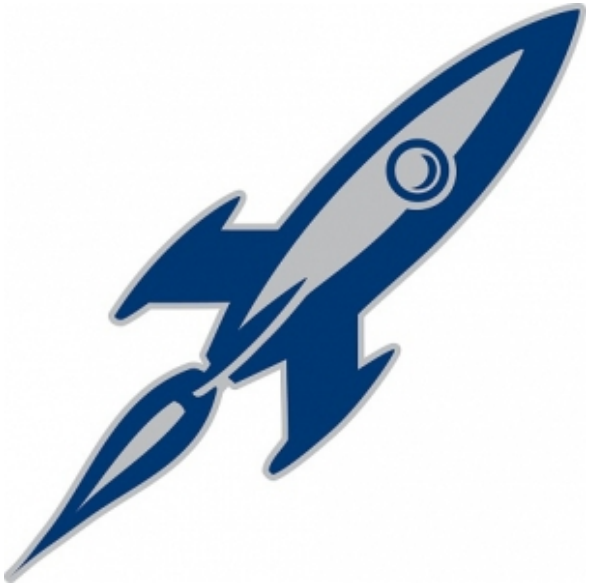
Pflugerville Independent School District

Rowe Lane Elementary School

2026-2027

Accountability Rating: B



Mission Statement

Our work is designed to support these learning outcomes:

1) Each student is engaged and learns at his or her optimal rate.

2) Each student is taught in ways he or she learns best.

3) Each student is empowered and motivated to learn beyond the classroom.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rowe Lane Elementary School opened in the fall of 2005 and serves students in grades Pre-K through 5. In the fall of 2025, Rowe Lane had an enrollment of 708 students, with a projected enrollment of 653 students for the fall of 2026.

Students

Student demographic trends indicate a slight decrease in the percentage of our Asian student population and an increase in the percentage of our African American student population.

Student Demographics- Rowe Lane Elementary School (Source: TAPR & On Data Suite)				
	2022-2023	**2023-2024**	**2024-2025**	**2025-2026**
Total Enrollment	**862**	**828**	**765**	708
African American	9.48%	10.1%	8.9%	10%
Hispanic	23.1%	22.3%	23.3%	23.3%
White	45.2%	44.9%	44.7%	44.6%
American Indian	0.4%	0.5%	0.5%	0.4%
Asian	13.9%	15.8%	16.0%	14.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%
Two or More Races	8.0%	6.3%	6.7%	6.8%

Special Programs

Currently, 18% of students are identified as Economically Disadvantaged, 42% as At-Risk, 14% as Emergent Bilingual, 6% qualify for Section 504 services, 7% are identified as Gifted and Talented, and 18% receive Special Education services. Over the past three years, the campus has seen an increase in the percentage of students identified as or receiving services for Economically Disadvantaged, At-Risk, Special Education, and Dyslexia. There has been a slight decrease in the number of students qualifying for Gifted & Talented

services.

Student Special Program Identification/Participation - Rowe Lane Elementary School (Source: TAPR & On Data Suite)				
	2022-2023	**2023-2024**	**2024-2025**	**2025-2026**
Economically Disadvantaged	12.9%	15.2%	16.0%	18.2%
Emergent Bilingual	11.06%	15.1%	14.9%	14.1%
At-Risk	42.0%	42.2%	40.7%	42.2%
Special Education	10.3%	11.7%	15.3%	17.9%
Gifted & Talented	7.5%	9.9%	9.0%	6.9%
Dyslexia	4.7%	5.7%	6.8%	8.1%
Section 504	7.8%	8.7%	8.8%	6.1%
Immigrant	1.09%	3.0%	2.2%	2.7%
Homeless	0.2%	0.2%	0.1%	0.1%
Migrant	0.0%	0.0%	0.0%	0.0%

Staff

In the 2025-2026 school year, Rowe Lane Elementary employed 50 teachers, 16 educational associates, 5 support staff members, and 2 campus administrators. Approximately 94% of the 2025-2026 teaching staff returned from the 2024-2025 school year.

Rowe Lane's teaching staff is experienced, with 42% having 11 or more years of teaching experience. Additionally, 12% of teachers have 6–10 years of experience, and 28% have 1–5 years of experience.

Rowe Lane is proud to have 24 teachers who have received a designation through the Teacher Incentive Allotment (TIA). Of those, 2 teachers have achieved Recognized status, 11 have achieved Exemplary status, and 11 have earned the Master designation.

Demographics Strengths

- In the 2025-2026 school year, Rowe Lane Elementary employed 50 teachers, 16 educational associates, 5 support staff members, and 2 campus administrators. Approximately 94% of the 2025-2026 teaching staff returned from the 2024-2025 school year, reflecting a high teacher retention rate and a stable, supportive campus culture.
- A notable 26% of Rowe Lane teachers hold a Master's degree, demonstrating a strong commitment to professional growth and academic excellence. Additionally, the campus boasts a highly experienced teaching staff, with 42% having 11–20+ years of experience, 12% with 6–10 years, and 28% with 1–5 years.
- Rowe Lane is proud to have 24 teachers who have received a designation through the Teacher Incentive Allotment (TIA), a testament to instructional quality and teacher

impact. Among them, 2 teachers have achieved Recognized status, 11 have achieved Exemplary status, and 11 have earned the prestigious Master designation.

- Staff survey data highlights teacher hiring and onboarding as a campus strength, with ongoing improvements reflected in positive trends. All first-year, second-year, and third-year teachers are supported through an intentional campus mentoring program to promote teacher success and retention.

Student Learning

Student Learning Summary

2025-2026 Universal Screener Results

Students in grades PK-5 are assessed with universal screeners/progress monitoring instruments in reading and math at BOY, MOY, and EOY to identify students who are at-risk for reading and/or math readiness, or who need intervention. Below are the most current BOY (beginning of the year) to EOY (end of the year) comparison results for Rowe Lane students who were enrolled in the district as of Spring 2026. Also, STAAR results for Spring 2026 are summarized below.

Based on the 2025-2026 TPRI Reading performance, students showed a significant increase in growth from Fall 2025 to Spring 2026. By the end of the school year, over 85% of First-grade students and 73% of Second-grade students were no longer in need of intervention.

Reading: TPRI	Catch Up/ Developing: Fall 2025	Catch Up/ Developing: Spring 2026	On Track/ Above: Fall 2025	On Track/ Above: Spring 2026
1st Grade	23.9%	14.7%	74.7%	85.3%
2nd Grade	44%	27.3%	65.5%	72.7%

Based on the 2025-2026 Star360 Reading and Math performance, students' proficiency levels increased from Fall 2025 to Spring 2026.

Star 360 Reading Performance Data	Fall 2024	Spring 2025	Fall 2025	Spring 2026
Percentage of students scoring at or above the minimum district reading benchmark proficiency level.	55%	79%	59%	79%
Star 360 Math Performance Data	**Fall 2024**	**Spring 2025**	**Fall 2025**	**Spring 2026**
Percentage of students scoring at or above the minimum district math benchmark proficiency level.	55%	79%	59%	79%

STAAR Results

Math: STAAR Math data indicates positive growth in student performance, with an increase in the percentage of 3rd grade students achieving the Meets and Masters performance

levels and an increase across all performance levels (Approaches, Meets, & Masters) for 4th grade students. There was a slight decline in the percentage of 3rd grade students achieving at the Approaches level and 5th grade results reflect a decrease in the percentage of students performing at the Approaches, Meets, and Masters levels.

3rd Grade Math STAAR Results	Approaches	Meets	Masters
2023	86	63	35
2024	73	52	16
2025	85	61	30
2026	81	65	42

4th Grade Math STAAR Results	Approaches	Meets	Masters
2023	81	64	37
2024	73	59	26
2025	74	52	29
2026	80	64	34

5th Grade Math STAAR Results	Approaches	Meets	Masters
2023	94	70	37
2024	80	64	25
2025	82	56	32
2026	79	51	24

Reading: STAAR Reading data indicates positive growth in student performance, with an increase in the percentage of 3rd grade students achieving the Masters performance level and an increase across all performance levels (Approaches, Meets, & Masters) for 4th grade students. There was a slight decline in the percentage of 3rd grade students achieving at the Approaches and Meets levels, and 5th grade results reflect a decrease in the percentage of students performing at the Approaches, Meets, and Masters levels.

3rd Grade Reading STAAR Results	Approaches	Meets	Masters
2023	91	72	31
2024	77	54	26
2025	92	75	33
2026	88	67	36

4th Grade Reading STAAR Results	Approaches	Meets	Masters
2023	84	66	34
2024	91	70	39
2025	87	59	24
2026	87	66	29

5th Grade Reading STAAR Results	Approaches	Meets	Masters
2023	93	80	50
2024	88	73	42
2025	90	73	41
2026	81	64	36

Science: STAAR Science data shows an increase in the percentage of 5th grade students achieving Approaches, Meets, and Masters levels compared to the previous school year.

5th Grade Science STAAR Results	Approaches	Meets	Masters
2023	85	59	34
2024	73	31	12
2025	75	33	13
2026			

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**89**	**B**	
Student Achievement		**88**	**B**	**70%**
STAAR Performance	58	88		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**86**	**B**	**0%**
Academic Growth	76	86	B	✓
Relative Performance (Eco Dis: 15.9%)		60	D	
Closing the Gaps	**78**	**92**	**A**	**30%**

Missed Closing the Gaps Targets

- **None - All Closing the Gaps targets were met or exceeded during the 2024-2025 school year**

Student Learning Strengths

- Reading Star 360 data indicates a high percentage of students have shown growth in their proficiency levels from the beginning of the school year to the end of the school year.
- STAAR Reading data highlights strong performance in fourth grade, with increases in the Approaches, Meets, and Masters categories. Third grade also showed growth at the Masters level.
- Math Star 360 data indicates a high percentage of students have shown growth in their proficiency levels from the beginning of the school year to the end of the school year.
- STAAR Math data reflects positive growth, with increased percentages of students in fourth grade in all performance categories. Third grade showed gains at the Meets and Masters level.
- STAAR Science results show improvement, with an increase in the percentage of 5th grade students achieving Approaches, Meets, and Masters performance levels compared

to the previous school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Compared to Reading, the percentage of students achieving proficiency on STAAR Math is significantly lower across all tested grade levels.
Root Cause: There is a lack of vertical alignment and consistency in Tier One math instruction across grade levels.

Problem Statement 2: STAAR Math data indicates that Rowe Lane's African American, Hispanic, Economically Disadvantaged, and Special Education student groups are demonstrating less academic growth compared to their peers. Additionally, the campus did not meet Closing the Gaps targets for these groups.
Root Cause: There is a lack of targeted professional learning and instructional resources to support effective Tier 2 math interventions for these student groups.

Problem Statement 3: STAAR Science data shows only minimal gains in the percentage of students performing at the Approaches, Meets, and Masters levels.
Root Cause: Students need more opportunities for hands-on learning experiences and structured writing opportunities to explore and deepen understanding of science concepts and vocabulary.

Problem Statement 4: More students are meeting the At-Risk criteria.
Root Cause: There is a need to strengthen early identification of targeted interventions.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities:

According to the 2025-2026 Upbeat Climate Survey, Rowe Lane Elementary received a strong staff engagement score in the area of Teacher Collaboration. This reflects the campus's commitment to fostering a collaborative and professional culture through effective Professional Learning Communities (PLCs).

Teachers meet weekly in grade-level PLCs to collaboratively develop student assessments, analyze data, monitor progress toward student goals, and design high-quality instruction aligned with curriculum standards. Each grade-level team also participates in goal-setting to drive PLC development and engages in extended planning sessions once every nine weeks to deepen instructional planning.

Leadership capacity is intentionally embedded within the PLC structure through the development and support of PLC Team Leads. These teacher leaders help facilitate collaboration, guide instructional focus, and contribute to the overall professional growth of their teams.

Campus Committees:

At Rowe Lane Elementary, shared decision-making is a key component of the school's collaborative culture. Staff members actively participate in one or more campus committees that guide school-wide initiatives and contribute to a positive and inclusive learning environment. These committees include:

- Campus Academic Advisory Committee
- Grade Level Leaders & PLC Leads
- Problem Solving Support Committee
- STEAM & Culture Committee
- Student Support & Staff Sunshine Committee
- UIL Academic Meet Committee
- Unified Champions Committee
- Math & Science Vertical Team
- Reading & Social Studies Vertical Team

These committees play an essential role in developing and sustaining initiatives that strengthen student achievement, staff collaboration, and family engagement. Committee-led events include the annual Family Science Night, Multicultural Fair & Fine Arts Night, and Unified Sports Events in partnership with Special Olympics. Through these structures, Rowe Lane fosters a strong culture of shared leadership, innovation, and community connection.

Positive Behavior Interventions & Supports:

The Student Support & Staff Sunshine Committee at Rowe Lane Elementary develops proactive, campus-wide systems designed to foster a safe, inclusive, and positive learning environment for all students. According to the 2025-2026 Upbeat Staff Climate Survey, the campus received strong engagement scores in the areas of Inclusion and Belonging & Wellbeing, highlighting the effectiveness of current practices.

The Student Support & Staff Sunshine Committee supports the implementation of Restorative Practices with fidelity across the campus. Staff members participate in ongoing professional development to build capacity in applying restorative approaches to behavior and community building.

Restorative Practices embedded in daily routines across all grade levels include:

- Weekly Community Building Circles
- Posted Treatment Agreements in every classroom
- Facilitated restorative conversations to help students repair harm
- Classroom strategies that foster student-to-student and student-to-teacher relationships
- Calming corners in every classroom to support emotional regulation

Through the committee's work and the campus-wide commitment to Restorative Practices, Rowe Lane continues to promote a supportive climate where every student feels seen, heard, and valued.

Campus-Wide Intervention & Tutoring:

The Rowe Lane master schedule includes dedicated small-group intervention time for Reading Language Arts, and Math for students in Kindergarten through Fifth grade. Intervention and tutoring services are provided daily by classroom teachers, general education intervention specialists, and special education teachers. This targeted support ensures that all students receive timely and focused instruction to meet their individual learning needs.

Campus-Wide Enrichment:

Rowe Lane students participate in engaging enrichment opportunities during Friday mornings throughout the school year. Students have the opportunity to self-select enrichment courses based on their individual interests, allowing them to explore and develop skills in a variety of areas. Each student participates in two six-week sessions of their chosen courses.

The enrichment offerings focus on Science, Technology, Engineering, Arts, and Mathematics (STEAM) and are led by a diverse group of instructors, including Rowe Lane staff members, family members, and community volunteers. Course options include exciting, hands-on topics such as Coding with Ozobots, Chess, Food Science, Unified Team Sports, Castle Construction, Gardening, and more.

This program fosters creativity, critical thinking, and collaboration while providing students with opportunities to explore new passions and develop lifelong skills in a supportive and dynamic environment.

Community Connections:

The Rowe Lane Parent Teacher Organization (PTO) meets monthly on the second Tuesday to plan and coordinate activities that support students, staff, and the local community. Families and community members are warmly welcomed on campus as volunteers, fostering strong partnerships that enrich the school environment.

Rowe Lane offers a variety of family engagement opportunities throughout the year, including:

- Meet the Teacher Event
- Parent Information Night
- Grandparent Luncheon
- Book Fair Evening Fall & Spring Events
- Free Family Fun Nights
- Family Science Night
- Multicultural & Fine Arts Night
- PTO Spirit Events
- Boosterthon Fun Run
- School-wide Enrichment Classes
- Grade Level Musical Performances
- Campus Musical Performance
- Kindergarten Rodeo
- Field Day

These events and programs provide meaningful ways for families to connect with the school, support student learning, and build a strong sense of community.

School Processes & Programs Strengths

The Campus Problem-Solving Support Team (PSST) at Rowe Lane Elementary develops and maintains robust systems for monitoring student academic and behavioral progress, ensuring timely and effective responses to individual student needs.

According to the 2025-2026 Upbeat Staff Survey, the highest positive engagement scores were in the areas of Parent/Teacher Communication, Self-Efficacy, Inclusive Practices, Care & Commitment, and Satisfaction & Purpose. These results reflect a strong culture of collaboration, support, and shared responsibility across the campus.

Rowe Lane's school-wide Enrichment Classes provide all students with inclusive, choice-driven opportunities that foster creativity, engagement, and connection. These enrichment experiences strengthen relationships among students, staff, families, and community members.

Additionally, Rowe Lane proudly met the criteria to become a Unified School through a partnership with Special Olympics, supported by the Unified Champions Club. This distinction reflects the school's commitment to inclusivity and meaningful participation for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a decrease in staff responding favorably to the Upbeat Climate survey category of School Safety & Order.
Root Cause: There is a need for more intentional and consistent professional learning focused on Tier 1 behavior management strategies and clearly defined school-wide behavioral expectations.

Perceptions

Perceptions Summary

At Rowe Lane Elementary, we are committed to creating a welcoming and inclusive environment for all students, families, staff, and visitors. We pride ourselves on fostering a positive and inviting atmosphere that balances high academic expectations with a deep love of learning. Our campus motto, *"Rockets Go Above & Beyond,"* is evident in our daily interactions, classroom experiences, and school-wide culture.

The Upbeat Climate Surveys, administered to staff in Fall 2025 and Spring 2026, identified our strongest areas as Parent/Teacher Communication, Self-Efficacy, Equal Opportunities, Inclusive Practices, Care & Commitment, and Satisfaction & Purpose. Additionally, all but two survey categories demonstrated significant positive growth from Fall 2025 to Spring 2026. Areas for continued growth include Professional Development, School Safety & Order, and Appreciation, which are being addressed through campus-based initiatives and planning.

Rowe Lane actively promotes student attendance through proactive strategies that highlight the importance of arriving on time each day. Over the past three school years, the campus has increased its average daily attendance rate to 96%. Notably, chronic absenteeism has declined, demonstrating our continued commitment to minimizing instructional loss.

Communication with families is a top priority. Rowe Lane uses a variety of tools to keep Rocket families informed and engaged. Social media platforms are used to highlight upcoming events and celebrate student success. Families also receive weekly updates through classroom newsletters and the *Rocket Family News*, a weekly principal newsletter shared via email, campus website, and social media to ensure broad outreach.

Perceptions Strengths

Rowe Lane staff identified several areas of strength on the Upbeat Climate Survey when compared to overall PfISD engagement scores. These include:

- Parent/Teacher Communication
- Self-Efficacy
- Equal Opportunities
- Inclusive Practices
- Care & Commitment
- Satisfaction & Purpose

Self-Efficacy emerged as one of the most significant strengths. The campus professional development plan intentionally incorporates regular opportunities for collaboration through weekly Professional Learning Community (PLC) meetings and monthly faculty professional learning sessions. This structure supports strong instructional alignment and collective ownership of student success.

Additional areas of campus strength include Equal Opportunities & Inclusive Practices. The Rowe Lane Unified Champions Committee & Student Support Committee actively support classroom instruction by providing student-centered resources and designing purposeful opportunities for student and staff inclusion. As a result of this commitment, Rowe Lane proudly met the criteria to be recognized as a Unified School through its partnership with Special Olympics.

The campus maintains strong family engagement through consistent, multi-platform communication and a focus on student attendance, achieving a 96.1% average daily attendance rate and maintained the lowest rate of chronic absenteeism among all Pflugerville ISD campuses. These strengths contribute to a supportive school climate where students, staff, and families thrive together.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a decrease in staff responding favorably to the Upbeat Climate survey category of Professional Development.
Root Cause: Professional development opportunities may not consistently align with teachers' individual needs and grade-level challenges.

Goals

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

Performance Objective 1: By June 2026, there will be an increase from 46% in the prior year to 50% of Rowe Lane staff responding favorably to questions related to Professional Development as measured by the Staff Climate Survey.

Evaluation Data Sources: Staff Climate Survey results

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a decrease in staff responding favorably to the Upbeat Climate survey category of Professional Development. **Root Cause**: Professional development opportunities may not consistently align with teachers' individual needs and grade-level challenges.

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

Performance Objective 2: Rowe Lane Elementary will retain current staff at 90% or more by June 2027 by fostering a positive and engaging work environment that promotes staff well-being and job satisfaction.

Evaluation Data Sources: Upbeat climate survey results and teacher retention rates

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is a decrease in staff responding favorably to the Upbeat Climate survey category of Professional Development. **Root Cause**: Professional development opportunities may not consistently align with teachers' individual needs and grade-level challenges.

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

Performance Objective 1: By June 2027, there will be increases in 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:

Grade 3
Approaches 84%
Meets 69%
Masters 42%

Grade 4
Approaches 84%
Meets 68%
Masters 36%

Grade 5
Approaches 83%
Meets 54%
Masters 26%

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 65% in June 2026 to 66% by June 2027 (the long-term 2030 goal was met in June 2025 so a 1% increase is expected each year).

HB3 Goal

Evaluation Data Sources: STAAR Math results
Star 360 results
KPM assessment results

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Compared to Reading, the percentage of students achieving proficiency on STAAR Math is significantly lower across all tested grade levels. **Root Cause**: There is a lack of vertical alignment and consistency in Tier One math instruction across grade levels.
Problem Statement 2: STAAR Math data indicates that Rowe Lane's African American, Hispanic, Economically Disadvantaged, and Special Education student groups are demonstrating less academic growth compared to their peers. Additionally, the campus did not meet Closing the Gaps targets for these groups. **Root Cause**: There is a lack of targeted professional learning and instructional resources to support effective Tier 2 math interventions for these student groups.

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

Performance Objective 2: By June 2027, there will be increases in 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:

Grade 3
Approaches 89%
Meets 70%
Masters 41%

Grade 4
Approaches 88%
Meets 69%
Masters 30%

Grade 5
Approaches 84%
Meets 68%
Masters 37%

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 67% in June 2026 to 68% by June 2027 (the long-term 2030 goal was met in June 2025 so a 1% increase is expected each year).

HB3 Goal

Evaluation Data Sources: STAAR Reading results
C-PALLS
KPM assessment results
TPRI, Star 360, and STAAR Reading assessment results,
3rd-5th Grade STAAR Reading results at Meets Grade Level or Above

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

Performance Objective 3: By June 2027, there will be an increase 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 71% to 75%
-Meets from 40% to 42%
-Masters from 20% to 25%

Evaluation Data Sources: Common Assessment Data, District Module Assessments, STAAR Science results

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: STAAR Science data shows only minimal gains in the percentage of students performing at the Approaches, Meets, and Masters levels. **Root Cause**: Students need more opportunities for hands-on learning experiences and structured writing opportunities to explore and deepen understanding of science concepts and vocabulary.

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

Performance Objective 1: By June 2027, Rowe Lane will expand Family Engagement Activities to three events per semester. Additionally, Social-Emotional Learning (SEL) communication with families will increase to once per month to strengthen home-school partnerships and support overall student wellbeing.

Evaluation Data Sources: Family Engagement Progress Monitoring form, Counselor & Principal communication to families

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a decrease in staff responding favorably to the Upbeat Climate survey category of School Safety & Order. **Root Cause**: There is a need for more intentional and consistent professional learning focused on Tier 1 behavior management strategies and clearly defined school-wide behavioral expectations.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Rowe Lane student attendance will increase from 96.1% in the 2025-2026 school year to 96.5% for the 2026-2027 school year. Rowe Lane's student Chronic Absenteeism rate will decrease from 6.1% to 5.5%.

Evaluation Data Sources: Skyward six-weeks reports, Attendance rate, Chronic Absenteeism rate

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a decrease in staff responding favorably to the Upbeat Climate survey category of School Safety & Order. **Root Cause**: There is a need for more intentional and consistent professional learning focused on Tier 1 behavior management strategies and clearly defined school-wide behavioral expectations.

Perceptions
Problem Statement 1: There is a decrease in staff responding favorably to the Upbeat Climate survey category of Professional Development. **Root Cause**: Professional development opportunities may not consistently align with teachers' individual needs and grade-level challenges.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027 school year, all students will obtain a level of physical fitness that is appropriate for their age by the end of the school year. For Coordinated School Health, 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: FitnessGram

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2026-2027 school year, RLES will reduce the number of discipline referrals by 10% from 98 referrals during the 2025-2026 school year to 89 or fewer referrals for the 2026-2027 school year.

Evaluation Data Sources: Skyward discipline data

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a decrease in staff responding favorably to the Upbeat Climate survey category of School Safety & Order. **Root Cause**: There is a need for more intentional and consistent professional learning focused on Tier 1 behavior management strategies and clearly defined school-wide behavioral expectations.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Rowe Lane Elementary's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will improve from B to A
-- Domain 1 Rating will improve from B to A
-- Domain 2 Rating will improve from C to B
-- Domain 3 Rating will improve from C to B

Evaluation Data Sources: Accountability reports

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 - Rowe Lane ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 54% in Spring 2024 to 60% by June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
54%	55%	56%	57%	58%	59%	60%	
Outcomes	75%	67%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	19%	47%	52%	n/a	94%	n/a	n/a	11%	19%	n/a	71%	n/a	n/a
2024-2025	24%	48%	55%	n/a	94%	n/a	n/a	18%	24%	n/a	72%	n/a	n/a
Outcomes: 2024-2025	n/a	76%	84%	n/a	60%	n/a	n/a	55%	53%	n/a	76%	n/a	n/a
2025-2026	34%	50%	59%	n/a	95%	n/a	n/a	26%	34%	n/a	73%	n/a	n/a
Outcomes: 2025-2026	31%	56%	75%	n/a	91%	n/a	n/a	33%	28%	n/a	50%	n/a	n/a
2026-2027	44%	52%	63%	n/a	95%	n/a	n/a	33%	44%	n/a	74%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	49%	55%	66%	n/a	96%	n/a	n/a	42%	49%	n/a	75%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	54%	58%	67%	n/a	96%	n/a	n/a	51%	54%	n/a	76%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	68%	n/a	96%	n/a	n/a	60%	60%	n/a	77%	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 - Rowe Lane ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 50% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
50%	51%	53%	55%	57%	59%	60%	
Outcomes	50%	67%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	n/a	n/a	n/a	57%	n/a	n/a	n/a	n/a	n/a	47%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	57%	n/a	n/a	n/a	n/a	n/a	48%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	40%	n/a	n/a	n/a	n/a	n/a	44%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	58%	n/a	n/a	n/a	n/a	n/a	50%	n/a	n/a
Outcomes: 2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	58%	n/a	n/a	n/a	n/a	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	59%	n/a	n/a	n/a	n/a	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	59%	n/a	n/a	n/a	n/a	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	60%	n/a	n/a	n/a	n/a	n/a	56%	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 - Rowe Lane ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 60% in Spring 2024 to 66% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
60%	61%	62%	63%	64%	65%	66%	
Outcomes	54%	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)	n/a	71%	62%	n/a	58%	n/a	n/a	17%	43%	n/a	40%	n/a	n/a
2024-2025	n/a	72%	63%	n/a	59%	n/a	n/a	25%	46%	n/a	44%	n/a	n/a
Outcomes: 2024-2025	n/a	63%	38%	n/a	67%	n/a	n/a	n/a	44%	n/a	55%	n/a	n/a
2025-2026	n/a	73%	64%	n/a	60%	n/a	n/a	33%	49%	n/a	48%	n/a	n/a
Outcomes: 2025-2026	n/a	57%	59%	n/a	69%	n/a	n/a	n/a	50%	n/a	59%	n/a	n/a
2026-2027	n/a	74%	65%	n/a	61%	n/a	n/a	41%	52%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	74%	66%	n/a	63%	n/a	n/a	49%	55%	n/a	56%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	75%	67%	n/a	65%	n/a	n/a	57%	58%	n/a	61%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	75%	68%	n/a	66%	n/a	n/a	66%	61%	n/a	66%	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 - Rowe Lane 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 67% in Spring 2024 to 73% 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	
67%	68%	69%	70%	71%	72%	73%	
Outcomes	77%	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)	48%	58%	69%	n/a	89%	n/a	63%	23%	40%	n/a	73%	n/a	n/a
2024-2025	52%	61%	70%	n/a	89%	n/a	64%	30%	45%	n/a	73%	n/a	n/a
Outcomes: 2024-2025	47%	76%	85%	n/a	73%	n/a	84%	48%	54%	n/a	78%	n/a	n/a
2025-2026	56%	64%	70%	n/a	89%	n/a	66%	39%	50%	n/a	73%	n/a	n/a
Outcomes: 2025-2026	52%	69%	79%	n/a	86%	n/a	70%	35%	55%	n/a	68%	n/a	n/a
2026-2027	60%	67%	71%	n/a	90%	n/a	68%	47%	55%	n/a	74%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	64%	70%	72%	n/a	90%	n/a	70%	55%	60%	n/a	74%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	68%	72%	72%	n/a	90%	n/a	71%	64%	66%	n/a	75%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	73%	73%	73%	n/a	91%	n/a	73%	73%	73%	n/a	75%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +
Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
*Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)

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

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Rowe Lane ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 52% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
52%	53%	55%	57%	58%	59%	60%	
Outcomes	60%	65%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	31%	47%	53%	n/a	67%	n/a	n/a	17%	15%	n/a	53%	n/a	n/a
2024-2025	33%	49%	60%	n/a	74%	n/a	n/a	24%	27%	n/a	54%	n/a	n/a
Outcomes: 2024-2025	n/a	50%	80%	n/a	50%	n/a	n/a	30%	47%	n/a	53%	n/a	n/a
2025-2026	40%	52%	63%	n/a	80%	n/a	n/a	32%	40%	n/a	55%	n/a	n/a
Outcomes: 2025-2026	29%	63%	69%	n/a	91%	n/a	n/a	37%	56%	n/a	60%	n/a	n/a
2026-2027	45%	55%	65%	n/a	82%	n/a	n/a	39%	45%	n/a	56%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	50%	58%	66%	n/a	85%	n/a	n/a	46%	50%	n/a	58%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	55%	59%	68%	n/a	86%	n/a	n/a	53%	55%	n/a	59%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	70%	n/a	86%	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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

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

Early Childhood Math Progress Measure 1 - Rowe Lane ES

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

Yearly Target Goals

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

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	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
Outcomes: 2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	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	n/a	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	n/a	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	n/a	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 - Rowe Lane ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 64% 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	
64%	65%	66%	67%	68%	69%	70%	
Outcomes	60%	66%					

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	63%	67%	n/a	63%	n/a	n/a	25%	35%	n/a	47%	n/a	n/a
2024-2025	n/a	64%	67%	n/a	64%	n/a	n/a	32%	40%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	n/a	63%	46%	n/a	71%	n/a	n/a	n/a	38%	n/a	58%	n/a	n/a
2025-2026	n/a	65%	68%	n/a	65%	n/a	n/a	39%	46%	n/a	54%	n/a	n/a
Outcomes: 2025-2026	n/a	61%	68%	n/a	77%	n/a	n/a	n/a	50%	n/a	71%	n/a	n/a
2026-2027	n/a	67%	68%	n/a	66%	n/a	n/a	47%	53%	n/a	58%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	68%	69%	n/a	68%	n/a	n/a	55%	59%	n/a	62%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	69%	69%	n/a	69%	n/a	n/a	62%	65%	n/a	66%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	70%	n/a	70%	n/a	n/a	70%	70%	n/a	70%	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 - Rowe Lane 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 71% in Spring 2024 to 76% 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	
71%	72%	73%	74%	75%	76%	76%	
Outcomes	72%	71%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	55%	63%	72%	n/a	82%	n/a	80%	40%	49%	n/a	73%	n/a	n/a
2024-2025	58%	64%	73%	n/a	82%	n/a	80%	46%	53%	n/a	73%	n/a	n/a
Outcomes: 2024-2025	53%	62%	83%	n/a	73%	n/a	64%	50%	52%	n/a	71%	n/a	n/a
2025-2026	62%	67%	74%	n/a	82%	n/a	80%	52%	58%	n/a	74%	n/a	n/a
Outcomes: 2025-2026	50%	68%	74%	n/a	78%	n/a	75%	42%	53%	n/a	61%	n/a	n/a
2026-2027	66%	69%	74%	n/a	83%	n/a	81%	58%	63%	n/a	74%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	70%	70%	75%	n/a	83%	n/a	81%	64%	68%	n/a	75%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	72%	73%	76%	n/a	84%	n/a	82%	70%	72%	n/a	75%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	76%	76%	76%	n/a	84%	n/a	82%	76%	76%	n/a	76%	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