Pflugerville Independent School District

Mott Elementary School

2026-2027

Accountability Rating: A

Distinction Designation
Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Fostering character, perseverance, and excellence in ALL students.

Vision

At Mott Elementary, we envision a thriving, inclusive learning environment where every student is empowered to achieve academic excellence, grow as a compassionate individual, and develop the skills necessary for lifelong success. Our commitment to equity and innovation guides us in fostering a collaborative community where students, families, educators, and the broader Pflugerville ISD community work together to nurture a culture of curiosity, resilience, and respect. We strive to meet the diverse needs of our students and prepare them to contribute positively to an ever-changing world, ensuring that every child reaches their full potential both now and in the future.

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Comprehensive Needs Assessment

Revised/Approved: June 10, 2026

Demographics

Demographics Summary

Mott Elementary was built in June 2017, with most of its students eligible for school bus transportation. A newly installed sidewalk now enables families from a nearby developing neighborhood to walk to school. The student population at Mott has fluctuated over time, influenced by the construction of Carpenter Elementary and Hidden Lake Elementary.

Students:

In the 2025-2026 school year, Mott Elementary School has a total student population of 671 students.

Year	White	African American	Asian	Hispanic	American Indian	Pacific Islander	Two or More Races	Total
2022	33.78	11.99	15.98	30.51	0.48	0.12	7.14	826
2023	32.48	13.46	20.09	27.35	0.21	0.00	6.41	936
2024	29.75	15.03	19.62	27.06	0.16	0.16	8.23	632
2025	29.8	14.9	19.8	27	0.2	0.2	8.1	634
2026	26.18	16.93	22.73	27.27	0	0	6.9	671

Over the last five years, Mott Elementary has seen a steady increase in several key student populations. The percentage of Economically Disadvantaged students rose from 18.3% to 24.61%, while the Emergent Bilingual population grew significantly from 15.9% to 24.45%. Additionally, there has been a consistent upward trend in Special Education participation, which increased from 10.4% to 17.4%, alongside a decrease in Section 504 identified students from 6.9% to 4.23%. Much of this shift is attributed to the transition of serving students with dyslexia under Special Education rather than Section 504. Conversely, At-Risk numbers saw a slight decrease from a peak of 46.7% to 42.79% by the 2025–2026 school year.

Student Special Program Identification/Participation - Mott Elementary School (Source: OnDataSuite & TAPR)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	18.3%	20.4%	23.3%	22.49%	24.61%
Emergent Bilingual	15.9%	18.3%	17.7%	21.58%	24.45%
At-Risk	46.7%	46.3%	45.7%	42.55%	42.79%

Student Special Program Identification/Participation - Mott Elementary School (Source: OnDataSuite & TAPR)					
Special Education	10.4%	10.6%	13.3%	16.41%	17.40%
Gifted & Talented	5.3%	5.98%	9%	7.90%	8.46%
Dyslexia	5.3%	5.5%	6.3%	6.99%	5.80%
Section 504	6.9%	7.2%	7.9%	6.84%	4.23%
Immigrant	2.1%	3.2%	3.5%	2.89%	1.72%
Homeless	0.6%	0.5%	0.5%	0.0%	0.63%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	10.8%	10.6%	8.5%	Not Yet Reported	Not Yet Reported

Staff Demographics

Since the 2021-2022 school year, Mott Elementary has seen a reduction in overall staff size and a shift in ethnic representation. The total number of teachers reached a four-year high of 56.5 in 2022-2023 before contracting to 41.7 by the 2024-2025 school year. During this same period, the percentage of White teachers has remained the highest demographic, fluctuating between 64.1% and 71.7%. While Hispanic representation has seen a steady decline from 18.6% to 13.3%, the campus has seen the emergence of Asian teacher representation, which rose to 2.4% in 2024-2025. African American staff representation and those identifying with two or more races have remained relatively stable, while American Indian and Pacific Islander representation has remained at 0%.

Teacher Demographics - Mott Elementary School (Source: TAPR)				
	2021-2022	2022-2023	2023-2024	2024-2025
Total Teachers	48	56.5	44.5	41.7
African American	10.3%	8.9%	13.4%	9.6
Hispanic	18.6%	15.9%	15.7%	13.3%
White	66.9%	71.7%	64.1%	69.9%
American Indian	0.0%	0%	0%	0%
Asian	0.0%	0%	2.2%	2.4%
Pacific Islander	0.0%	0%	0%	0%
Two or More Races	4.1%	3.5%	4.5%	4.8%

Since the 2021-2022 school year, Mott Elementary has seen a significant shift toward a more mid-career teaching staff. While the percentage of Beginning Teachers has dropped from 8.8% to 0% in the 2024-2025 school year, the core of the faculty is now concentrated in the 6–10 years of experience range, which remains the largest group at 32.5%. Teachers with 1–5 years of experience and 11–20 years of experience also make up substantial portions of the staff, at 28.3% and 29.6% respectively. Meanwhile, the percentage of veteran teachers with over 20 years of experience has remained relatively stable, hovering around 9.6%.

Teachers by Years of Experience - Mott Elementary School (Source: TAPR)				
	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	8.8%	8.6%	6%	0%
1-5 Years Experience	25.9%	24.8%	29.2%	28.3%
6-10 Years Experience	29.7%	32.5%	30.1%	32.5%
11-20 Years Experience	25.2%	25.2%	23.9%	29.6%
Over 20 Years of Experience	10.3%	8.9%	10.8%	9.6%

Demographics Strengths

Growing Cultural Diversity: The campus continues to benefit from a rich, multicultural environment, with the Asian student population increasing from 15.98% to 22.73% and the African American population growing to 16.93% over the last five years.

Experienced Teaching Staff: Mott Elementary maintains a highly stable and experienced faculty. Currently, 71.7% of the teaching staff has 6 or more years of experience, with the largest cohort (32.5%) falling into the 6–10 year "sweet spot" of mid-career expertise.

Proactive Special Program Identification: The campus has shown a strong commitment to student support services, as evidenced by the successful transition of students with dyslexia into the Special Education program (which grew to 17.4%) to ensure they receive more intensive, specialized instruction.

Stability in Emergent Bilingual Support: While the Emergent Bilingual population has grown to 24.45%, the campus has adapted to serve these students effectively, maintaining high levels of support even as total enrollment fluctuated.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Emergent Bilingual (EB) student population has grown steadily from 15.9% to 24.45% over the last five years, creating an increased demand for specialized linguistic instruction and ESL-certified staff.
Root Cause: The campus ESL program structures, staffing models, and professional development pathways have not been systematically scaled or proactively adjusted to meet the

rapidly expanding and diverse language needs of our student body.

Problem Statement 2: There has been a notable decline in students served under Section 504, dropping from a peak of 7.9% in 2023-24 to 4.23% in 2025-26.
Root Cause: While the campus focused heavily on the systematic reclassification of dyslexia services into Special Education, we have not established a routine, campus-wide review process to ensure that other students with eligible disabilities requiring accommodations alone (and not specialized instruction) were not overlooked.

Problem Statement 3: The percentage of Economically Disadvantaged students at Mott Elementary has risen steadily over the last five years, increasing from 18.3% in 2021-2022 to 24.61% in 2025-2026.
Root Cause: We have not systematically audited or updated our campus-wide equity practices, resource allocation models, or family outreach strategies to align with the shifting socioeconomic needs of our student body.

Student Learning

Student Learning Summary

Student achievement and progress on state/local assessments, benchmarks, advanced course/dual enrollment. CCMR, grades, graduation plans, retention data, dropouts, special education data, English language assessments & other data.

Students in grades PK-5 are assessed with universal screeners and progress monitoring instruments in reading and math at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). This is used to identify students who are at-risk for reading and/or math readiness or who need intervention. Students in grades K-5 who are identified as Emergent Bilingual (EB) take a state assessment called TELPAS. Students in grades 3-5 also take district assessments and the state assessment STAAR. The results of many of these assessments are below.

2025-2026 Star 360 Results

Many grade levels take the STAR 360 assessment as a Universal Screener in Math and Reading. The data below shows how students performed at Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). The numbers represent the percent of students at each level.

Math:

STAR 360 Math	1st grade 25-26			2nd grade 25-26			3rd grade 25-26			4th grade 25-26			5th grade 25-26		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	60%	86%	87%	82%	86%	90%	87%	92%	91%	87%	87%	86%	85%	86%	86%
On Watch	14%	9%	5%	7%	9%	3%	4%	3%	6%	5%	7%	5%	6%	10%	5%
Intervention	10%	4%	6%	6%	3%	4%	8%	2%	3%	6%	6%	6%	7%	3%	7%
Urgent Intervention	16%	1%	2%	5%	2%	3%	2%	3%	3%	2%	2%	3%	1%	1%	3%

Reading:

STAR 360 Reading	3rd grade 25-26			4th grade 25-26			5th grade 25-26		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	83%	85%	84%	73%	77%	73%	70%	70%	70%
On Watch	6%	8%	7%	13%	12%	7%	12%	12%	14%
Intervention	9%	4%	7%	6%	4%	12%	14%	4%	10%
Urgent Intervention	2%	3%	3%	9%	7%	7%	4%	7%	6%

In all grade levels, students trended up on STAR 360 Math from Beginning of the Year (BOY) to End of the Year (EOY), with the exception of 4th grade who went from 87% to 86%.

In all grade levels, the percentage of students at benchmark on STAR 360 Reading maintained from Beginning of the Year (BOY) to End of the Year (EOY).

STAR 360 Trends

3rd-5th grade students take a Universal Screener called STAR 360 in Reading. 1st-5th grade students take a Universal Screener called STAR 360 in Math. The trend data below shows the percent of students who are performing at or above grade level.

STAR 360 Reading	Fall 2024	Winter 2025	Spring 2025	Fall 2025	Winter 2026	Spring 2026
	77%	79%	80%	77%	79%	77%
STAR 360 Math	Fall 2024	Winter 2025	Spring 2025	Fall 2025	Winter 2026	Spring 2026

STAR 360 Reading	Fall 2024	Winter 2025	Spring 2025	Fall 2025	Winter 2026	Spring 2026
	82%	86%	88%	81%	88%	88%

According to Star360 proficiency results, students are making growth in all grade levels math and maintain in reading proficiency.

C-PALLS Trends

Pre-K students take a Universal Screener called C-PALLS. Students made tremendous gains in math and continued to keep high standards in Literacy.

C-PALLS Literacy (Rapid Letter Naming, Phonological Awareness, Rapid Vocabulary Naming)			
	BOY 2025	MOY 2026	EOY 2026
Making Acceptable Progress	73%	74%	73%
Needs More Assistance	27%	25%	22%

C-PALLS Math			
	BOY 2025	MOY 2026	EOY 2026
Making Acceptable Progress	87%	90%	91%
Needs More Assistance	13%	10%	5%

TX-KEA Trends

Kindergarten students take a Universal Screener called TX-KEA. There was a steady increase throughout this year in students who were on-track in math skills.

Literacy skills decreased throughout the year as the tasks became more challenging.

TX-KEA Literacy (Vocabulary, Spelling, Letter Names)						
	BOY 2024	MOY 2025	EOY 2025	BOY 2025	MOY 2026	EOY 2026

TX-KEA Literacy (Vocabulary, Spelling, Letter Names)						
On-Track	60%	76%	81%	75%	79%	79%
Monitor/Support	14%	25%	19%	24%	21%	21%

TX-KEA Math						
	BOY 2024	MOY 2025	EOY 2025	BOY 2025	MOY 2026	EOY 2026
On-Track	72%	73%	73%	61%	80%	85%
Monitor/Support	24%	28%	27%	31%	20%	15%

TPRI/Amira Trends

1st and 2nd grade students take a Universal Screener in Literacy called TPRI Amira. In prior years, students took this test one-on-one with a teacher but this year students took it using AI called Amira. There was a drop in literacy scores in both 1st and 2nd grade on Amira from BOY to EOY.

1st Grade TPRI					
	BOY 2024	EOY 2025	BOY 2025	MOY 2026	EOY 2026
Developed	58%	86%	76%	82%	84%
Still Developing	8%	0%	23%	18%	16%

2nd Grade TPRI					
	BOY 2024	EOY 2025	BOY 2025	MOY 2026	EOY 2026

2nd Grade TPRI					
Developed	65%	81%	91%	91%	91%
Still Developing	14%	4%	10%	9%	9%

2025-2026 STAAR Results

2025-2026 STAAR Results: 2026 STAAR results show mixed performance trends. 4th-grade Math improved across all categories compared to 2025, while 3rd-grade RLA saw gains at the Meets and Masters levels. 3rd-grade Math and 5th-grade Math/RLA performance levels remained generally stable with minor shifts across categories.

2026 STAAR RLA			
	3rd grade	**4th grade**	**5th grade**
Approaches	86%	90%	87%
Meets	75%	76%	64%
Masters	46%	31%	42%

2026 STAAR Math			
	3rd grade	**4th grade**	**5th grade**
Approaches	89%	83%	84%
Meets	68%	69%	63%
Masters	30%	39%	26%

2025 STAAR Science	
	5th grade

2026 STAAR RLA	
Approaches	63%
Meets	33%
Masters	14%

2024-2026 STAAR Trend Data

2024-2026 STAAR Trend Data: 3rd grade trends reflect strong historical growth in RLA, with the Meets and Masters categories reaching new highs in 2026. 4th grade trends show a positive rebound in Math performance following 2025 results, and continued stability in RLA. 5th grade trends show consistent performance in both Math and RLA, maintaining overall achievement levels.

3rd grade:

	2024 Math	2025 Math	2026 Math	2024 RLA	2025 RLA	2026 RLA
Approaches	88%	91%	89%	87%	91%	86%
Meets	64%	78%	68%	60%	71%	75%
Masters	32%	41%	30%	34%	42%	46%

4th grade:

	2024 Math	2025 Math	2026 Math	2024 RLA	2025 RLA	2026 RLA
Approaches	85%	81%	83%	94%	90%	90%
Meets	66%	53%	69%	66%	70%	76%
Masters	33%	33%	39%	42%	37%	31%

5th grade:

	2024 Math	2025 Math	2026 Math	2024 RLA	2025 RLA	2026 RLA	2024 Sci	2025 Sci	2026 Sci
Approaches	85%	85%	84%	85%	86%	87%	72%	55%	63%
Meets	59%	56%	63%	70%	69%	64%	41%	15%	33%
Masters	26%	28%	26%	45%	41%	42%	18%	8%	14%

2025-2026 TELPAS Results

Students who speak another language in the home are classified as Emergent Bilingual (EB) and take a state assessment called TELPAS.

2026 TELPAS Composite Scores				
	Beginning	**Intermediate**	**Advanced**	**Advanced High**
Kindergarten	11%	24%	26%	40%

2026 TELPAS Composite Scores				
1st Grade	5%	21%	23%	54%
2nd Grade	0%	24%	59%	18%
3rd Grade	0%	13%	75%	13%
4th Grade	0%	50%	50%	0%
5th Grade	0%	17%	67%	17%

In order to meet the requirements of HB 1416, we will be providing accelerated instruction for students in math and RLA who did not meet standard on the STAAR test. This accelerated instruction will occur during the school day. Teachers and interventionists will provide this instruction in small groups, with interventionists pulling students for Tier 3 intervention and classroom teachers pulling students for Tier 2 intervention. Additionally, some of our teachers have received a TIA designation; students in these teachers' classes receive their required HB 1416 minutes by being in that class.

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**91**	**A**	
Student Achievement		**91**	**A**	**70%**
STAAR Performance	62	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**86**	**B**	**0%**
Academic Growth	76	86	B	✓
Relative Performance (Eco Dis: 24.6%)		77	C	
Closing the Gaps	**79**	**92**	**A**	**30%**

Missed Closing the Gaps Targets

- **None - all Closing the Gaps Targets were met or exceeded during the 2025-2026 school year**

Student Group	Academic Achievement				Growth Rate				Student Success		English Language Proficiency	
	Reading/Language Arts		Mathematics		Reading/Language Arts		Mathematics					
All Students	Met Long Term Target	4	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3		
Lowest Racial/Ethnic Group 1	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3		
Lowest Racial/Ethnic Group 2	Met Long Term Target	4	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3		
High Focus Group	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Long Term Target	4
Total Points	26 out of 32 (81%)				24 out of 32 (75%)				12 out of 16 (75%)		4 out of 4 (100%)	

Student Learning Strengths

School-Wide & Multi-Year Trend Mastery

- **Accelerated School-Wide Math Growth:** Overall student performance on the STAR 360 Math Universal Screener demonstrated high-trajectory growth campus-wide, increasing from 81% of students performing at or above grade level in Fall 2025 to a sustainable 88% in Spring 2026.
- **Resilient School-Wide Reading Stability:** School-wide STAR 360 Reading proficiency rates demonstrated exceptional stability and alignment throughout the year, successfully maintaining a high-performing baseline of 77% of students at or above grade level from Fall 2025 through Spring 2026.
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Mathematics Student Strength Profiles

- **Pre-Kindergarten (C-PALLS):** Pre-K students made exceptional gains in early mathematical reasoning, with the percentage of students making "Acceptable Progress" increasing from 87% at BOY to 91%at EOY. Crucially, the tier of students requiring "Needs More Assistance" was cut by more than half, dropping from 13% to just 5%.
- **Kindergarten (TX-KEA):** Kindergarten students achieved exemplary mathematical growth, with the percentage of "On-Track" students expanding by 24 percentage points from 61% at BOY to 85% at EOY. Concurrently, the "Monitor/Support" tier was reduced from 31% to 15%.
- **1st Grade (STAR 360):** First-grade students demonstrated the highest acceleration margin on campus in mathematics, with benchmark proficiency surging from 60% at BOY to 87% at EOY (27% net increase). Concurrently, the "Urgent Intervention" tier successfully plummeted from 16% down to just 2%.
- **2nd Grade (STAR 360):** Second-grade students sustained robust tier-1 performance, increasing their benchmark mastery from 82% at BOY to 90% at EOY, while mitigating critical gaps by lowering the "Urgent Intervention" tier to a minimal 3%.

- **3rd Grade (STAR 360):** Third-grade students maintained a strong, upward mastery trajectory, accelerating from an already high baseline of 87% at BOY to 91% benchmark proficiency at EOY.
- **4th & 5th Grade (STAR 360):** Upper elementary students demonstrated well-established foundational math competencies; 4th grade maintained highly stable and resilient benchmark tiers 87% BOY to 86% EOY, while 5th-grade students finished the year strong with 86% of students securely at benchmark.

Reading & Literacy Student Strength Profiles

- **Pre-Kindergarten (C-PALLS):** Pre-K students successfully upheld rigorous early literacy standards, holding a steady 73% rate of "Making Acceptable Progress" from BOY to EOY, while proactively reducing the "Needs More Assistance" sub-population from 27% down to 22%.
- **Kindergarten (TX-KEA):** Despite increasing text and task complexity over the course of the year, Kindergarten literacy skills expanded and stabilized, with the percentage of "On-Track" students growing from 75% at BOY to a consistent 79% at both MOY and EOY.
- **1st Grade (TPRI/Amira):** Successfully navigating a transition to an AI-administered assessment platform (Amira), 1st-grade students adapted effectively to secure strong literacy gains, with "Developed" rates advancing from 76% at BOY to 84% at EOY, while decreasing the "Still Developing" tier by 7 percentage points.
- **2nd Grade (TPRI/Amira):** Second-grade students showcased outstanding literacy mastery and exceptional consistency on the Amira platform, maintaining a rock-solid, elite "Developed" proficiency rate of 91% across all three testing intervals (BOY, MOY, and EOY).
- **3rd Grade (STAR 360):** Third-grade students demonstrated well-ingrained reading comprehension stamina, maintaining high-tier benchmark proficiency throughout the entire academic year (83% BOY, 85% MOY, and 84% EOY).
- **4th & 5th Grade (STAR 360):** Upper elementary reading proficiency rates exhibited remarkable tier-1 preservation; 4th grade maintained a stable 73% benchmark tier between BOY and EOY, while 5th-grade students achieved absolute consistency by maintaining a 70% benchmark proficiency rate across the BOY, MOY, and EOY screeners.

Spring 2026 STAAR results:

- 3rd Grade Math: Third-grade students sustained strong performance on the state assessment, achieving an 89% Approach rate, 68% Meets rate, and a solid 30% at the Masters level.
- 3rd Grade RLA: Third-grade RLA trends reflected exceptional mastery and high-tier comprehension, reaching new highs with 86% of students at Approach, 75% at Meets, and an impressive 46% achieving Masters.
- 4th Grade Math: Fourth-grade students demonstrated a positive, high-trajectory rebound following prior year results, accelerating to an 83% Approach rate, 69% Meets rate, and 39% at the Masters level.
- 4th Grade RLA: Fourth-grade RLA performance showcased robust stability and elite baseline preservation across all tiers, securing a 90% Approach rate, 76% Meets rate, and 31% at the Masters level.
- 5th Grade Math: Fifth-grade students established strong foundational competencies and well-maintained achievement tiers, finishing the year with an 84% Approach rate, 63% Meets rate, and 26% at the Masters level.
- 5th Grade RLA: Fifth-grade RLA students demonstrated consistent multi-year performance and tier-1 preservation, capturing an 87% Approach rate, 64% Meets rate, and a high-performing 42% at the Masters level.

25/26 Closing the Gaps Outcomes:

- In Reading, all Growth targets and all Meets Grade Level or above targets for All students, African American Students, Two or More Races Students, and our High Focus group.
- In Math, all Growth targets for all student groups were met for All students, African American Students, Two or More Races Students, and our High Focus group.
- All TEA Student Success targets were met.
- The English Language Proficiency TEA long-term target was met.

TELPAS

- The English Language Proficiency Status target was 46%. We exceeded the target with a score of 54%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: VMES Science STAAR scores in the Meets category are significantly lower (28%) compared to Reading (70%) and Math (63%), indicating a gap in science performance.
Root Cause: Core Tier-1 science instruction and hands-on laboratory investigations were not systematically integrated across all lower elementary grade levels, leading to fragmented content exposure and a lack of cumulative academic vocabulary readiness by the time students reached the 5th-grade testing tier.

Problem Statement 2: On the Spring 2026 STAAR Math assessment, 32% of 3rd-grade students failed to achieve the Meets Grade Level standard, indicating a persistent performance gap where nearly one-third of the cohort is unable to progress from basic procedural tracking (Approaches) into true grade-level proficiency.
Root Cause: Core Tier-1 math instruction did not sufficiently bridge the gap between basic, routine problem-solving and the higher-level conceptual thinking and multi-step reasoning required to move mid-tier students securely into the Meets Grade Level threshold.

Problem Statement 3: Across the upper elementary cohort, a substantial gap persists in high-tier reading proficiency, with 36% of 5th-grade students, 24% of 4th-grade students, and 25% of 3rd-grade students failing to reach the Meets Grade Level standard on the Spring 2026 RLA STAAR assessment.
Root Cause: Universal literacy screening tools (like STAR 360) and campus reading resources have predominantly tracked basic tier-1 comprehension stability, leaving a gap in daily, targeted small-group instruction specifically designed to transition stable baseline readers into advanced, analytical critical thinking.

School Processes & Programs

School Processes & Programs Summary

Professional Learning & Instruction Faculty and staff at **Mott Elementary School** are deeply involved in **Professional Learning Communities (PLCs)**. Each PLC meets weekly (and sometimes twice weekly) to review data and hold future planning conversations. In 2025-2026, we utilized Campus Professional Development time three times per year, allowing teachers to delve deeper into data and curriculum. As part of the PLC process of analyzing data to drive instructional strategies and the implementation of Student Support Teams (SST), there is more consistent, targeted, and timely intervention for students.

Tutoring-

Our commitment to supporting students' academic growth extends to providing tutorial sessions that are available during regular school hours as well as after school. These tutorials are designed to offer a well-rounded support system to cater to different learning needs and preferences.

During School:

- Tutorials during school hours allow us to provide immediate assistance to students who may be struggling with specific subjects or concepts.
- They are seamlessly integrated into the school day, ensuring that students receive targeted help without disrupting their regular schedules.
- During-school tutorials can be aligned with classroom instruction, reinforcing the material covered in class.

After School:

- Our after-school tutorials offer extended learning opportunities beyond regular school hours.
- They provide students with the flexibility to engage in additional learning, review sessions, and homework support.
- These sessions are usually in the Spring semester February - April.

In combining both during and after-school tutorials, our goal is to create a comprehensive support system that fosters academic success. We understand that students have varying needs, and by offering tutorials at different times throughout the day, we ensure that they have access to the resources and guidance they require to excel in their studies.

Campus Culture & Designations at Mott Elementary continues to prioritize a positive environment through the work of the **Campus Culture and Climate Committee (CCCC)**. We have maintained our **No Place for Hate** designation for the 2025-2026 school year.

Relationship-Centered Learning - Relationship-Centered Learning (RCL) is an educational approach that places a strong emphasis on the quality of relationships between educators and learners and among learners themselves. This approach recognizes that effective learning is not just about the transmission of information but also about the cultivation of meaningful and positive relationships within the learning environment. RCL is often associated with medical education, but its

principles can be applied to various educational settings.

STEM & Technology Integration Based on student interest surveys, the **STEM and Technology rotation** remains a vital part of the special areas curriculum at V **MES**. Students engage in a variety of coding, technology-integrated projects, and science-based activities. This rotation is a highly popular "specials" elective that fosters critical thinking and digital literacy.

Community Partnerships & Mentorship Our neighboring high school and Middle school, Weiss HS and Cele MS, partners with **Mott Elementary** by providing essential student support and mentorship through programs such as **Ready Set Teach** and **partnerships with student council events and Fine Art programs.**

Student Enrichment This year, our students also participate in a wide range of extracurriculars, including **Girls Who Code, Young Rembrandts, Honor Choir, Mighty Kids Chess, Run Clubs, Accelerated Reading Program and Destination Imagination**.

Systems for Success The **MTSS Culture and Climate team** has established consistent systems for common areas to promote **Relationship-Centered Learning (RCL)**. We utilize **Owl Bucks** as a positive reinforcement tool, allowing students to earn rewards for meeting campus-wide expectations: *Be Safe, Be Respectful, and Be Responsible*. To encourage positive behavior in the cafeteria specifically, the committee continues to implement the **Golden Spork** incentive program.

Teacher Growth and Development

Teacher Recruitment and Retention: To support teacher growth and long-term professional success, Mott Elementary prioritizes a collaborative and tailored approach to development and recruitment. This begins with our staffing process, where we utilize a hiring committee to ensure current staff members have a voice in selecting new colleagues. This strategy promotes transparency and inclusivity, recognizing that our educators are the most valuable stakeholders in building a cohesive, effective team.

Once on board, teachers are supported through a diverse array of professional development opportunities designed to meet their unique needs and preferences. By providing differentiated, district-aligned PD that is specifically informed by student data and individual teacher areas of growth, we empower our staff to continually enhance their skills. This commitment to ongoing, personalized learning reflects our recognition of the diverse backgrounds and professional goals of our educators, ensuring every teacher has the tools necessary to excel.

Referrals by Location:

Location	Classroom	Playground	Cafeteria	Hallways	School Grounds	Gym	Office
% of Referrals	34.15%	16.46%	12.80%	3.66%	2.44%	12.80%	1.83%

Referrals by Grade Level:

PreK	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
3.3%	10.4%	1.6%	19.7%	27.9%	8.7%	28.4%

Referrals by Offense:

Physically Aggressive Behavior	Roughhousing/ Horseplay	Inappropriate Language/Gestures	Disruptive Classroom Behavior	Disrespect/Rude Comments/Actions	Violation of Safety Rules	Theft-Non Felony
31.29%	9.82%	22.70%	8.59%	8.59%	3.07%	0.61%

Referrals by Ethnicity and Race:

Ethnicity and Race	Hispanic	Non-Hispanic/ White	Non-Hispanic/ Black	Non-Hispanic/ Asian
% of Referrals	26.2%	37.2%	31.1%	5.5%

Summary:
An analysis of campus behavior data reveals that **Classrooms** are the primary source of discipline issues (**34.15%**), closely followed by unstructured zones like the playground, cafeteria, and gym, which combined account for over 42% of referrals. Culturally and academically, these incidents are highly concentrated in specific pockets: **3rd and 5th graders** drive over half of all campus referrals (**56.3%** combined), while **Physically Aggressive Behavior** (**31.29%**) and Inappropriate Language (**22.70%**) emerge as the dominant infractions. Demographically, referrals are highest among White (37.2%) and Black (31.1%) student populations, followed by Hispanic students (26.2%). To maximize impact, the CIP should pivot away from generalized strategies and instead deploy targeted conflict-resolution and proactive classroom management explicitly tailored to the 3rd and 5th-grade cohorts.

Attendance:

Attendance Trends. Source: On Data Suite and TAPR

Six Weeks	2022-2023	2023-2024	2024-2025	2025-2026
1st	95.8%	96.5%	95.8%	97.4%
2nd	94.5%	95.2%	95.7%	96.2%
3rd	92.7%	94.2%	95.4%	95.0%
4th	95.8%	92.8%	93.5%	95.5%
5th	94.9%	95.5%	95.4%	95.3%
6th	95.0%	96.0%	95.4%	95.4%
Overall	95.3%	95.2%	95.2%	95.76%

Chronic Absenteeism. Source: TAPR and OnData

2022-2023	2023-2024	2024-2025	2025-2026
12.1%	8.6%	8.4%	9.0%

During the 2025–2026 school year, the campus maintained a strong overall attendance rate of 95.76%. The academic year started on a high note, with attendance peaking during the first six weeks at 97.4% and remaining strong into the second six weeks at 96.2%. As the winter months approached, the campus experienced its lowest attendance of the year during the third six weeks, where rates dipped to 95.0%. However, attendance quickly stabilized after this mid-year decline, hovering consistently between 95.3% and 95.5% for the remainder of the school year.

When analyzing historical data from 2022 through 2026, distinct seasonal and long-term trends become apparent. A consistent mid-year slump occurs across almost every school year, historically hitting its lowest points during the third or fourth six weeks due to seasonal illnesses and holiday breaks. Despite this recurring winter dip, the campus has shown a steady multi-year recovery from post-pandemic attendance declines, with the overall annual attendance rate rising progressively from 95.3% in the 2022–2023 school year to its current peak of 95.76% in 2025–2026.

School Processes & Programs Strengths

Culture and Climate Committee: This committee has developed documents to explain campus wide systems for positive reinforcers and systems for school wide expectations. The committee also created and shared a document with our committee on the Camus wide expectations (Be Safe, Be Respectful, Be Responsible).

Relationship Centered Learning: During the beginning of the year campus professional development, the campus engaged in created a Staff Treatment Agreement that set the tone for our interactions and modeled systems for teachers to turn around to their students.

For students who have not met the STAAR standards for two consecutive years, Accelerated Education Plans (AEPs) have been developed. Teachers held parent conferences to explain these AEPs and how they would address the students' needs. Teachers also carefully document tutoring details for each student, including tutoring minutes, the subject covered, and the methods used to ensure compliance with HB 4545 tutoring requirements. This documentation is critical for tracking progress and adhering to the mandates of both HB 4545 and the updated provisions under HB 1416.

Tutoring- during the school day and after school: Students receive consistent additional, supplemental instruction in math and reading.

PLCs: These take place weekly (sometimes twice weekly) to review data and hold future planning conversations.

Staffing- hiring committee: The committee is comprised of teachers and support personnel and is a consistent committee. This committee hires by consensus for all building positions.

Professional Development: This is ongoing throughout the year during staff meetings (reading and math).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Over 42% of all campus discipline referrals occur outside the classroom in unstructured zones, specifically the playground, cafeteria, and gym.
Root Cause: Proactive classroom management strategies and Relationship-Centered Learning (RCL) structures are not as consistently or clearly defined/enforced by staff supervising common areas as they are within individual classrooms.

Problem Statement 2: A disproportionate volume of campus behavior incidents is concentrated in specific grade levels, with the 3rd and 5th-grade cohorts driving more than half (56.3%) of all campus referrals.
Root Cause: Campus discipline interventions have historically relied on generalized, school-wide strategies rather than deploying targeted conflict-resolution, tier-2 interventions, and proactive management tailored to the developmental needs of specific high-referral cohorts.

Problem Statement 3: A reduction in campus intervention faculty from two positions down to one creates an operational barrier to delivering direct student support, a challenge that is compounded by the ongoing implementation of the new Bluebonnet mathematics curriculum.
Root Cause: Historically, campus intervention relied on a reactive, pull-out model managed by specialists rather than an integrated classroom system for daily Tier 1 and Tier 2 support. When intervention staffing is reduced, general education teachers faced gaps in specialized tools, linguistic strategies, and progress-monitoring frameworks needed to independently differentiate within core instruction.

Problem Statement 4: More than half (54%) of all campus discipline infractions are driven by physically aggressive behavior and inappropriate language/gestures, with the majority of these incidents occurring within the classroom setting and unstructured common zones.
Root Cause: Academic demands and curriculum transitions often take precedence over systematic social/emotional learning, preventing students from consistently practicing, internalizing, and applying positive behavior and conflict-resolution skills.

Problem Statement 5: The percentage of chronically absent students at Mott Elementary increased from 8.4% to 9.0% over the past year, indicating that nearly 1 in 10 students are missing critical instructional time despite the campus maintaining a strong general attendance baseline.
Root Cause: The campus lacks a systematic, data-driven system to track individual student absence thresholds early in the year, preventing the MTSS culture and climate team from deploying timely, localized family outreach and attendance interventions before a student reaches chronic status.

Perceptions

Perceptions Summary

At Mott Elementary, our strong community culture is built upon the dedication of our incredible students, professional staff, and supportive families. We proudly unite under our campus slogan,"Show up, work hard, and Read", which reflects our shared commitment to growth and literacy.

We communicate regularly with families through our campus Facebook page and our weekly principal newsletter, 'Mott News.' We actively cultivate robust family partnerships by providing meaningful volunteer opportunities that foster a deeply engaged school community.

We also had a Sunshine Committee and PTO Hospitality that helped promote staff morale. The Campus Climate and Culture Committee began a gratitude journal where staff can share a positive message about a co-worker and then pass the journal on. Our PTO consistently provided meals, snacks, and raffle prizes to staff throughout the year.

We continued to hold monthly PTO meetings. The PTO also held multiple spirit nights at venues such as Dave & Buster's, Willie's, Sonic, and Tumble 22. They hosted highly successful events, including movie nights, game nights, a holiday market, and our annual Owl Pfest. Additionally, staff hosted XSTREAM Night, Field Day, and music performances across all grade levels, all of which drew excellent parent participation.

Teacher Survey (Upbeat) - 2026 Spring Survey

Areas of Strengths, as defined by averages in 90s included:

- Equal Opportunities
- Self-Efficacy
- Satisfaction & Purpose
- Inclusive Practices
- Parent/Teacher Communication
- Evaluation
- Care & Commitment
- Autonomy
- Recruitment, Hiring & Onboarding
- Instructional Leadership

- Belonging & Wellbeing
- Future Commitment
- Teacher Voice & Leadership
- Appreciation

Areas of targeted growth for the coming school year focused on the categories of:

- Collaboration
- Principal Teacher Trust
- School Safety and Order

Perceptions Strengths

Positive Growth Trajectory: The overall Campus Upbeat climate survey data demonstrated consistent, positive growth, increasing by 4 points from the Fall survey checkpoint.

Significant District Outperformance: At the Spring 2026 checkpoint, Mott Elementary significantly outperformed the Pflugerville ISD average by 5.8 points across all surveyed categories.

Exceptional Parent-Teacher Partnerships: The campus achieved an overwhelming 97% positive rating in Parent/Teacher Communication, outpacing the district average by 12 percentage points, highlighting deep community trust and strong collaborative partnerships.

High Sense of Teacher Efficacy: Faculty members demonstrate an exceptional belief in their professional capacity, achieving a 100% positive rating in Self-Efficacy, which sits 9 points higher than the district average.

Exceptional Sense of Workplace Belonging: The campus heavily outperforms the district in supporting staff well-being, highlighted by a 92% positive rating in Belonging & Wellbeing (+5 points above the district) and a 96% positive rating in Care & Commitment (+7 points above the district).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While the school's overall engagement is high, the Collaboration category scored 73% positive, which is significantly lower (-12 points) than the district average. This suggests that faculty members may feel isolated in their professional practice or that existing structures for peer-to-peer collaboration are not meeting their needs.
Root Cause: The discrepancy may stem from a lack of formalized Professional Learning Communities (PLCs) focused on collaborative data analysis and shared instructional strategies may prevent teachers from engaging in the deep, meaningful cooperation seen elsewhere in the district.

Problem Statement 2: While Mott Elementary significantly outperforms the district in campus environment metrics, 13% of staff express neutral or negative views regarding School Safety & Order, indicating a need to tighten behavioral consistency or emergency preparedness.
Root Cause: Shifting or unequally applied expectations for student behavior across different grade levels, common areas (cafeteria, playground), or by different staff members.

Goals

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

Performance Objective 1: By May 2027, Mott will provide differentiated professional development, team building, and support which will increase effective teaching, promote confidence in staff, and maintain retention of the current staff at a 90% rate.

Evaluation Data Sources: Surveys, retention rates

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: On the Spring 2026 STAAR Math assessment, 32% of 3rd-grade students failed to achieve the Meets Grade Level standard, indicating a persistent performance gap where nearly one-third of the cohort is unable to progress from basic procedural tracking (Approaches) into true grade-level proficiency. **Root Cause**: Core Tier-1 math instruction did not sufficiently bridge the gap between basic, routine problem-solving and the higher-level conceptual thinking and multi-step reasoning required to move mid-tier students securely into the Meets Grade Level threshold.
Perceptions
Problem Statement 1: While the school's overall engagement is high, the Collaboration category scored 73% positive, which is significantly lower (-12 points) than the district average. This suggests that faculty members may feel isolated in their professional practice or that existing structures for peer-to-peer collaboration are not meeting their needs. **Root Cause**: The discrepancy may stem from a lack of formalized Professional Learning Communities (PLCs) focused on collaborative data analysis and shared instructional strategies may prevent teachers from engaging in the deep, meaningful cooperation seen elsewhere in the district.

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 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 78% to 82%
-Approaches from 89% to 91%
-Meets from 76% to 79%
-Masters from 41% to 44%

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 74% in June 2026 to 75% by June 2027 and

to 79% by June 2030.

HB3 Goal

Evaluation Data Sources: Evaluations will be based on comparing the beginning and end-of-year assessment data collected in May 2025, including C-PALLS+, Star360, TX-KEA, TPRI, Common Assessments, District Assessments, STAAR, and STAAR Progress Measure for 4th - 5th graders. Professional development plans, PLC agendas, and T-TESS data can also be used.

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Across the upper elementary cohort, a substantial gap persists in high-tier reading proficiency, with 36% of 5th-grade students, 24% of 4th-grade students, and 25% of 3rd-grade students failing to reach the Meets Grade Level standard on the Spring 2026 RLA STAAR assessment. **Root Cause**: Universal literacy screening tools (like STAR 360) and campus reading resources have predominantly tracked basic tier-1 comprehension stability, leaving a gap in daily, targeted small-group instruction specifically designed to transition stable baseline readers into advanced, analytical critical thinking.
Perceptions
Problem Statement 1: While the school's overall engagement is high, the Collaboration category scored 73% positive, which is significantly lower (-12 points) than the district average. This suggests that faculty members may feel isolated in their professional practice or that existing structures for peer-to-peer collaboration are not meeting their needs. **Root Cause**: The discrepancy may stem from a lack of formalized Professional Learning Communities (PLCs) focused on collaborative data analysis and shared instructional strategies may prevent teachers from engaging in the deep, meaningful cooperation seen elsewhere in the district.

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 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 74% to 78%
-Approaches from 88% to 90%
-Meets from 70% to 72%
-Masters from 33% to 35%

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 68% in June 2025 to 70% by June 2027 and to 75% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR math results, Accountability reports, Star360, Common Assessments and District Assessments,STAAR Progress Measure for 4th - 5th graders. Professional development plan, PLC agendas, and T-TESS data can also be used.

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: On the Spring 2026 STAAR Math assessment, 32% of 3rd-grade students failed to achieve the Meets Grade Level standard, indicating a persistent performance gap where nearly one-third of the cohort is unable to progress from basic procedural tracking (Approaches) into true grade-level proficiency. **Root Cause**: Core Tier-1 math instruction did not sufficiently bridge the gap between basic, routine problem-solving and the higher-level conceptual thinking and multi-step reasoning required to move mid-tier students securely into the Meets Grade Level threshold.

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 5th grade STAAR 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 63% to 75%
-Meets from 33% to 50%
-Masters from 13% to 25%

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: VMES Science STAAR scores in the Meets category are significantly lower (28%) compared to Reading (70%) and Math (63%), indicating a gap in science performance. **Root Cause**: Core Tier-1 science instruction and hands-on laboratory investigations were not systematically integrated across all lower elementary grade levels, leading to fragmented content exposure and a lack of cumulative academic vocabulary readiness by the time students reached the 5th-grade testing tier.

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

Performance Objective 1: By the end of the 2026-27 school year, Mott Elementary will increase the campus attendance rate by .5%, from 95.76% to 96.26% and decrease chronic absenteeism by .5%, from 9.0% to 8.5%.

Evaluation Data Sources: Attendance Data, Chronic Absenteeism rate

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: The percentage of chronically absent students at Mott Elementary increased from 8.4% to 9.0% over the past year, indicating that nearly 1 in 10 students are missing critical instructional time despite the campus maintaining a strong general attendance baseline. **Root Cause**: The campus lacks a systematic, data-driven system to track individual student absence thresholds early in the year, preventing the MTSS culture and climate team from deploying timely, localized family outreach and attendance interventions before a student reaches chronic status.

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

Performance Objective 2: Mott Elementary will implement a Coordinated School Health program with a minimum of two activities each in the areas of fitness and social/emotional learning in order to promote the well-rounded physical education of all students.

Evaluation Data Sources: FitnessGram results, participation in character education, participation in Boosterthon Fun Run, Campus Climate and Culture Committee Universal implementation, Second Step participation

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Over 42% of all campus discipline referrals occur outside the classroom in unstructured zones, specifically the playground, cafeteria, and gym. **Root Cause** : Proactive classroom management strategies and Relationship-Centered Learning (RCL) structures are not as consistently or clearly defined/enforced by staff supervising common areas as they are within individual classrooms.
Problem Statement 2: A disproportionate volume of campus behavior incidents is concentrated in specific grade levels, with the 3rd and 5th-grade cohorts driving more than half (56.3%) of all campus referrals. **Root Cause**: Campus discipline interventions have historically relied on generalized, school-wide strategies rather than deploying targeted conflict-resolution, tier-2 interventions, and proactive management tailored to the developmental needs of specific high-referral cohorts.
Problem Statement 5: The percentage of chronically absent students at Mott Elementary increased from 8.4% to 9.0% over the past year, indicating that nearly 1 in 10 students are missing critical instructional time despite the campus maintaining a strong general attendance baseline. **Root Cause**: The campus lacks a systematic, data-driven system to track individual student absence thresholds early in the year, preventing the MTSS culture and climate team from deploying timely, localized family outreach and attendance interventions before a student reaches chronic status.

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

Performance Objective 3: Mott will organize academic and enrichment events to create an increase in parent and student engagement and student academic outcomes.

Evaluation Data Sources: Participation rates, improved academic outcomes

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: The percentage of chronically absent students at Mott Elementary increased from 8.4% to 9.0% over the past year, indicating that nearly 1 in 10 students are missing critical instructional time despite the campus maintaining a strong general attendance baseline. **Root Cause**: The campus lacks a systematic, data-driven system to track individual student absence thresholds early in the year, preventing the MTSS culture and climate team from deploying timely, localized family outreach and attendance interventions before a student reaches chronic status.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2026-2027 school year, Mott will decrease disciplinary referrals by 10%, from 196 referrals to 176 referrals.

Evaluation Data Sources: Discipline Referral data

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Over 42% of all campus discipline referrals occur outside the classroom in unstructured zones, specifically the playground, cafeteria, and gym. **Root Cause** : Proactive classroom management strategies and Relationship-Centered Learning (RCL) structures are not as consistently or clearly defined/enforced by staff supervising common areas as they are within individual classrooms.
Problem Statement 2: A disproportionate volume of campus behavior incidents is concentrated in specific grade levels, with the 3rd and 5th-grade cohorts driving more than half (56.3%) of all campus referrals. **Root Cause**: Campus discipline interventions have historically relied on generalized, school-wide strategies rather than deploying targeted conflict-resolution, tier-2 interventions, and proactive management tailored to the developmental needs of specific high-referral cohorts.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Mott Elementary's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating to maintain an A campus
-- Domain 1: Maintain an A
-- Domain 2: Rating will improve from B to A
-- Domain 3: Maintain an A

Evaluation Data Sources: Accountability reports

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: VMES Science STAAR scores in the Meets category are significantly lower (28%) compared to Reading (70%) and Math (63%), indicating a gap in science performance. **Root Cause**: Core Tier-1 science instruction and hands-on laboratory investigations were not systematically integrated across all lower elementary grade levels, leading to fragmented content exposure and a lack of cumulative academic vocabulary readiness by the time students reached the 5th-grade testing tier.

Problem Statement 2: On the Spring 2026 STAAR Math assessment, 32% of 3rd-grade students failed to achieve the Meets Grade Level standard, indicating a persistent performance gap where nearly one-third of the cohort is unable to progress from basic procedural tracking (Approaches) into true grade-level proficiency. **Root Cause**: Core Tier-1 math instruction did not sufficiently bridge the gap between basic, routine problem-solving and the higher-level conceptual thinking and multi-step reasoning required to move mid-tier students securely into the Meets Grade Level threshold.

Problem Statement 3: Across the upper elementary cohort, a substantial gap persists in high-tier reading proficiency, with 36% of 5th-grade students, 24% of 4th-grade students, and 25% of 3rd-grade students failing to reach the Meets Grade Level standard on the Spring 2026 RLA STAAR assessment. **Root Cause**: Universal literacy screening tools (like STAR 360) and campus reading resources have predominantly tracked basic tier-1 comprehension stability, leaving a gap in daily, targeted small-group instruction specifically designed to transition stable baseline readers into advanced, analytical critical thinking.

School Processes & Programs

Problem Statement 3: A reduction in campus intervention faculty from two positions down to one creates an operational barrier to delivering direct student support, a challenge that is compounded by the ongoing implementation of the new Bluebonnet mathematics curriculum. **Root Cause**: Historically, campus intervention relied on a reactive, pull-out model managed by specialists rather than an integrated classroom system for daily Tier 1 and Tier 2 support. When intervention staffing is reduced, general education teachers faced gaps in specialized tools, linguistic strategies, and progress-monitoring frameworks needed to independently differentiate within core instruction.

Perceptions

Problem Statement 1: While the school's overall engagement is high, the Collaboration category scored 73% positive, which is significantly lower (-12 points) than the district average. This suggests that faculty members may feel isolated in their professional practice or that existing structures for peer-to-peer collaboration are not meeting their needs. **Root Cause**: The discrepancy may stem from a lack of formalized Professional Learning Communities (PLCs) focused on collaborative data analysis and shared instructional strategies may prevent teachers from engaging in the deep, meaningful cooperation seen elsewhere in the district.

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 - Mott ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 60% in Spring 2024 to 90% 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	
60%	65%	70%	75%	80%	85%	90%	
Outcomes	70%	75%					

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)	41%	58%	60%	n/a	83%	n/a	n/a	7%	58%	n/a	64%	n/a	n/a
2024-2025	65%	65%	65%	n/a	90%	n/a	n/a	13%	65%	n/a	65%	n/a	n/a
Outcomes: 2024-2025	n/a	54%	88%	n/a	86%	n/a	n/a	30%	42%	n/a	60%	n/a	n/a
2025-2026	70%	70%	70%	n/a	90%	n/a	n/a	20%	70%	n/a	70%	n/a	n/a
Outcomes: 2025-2026	58%	73%	70%	n/a	95%	n/a	n/a	8%	56%	n/a	50%	n/a	n/a
2026-2027	75%	75%	75%	n/a	90%	n/a	n/a	25%	75%	n/a	75%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	80%	80%	80%	n/a	90%	n/a	n/a	40%	80%	n/a	80%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	85%	85%	85%	n/a	90%	n/a	n/a	45%	85%	n/a	85%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	90%	90%	90%	n/a	90%	n/a	n/a	50%	90%	n/a	90%	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 - Mott ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 40% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
40%	45%	50%	55%	60%	65%	70%	
Outcomes	50%	53%					

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	n/a	n/a	n/a	46%	n/a	n/a	n/a	36%	n/a	38%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	55%	n/a	n/a	n/a	29%	n/a	53%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2025-2026	n/a	n/a	n/a	n/a	67%	n/a	n/a	n/a	44%	n/a	55%	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	50%	n/a	n/a	n/a	45%	n/a	45%	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 - Mott ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 53% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
53%	60%	65%	70%	75%	80%	85%
Outcomes	53%	55%				

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)	32%	50%	60%	n/a	50%	n/a	82%	7%	42%	n/a	39%	n/a	n/a
2024-2025	60%	60%	60%	n/a	60%	n/a	85%	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2024-2025	23%	52%	50%	n/a	69%	n/a	n/a	14%	32%	n/a	57%	n/a	n/a
2025-2026	65%	65%	65%	n/a	65%	n/a	85%	65%	65%	n/a	65%	n/a	n/a
Outcomes: 2025-2026	44%	50%	52%	n/a	67%	n/a	n/a	n/a	21%	n/a	57%	n/a	n/a
2026-2027	70%	70%	70%	n/a	70%	n/a	70%	70%	70%	n/a	70%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	75%	75%	75%	n/a	75%	n/a	75%	75%	75%	n/a	75%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	80%	80%	80%	n/a	80%	n/a	80%	80%	80%	n/a	80%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	85%	85%	85%	n/a	85%	n/a	85%	85%	85%	n/a	85%	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 - Mott 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 73% in Spring 2024 to 85% 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
73%	75%	77%	80%	82%	83%	85%
Outcomes	79%	83%				

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)	72%	69%	69%	n/a	89%	n/a	73%	17%	66%	n/a	74%	n/a	n/a
2024-2025	75%	75%	75%	n/a	90%	n/a	75%	75%	75%	n/a	75%	n/a	n/a
Outcomes: 2024-2025	61%	70%	86%	n/a	92%	n/a	83%	43%	62%	n/a	71%	n/a	n/a
2025-2026	77%	77%	77%	n/a	90%	n/a	77%	77%	77%	n/a	77%	n/a	n/a
Outcomes: 2025-2026	75%	79%	81%	n/a	92%	n/a	95%	43%	76%	n/a	79%	n/a	n/a
2026-2027	80%	80%	80%	n/a	90%	n/a	80%	80%	80%	n/a	80%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	82%	82%	82%	n/a	90%	n/a	82%	82%	82%	n/a	82%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	83%	83%	83%	n/a	90%	n/a	83%	83%	83%	n/a	83%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	85%	85%	85%	n/a	90%	n/a	85%	85%	85%	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 - Mott ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 64% in Spring 2024 to 95% 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
64%	70%	75%	80%	85%	90%	95%
Outcomes	78%	68%				

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)	41%	58%	70%	n/a	83%	n/a	n/a	20%	46%	n/a	55%	n/a	n/a
2024-2025	60%	60%	60%	n/a	85%	n/a	n/a	30%	50%	n/a	60%	n/a	n/a
Outcomes: 2024-2025	n/a	66%	96%	n/a	89%	n/a	n/a	40%	48%	n/a	73%	n/a	n/a
2025-2026	65%	65%	65%	n/a	85%	n/a	n/a	40%	55%	n/a	62%	n/a	n/a
Outcomes: 2025-2026	58%	60%	67%	n/a	86%	n/a	n/a	15%	52%	n/a	38%	n/a	n/a
2026-2027	70%	70%	70%	n/a	85%	n/a	n/a	50%	60%	n/a	65%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	75%	75%	75%	n/a	85%	n/a	n/a	60%	65%	n/a	67%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	80%	80%	80%	n/a	85%	n/a	n/a	62%	70%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	85%	85%	85%	n/a	85%	n/a	n/a	65%	72%	n/a	73%	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 - Mott ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 98% 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
98%	99%	100%	100%	100%	100%	100%
Outcomes	100%	91%				

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	n/a	n/a	n/a	96%	n/a	n/a	n/a	100%	n/a	97%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	99%	n/a	n/a	n/a	100%	n/a	99%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	99%	n/a	n/a	n/a	100%	n/a	99%	n/a	n/a
Outcomes: 2025-2026	n/a	n/a	n/a	n/a	89%	n/a	n/a	n/a	83%	n/a	94%	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	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 - Mott ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 74% in Spring 2024 to 90% 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
74%	77%	78%	80%	85%	87%	90%
Outcomes	74%	85%				

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)	63%	78%	67%	n/a	75%	n/a	100%	27%	63%	n/a	78%	n/a	n/a
2024-2025	75%	80%	75%	n/a	80%	n/a	100%	50%	70%	n/a	80%	n/a	n/a
Outcomes: 2024-2025	46%	65%	91%	n/a	88%	n/a	n/a	48%	79%	n/a	81%	n/a	n/a
2025-2026	80%	80%	80%	n/a	80%	n/a	100%	50%	75%	n/a	80%	n/a	n/a
Outcomes: 2025-2026	75%	72%	96%	n/a	88%	n/a	n/a	n/a	68%	n/a	78%	n/a	n/a
2026-2027	82%	82%	82%	n/a	82%	n/a	100%	55%	82%	n/a	82%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	85%	85%	85%	n/a	85%	n/a	100%	60%	85%	n/a	85%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	87%	87%	87%	n/a	87%	n/a	100%	65%	87%	n/a	87%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	90%	90%	90%	n/a	90%	n/a	100%	70%	90%	n/a	90%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view)
Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

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

Early Childhood Math Progress Measure 3 - Mott 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 84% to 90% 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
84%	85%	90%	90%	90%	90%	90%
Outcomes	82%	82%				

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)	74%	78%	87%	n/a	96%	n/a	82%	55%	68%	n/a	83%	n/a	n/a
2024-2025	75%	80%	90%	n/a	99%	n/a	85%	60%	70%	n/a	85%	n/a	n/a
Outcomes: 2024-2025	55%	78%	92%	n/a	93%	n/a	88%	48%	58%	n/a	84%	n/a	n/a
2025-2026	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2025-2026	71%	80%	80%	n/a	89%	n/a	95%	57%	75%	n/a	75%	n/a	n/a
2026-2027	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	90%	90%	90%	n/a	99%	n/a	90%	70%	80%	n/a	90%	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