

# **Pflugerville Independent School District**

## **Pflugerville Middle School**

**2026-2027**

**Accountability Rating: C**

**Distinction Designation**  
Academic Achievement in Science



# Mission Statement

Mission Statement: We at Pflugerville Middle School seek to create a challenging and inclusive learning environment that encourages high expectations for success through development of a growth-mindset, self-advocacy and social/emotional growth. The campus is driven by a culture that promotes student safety, high-quality instruction, cultural diversity and a powerful family and community connection.

## Vision

We will empower our scholars to be critical thinkers, problem solvers and 21st-century learners through a foundation built on learning, embracing diversity, a growth-mindset and strong self-advocacy skills. Students will understand that building and maintaining positive relationships are essential components to personal growth and development.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pflugerville Middle School is a Title I Schoolwide campus situated near Pflugerville High School, Spring Hill Elementary, Provan Opportunity Center and the Central Administration Building. The campus was built in 1985 and is the oldest of the seven middle schools in PfISD. Students from Windermere, Caldwell, Spring Hill and Timmerman Elementary are considered feeder campuses as the majority of the students at each campus attend Pflugerville Middle School as 6th graders. The school serves students in grades 6-8 and with a Spring year ending enrollment of 803 students in 2025-26. This was an ending enrollment decrease of 30 students from the 2024-25 school year and was the largest decrease in the last 6 years. In addition to offering all students both core and elective course choices, PMS provides curriculum and instruction for our ASCEND students who learn on an accelerated track in Math and a specific Pflex class focusing on advanced thinking and creativity. The last two years has demonstrated a strong increase in family and parent engagement demonstrated by an higher parent participation of the CAAC, PTO and community events held in the Fall and Spring. The current Parent-Teacher Organization has recently moved to a Parent-Teacher Association and is the first campus in PfISD to make this transition. This transition will offer a stronger framework and processes and also allow student leaders and teachers to take a stronger role in addition to the 12 current members. Pflugerville Middle School consistently offers 15-20 student clubs, led by teacher and staff sponsors and has a streamlined process each year for student interest forms that create these clubs if there is an associated teacher sponsor.

### Students

For the 2026-27 school year, we are projected to have 800 students enrolled. The Hispanic student population has stayed steady the past two years right at 57.25%. The African-American student group represents 15.26% of the total population and increased by 1% from 2024-25 school year. The White student population has shown a steady decrease each of the last few years and was at 14.50% for the 2025-26 school year. The Asian student population is at 6.94% for the 25-26 school year and has stayed steady the last two years at 6% of the total student population. Students receiving Special Education services has risen each year and it is anticipated that 21-22% of all students will receive services during the 26-27 school year.

| Student Demographics - Pflugerville Middle School (Source: TAPR & OnDataSuite, Skyward) |            |            |            |            |            |
|-----------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|
|                                                                                         | 2021-2022  | 2022-2023  | 2023-2024  | 2024-2025  | 2025-2026  |
| <b>Total Enrollment</b>                                                                 | <b>860</b> | <b>821</b> | <b>823</b> | <b>829</b> | <b>803</b> |
| African American                                                                        | 15.8%      | 17.1%      | 16.77%     | 14.23%     | 15.1%      |
| Hispanic                                                                                | 56.6%      | 57.2%      | 59.23%     | 59.30%     | 57.25%     |
| White                                                                                   | 16.6%      | 15.8%      | 13.6%      | 15.56%     | 14.50%     |
| American Indian                                                                         | 0.2%       | 0.7%       | 0.12%      | 0.6%       | 0.13%      |
| Asian                                                                                   | 6.4%       | 5.8%       | 5.95%      | 6.27%      | 6.94%      |
| Pacific Islander                                                                        | 0.2%       | 0.2%       | 0.0%       | 1.2%       | 0.13%      |
| Two or More Races                                                                       | 4.1%       | 3.8%       | 4.25%      | 4.70%      | 5.80%      |

## Special Programs

There will be another notable increase in our special education numbers as we enter the 2026-27 school year as our Dyslexia students are again served under Special Education programming. Our Dyslexia numbers went from 76 students to 104 students in 25-26 and is anticipated to stay steady for the 2026-27 school year. We will continue to have 1.5 Dyslexia allocations to serve students in 26-27. We are adding an additional EA for our Functional Academics Classroom to increase supervision and support for a growing population.

For the 2025-26 school year, 10% of students received 504 services, which indicated an increase of 1% from the 2024-25 school year. The year to year trend data would indicate this number holding steady around 81 total students receiving 504 services for 2025-2026.

Our Emergent Bilingual student population actually declined for the first time in the past 10 years, as 80% of these withdrawn students chose to attend charter schools or moved to neighboring school districts. We will continue to have a 1/2 time teacher serve 30 students needing language acquisition supports in our Literacy Workshop class. Due to the changes in district programming and the Newcomer Academy at Westview Middle School, Pflugerville MS does not support these students via specialized Language Arts instruction or ELLA classes, but did previously in the 22-23 school year. We are considering one section of this course for the 26-27 school year for our students demonstrating the highest need.

Our students identified as McKinney-Vento or displaced from permanent housing demonstrated a sharp increase this school year as 25 students were served throughout the school year. This was a 10 student increase from the 24-25 school year. We are set to serve 18 students for the 26-27 school year, but this will change based on new enrollees.

There were also notable increases from the prior year by about 1 % more students receiving special education services and 40% more students identified with Dyslexia due to this program served under the Special Education department. For the 26-27 school year, we will continue to have 1.5 teachers that will serve this student population on campus. We are transitioning our former CARE teacher to the 1/2 time Dyslexia position.

Students receiving free and reduced lunch has increased by 10 percent over the last 3 years, but dropped by 2 percent from 66% to 64% this past school year (25-26). For this past school year, 64% of students received free or reduced lunch and were identified as Economically Disadvantaged. Based on trend data for the past 3-5 years, we can anticipate this number rising slightly, especially if systems of identification and family support of free/reduced forms continue to improve. The loss of enrollment this past year may have affected these numbers as we were able to identify families needing free or reduced lunch with great accuracy.

Due to budget cuts, we will only serve students needing Tier 3 Math supports through intervention time during our advisory this year. Our GAME or Math Intervention teaching position is no longer funded and this will increase the need for more Math teachers earning a TIA distinction and more strategy around scheduling students needing Math support for HB 1416 during advisory time.

| Student Special Program Identification/Participation - Pflugerville Middle School (Source: TAPR & OnDataSuite) |           |           |           |           |           |           |
|----------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                                                                                                                | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
| Economically Disadvantaged                                                                                     | 55.3%     | 54.7%     | 56.1%     | 63%       | 67%       | 64.44%    |
| Emergent Bilingual (EB/EL)                                                                                     | 26.4%     | 26.7%     | 32.4%     | 33.7%     | 33.88     | 26.10%    |
| At-Risk                                                                                                        | 56.5%     | 67.7%     | 65.6%     | 67.44%    | 65.50%    | 64.44%    |

| Student Special Program Identification/Participation - Pflugerville Middle School (Source: TAPR & OnDataSuite) |       |       |                  |                  |              |              |
|----------------------------------------------------------------------------------------------------------------|-------|-------|------------------|------------------|--------------|--------------|
| Special Education                                                                                              | 13.7% | 15.6% | 16.7%            | 19.08%           | 21.23%       | 21.06%       |
| Gifted & Talented                                                                                              | 13.2% | 12.6% | 12.2%            | 12.2%            | 12.79%       | 14.50%       |
| Dyslexia                                                                                                       | 8.9%  | 9.9%  | 9.9%             | 9.9%             | 11.34%       | 13.11%       |
| Section 504                                                                                                    | 11.3% | 11.2% | 9.6%             | 9.5%             | 9.65%%       | 10.21%       |
| Immigrant                                                                                                      | 1.3%  | 1.9%  | 3.2%             | 4.0%             | 3.98%        | 4.41%        |
| Homeless                                                                                                       | 1.0%  | 1.1%  | 1.1%             | 2.1%             | 2.05%        | 1.89%        |
| Migrant                                                                                                        | 0.0%  | 0.0%  | 0.0%             | 0.0%             | 0.0%         | 0.00%        |
| Campus Mobility Rate                                                                                           | 10.7% | 10.5% | not yet reported | not yet reported | Not Reported | Not Reported |

## Staff

For the 26-27 school year PMS will have a total staff size of 99 employees, with only one loss to teaching positions consisting of a Math Intervention teacher. The current retention rate for teachers from 25-26 to 26-27 is currently at 96%, as we have only seen losses at the Special Education/FAC position and Resource ELA position. The other staff losses are at Counselor and Assistant Principal. With the addition of teacher facilitators and hiring challenges, the 0-3 year teacher percentage has steadily increased since the pandemic.

| Teacher Demographics - Pflugerville Middle School (Source: TAPR) |           |           |           |           |           |         |
|------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|---------|
|                                                                  | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-25 |
| Total Teachers                                                   | 66.8      | 69.8      | 65        | 59.2      | 73.8%     | 63.8%   |
| African American                                                 | 10.7%     | 15.7%     | 13.4%     | 16.6%     | 12.6%     | 12.8%   |
| Hispanic                                                         | 25.0%     | 21.1%     | 18.1%     | 16.2%     | 30.1%     | 31.0%   |
| White                                                            | 61.0%     | 61.6%     | 65.5%     | 65.5%     | 53.4%     | 52.5%   |
| American Indian                                                  | 0.0%      | 0.0%      | 0.0%      | 0%        | 0%        | 0%      |
| Asian                                                            | 1.8%      | 0.2%      | 0.0%      | 1.7%      | 2.1%      | 2.2%    |
| Pacific Islander                                                 | 0.0%      | 0.0%      | 0.0%      | 0%        | 0%        | 0%      |
| Two or More Races                                                | 1.5%      | 1.4%      | 2.0%      | 0%        | 1.3%      | 1.3%    |

## TAPR Report from 2024-25 - Teacher Experience Data

| Teachers by Years of Experience |      |       |       |       |
|---------------------------------|------|-------|-------|-------|
| Beginning Teachers              | 4.0  | 7.1%  | 7.8%  | 7.3%  |
| 1-5 Years Experience            | 20.3 | 35.6% | 29.2% | 28.3% |
| 6-10 Years Experience           | 9.2  | 16.1% | 18.6% | 19.7% |
| 11-20 Years Experience          | 11.2 | 19.7% | 27.6% | 27.6% |
| 21-30 Years Experience          | 12.3 | 21.6% | 13.6% | 14.1% |
| Over 30 Years Experience        | 0.0  | 0.0%  | 3.0%  | 3.0%  |
| Number of Students per Teacher  | 14.5 | n/a   | 14.1  | 15.0  |

PMS's teaching staff represents a balance of experienced and newer to the profession teaching staff. Approximately 28% of teachers are in their first 5 years and we are bringing in two teachers finishing certification that will be in their first year for the 2026-27 school year. Teacher experience in all other areas will remain the same as no other positions will need to be addressed as of early June 2026.

### Demographics Strengths

- PMS's student population is both ethnically and socio-economically diverse.
- PMS has continued to lower teacher retention over the past 3 years by 6-8 % annually and the 25-26 school year demonstrates this, with a 95% teacher and staff retention rate going in to the 26-27 school year.
- PMS's proximity to PHS and Pecan Street offers opportunities for community partnerships and Parent Teacher Association involvement.
- The PMS PTA has grown larger each year and represents a very diverse group of parents and teachers. The first PTA meeting in late May had a participation rate of 40 staff, students and parents/guardians.
- PMS just facilitated the 3rd Annual Pfall Pfestival Multicultural Fair celebrating the campus diversity and engaging families and the community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** With two first year teachers starting in 26-27, Pflugerville Middle School will need to continue to build its on campus teacher mentoring systems and provide consistent support throughout the school year.

**Root Cause:** Adjustments in vacancies last year, caused minor inconsistencies with on-campus teacher support for first year staff.

# Student Learning

## Student Learning Summary

Based on our preliminary EOC and 2026 STAAR scores, campus strategies supported STAAR gains in almost every subject area. 7th grade Math some scores decrease from the prior year in the Approaches category. 6th and 8th grade Math showed improvement in the majority of the three rating categories from 2025 to 2026.

The 2026 ELA/Reading data demonstrated strong growth from year to year overall growth in the Approaches category for all grade levels. The Meets and Masters category improved in the 6th and 8th grade with the strongest gains in 8th grade.

8th Grade Science scores have not been released due to the cut scores not being released yet. We expect strong scores based on other data points throughout the year and will have these in early July possibly.

8th Grade Social Studies saw minimal gains in the Approaches category and a decrease in the Meets and Masters category.

The assessment data that PMS uses to measure progress includes Star360 Screeners in math and reading (at Beginning, Middle and End of Year), District (9 weeks) Assessments and the TEA Interim Assessments. We are continuing to strive towards increasing the frequency of formative assessments weekly. For 2026-27, each core subject area will be working to track short-term formative assessment data, identifying skill gaps, create exemplars and review data more frequently to inform instructional adaptations.

Below are the Star360 results showing progress in math and reading trends in 2024-25 and 2025-26.

### 2024-25 School Year:

| BOY STAR 360 Reading 24-25     |                     |              |          |                   | MOY STAR 360 Reading 24-25     |                     |              |          |                   | EOY STAR 360 Reading 24-25     |                     |              |          |                   |
|--------------------------------|---------------------|--------------|----------|-------------------|--------------------------------|---------------------|--------------|----------|-------------------|--------------------------------|---------------------|--------------|----------|-------------------|
| Total Students                 | Benchmark Level     |              |          |                   | Total Students                 | Benchmark Level     |              |          |                   | Total Students                 | Benchmark Level     |              |          |                   |
|                                | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |                                | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |                                | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |
| 262                            | 17.94%              | 17.56%       | 11.07%   | 53.44%            | 264                            | 17.42%              | 15.15%       | 16.67%   | 50.76%            | 250                            | 17.20%              | 18.80%       | 15.60%   | 48.40%            |
| 235                            | 11.49%              | 19.57%       | 17.45%   | 51.49%            | 233                            | 14.16%              | 18.45%       | 15.02%   | 52.36%            | 238                            | 14.29%              | 18.91%       | 14.29%   | 52.52%            |
| 243                            | 15.64%              | 21.81%       | 13.17%   | 49.38%            | 238                            | 18.49%              | 18.07%       | 15.55%   | 47.90%            | 241                            | 21.99%              | 15.77%       | 12.86%   | 49.38%            |
|                                |                     |              |          |                   |                                |                     |              |          |                   |                                |                     |              |          |                   |
|                                |                     |              |          |                   |                                |                     |              |          |                   |                                |                     |              |          |                   |
|                                |                     |              |          |                   |                                |                     |              |          |                   |                                |                     |              |          |                   |
| BOY STAR 360 Mathematics 24-25 |                     |              |          |                   | MOY STAR 360 Mathematics 24-25 |                     |              |          |                   | EOY STAR 360 Mathematics 24-25 |                     |              |          |                   |
| Total Students                 | Benchmark Level     |              |          |                   | Total Students                 | Benchmark Level     |              |          |                   | Total Students                 | Benchmark Level     |              |          |                   |
|                                | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |                                | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |                                | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |
| 281                            | 8.90%               | 9.61%        | 14.95%   | 66.55%            | 28                             | 25%                 | 32.14%       | 32.14%   | 10.71%            | 273                            | 8.42%               | 13.92%       | 16.12%   | 61.54%            |
| 220                            | 8.18%               | 18.64%       | 19.09%   | 54.09%            | 18                             | 22.22%              | 38.89%       | 16.67%   | 22.22%            | 235                            | 10.21%              | 15.32%       | 19.15%   | 55.32%            |
| 212                            | 9.43%               | 17.92%       | 19.34%   | 53.30%            | 25                             | 24%                 | 40%          | 24%      | 12%               | 240                            | 13.75%              | 19.58%       | 19.17%   | 47.50%            |

### 2025-2026 School Year:

| All ELA | BOY STAR 360 Reading 25-26 |            |             |                     |              |          |                   | EOY STAR 360 Reading 25-26 |            |             |                     |              |          |                   |
|---------|----------------------------|------------|-------------|---------------------|--------------|----------|-------------------|----------------------------|------------|-------------|---------------------|--------------|----------|-------------------|
|         | Total Students             | Date Taken | Scale Score | Benchmark Level     |              |          |                   | Total Students             | Date Taken | Scale Score | Benchmark Level     |              |          |                   |
|         |                            |            |             | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |                            |            |             | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |
| 6th ELA | 237                        | 08/26/25   | 1026        | 16.88%              | 14.77%       | 12.24%   | 56.12%            | 245                        | 05/04/26   | 1041.85     | 16.33%              | 17.14%       | 8.98%    | 57.55%            |
| 7th ELA | 283                        | 08/25/25   | 1034.55     | 18.02%              | 16.61%       | 15.55%   | 49.82%            | 283                        | 04/21/26   | 1061.28     | 12.37%              | 13.78%       | 16.96%   | 56.89%            |
| 8th ELA | 238                        | 08/25/25   | 1044.86     | 19.33%              | 16.39%       | 16.39%   | 47.90%            | 241                        | 05/05/26   | 1073.86     | 10.79%              | 19.09%       | 14.94%   | 55.19%            |

| All Math  | BOY STAR 360 Mathematics 25-26 |            |             |                     |              |          |                   | EOY STAR 360 Mathematics 25-26 |            |             |                     |              |          |                   |
|-----------|--------------------------------|------------|-------------|---------------------|--------------|----------|-------------------|--------------------------------|------------|-------------|---------------------|--------------|----------|-------------------|
|           | Total Students                 | Date Taken | Scale Score | Benchmark Level     |              |          |                   | Total Students                 | Date Taken | Scale Score | Benchmark Level     |              |          |                   |
|           |                                |            |             | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |                                |            |             | Urgent Intervention | Intervention | On Watch | AtAbove Benchmark |
| 6th Grade | 235                            | 09/04/25   | 1039.61     | 9.79%               | 16.17%       | 11.06%   | 62.98%            | 246                            | 04/23/26   | 1066.4      | 7.72%               | 15.45%       | 15.85%   | 60.98%            |
| 7th Grade | 276                            | 09/08/25   | 1046.32     | 10.87%              | 16.67%       | 19.57%   | 52.90%            | 281                            | 04/16/26   | 1079.81     | 6.41%               | 8.90%        | 21.35%   | 63.35%            |
| 8th Grade | 244                            | 09/11/25   | 1053.09     | 14.34%              | 16.39%       | 18.85%   | 50.41%            | 246                            | 04/17/26   | 1081.73     | 7.32%               | 17.89%       | 19.51%   | 55.28%            |

## 2025-26 STAAR Data Tables

### 6th Grade Language Arts:

All 3 categories showed improvement from 2024-2025 to 2025-2026. The Approaches category showed a 2% gain, the Meets category showed a 6% gain and the Approaches category showed gains of 7%.

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2021-2022   | 63%                    | 36%               | 16%                 |
| 2022-2023   | 66%                    | 38%               | 15%                 |
| 2023-2024   | 74%                    | 58%               | 24%                 |
| 2024-2025   | 68%                    | 45%               | 22%                 |
| 2025-2026   | 70%                    | 51%               | 29%                 |

### 7th Grade Language Arts:

The data trend from 2025 to 2026, shows a slight increase in the Approaches category, no change in Meets and a 3% decrease in the Masters category.

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2021-2022   | 73%                    | 43%               | 32%                 |
| 2022-2023   | 65%                    | 42%               | 14%                 |

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2023-2024   | 67%                    | 42%               | 20%                 |
| 2024-2025   | 69%                    | 44%               | 25%                 |
| 2025-2026   | 70%                    | 44%               | 22%                 |

The data trend from here from year to year is the most significant among the ELA/Reading scores. The growth in all 3 categories from 2025 to 2026 shows a 10% gain in Approaches, 5% gain in Meets and a 4% gain in the Masters category.

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2021-2022   | 75%                    | 50%               | 33%                 |
| 2022-2023   | 65%                    | 42%               | 14%                 |
| 2023-2024   | 83%                    | 57%               | 27%                 |
| 2024-2025   | 74%                    | 47%               | 23%                 |
| 2025-2026   | 84%                    | 52%               | 27%                 |

### STAAR 2026 Math Results

The 6th grade Mathematics data trend from the 2024-25 to 2025-2026 school year, shows an increase in the Approaches and Meets category with a slight 1% decline in the Masters level performance.

#### 6th Grade Math:

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2021-2022   | 70%                    | 27%               | 10%                 |
| 2022-2023   | 61%                    | 24%               | 5%                  |
| 2023-2024   | 60%                    | 24%               | 8%                  |
| 2024-2025   | 61%                    | 26%               | 8%                  |
| 2025-2026   | 64%                    | 27%               | 7%                  |

#### 7th Grade Math:

This year's results indicated the best student achievement outcomes in 7th grade Math over the last 5 years. The data trend belows shows the only full grade level that decreased in most categories from the 2025 STAAR to the 2026 STAAR. This data is surprising and will require a deeper dive into root causes, specifically looking at planning and delivery of instruction.

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2021-2022   | 31%                    | 7%                | 2%                  |
| 2022-2023   | 33%                    | 11%               | 1%                  |
| 2023-2024   | 21%                    | 5%                | 1%                  |
| 2024-2025   | 37%                    | 12%               | 2%                  |
| 2025-2026   | 24%                    | 8%                | 1%                  |

8th Grade Mathematics:

This data table shows a 10% increase in the Approaches category, 5% increase in the Meets and a 5% decrease in the Masters category from the 2024-25 to 2025-2026 school year.

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2021-2022   | 55%                    | 23%               | 8%                  |
| 2022-2023   | 70 %                   | 33%               | 12%                 |
| 2023-2024   | 61%                    | 27%               | 12%                 |
| 2024-2025   | 57%                    | 35%               | 16%                 |
| 2025-2026   | 67%                    | 40%               | 11%                 |

Algebra 1

Trend data from 24-25 to 25-26, shows a 2% increase in the Approaches, 11% increase in Meets and a 14% in the Masters category.

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2022-2023   | 99%                    | 72%               | 29%                 |
| 2023-2024   | 100%                   | 76%               | 42%                 |
| 2024-2025   | 97%                    | 69%               | 36%                 |
| 2025-2026   | 99%                    | 80%               | 51%                 |

## 8th Grade Science

With cut scores not provided by TEA, these scores will be updated in July.

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2021-2022   | 65%                    | 32%               | 16%                 |
| 2022-2023   | 76%                    | 44%               | 13%                 |
| 2023-2024   | 75%                    | 49%               | 18%                 |
| 2024-2025   | 74%                    | 42%               | 16%                 |

## 8th Grade Social Studies

Social Studies data showed a slight increase of 1% Approaches, 2% decrease in the Meets category and a 4% decrease in the Masters level category. With the trends continuing to decrease in the meets and masters level from year to year, a comprehensive plan to look at the assessment and correlated planning and instruction is needed. This will be addressed in the problem statements and strategies.

| School Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-------------|------------------------|-------------------|---------------------|
| 2021-2022   | 63%                    | 33%               | 19%                 |
| 2022-2023   | 59%                    | 27%               | 12%                 |
| 2023-2024   | 59%                    | 31%               | 18%                 |
| 2024-2025   | 49%                    | 27%               | 16%                 |
| 2025-2026   | 50%                    | 25%               | 12%                 |

## TELPAS 2025-26 Results:

When reviewing the TELPAS data from the 2025-2026 school year, the Closing the Gaps Progress in Achieving English Language Proficiency rate increased by 7%, from 29% in 2024-2025 to 36% in 2025-2026. This exceeds the 2026 target of 30% by 6% and meets the long-term target of 36% for 2037-38, earning the maximum 4 points. 70 of the 194 students tested made at least one level of progress. While this is strong growth, 64% of students did not show progress, and the interim target rises to 32% beginning in 2027-28. Systems of support for our Emerging Bilingual students will continue to be refined through objectives and strategies in the 2026-27 Campus Improvement Plan.

## 2026 Accountability Ratings

|                                        | Component Score | Scaled Score | Rating   | Proportion of Overall Rating |
|----------------------------------------|-----------------|--------------|----------|------------------------------|
| <b>Overall</b>                         |                 | <b>79</b>    | <b>C</b> |                              |
| <b>Student Achievement</b>             |                 | <b>75</b>    | <b>C</b> | <b>0%</b>                    |
| STAAR Performance                      | 44              | 75           |          |                              |
| College, Career and Military Readiness |                 |              |          |                              |
| Graduation Rate                        |                 |              |          |                              |
| <b>School Progress</b>                 |                 | <b>80</b>    | <b>B</b> | <b>70%</b>                   |
| Academic Growth                        | 63              | 73           | <b>C</b> |                              |
| Relative Performance (Eco Dis: 64.4%)  |                 | 80           | <b>B</b> | ✓                            |
| <b>Closing the Gaps</b>                | <b>53</b>       | <b>77</b>    | <b>C</b> | <b>30%</b>                   |

### Missed Closing the Gaps Targets – 2026

All interim targets were met in Academic Achievement in RLA for all student groups evaluated except the Special Education (Former) group. All interim targets were met in Academic Growth in RLA for all student groups evaluated. The Progress in Achieving English Language Proficiency target was exceeded for Emergent Bilingual students.

All other targets were missed and include:

- Academic Achievement in RLA: Special Education (Former) student group
- Academic Achievement in Math: African American, Hispanic, White, Asian, Two or More Races, Economically Disadvantaged, Emergent Bilingual, Special Education (Current), and Continuously Enrolled student groups
- Academic Growth in Math: All student groups evaluated
- Student Success: African American, Hispanic, Asian, Two or More Races, Economically Disadvantaged, Special Education (Current), and Special Education (Former) student groups

### Identification for Additional Targeted Support & Improvement

The following student groups have missed the same three indicators (Academic Achievement in Math, Academic Growth in Math, and Student Success) for three consecutive years, which meets Targeted Support & Improvement requirements:

#### Targeted Support & Improvement

- African American student group
- Hispanic student group
- Economically Disadvantaged student group

The Emergent Bilingual student group is no longer identified for Targeted Support, because it met the Student Success target in 2026.

The following student groups have missed the same indicators for two consecutive years and are in danger of being identified for Targeted Support & Improvement if results do not improve during 2026-2027:

- White student group
- Two or More Races student group
- Emergent Bilingual student group
- Special Education (Current) student group
- Continuously Enrolled student group

## 2026 Closing the Gaps Outcomes

- 8 out of 16 Closing the Gaps Achievement and Growth Targets for 2026 were met or exceeded.
- All 8 Growth and Achievement Targets for Reading Language Arts were met, with all 4 Accountability Groups meeting the interim target.
- 0 of 8 Growth and Achievement Targets for Math were met, but all 4 Accountability Groups showed minimal growth.
- 0 of 4 Student Success Targets were met, but all 4 Accountability Groups showed minimal growth.
- The English Language Proficiency Long-Term Target for the 2037-2038 school year was met for Emergent Bilingual students.

## Student Learning Strengths

Math 6-8 Grades: Every grade level showed growth 2024-25 to 2025-26 in Mathematics, with the exception of 7th grade Math, which showed a sharp decline in the Approaches category of 13% and slight declines in Meets and Masters. The Meets and Masters category in 6th, 8th and Algebra 1 showed steady increases.

ELA 6-8 Grades: From 2024-25 to 2025-26, 6th and 8th grade showed growth in all 3 categories (Approaches, Meets and Masters), with 7th grade showing an increase in Approaches. The Meets category stayed steady at 44% and there was a slight decline in the Masters category.

8th Grade Social Studies made slight gains in the Approaches category.

8th Grade Science showed significant growth in all three categories. 9% growth in approaches, 16% growth in meets, and 21% growth in masters from the 2024-25 to the 2025-26 school years.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Math and ELA teachers struggled at times with consistency of the planning protocols during collaborative team time.

**Root Cause:** Mid-Fall adjustments to the Lesson Internalization Protocol and Time, Voice, Body implementation created discomfort and improved, but was a significant mid-year change.

**Problem Statement 2:** Observation, feedback and coaching cycles have been limited in frequency for supporting struggling teachers and require more specific planning and execution

**Root Cause:** Mid-year instructional adjustments and competing priorities made it challenging to keep campus instructional priorities defined and aligned in key instructional check-points. Lack of progress monitoring measures implemented consistently due to allowed distractors and competing priorities.

**Problem Statement 3:** Student work and formative assessment data are not being reviewed frequently enough and the campus is relying on CBA and Interim data as the main assessment data to use for student work.

**Root Cause:** Lack of adequate professional learning that was targeted towards instructional priorities in 25-26. Failure to identify 1-3 key important instructional goals and stay consistent.

**Problem Statement 4:** Tier 2 instruction improved in 25-26, but continues to need refinement within the small group instructional model, student grouping and campus systems during the school day.

**Root Cause:** Despite some year 1 successes, there were elements that were not prepared for with student grouping and instructional observations due to additional unexpected challenges of the new model.

# School Processes & Programs

## School Processes & Programs Summary

**Instructional:** As we move in to the 26-27 school year, there will be two top instructional priorities related to improving instruction and student achievement outcomes. It will be critical for the Lesson Internalization Protocol and Weekly Data Meetings to improve and become more consistent. These two WIG's, or Wildly Important Goals will also be present with aligned objectives and related strategies. Keeping these WIG's as a top priority will require progress monitoring measures to be established in late June by the Campus Leadership Team and then the Instructional Leadership Team.

**Curricular:** Continuing to use High Quality Instructional Materials in all core subjects will be key to building strong lessons in 2026-27. Working with our planning teams, we will collaborate on ways to scaffold and differentiate instruction without supplanting additional resources and staying aligned with the curriculum to address instructional gaps of our students. This will be done weekly with deliverable reviews with our planning teams and administrators. Social Studies curriculum and new aligned resources will need to be identified through training of our staff on new WIP's and curricular resources. Due to the high cost of IXL, we are working collaboratively with the middle school principals and the PflSD curriculum department to identify an aligned and effective Tier 2 resource for student interventions in 2026-27.

**Professional Development Needs:** After a comprehensive review of our Professional Learning agendas and presentations from 2025-26, it is apparent that there were times that we took more of an operational approach at times towards professional learning of our staff. While we saw a dramatic reduction in discipline referrals for the 2nd year in a row, the STAAR scores only went up slightly in the majority of tested areas and went down in some areas when reviewing year to year progress. The focus on the Lesson Internalization Protocol and Weekly Data Meetings to review student work/formative assessments and actions to address deficits in the classroom remains paramount. Professional learning in these areas will address this directly.

**Attendance:** Although the chronic absenteeism rate was reduced by 4%, there are opportunities to address this deficit further. Attendance showed small improvements and this will be addressed with a new attendance specialist and new strategies targeting familial and student support for the 2026-27 school year. Opportunities to create systems of interventions, support and incentives were developed in the Spring of 2026 and the Campus Leadership Team is optimistic about creating finalized strategies in late June.

**Student Discipline:** With the implementation of the Tier 1 Classroom Management Plan/Binder in every classroom for a 2nd year in a row, we have seen another 200 discipline referrals reduced. This is a total reduction of 450 total over the last two school years. This was an operational agenda item addressed in professional learning during the 25-26 school year and will need less attention as 96% of classroom teachers return in 2026-27.

**Personnel:** For the 2026-27 school year, Pflugerville Middle School will be bringing in four additional professional staff members and two non-professional staff members. A new Resource ELA and Functional Academics Classroom teacher have been hired to add to our teaching staff. A new Counselor and Assistant Principal have been hired to add to our 2026-27 Campus Leadership Team. Due to budget constraints, we have reduced our Tier 3 Intervention Positions to 1, as the GAME/Math Intervention teacher is no longer provided through campus personnel funds.

**Organization:** With a high retention rate entering the 26-27 school year and very few campus systems to adjust, the organization is very optimistic about making some focused instructional moves for the 26-27 school year. The CLT will meet in late June to identify key priorities and impactful ways to keep these goals at the forefront in regards to execution. Focusing on the 4 Disciplines of Execution for Educators, the team will collaboratively identify ways to define 1-3 key goals and stay aligned throughout the school year.

**Administrative:** The administrative team will be adding an Assistant Principal in early July. This will be a key addition to this 4 person team starting in 2026-27. It will critical to identify "hijackers" and ways to execute the instructional plan in 2026-27 through consistent focus and alignment of actions and goals.

## School Processes & Programs Strengths

**Panther Points/PBIS System:**

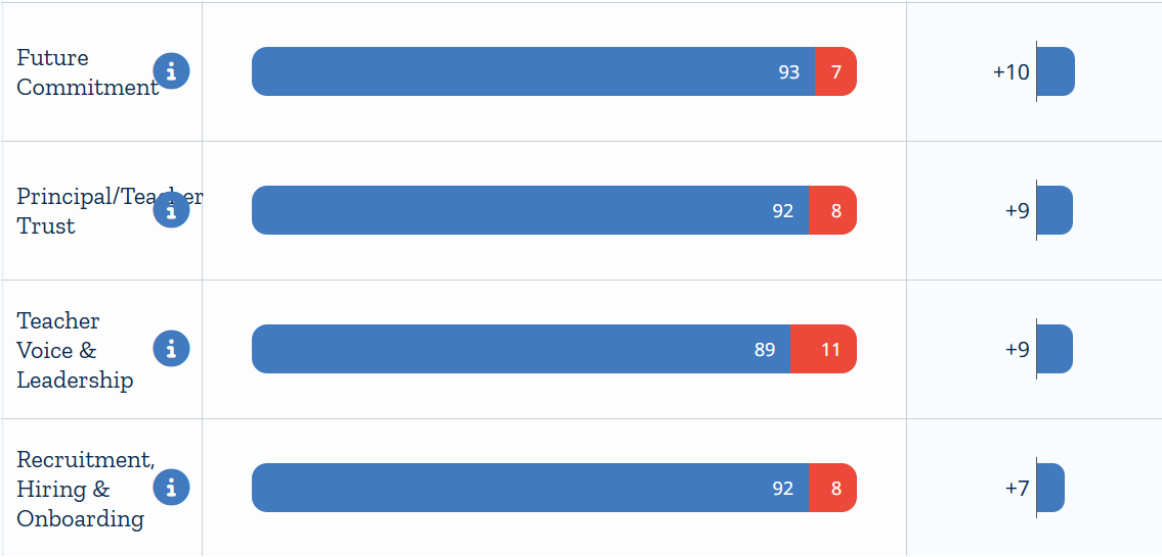
With the continued PBIS/MTSS "Panther Points" system in place, the staff is excited to build on these PBIS systems going in to the 26-27 school year. This was a large undertaking and required systems to built and a high level of staff ownership. The staff awarded just over 70,000 points to students for positive academic and social behaviors. The use of the "Live School" system not only provided a clear system to award points this year, it also enabled a consistent randomization tool to support student engagement in the classroom.

**Tier 1 Classroom Management Plan:**

The addition of the Tier 1 Classroom Management Plan was a key tool for teachers to manage Tier 1 behaviors in the classroom during the last two school years. The identification of what Tier 1 behaviors are needed to address with this classroom system has allowed us to target the majority of behaviors that exist on any campus. In 2023-24, our total discipline referrals stood at 950 and were reduced to 750 in 2024-25 and last school year, to 500. This plan was reviewed carefully and addressed at checkpoints with the faculty in October and January.

**Positive Trends - Culture and Climate Data:**

The Spring 2026 Culture and Climate Data showed 15 of 22 areas higher than the district average, with 4 even and 3 areas slightly lower than the district average. Belonging, Future Commitment and many other areas continue to be a strength and this is reflected in the high retention rate for 2026-27. The data is below to reflect these areas of strength.



|                                                                                                                |                                        |                                                                                          |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------|
| Equal Opportunities           | <div><div></div><div>982</div></div>   | +6    |
| Instructional Leadership      | <div><div></div><div>928</div></div>   | +5    |
| Collaboration                 | <div><div></div><div>8911</div></div>  | +5    |
| Belonging & Wellbeing         | <div><div></div><div>928</div></div>   | +5    |
| Care & Commitment             | <div><div></div><div>946</div></div>   | +5    |
| Parent/Teacher Communication  | <div><div></div><div>8911</div></div>  | +4    |
| Professional Development      | <div><div></div><div>7426</div></div>  | +3    |
| PFLUGERVILLE Custom Questions                                                                                  | <div><div></div><div>62335</div></div> | +3  |
| Compensation & Career Path  | <div><div></div><div>4951</div></div>  | +3  |
| Satisfaction & Purpose      | <div><div></div><div>946</div></div>   | +3  |

## Campus-Wide Treatment Agreements:

Creating a Treatment Agreement during the first week of school as an entire grade level has allowed for students and staff to commit to the process and gain an understanding of the importance of this living document in each classroom. The implementation of the grade-level aligned treatment agreement lead to a higher degree of implementation in classrooms this year . Teachers who committed to this and demonstrated consistent use of this during the school year had fewer referrals and conflict was handled in a seamless and expected way. Qualitative data demonstrated that teachers who followed up and facilitated the "How to Make it Right" when conflict occurred showed a decrease in overall incidents as the year progressed.

## 2025-2026 Clarity Statements to be revised for the 2026-27 School Year:

The four clarity statements continue to be a foundation of all campus-wide initiatives and systems and will continue in to the 25-26 school year with further revisions made in the summer of 2025. These statements have created clarity and specific expectations around safety, collaboration, instruction and relationships. These statements have allowed for all staff to understand the "big rocks" and what we "hold tight" and what supporting documents are used in each area.



# PFLUGERVILLE MIDDLE SCHOOL



### Clarity Statement #1: Relationships

We use our house system, connection activities, treatment agreements, intentional trauma-skilled response practices, and communication to build relationships with students and each other, because this is essential to learning.

### Clarity Statement #2: Instruction

We use all Fundamental Five strategies with high frequency and fidelity to ensure high quality, rigorous, collaborative learning experiences for all of our students.

### Clarity Statement #3: Collaboration

We engage in cycles of coaching and feedback, aligned professional learning, and effective PLC practices to facilitate continuous improvement of classroom teaching and learning for all of our students.

### Clarity Statement #4: Safety

We support and actively participate in a campus-wide behavior system composed of expectations for common-areas and classrooms, opportunities for student leadership, recognition of positive behavior, restorative conversations, and a clearly defined discipline referral process.

## Time, Voice, Body Implementation and Continued Growth for 26-27:

The 90% campus-wide implementation from all core content teachers was a success for the 2025-26 school year. PMS will need to move to each teacher on campus for the 26-27 school year to this same success criteria. Campus training during PLC's and calibrated walkthroughs in conjunction with Big Rocks Educational Services created a strong foundation of classroom culture for the campus this past year.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** With a successful first year of this new advisory model in 2026-27, there are still improvements to be discussed and made this upcoming school year.

**Root Cause:** Mid-year adjustments to appeal to student incentives and engagement created some communication gaps.

**Problem Statement 2:** PMS Student Attendance only improved slightly to 94.6 % last school year.

**Root Cause:** lack of consistent systems, personnel and structures to identify and address families for students with struggling attendance.

**Problem Statement 3:** Students no longer have a specific learning framework for gaining awareness of colleges/universities and a consistent notetaking and study model.

**Root Cause:** The programmatic cut of AVID and the need to build the Succeed and Achieve Curriculum.

**Problem Statement 4:** While randomization improved in 2025-26, we are not seeing consistent use of the platform to provide points for positive academic/social behavior and to call on students randomly.

**Root Cause:** With a new program being used, the expectation of use due to familiarity was not established. As we move into year 2 with a 95% retention rate, training will decrease and expectation of use will increase.

# Perceptions

## Perceptions Summary

### Parent and Family Engagement:

The movement from PTO to PTA marks an important and positive change for our lead parent organization. This change has already improved our community sponsors and partnerships and allowed a push for more student and teacher leaders to join. The continued success of our 5th annual Pfall Pfestival and 3rd Annual Multicultural Fair is a strong indicator of our parent and family involvement.

### Teacher and Staff Retention:

The teacher retention data from 2025-26 is at 95% and for the Summer of 2026. We have hired a new Resource ELA teacher, FAC teacher, Counselor, Assistant Principal and an EA supporting our students in Inclusion classes. We are adding an FAC EA position and potentially one more due to increased enrollment of our Low Incidence

### Culture and Climate Data:

After reviewing the data from the Spring 2026 climate survey, 16 of the 22 categories are above the district average and 11 of the 22 categories

## Perceptions Strengths

### Panther Points System:

The 2025-26 school year focused on creating a PBIS and point system through the creation of our Panther "Prides". This initiative created a tool for providing students with points through the positive reinforcement of expected/prosocial middle school behaviors. PMS staff awarded over 70,000 points to students for specific academic/behavioral expectations in all school settings. Teacher implementation of this tool using our Live School app increased by 20% this past school year and will be used starting the 2026-2027.

### Classroom Management Plan:

The implementation of the Tier 1 Classroom Management Plan reduced discipline referrals by 200 total incidents for the 2nd year in a row and provided a strong classroom management tool for classroom teachers. This provided a clear process for teachers to address the majority of Tier 1 negative behaviors during the school day, which were primarily off-task/classroom disruptive behaviors.

### Culture and Climate Strengths:

15 of the 22 categories of the 2025-26 climate survey at PMS scored higher than the district average with 4 categories even and 3 below

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Results from the 2025 Climate Survey demonstrate a need for more teacher appreciation strategies for the 2025-2026 school year.

**Root Cause:** PMS needs a more diverse array of strategies showing teacher appreciation throughout the year.

**Problem Statement 2:** The first year of the "Panther Pride" PBIS system started strong, but student surveys and feedback showed a need for all staff members to award more points during the second semester.

**Root Cause:** Lack of consistent goals set for individual staff point totals and oversight by this committee in year 1.

**Problem Statement 3:** Professional learning was targeted and facilitated as learning in some areas, but was too focused on "training" in multiple areas.

**Root Cause:** Limited time during August PD competing with mandatory staff compliance needs.

# Goals

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

**Performance Objective 1:** Pflugerville MS will retain 98% of the overall staff in 2026-27, resulting in a 3% improvement from the previous school year.

**High Priority**

**Evaluation Data Sources:** Professional Development, Clarity Statements Feedback, Campus Mentoring Program, Teacher Surveys

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

**Performance Objective 2:** By the end of 2027 school year, leadership will provide opportunities for 2nd year and 1st year teachers to do classroom walkthroughs learning PD developed by campus instructional coach to improve teachers instructional practices.

**Evaluation Data Sources:** PD Agenda from IC with dates and time.

PD Notes

Content Agnostic Kick Up Data

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

**Performance Objective 1:** By June 2027, there will be increases in both Growth and Achievement at all performance levels on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-RLA Academic Growth from 60% to 70%

-Approaches from 75% to 85%

-Meets from 49% to 59%

-Masters from 25% to 35%

**High Priority**

**Evaluation Data Sources:** Accountability reports

Closing the Gaps results for reading indicators

STAAR reading results

Common Unit Assessments

TEA Interim Assessments

**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 at all performance levels on STAAR Math tests across grades 6-8 and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 52% to 70%
- Approaches from 60% to 76%
- Meets from 32% to 48%
- Masters from 13% to 32%

**High Priority**

**Evaluation Data Sources:** Accountability reports  
Closing the Gaps results for reading indicators  
STAAR reading results  
Common Unit Assessments  
TEA Interim Assessments

**Performance Objective 2 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> Math and ELA teachers struggled at times with consistency of the planning protocols during collaborative team time. <b>Root Cause:</b> Mid-Fall adjustments to the Lesson Internalization Protocol and Time, Voice, Body implementation created discomfort and improved, but was a significant mid-year change.</p> <p><b>Problem Statement 2:</b> Observation, feedback and coaching cycles have been limited in frequency for supporting struggling teachers and require more specific planning and execution <b>Root Cause:</b> Mid-year instructional adjustments and competing priorities made it challenging to keep campus instructional priorities defined and aligned in key instructional check-points. Lack of progress monitoring measures implemented consistently due to allowed distractors and competing priorities.</p> <p><b>Problem Statement 3:</b> Student work and formative assessment data are not bering reviewd frequently enough and the campus is relying on CBA and Interim data as the main assessment data to use for student work. <b>Root Cause:</b> Lack of adequate professional learning that was targeted towards instructional priorities in 25-26. Failure to identify 1-3 key important instructional goals and stay consistent.</p> <p><b>Problem Statement 4:</b> Tier 2 instruction improved in 25-26, but continues to need refinement within the small group instructional model, student grouping and campus systems during the school day. <b>Root Cause:</b> Despite some year 1 successes, there were elements that were not prepared for with student grouping and instructional observations due to additional unexpected challenges of the new model.</p> |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Problem Statement 4:</b> While randomization improved in 2025-26, we are not seeing consistent use of the platform to provide points for positive academic/social behavior and to call on students randomly. <b>Root Cause:</b> With a new program being used, the expectation of use due to familiarity was not established. As we move into year 2 with a 95% retention rate, training will decrease and expectation of use will increase.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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

**Performance Objective 3:** By June 2027, there will be increases at all performance levels on 8th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 83% to 88%
- Meets from 60% to 63%
- Masters from 37% to 40%

**High Priority**

**Evaluation Data Sources:** STAAR results  
Common Unit Assessments  
TEA Interim Assessments  
Accountability reports

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

**Performance Objective 4:** By June 2027, there will be increases at all performance levels on 8th grade STAAR Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 52% to 60%
- Meets from 26% to 30%
- Masters from 12% to 15%

**High Priority**

**Evaluation Data Sources:** STAAR results  
Common Unit Assessments  
TEA Interim Assessments  
Accountability reports

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

**Performance Objective 1:** During the 2026-27 school year, 100% of 8th grade students will complete the most essential and required modules in the School Links platform as determined by the district and campus.

**Evaluation Data Sources:** School Links Platform Reports, Advisory Teacher Suveys

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

**Performance Objective 2:** By the end of the 2026-27 school year, Pflugerville Middle School will work with district to create a strong curriculum for Succeed and Achieve that will focus on college exploration and study skills with a 90% implementation rate.

**High Priority**

**Goal 4:** PflSD will improve low performing schools.

**Performance Objective 1:** During the 2026-27 school year, parent engagement will increase in the following areas:

- 1) Create a parent-student-teacher/staff focus group to meet monthly and address safe, healthy and appropriate cell phone usage for all students. The information created by the focus group will drive 4 impactful student assemblies addressing positive/appropriate/healthy phone usage for students during the 2026-27 school year.
- 2) Increase teacher communication strategies and campus practices that create more verbal parent communication each 6 weeks. Each teacher will make 20 parent/family phone calls each 6 weeks during the 2026-27 school year.
- 3 ) Monthly PTA meetings will have 10 parent/family members consistently in attendance as mandated by new PTA regulations.

**Evaluation Data Sources:** Parent Sign-In Sheets, Agendas, Phone Logs, Meeting Notes.

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> PMS Student Attendance only improved slightly to 94.6 % last school year. <b>Root Cause:</b> lack of consistent systems, personnel and structures to identify and address families for students with struggling attendance. |

**Goal 4:** PflSD will improve low performing schools.

**Performance Objective 2:** By June 1st of 2027, Pflugerville MS will improve overall student attendance by 4.4 % to reach a target goal of 99% for the 2026-2027 school year. Chronic Absenteeism will be reduced from 14% to 10% by June 1st, 2027.

**Evaluation Data Sources:** Monthly attendance meeting agendas, parent meeting notes, MAS meeting notes/documentation

**Goal 4:** PflSD will improve low performing schools.

**Performance Objective 3:** Pflugerville MS will implement a Coordinated School Health program with a minimum of two activities in each area of fitness and social/emotional learning in order to promote well-rounded students. 100% of eligible students will participate in FitnessGram.

- Evaluation Data Sources:**
- Fitnessgram data
  - Canvas data checks for teacher implementation
  - Discipline rate reduction
  - Counselor logs

**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 4:</b> While randomization improved in 2025-26, we are not seeing consistent use of the platform to provide points for positive academic/social behavior and to call on students randomly. <b>Root Cause:</b> With a new program being used, the expectation of use due to familiarity was not established. As we move into year 2 with a 95% retention rate, training will decrease and expectation of use will increase. |

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 4:** Pflugerville Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows: (Update once growth measures are received in July)

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from B to B or above
- Domain 3 Rating will improve from C to B or above

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 5:** For the school year 2026 - 2027, PMS will implement a tardy system, monitor the 9 week data, and implement strategies to show reduction of tardy on subsequent 9 weeks.

**Evaluation Data Sources:** Tardy Tracker

# 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