th, the BOY screener data showing percentage of students below level dropped significantly from BOY to EOY.
- During the 2024-2025, students scored an overall average on STAAR in the Masters criteria of 19% showing an improvement from the prior year.
- During the 2024-2025, student scores at the meets level performance of STAAR went up in 3rd grade reading and math, as well as 4th grade reading. It stayed the same for 4th grade math.
- During the 2024-2025, student scores at the masters level performance of STAAR went up in 3rd and 4th grade reading and stayed the same for 3rd grade math.
- Our emergent bilingual students continue to perform at a higher level on STAAR.
- In TELPAS data from the 2025-2026 school year, about half of all students scored Advanced or Advanced High on their composite score but there is also a significant increase over time with students who are performing at the Advanced and Advanced High levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores have trended down or remained stagnant for several years, with a slight rise from the
Root Cause: Strong focus on technology has detracted from teachers' ability to focus on student needs.

Problem Statement 2: During data reviews in the 25-26 school year we observed in our screener data (Star360, TPRI, and CLI Engage) that the percentage of students showing success did not match data from informal checks, STAAR interim assessments, class grades, and classroom observations.
Root Cause: Students who are not getting new learning through tier-one work have not gotten as much of the focused reteach time as needed.

Problem Statement 3: There is a disconnect between teaching and learning and state accountability. As a campus, we emphasize learning, which may be a detracting factor in how

students' scores are reflected in formal assessments.
Root Cause: Help maintain a perspective that every day is important to do your best quality work and show all you know all the time. Create a sense of urgency every day in learning.

School Processes & Programs

School Processes & Programs Summary

Wieland is focused on students growing academically and emotionally, and the staff wants to support the students' social and academic growth.

Instructionally, Wieland strives to follow the true Professional Learning Community process. Our master schedule supports this, giving teachers extra planning time once every six days to engage in professional learning, planning, and collaboration. Grade levels work with other professionals to analyze and respond to data, based on the teaching that has been done in class, and provide students opportunities to relearn or extend their learning. Additionally, the staff at Wieland were trained in trauma-informed practices that help adults respond to individual student needs.

Curricular information comes through our PLC process, but is supported by the district's online instructional planning documents, which help show the pacing of instruction as well as help teachers know expected outcomes for the students.

To meet the state requirements continued in HB1416, Wieland is utilizing its master schedule to maximize time during the day and can provide on-campus, during-the-day tutoring for most students. Some students will also receive the required tutoring after school. A priority focus is placed on RLA and Math, but teachers use relevant and timely data to respond to students' individual needs.

Personnel is a huge factor at Wieland, with a focus on hiring the right people for the right positions to support our students. To replace the teachers who were moving elsewhere, we were able to hire teachers who brought prior experience in other schools for most positions. It is a standing practice to always include staff members, when available, on the hiring committee when making new hires.

We work on building a positive school culture through the use of our Campus Culture and Climate Team. This committee works to support all staff and students in creating and maintaining a positive environment and positive interactions at Wieland. Along with that program, there are limited incidents that require office visits for students. For the 2025-2026 school year, there were 14 official referrals, as of May 15, 2026. These referrals were behaviors reported by 13 different students. These referrals were monitored and supported to be sure staff had the support they needed, and students were given opportunities for success.

School Processes & Programs Strengths

- We have a small but active group of volunteers who support the campus.
- The principal engages with parents regularly, both formally and informally, to share information as well as receive feedback. These meetings are scheduled at various times in order to better meet the needs of the parents and reach a broader audience.
- Staff knowledge and expertise are honored through campus learning that is held by on-campus teachers.
- School-wide enrichment takes place during the day, as well as clubs and activities happening after school.
- Tutoring for students who need academic support is in place and supports student learning.
- The CCC&T committee worked to support the school-wide reward program.
- Students who are identified for the Gifted and Talented program are supported through extension activities and learning opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all grade levels function at the same caliber for PLC, creating discrepancies in teacher ability by grade-level.
Root Cause: Staff have focused on processes and how to utilize resources more than having good conversations about teaching and learning.

Problem Statement 2: District professional development is focused on how to manage various programs, with campus professional development planned to support that practice, rather than on more instructional practices.
Root Cause: Learning how to utilize tools has pushed good practices away.

Perceptions

Perceptions Summary

Student Engagement:

Student leaders are involved in various areas including our No Place for Hate Coalition. Students participate in after-school enrichment and are huge advocates for our school-wide enrichment activities called "Fun Friday". Students meet with the principal to share concerns and discuss solutions.

Staff Engagement:

Staff are an integral part of the process of educating students and report generally high levels of support and comfort through the staff survey.


3. AUTONOMY
82
Q7
Administrators at my school view teachers as experts.
Q8
I have appropriate discretion over how I teach my classes.
81
Q9
I have professional autonomy to adapt the curriculum I teach.
73
4. PRINCIPAL/TEACHER TRUST
Q10
The principal at my school looks out for the wellbeing of teachers.
Q11
I trust my principal.
Q12
My principal backs me up when I need support.
5. INSTRUCTIONAL LEADERSHIP
Q13
The principal at my school communicates a clear vision for teaching and learning.
Q14
The principal at my school uses data to monitor students' progress.
Q15
The principal at my school is an effective instructional leader.

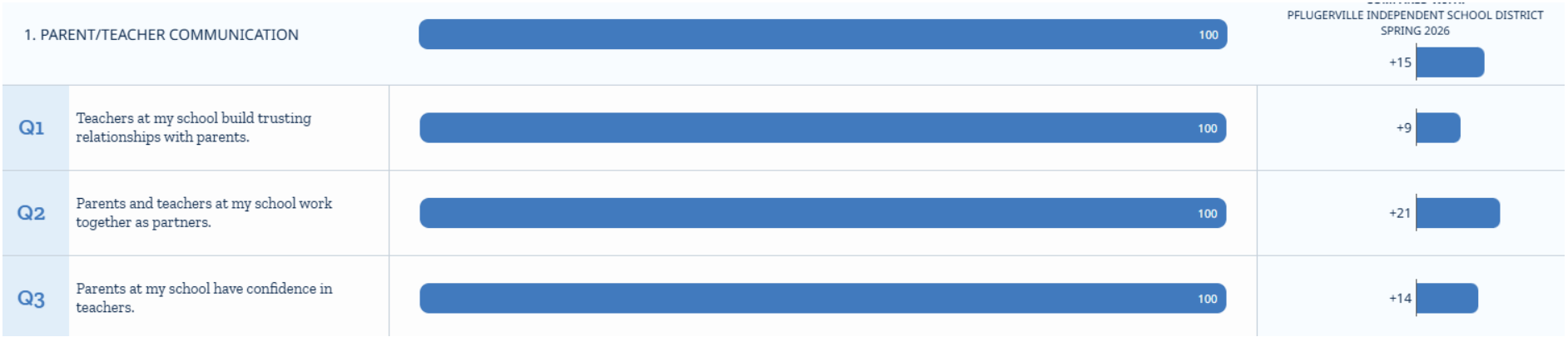
New staff members to the campus are supported by an on-campus mentor. If the staff member is a new teacher, they have a formal new teacher mentor. During the 2025-2026 school year Wieland had one new to the profession teacher and they are returning for the 2026-2027 school year to continue.

Our Campus Culture and Climate Team meets regularly and continues to support school-wide programs to support campus-wide behavior.

Parent Engagement:

For the past several years, data was taken as a general sign-in at campus events (open house, conferences, academic nights, etc). Of these events, all parents participated in at least one school activity, with many connecting with more than one event. Parents are seen as partners at the school and are involved with many aspects of the school, from eating lunch with their students to volunteering on various committees, and supporting extra-curricular events such as academic nights, carnivals, open-house, etc. The campus operates active social media sites that engage parents on Facebook and Instagram. There are always factors for families who are not as involved, some are economically related as parents work jobs to support their families, which makes attending events and participating at school difficult. We have continued to focus on involving and including parents, but have shifted our focus from attendance towards active participation.

Teachers report having high levels of communication and partnerships with parents.



Upbeat

Our district uses Upbeat survey data to understand the climate perceptions of staff. Some selected data points are as follows:

	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Principal/Teacher Trust	97%	90%	91%	100%
Teachers' Care & Commitment	90%	94%	92%	99%
Meaningful Work	97%	90%	82%	100%
Instructional Leadership	95%	95%	97%	97%
Resources & Facilities	86%	87%	75%	72%
Self-Efficacy	89%	84%	90%	95%

In all but a few areas, across the entire survey, the campus data trended above average for the district.

Perceptions Strengths

76% of staff responded to the district staff climate survey on Upbeat. There were increases in the positive responses in many areas.

A few other highlights are:

- Parents and teachers at my school work together as partners, is up to 100% favorable response, up from 69% in 2023.
- Teachers at my school strive to help all students feel like they belong stayed high at 100% favorable response, up from a 97% in 2025.
- Teachers at my school go above and beyond to support students stayed high and jumped to a 100% favorable response, up from a 91% in 2025.
- Teachers at my school do meaningful work together in teams, jumped to a 100% favorable response, up from 82% in 2025
- Teachers at my school play an active role in shaping the culture at our school, jumped to a 100% favorable response, up from a 94% in 2025
- Teachers take shared responsibility for the overall success of my school, jumped to a 100% favorable response, up from a 88% in 2025

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental engagement remains high, but parental involvement is still limited.
Root Cause: Families aren't given the opportunities to understand the small ways they can be involved.

Problem Statement 2: Upbeat data showed a decrease in inclusive practices, dropping to a 93%.
Root Cause: A lack of communication and understanding can keep people on the surface of situations rather than truly understanding.

Goals

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

Performance Objective 1: By Spring 2027, Wieland staff will collaborate in a way to promote student academic success as measured on changes in screener data from BOY to EOY. With below level students at EOY decreasing by at least half to BOY.

Evaluation Data Sources: EOY student screener data

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

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

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Math Academic Growth from 70% to 75%
-Approaches from 68% to 72%
-Meets from 46% to 54%
-Masters from 18% to 25%

To meet HB3 Early Childhood Math Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 42% in May 2026 to 50% by May 2027 and to 62% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR, C-PALLS, TX-KEA, Star360, Accountability reports

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

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

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 73% to 78%
-Approaches from 76% to 81%

-Meets from 55% to 58%
-Masters from 30% to 35%

To meet HB3 Early Childhood Literacy Goals:
The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 52% in May 2026 to 56% by May 2027 and to 60% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR, C-PALLS, TX-KEA, TPRI, Star360, Accountability reports

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

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

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Approaches from 75% to 80%
-Meets from 39% to 46%
-Masters from 22% to 30%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: By the end of the 2026-2027 school year, Wieland will increase by at least 10 new families, who are involved with school activities.

Evaluation Data Sources: Sign-in logs from activities taking participation

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parental engagement remains high, but parental involvement is still limited. **Root Cause**: Families aren't given the opportunities to understand the small ways they can be involved.

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

Performance Objective 2: During the 2026-2027 school year, Wieland will increase the student attendance rate to 96%, up from 94.9% in the prior year. The percentage of students who miss 10 or more days (chronic absenteeism) will decrease from 13.2% to 11.0% or less.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the spring of 2027, students in grades 3-5 will increase scores on the FitnessGram assessment from the spring of 2026 as follows:

Pacer run from 63% to 76%
Push-ups from 48% to 55%
Curl-ups from 71% to 73%
Shoulder stretch from 64% to 70%
Trunk Lift from 71% to 73%

Evaluation Data Sources: FitnessGram Assessment Data.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will improve from 83 to 90.
-- Domain 1 Rating will improve from 76 to 85 or above
-- Domain 2 Rating will improve from 81 to 90 or above
-- Domain 3 Rating will improve from 86 to 92 or above

Evaluation Data Sources: STAAR results, Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2026-2027 school year, Wieland will reduce the disproportionality rates in disciplinary referrals across all student groups toward closer representation of the campus enrollment demographics, specifically for African American students.

From the 2025-2026 school year, there were 13 different students who had a total of 14 formal referrals recorded. Of those 14 referrals, the breakdown by student demographics is:

--36% were for African American students; whereas 17% of all WLES students identify as African American
--29% were for White students; whereas 11% of all WLES students identify as White
--21% were for Asian students; whereas 41% of all WLES students identify as Asian
--7% were for Hispanic students; whereas 26% of all WLES students identify as Hispanic
--7% were for Two or More Races students; whereas 5% of all WLES students identify as Two or More Races

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 - Wieland ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 43% in Spring 2024 to 60% by June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
43%	46%	49%	52%	55%	58%	60%	
Outcomes	45%	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)	n/a	21%	n/a	n/a	57%	n/a	n/a	7%	36%	n/a	52%	n/a	n/a
2024-2025	n/a	30%	n/a	n/a	65%	n/a	n/a	17%	38%	n/a	54%	n/a	n/a
Outcomes: 2024-2025	n/a	37%	n/a	n/a	57%	n/a	n/a	17%	42%	n/a	53%	n/a	n/a
2025-2026	n/a	39%	n/a	n/a	73%	n/a	n/a	26%	41%	n/a	56%	n/a	n/a
Outcomes: 2025-2026	n/a	46%	n/a	n/a	62%	n/a	n/a	7%	47%	n/a	57%	n/a	n/a
2026-2027	n/a	45%	n/a	n/a	76%	n/a	n/a	32%	43%	n/a	58%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	49%	n/a	n/a	78%	n/a	n/a	38%	46%	n/a	60%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	55%	n/a	n/a	80%	n/a	n/a	49%	53%	n/a	62%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	82%	n/a	n/a	60%	60%	n/a	64%	n/a	n/a
Outcomes: 2029-2030													

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

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 18% 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	
18%	24%	32%	40%	48%	55%	60%	
Outcomes	25%	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)	9%	15%	n/a	n/a	14%	n/a	n/a	27%	12%	n/a	21%	n/a	n/a
2024-2025	17%	22%	n/a	n/a	21%	n/a	n/a	33%	20%	n/a	26%	n/a	n/a
Outcomes: 2024-2025	n/a	20%	n/a	n/a	26%	n/a	n/a	n/a	21%	n/a	22%	n/a	n/a
2025-2026	26%	29%	n/a	n/a	28%	n/a	n/a	39%	28%	n/a	32%	n/a	n/a
Outcomes: 2025-2026	n/a	60%	n/a	n/a	39%	n/a	n/a	n/a	39%	n/a	37%	n/a	n/a
2026-2027	35%	37%	n/a	n/a	36%	n/a	n/a	45%	36%	n/a	39%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	44%	45%	n/a	n/a	44%	n/a	n/a	51%	44%	n/a	46%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	52%	52%	n/a	n/a	52%	n/a	n/a	56%	52%	n/a	53%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	n/a	n/a	60%	n/a	n/a	62%	60%	n/a	60%	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 - Wieland ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 19% 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
19%	24%	31%	39%	47%	55%	60%
Outcomes	38%	71%				

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%	11%	n/a	n/a	19%	n/a	n/a	6%	16%	n/a	21%	n/a	n/a
2024-2025	33%	19%	n/a	n/a	27%	n/a	n/a	16%	22%	n/a	28%	n/a	n/a
Outcomes: 2024-2025	n/a	33%	n/a	n/a	50%	n/a	n/a	17%	32%	n/a	42%	n/a	n/a
2025-2026	39%	27%	n/a	n/a	34%	n/a	n/a	25%	28%	n/a	35%	n/a	n/a
Outcomes: 2025-2026	60%	54%	n/a	n/a	90%	n/a	n/a	n/a	69%	n/a	85%	n/a	n/a
2026-2027	45%	35%	n/a	n/a	41%	n/a	n/a	34%	34%	n/a	42%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	51%	43%	n/a	n/a	48%	n/a	n/a	43%	42%	n/a	49%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	57%	51%	n/a	n/a	55%	n/a	n/a	52%	51%	n/a	56%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	63%	60%	n/a	n/a	60%	n/a	n/a	60%	60%	n/a	62%	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 - Wieland 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 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%	58%	61%	64%	68%	72%	75%
Outcomes	56%	65%				

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)	31%	59%	58%	n/a	69%	n/a	36%	23%	55%	n/a	67%	n/a	n/a
2024-2025	37%	62%	60%	n/a	71%	n/a	42%	31%	58%	n/a	68%	n/a	n/a
Outcomes: 2024-2025	29%	51%	58%	n/a	70%	n/a	50%	31%	51%	n/a	69%	n/a	n/a
2025-2026	44%	65%	62%	n/a	73%	n/a	48%	40%	61%	n/a	71%	n/a	n/a
Outcomes: 2025-2026	52%	70%	46%	n/a	71%	n/a	n/a	26%	63%	n/a	69%	n/a	n/a
2026-2027	51%	68%	65%	n/a	75%	n/a	54%	48%	65%	n/a	74%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	58%	71%	70%	n/a	78%	n/a	61%	57%	70%	n/a	77%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	66%	74%	75%	n/a	81%	n/a	68%	66%	75%	n/a	81%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	79%	80%	n/a	85%	n/a	75%	75%	80%	n/a	85%	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 - Wieland ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 36% 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	
36%	43%	49%	54%	58%	60%	62%	
Outcomes	44%	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)	n/a	14%	n/a	n/a	57%	n/a	n/a	7%	33%	n/a	48%	n/a	n/a
2024-2025	n/a	24%	n/a	n/a	64%	n/a	n/a	15%	36%	n/a	49%	n/a	n/a
Outcomes: 2024-2025	n/a	32%	n/a	n/a	62%	n/a	n/a	25%	50%	n/a	58%	n/a	n/a
2025-2026	n/a	34%	n/a	n/a	73%	n/a	n/a	22%	40%	n/a	50%	n/a	n/a
Outcomes: 2025-2026	n/a	46%	n/a	n/a	52%	n/a	n/a	14%	36%	n/a	48%	n/a	n/a
2026-2027	n/a	44%	n/a	n/a	82%	n/a	n/a	29%	45%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	53%	n/a	n/a	85%	n/a	n/a	41%	50%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	56%	n/a	n/a	86%	n/a	n/a	51%	55%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	87%	n/a	n/a	60%	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 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 - Wieland ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 95% 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	
95%	95%	96%	96%	97%	98%	100%	
Outcomes	88%	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)	82%	92%	n/a	n/a	100%	n/a	n/a	82%	93%	n/a	100%	n/a	n/a
2024-2025	85%	93%	n/a	n/a	100%	n/a	n/a	85%	94%	n/a	100%	n/a	n/a
Outcomes: 2024-2025	n/a	67%	n/a	n/a	95%	n/a	n/a	n/a	87%	n/a	89%	n/a	n/a
2025-2026	88%	94%	n/a	n/a	100%	n/a	n/a	88%	95%	n/a	100%	n/a	n/a
Outcomes: 2025-2026	n/a	90%	n/a	n/a	78%	n/a	n/a	n/a	81%	n/a	78%	n/a	n/a
2026-2027	91%	95%	n/a	n/a	100%	n/a	n/a	91%	96%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	94%	96%	n/a	n/a	100%	n/a	n/a	94%	97%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	97%	98%	n/a	n/a	100%	n/a	n/a	97%	98%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	100%	100%	n/a	n/a	100%	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 - Wieland ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 42% 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
42%	45%	48%	51%	54%	57%	60%
Outcomes	52%	92%				

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%	39%	n/a	n/a	50%	n/a	n/a	13%	43%	n/a	47%	n/a	n/a
2024-2025	48%	42%	n/a	n/a	52%	n/a	n/a	21%	46%	n/a	49%	n/a	n/a
Outcomes: 2024-2025	n/a	47%	n/a	n/a	55%	n/a	n/a	17%	41%	n/a	54%	n/a	n/a
2025-2026	51%	45%	n/a	n/a	54%	n/a	n/a	29%	49%	n/a	51%	n/a	n/a
Outcomes: 2025-2026	80%	85%	n/a	n/a	100%	n/a	n/a	n/a	89%	n/a	96%	n/a	n/a
2026-2027	54%	49%	n/a	n/a	56%	n/a	n/a	37%	52%	n/a	53%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	57%	53%	n/a	n/a	59%	n/a	n/a	45%	55%	n/a	55%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	60%	57%	n/a	n/a	61%	n/a	n/a	53%	58%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	62%	60%	n/a	n/a	64%	n/a	n/a	60%	60%	n/a	60%	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 - Wieland ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 62% in Spring 2024 to 68% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
62%	63%	64%	65%	66%	67%	68%
Outcomes	59%	67%				

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)	48%	60%	85%	n/a	75%	n/a	43%	36%	64%	n/a	69%	n/a	n/a
2024-2025	51%	61%	85%	n/a	75%	n/a	46%	40%	65%	n/a	70%	n/a	n/a
Outcomes: 2024-2025	43%	49%	67%	n/a	78%	n/a	33%	39%	59%	n/a	76%	n/a	n/a
2025-2026	54%	63%	86%	n/a	76%	n/a	50%	44%	66%	n/a	71%	n/a	n/a
Outcomes: 2025-2026	44%	67%	62%	n/a	78%	n/a	n/a	31%	64%	n/a	77%	n/a	n/a
2026-2027	57%	64%	86%	n/a	77%	n/a	54%	48%	67%	n/a	72%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	60%	66%	87%	n/a	78%	n/a	58%	52%	68%	n/a	73%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	64%	68%	87%	n/a	79%	n/a	62%	56%	69%	n/a	74%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	68%	70%	88%	n/a	80%	n/a	65%	60%	70%	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 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