Pflugerville Independent School District

Carpenter Elementary School

2026-2027

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Closing the Gaps

Mission Statement

We are an inclusive community where students own their learning, where positive relationships are cornerstones that cultivate critical thinkers, and where we embrace diversity.

Vision

Carpenter Elementary is committed to fostering an inclusive environment that cultivates positive relationships and inspires to create innovative citizens.

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Comprehensive Needs Assessment

Revised/Approved: May 11, 2026

Demographics

Demographics Summary

Jessica Carpenter Elementary School opened in the Fall of 2021 as the 21st elementary school campus in the northeast area of Pflugerville ISD. Our campus has the highest proportion of students coming from the Carmel neighborhood, with others coming mainly from the Reserve at Westcreek and Verona areas. Many of these students are new to the district as they move into rapidly growing new communities.

We opened our doors with about 400 students and only three teachers per grade level. Since then, our enrollment has grown to over 600 students with 4-6 teachers at each grade level and is expected to increase exponentially over the next several years. We are a PreK through 5th grade campus with one Pegasus class, an Inclusion PreK class and two Functional Academics Classrooms (FAC). Carpenter prides itself on the cultural diversity of our staff and students.

Student Enrollment - Carpenter Elementary School (Source: SKYWARD as of 9/30/26)				
	2026/27	**2025/26**	**2024/25**	**2023/24**
Total Enrollment	670	630	606	580
EE	8	11	15	20
Prekindergarten	42	43	22	22
Kindergarten	93	85	81	81
1st Grade	93	88	88	103
2nd Grade	98	91	109	94
3rd Grade	103	120	88	94
4th Grade	125	97	99	94
5th Grade	108	95	104	72

Based on projections, Carpenter is one of the fastest-growing campuses in the district. Due to the increase of residential development in northeast Pflugerville, JCES is expected to surpass its functional capacity within the next 4-5 years. Due to many factors, including the increase of charter schools, we have not grown at the rate projected, but still continue to grow annually.

CAMPUS	Capacity	Architectural Capacity		Fall	ENROLLMENT PROJECTIONS								
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/
MOTT ELEMENTARY	854	900	1,092	980	780	922	1,055	1,178	1,288	1,418	1,570	1,629	1,70
CARPENTER ELEMENTARY	850	975	N/A	N/A	515	617	717	830	899	950	1,010	1,063	1,14
PFLUGERVILLE ELEMENTARY	586	600	515	465	503	515	531	549	562	576	598	610	622

Students

Although our student population has increased from about 606 students enrolled in the 2024/25 school year to 630 for the 2025/26 school year, the representation of each Race/ Ethnicity has remained relatively consistent.

Population by Race/Ethnicity	2026/27	2025/26	2024/25	2023/24
White		25%	30%	28%
Hispanic		29%	28%	27%
African American		24%	22%	23%
Asian		14%	13%	14%
Two or More Races		7%	7%	8%

Staff

Staff Demographics - Carpenter Elementary School (Source: TAPR)					
	2025/26	2024/25	2023/24	2022/23	2021/22
Teachers		49	47	45	41
African American		12.4%	10%	8%	15%
Hispanic		26.4%	25.5%	19%	21%
White		58.6%	62%	70%	60%
American Indian		0%	0%	0%	0%
Asian		0%	0%	0%	5%
Pacific Islander		0%	0%	0%	0%
Two or More Races		2.5%	3%	3%	0%

Staff demographics relatively mirror the student demographics in the Hispanic population. The Teachers are over-represented in the white population while under-represented in the African-American and Asian populations. For the 2026/27 school year Carpenter Elementary will have 0 new-to-profession teacher after having 3 the previous year. During the 25/26 school year, there were 2 teachers who were not yet certified.

Teachers by Years of Experience - Carpenter Elementary School (Source: TAPR)					
	2025/26	2024/25	2023/24	2022/23	2021/22
Beginning Teachers		3%	8%	30%	9%
1-5 Years Experience		19%	45%	27%	26%
6-10 Years Experience		38%	25%	24%	30%
11-20 Years Experience		23%	13%	16%	26%
Over 20 Years of Experience		16%	9%	3%	8%

Student Special Program Identification/Participation - Carpenter Elementary School (Source: OnDataSuite as of 05/27/26)					
	2025/26	2024/25	2023/24	2022/23	2021/22
Economically Disadvantaged	**34%**	**29%**	**31%**	**30%**	**28%**
Emergent Bilingual	**24%**	**20%**	**25%**	**19%**	**15%**
At-Risk	**49%**	**49%**	**35%**	**50%**	**55%**
Special Education	**18%**	**19%**	**22%**	**14%**	**11%**
Gifted & Talented	**6%**	**6%**	**7%**	**6%**	**3%**
Dyslexia	**5%**	**5.5%**	**6%**	**3%**	**4%**
Section 504	**4%**	**6%**	**7%**	**7%**	**7%**
Immigrant	**2%**	**1%**	**2%**	**2%**	**1%**
Homeless	**1%**	**.8%**	**.3%**	**.2%**	**1%**
Migrant	**0%**	**0%**	**0%**	**0%**	**0%**

Of our students receiving Special Education services, about 22% of those students qualify as students with Autism, and 26% of our students qualify as a student with a speech impairment. This highly impacts the need for a focus on Social Skills and Emotional Learning. There was a recent increase in the percentage of students receiving Special Education support attributed to the state requirement that we move all students identified as having Dyslexia from Section 504 to Special Education by the end of the 2024/25 school year.

Demographics Strengths

Jessica Carpenter Elementary is strategically positioned to leverage the rich assets of a highly qualified staff population encompassing varied backgrounds. Year-round talent acquisition efforts include engaging in statewide collegiate recruitment and targeted job fairs, successfully securing highly qualified candidates with extensive instructional experience .

Problem Statements Identifying Demographics Needs

Problem Statement 1: A growing percentage of zoned neighborhood families are electing to utilize school choice options, specifically transferring to a local charter school at the conclusion of the Pre-K instructional cycle, because the charter doesn't offer a Pre-K program, families who begin their early childhood education at JCES are demonstrating a trend of withdrawing to enroll in Kinder at the charter campus.
Root Cause: A lack of structural alignment between Tier 1 differentiated instruction, Tier 2/3 intervention systems, and collaborative PLC practices has limited the campus's ability to systematically meet diverse student learning needs and proactively address community stakeholder concerns.

Student Learning

Student Learning Summary

2025/26 Universal Screener Results

Jessica Carpenter Elementary utilizes a comprehensive, multi-metric assessment framework to measure student proficiency and track growth across grades PK-5. Students are evaluated using universal screening and progress monitoring instruments in both reading and mathematics during the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) windows to ensure early identification of at-risk indicators and to guide intervention sequencing. The tables below present the longitudinal comparative data from the BOY to EOY cycles for the Spring 2026 cohort, alongside a diagnostic summary of the Spring 2026 preliminary STAAR outcomes.

Kindergarten																
TXKEA Results 2025/26 as compared to previous years																
	% On Track								**% Monitor/Support**							
	BOY 2025/2(	BOY 2024/2:	BOY 2023/2-	BOY 2022/2:	EOY 2025/2(	EOY 2024/2:	EOY 2023/2-	EOY 2022/2:	BOY 2025/2(	BOY 2024/2:	BOY 2023/2-	BOY 2022/2:	EOY 2025/2(	EOY 2024/2:	EOY 2023/2-	EOY 2022/2:
Reading Literacy Screener	61	82	76	81	n/a	n/a	n/a	n/a	31	17	24	19	n/a	n/a	n/a	n/a
Blendin(	43	54	57	55	66	91	83	79	57	46	43	45	34	9	17	21
Math	44	64	54	61	61	80	90	80	56	36	46	39	39	20	10	20

Based on the TX KEA results for the 2025/26 school year, Carpenter Kinder students showed growth over the school year. Specifically, more students moved from the Monitor/Support category in reading; particularly in the ability to blend, than in math during the 2025/26 school year when compared to previous years.

Reading: TPRI 2025/26 as compared to previous years																
	% Developed								**% Still Developing**							
	BOY 2025/2(	BOY 2024/2:	BOY 2023/2-	BOY 2022/2:	EOY 2025/2(	EOY 2024/2:	EOY 2023/2-	EOY 2022/2:	BOY 2025/2(	BOY 2024/2:	BOY 2023/2-	BOY 2022/2:	EOY 2025/2(	EOY 2024/2:	EOY 2023/2-	EOY 2022/2:
1st	75	33	58	30	67	84	84	72	25	67	42	70	33	16	16	28

Reading: TPRI 2025/26 as compared to previous years																
2nd	79	40	54	37	80	72	83	71	21	60	46	63	20	28	17	29

According to TPRI, 1st and 2nd-grade students showed a dramatic increase in the "Developed" status at the Beginning of Year (BOY) 2025/26 compared to the previous year. 1st grade rose from 33% to 75%, and 2nd grade rose from 40% to 79%.

Reading: STAR 360 Renaissance 2025/26 as compared to previous years																
	% At /Above Benchmark (Green)								% At Risk (Blue, Yellow, Red)							
	BOY 2025/2(	BOY 2024/2:	BOY 2023/2.	BOY 2022/2:	EOY 2025/2(	EOY 2024/2:	EOY 2023/2.	EOY 2022/2:	BOY 2025/2(	BOY 2024/2:	BOY 2023/2.	BOY 2022/2:	EOY 2025/2(	EOY 2024/2:	EOY 2023/2.	EOY 2022/2:
2nd	n/a	66	42	52	n/a	78	59	57	n/a	34	58	48	n/a	22	41	43
3rd	65	65	51	59	76	72	75	72	35	35	49	41	26	28	25	28
4th	74	75	68	63	73	82	64	74	26	25	32	37	27	18	36	26
5th	74	72	66	60	76	81	70	64	26	28	34	40	24	19	30	36

According to Reading STAR 360 longitudinal data, student cohorts across grades 3 through 5 demonstrated strong academic stability and growth from the beginning to the end of the school year. Specifically, upper-primary grade levels successfully increased or effectively maintained the overall percentage of students performing at or above the proficiency benchmark from BOY to EOY. Correspondingly, campus literacy efforts ensured that the percentage of students categorized within the at-risk tier either decreased or remained stable across all three grade levels.

Math: STAR 360 Renaissance 2025/26 as compared to previous years																
	% At /Above Benchmark (Green)								% At Risk (Blue, Yellow, Red)							
	BOY 2025/2(	BOY 2024/2:	BOY 2023/2.	BOY 2022/2:	EOY 2025/2(	EOY 2024/2:	EOY 2023/2.	EOY 2022/2:	BOY 2025/2(	BOY 2024/2:	BOY 2023/2.	BOY 2022/2:	EOY 2025/2(	EOY 2024/2:	EOY 2023/2.	EOY 2022/2:
1st	58	68	76	73	66	77	81	83	42	32	24	27	34	23	19	17
2nd	62	73	63	73	65	76	71	80	38	27	37	27	35	74	29	20
3rd	70	77	73	60	76	89	88	91	30	23	27	40	24	11	12	9

Math: STAR 360 Renaissance 2025/26 as compared to previous years																
4th	82	82	78	83	87	89	80	93	18	18	22	17	13	11	20	7
5th	87	70	92	77	84	73	91	84	13	30	8	23	16	27	8	16

According to longitudinal Math STAR 360 assessment data, student cohorts across grades 1 through 4 demonstrated consistent academic growth from the beginning to the end of the school year. Specifically, all evaluated grade levels successfully increased the overall percentage of students performing at or above the proficiency benchmark. Concurrently, targeted tier interventions resulted in a steady, systemic decrease in the percentage of students categorized within the at-risk tier.

JCES Longitudinal STAAR Results

Longitudinal STAAR Results															
3rd	Approaches					Meets					Masters				
	2026	2025	2024	2023	2022	2026	2025	2024	2023	2022	2026	2025	2024	2023	2022
RLA	83%	86%	85%	88%	81%	58%	65%	61%	63%	65%	30%	24%	35%	19%	42%
Math	66%	89%	84%	92%	90%	45%	58%	59%	63%	70%	24%	27%	23%	26%	38%
4th	Approaches					Meets					Masters				
	2026	2025	2024	2023	2022	2026	2025	2024	2023	2022	2026	2025	2024	2023	2022
RLA	81%	90%	87%	85%	76%	60%	70%	63%	63%	60%	27%	37%	29%	32%	34%
Math	86%	85%	69%	93%	77%	72%	70%	51%	82%	61%	31%	39%	18%	49%	34%
5th	Approaches					Meets					Masters				
	2026	2025	2024	2023	2022	2026	2025	2024	2023	2022	2026	2025	2024	2023	2022
RLA	88%	82%	92%	83%	86%	73%	67%	67%	68%	61%	42%	40%	44%	39%	40%
Math	84%	71%	90%	92%	69%	59%	40%	73%	59%	40%	29%	20%	30%	29%	21%
Science		67%	73%	73%	58%		28%	42%	43%	29%		11%	18%	19%	9%

5th grade Reading and Math were campus areas of strength according to STAAR Results, with growth in the percentage of students at the approaches, meets, and master's levels.

TBD - Closing the Gaps Targets :

Academic Achievement -

Growth -

English Language Proficiency -

Student Success -

Longitudinal TELPAS Composite Scores

TELPAS Composite																
	Beginning				Intermediate				Advanced				Advanced High			
	2026	2025	2024	2023	2026	2025	2024	2023	2026	2025	2024	2023	2026	2025	2024	2023
Kinder	12%	6%	10%	0%	24%	41%	43%	42%	29%	29%	19%	21%	35%	24%	19%	37%
1st Grade	5%	5%	6%	18%	19%	16%	18%	32%	33%	32%	29%	32%	43%	47%	47%	18%
2nd grade	13%	10%	6%	21%	38%	60%	71%	29%	44%	30%	12%	50%	6%	0%	12%	0%
3rd grade	9%	0%	0%	0%	32%	64%	44%	50%	50%	37%	31%	42%	9%	0%	25%	8%
4th grade	11%	0%	0%	0%	44%	33%	36%	38%	39%	50%	45%	30%	6%	17%	18%	30%
5th grade	0%	0%	0%	0%	42%	15%	30%	15%	33%	23%	40%	38%	25%	62%	30%	46%

According to the 2026 TELPAS results, our students are demonstrating continued growth in language proficiency as they advance through grade levels and progress through school. At the same time, our Emergent Bilingual population continues to increase, highlighting the importance of sustained, targeted support. Last school year, Emergent Bilingual students comprised 20% of our student population; this year, that percentage has grown to 24%. These trends reflect both the success of our language acquisition efforts and the need to strengthen systems and instructional practices that support an expanding and increasingly diverse student population.

2026 Accountability Ratings - replace table below when available

	Component Score	Scaled Score	Rating
Overall		**87**	**B**
Student Achievement		**85**	**B**
STAAR Performance	56	85	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**86**	**B**
Academic Growth	76	86	B
Relative Performance (Eco Dis: 27.7%)		70	C
Closing the Gaps	**73**	**89**	**B**

Missed Closing the Gaps Targets:

- Academic Achievement in Math: High Focus student group - is this statement true anymore?

Student Learning Strengths

- Based on the TX KEA results for the 2025/26 school year, Carpenter Kinder students showed growth over the school year. Specifically, more students moved from the Monitor/Support category in reading; particularly in the ability to blend, than in math during the 2025/26 school year when compared to previous years.

- According to TPRI, Carpneter 1st and 2nd-grade students showed a dramatic increase in the "Developed" status at the Beginning of Year (BOY) 2025/26 compared to the previous year. 1st grade rose from 33% to 75%, and 2nd grade rose from 40% to 79%.
- According to Reading STAR 360 longitudinal data, student cohorts across grades 3 through 5 demonstrated strong academic stability and growth from the beginning to the end of the school year. Specifically, upper-primary grade levels successfully increased or effectively maintained the overall percentage of students performing at or above the proficiency benchmark from BOY to EOY. Correspondingly, campus literacy efforts ensured that the percentage of students categorized within the at-risk tier either decreased or remained stable across all three grade levels.
- According to longitudinal Math STAR 360 assessment data, student cohorts across grades 1 through 4 demonstrated consistent academic growth from the beginning to the end of the school year. Specifically, all evaluated grade levels successfully increased the overall percentage of students performing at or above the proficiency benchmark. Concurrently, targeted tier interventions resulted in a steady, systemic decrease in the percentage of students categorized within the at-risk tier.
- 5th grade Reading and Math were campus areas of strength according to STAAR Results, with growth in the percentage of students at the approaches, meets, and master's levels.
- According to the 2026 TELPAS results, our students are demonstrating continued growth in language proficiency as they advance through grade levels and progress through school. At the same time, our Emergent Bilingual population continues to increase, highlighting the importance of sustained, targeted support. Last school year, Emergent Bilingual students comprised 20% of our student population; this year, that percentage has grown to 24%. These trends reflect both the success of our language acquisition efforts and the need to strengthen systems and instructional practices that support an expanding and increasingly diverse student population.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The 2026 STAAR results indicate a need to improve consistency of student achievement across grade levels and content areas, particularly in third grade mathematics and in increasing the percentage of students achieving Meets and Masters standards in Reading Language Arts.
Root Cause: The campus needs to strengthen the implementation of a guaranteed and viable Tier I instructional program through consistent use of data-driven planning, targeted intervention and enrichment, and professional learning focused on high-impact instructional strategies that address the diverse academic needs of all learners.

Problem Statement 2: 3rd grade Math STAAR performance declined significantly across all performance levels, with Approaches decreasing from 89% to 66%, Meets decreasing from 58% to 45%, and Masters decreasing from 27% to 24%. These results indicate that a smaller percentage of students are demonstrating grade-level proficiency and advanced understanding in mathematics.
Root Cause: Inconsistent implementation of effective Tier I math instruction, progress monitoring, and targeted interventions limited students' readiness to successfully meet grade-level expectations.

Problem Statement 3: Although overall RLA performance remains strong, 2026 STAAR data revealed declines in grades 3 and 4, at the Meets and Masters levels. 3rd grade RLA Meets performance decreased from 65% to 58%, while 4th grade RLA Meets declined from 70% to 60% and Masters decreased from 37% to 27%. These results suggest fewer students are progressing from proficiency to advanced levels of acheivement.
Root Cause: Teachers need additional support in providing differentiated instruction and challenging learning opportunities that help students move from meeting expectations to achieving at higher levels. Systems for identifying and extending learning for students ready for advanced work need to be strengthened to increase Meets and Masters performance.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

Faculty and staff at Carpenter Elementary will be following the Professional Learning Communities framework. Each PLC will meet a minimum of two times weekly focused on data analysis to drive instruction, unit planning, lesson internalization and common assessment design to meet the needs of all students. Our Special Education team will meet with grade-level teams and as their own PLC to ensure that we are efficiently and effectively meeting the needs of our students. This time will also be used to discuss strategies to better support learning and behavior. At least one member of the administrative team attends at least one of these meetings for each grade level a week.

A master schedule has been developed to maximize instructional times and create priority for all students to access core content instruction. Students can not be pulled for any small group intervention or special education support during the identified content instructional designated times, so that all students are exposed to grade-level instruction. Times are also designated for Tier II flexible grade-level groups intensive instruction (WIN Time) based on PLC data analysis and action plans.

Each teacher at Carpenter serves on a committee to address the vertical and global perspective needs of the campus. Committees with grade level/department group representation including Leadership/CAAC, No Place for Hate/Sunshine, PBIS, and SEL. Each grade level group will have a Vertical team representative in Literacy and Math. These committees allow staff to bring valuable input to the site-based decision-making process at Carpenter.

Staff - Professional Learning

Since its inception, Jessica Carpenter Elementary has experienced continuous growth, expanding from an initial staff of just over 50 members with three teachers per grade level to a team of over 80 staff members entering the 2026/27 school year. As the campus brings together educators from diverse professional, ethnic, and regional backgrounds, a strategic priority is to establish comprehensive team-building frameworks that leverage this collective expertise to unify the organization. Entering our fourth consecutive year without dedicated campus-based Instructional Coaches, and with minimal support available from district coaching staff, JCES must look inward to build instructional capacity. It is imperative that the campus optimizes the existing strengths, leadership, and diverse talents of our own staff to support peer-to-peer professional development through highly functional, collaborative Professional Learning Communities (PLCs).

For the 2026/27 school year, Jessica Carpenter Elementary will navigate a significant structural reallocation of instructional personnel, transitioning from two campus interventionists to a single allocation. To mitigate this 50% reduction in direct intervention staffing, the campus will strategically shift toward building high-fidelity capacity within Tier 1 classrooms. This operational pivot coincides with the adoption and implementation of a new state-aligned mathematics curriculum, *Bluebonnet*. To ensure instructional excellence and equitable student outcomes amidst these changes, campus professional learning frameworks will be tightly focused on four critical areas: mastering the *Bluebonnet* math curriculum, deploying high-leverage Emergent Bilingual (EB) strategies to support a growing linguistic demographic, tightening campus-wide Positive Behavioral Interventions and Supports (PBIS) structures, and systemizing Tier 2 classroom interventions paired with disciplined progress monitoring.

Programs and Opportunities for Students

Students of Carpenter participate in Enrichment each Friday to engage them in high-interest activities, which also allows them to create a relationship with other members of the Carpenter staff. Students will also engage in Spark Squads, where they will be provided opportunities for UIL exposure/training and academic enrichment. Carpenter students will have Reading Buddy classes to partner our upper-grade levels with our lower-grade levels to create academic and social connections. JCES also offers Makerspace opportunities for students througout the year to explore various STEM activities. Additionally, to support literacy, Carpenter will continue the use of Accelerated Reader to help create student ownership and incentive for reading.

A priority at Carpenter has been to build a PBIS team that has begun to create consistent systems and vocabulary for the common areas. This coming year, the committee will focus on building common area expectations and the implementation of a campus-wide expectations and rewards system based on daily behavior. These systems bring consistency and clarity of expectations at Carpenter for the students and staff members. During the 2025/26 school year, JCES students had 74 discipline referrals. A baseline shift in administrative tracking systems occurred this school year following a transition in the campus administrative team. The implementation of a different documentation process for student behavior meant that the previous target of 17 or fewer referrals no longer aligned with current recording realities. Moving forward, this new data collection framework will serve as the reliable baseline for future campus behavioral objectives. We continue to strive for a reduction in referral numbers through PBIS, PSST, Restorative Practices, building relationships, and building leadership traits in our students. As we build the community of Carpenter, we have become a Unified Champion campus to communicate to all that inclusion is a way of life as a Cardinal.

A unique characteristic of JCES is the proximity to Weiss High and Bohls Middle Schools. This provides an amazing opportunity for us to partner with these campuses to bring special opportunities for our students. Some opportunities may include PALS mentoring program, Essential Academic Volunteers and mentoring, buddy reading/tutoring, Ready, Set, Teach, Morning Greeters, partnerships with CTE programs, etc. This geographic setup also allows us to join forces for special events such as our annual Boosterthon Fun Run, Unified Champion celebrations, and Field Day.

JCES will provide HB1416 interventions through daily WIN times and additional small groups for both ELA and Math. These systems are a part of the general master schedule.

Community Connections

The Carpenter PTO meets monthly to discuss opportunities to support and benefit the students and staff. They are looking to build this organization and the community outreach events they coordinate.

Family and community involvement are vital in educating our students. Carpenter families are welcomed on campus or in class as school volunteers. Additionally, we provide the following opportunities to build involvement, including but not limited to:

- Community Walk
- Kinder Camp
- Meet the Teacher
- Open House/ Literacy Night
- Science Night
- Carpe Diem Day
- Multicultural Celebration Night
- Grandparents and Special Friends Day
- Grade Level Music Performances
- Book Fairs
- Boosterthon Fun Run
- 5th Grade Bridging Ceremony and 5th Grade Walk
- Coffee with Cardinals (Tears and Cheers)
- Field Day
- Kindergarten Rodeo
- Field Trips
- Family engagement nights (dance, game night, movie night)

With the rare situation of Carpenter Elementary being within walking distance to both Bohls Middle School and Weiss High School, partnership and capacity-building opportunities are immense.

Friday enrichment opportunities engage all students in an inclusive, fun, and enriching environment. This provides students with the opportunity to build relationships with other adults and students. This is also a great motivator for increasing student attendance on Friday mornings. We have also implemented Incentive Days to reward students who are consistently at school when not sick. This has helped improve our attendance rate to be one of the highest in the district and one of the few campuses with a Chronic Absenteeism rate under 10%, which we will continue to target.

According to On Data Suite, we concluded the 2025/26 school year with an attendance rate of 95.5%, a slight increase from previous years. Our campus based attendance team will continue to meet regularly to work with individual students/families.

Carpenter staff members continue to work to build strong PBIS systems for our campus. They now meet regularly to monitor and revise these systems to best support our students' safety and social/emotional needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A 50% reduction in campus intervention faculty (transitioning from two interventionists to one) creates an operational gap in our ability to deliver direct student interventions, which is further complicated by the simultaneous implementation of a new mathematics curriculum (Bluebonnet) and a growing Emergent Bilingual student population.
Root Cause: Historical intervention models relied heavily on isolated, pull-out support from specialized staff rather than a robust, classroom-based Tier 1 and Tier 2 instructional framework. This centralized reliance left classroom teachers without the specialized training, linguistic toolboxes, and disciplined progress-monitoring systems required to independently meet diverse student needs within the class.

Perceptions

Perceptions Summary

Campus Overview and Contextual Growth: Jessica Carpenter Elementary School opened its doors for the 2021/22 school year, initially serving approximately 400 students and families. The campus has since experienced continuous enrollment growth, expanding to a current student population of over 630. As JCES concludes its fifth year of operation, a foundational priority remains the strategic cultivation of community among staff, students, and families. Because the physical facility is expansive and geographically spread out, and given the onboarding of a new administrative leadership team alongside several new instructional staff members, dedicated opportunities for relational capacity and organizational team building are imperative. To complement internal staff cohesion, the campus continues to design and implement innovative community engagement initiatives, maximizing stakeholder involvement and strengthening the home-school connection.

Staff Perceptions & Campus Climate Summary: Longitudinal data from the Spring 2026 Upbeat Staff Survey indicates that campus climate and culture indicators at Jessica Carpenter Elementary School (JCES) remain exceptionally strong, consistently outperforming Pflugerville ISD district averages. A comparative analysis of Spring 2025 to Spring 2026 longitudinal data demonstrates sustained stability or upward growth in the foundational categories of Appreciation, Collaboration, Work/Life Balance, Self-Efficacy, Recruitment & Hiring, Equal Opportunities, Inclusive Practices, and Future Commitment.

This cultural stability is particularly significant given that the 2025/26 school year marked a profound leadership and staffing transition for JCES. The campus successfully onboarded a completely new administrative team (including the principal and assistant principal), a new registrar, 18 out of 44 teachers were new to campus, and 3 out of 17 educational assistants (EAs) were new to campus. Despite this extensive transition, mid-year comparative metrics from Fall 2025 to Spring 2026 revealed rapid, significant growth in key indicators: Autonomy expanded from 81% to 90%, Work/Life Balance accelerated from 67% to 85%, and Self-Efficacy rose from 91% to 98%. Furthermore, steady positive trajectories were documented in Instructional Leadership, Evaluation, Teacher Voice and Leadership, Recruitment/Hiring, Belonging & Wellbeing, and Satisfaction & Purpose.

Targeted Areas for Growth: To sustain this positive momentum amid upcoming operational shifts, including a 50% reduction in intervention staff, additional personnel changes, a incoming assistant principal, and the rollout of the *Bluebonnet* math curriculum, the campus has identified specific focus areas for the 2026/27 school year:

- **School Safety & Order:** While 100% of surveyed staff report feeling personally safe and state that the campus is safe for students, feedback indicates a distinct need to calibrate the consistent enforcement of campus-wide behavioral rules, expectations, and disciplinary practices by all staff members.
- **Professional Development & Teacher Evaluation:** Aligning professional learning models to support staff through instructional and structural transitions.

Perceptions Strengths

Despite a historical pattern of enrollment growth (expanding from 400 to over 630 students) and a complete transition in campus administration, JCES has protected and enhanced its school climate. Staff, parent, and student perceptions anchor around a shared identity of inclusivity, backed by four consecutive years as a "No Place for Hate" designated campus. The systematic deployment of PBIS mitigates behavioral disruption, cultivating a highly predictable, safe, and positive learning environment across the campus. This safe environment allows a diverse group of educators to thrive, as evidenced by Upbeat Survey data showing near-perfect staff metrics in Self-Efficacy (98%) and substantial positive gains in Autonomy and Work/Life Balance. This cultural excellence is further validated by the Spring 2026 Upbeat Staff Survey data, where JCES consistently outperformed Pflugerville ISD district benchmarks. Notably, despite navigating a profound operational transition that included an entirely new administrative team and the onboarding of 18 new teachers and 3 educational assistants (EAs), staff morale and efficacy surged. Longitudinal data from Fall 2025 to Spring 2026 revealed significant growth in core climate metrics: Autonomy increased from 81% to 90%, Work/Life Balance rose from 67% to 85%, and Self-Efficacy reached an outstanding 98%. Additionally, the campus demonstrated sustained stability and upward trends in Appreciation, Collaboration, Belonging & Wellbeing, Instructional Leadership, and overall Teacher Voice.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Upbeat Survey outcomes identify School Safety & Order as a primary targeted area for growth due to a lack of uniform, campus-wide enforcement of student behavioral rules and expectations by all staff members.
Root Cause: A lack of standardized, clear communication templates and routine campus monitoring protocols has led to inconsistent behavioral thresholds and varying discipline responses across different grade-level cohorts.

Problem Statement 2: Staff perception data from the Upbeat Survey highlights professional development as a primary strategic area for growth due to a decrease in satisfaction regarding ongoing professional learning opportunities.
Root Cause: Entering a fourth consecutive year without dedicated campus-based Instructional Coach, coupled with minimal available district coaching support, the campus has lacked the systemic infrastructure needed to provide ongoing, job-embedded professional development and individualized instructional feedback.

Problem Statement 3: Upbeat Survey metrics identify teacher evaluation as a targeted growth area due to a decrease in favorable staff perceptions regarding the clarity, consistency, and growth-impact of the appraisal process.
Root Cause: A complete transition in the campus administrative team (including the principal and assistant principal) disrupted the historical rhythm and familiarity of the evaluation process. This leadership shift required a period of operational recalibration, which temporarily limited the frequency of informal walk-throughs and the delivery of immediate, growth-oriented formative feedback.

Problem Statement 4: A cultural shift in post-pandemic family perceptions regarding minor illnesses and school compliance has increased the frequency of non-consecutive, unexcused absences.
Root Cause: Campus communication protocols have historically functioned reactively to chronic absenteeism rather than proactively reinforcing the correlation between daily attendance and academic growth metrics.

Goals

Revised/Approved: June 11, 2026

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

Performance Objective 1: By May 2027, Carpenter Elementary will provide differentiated professional development, which will increase effective teaching, promote confidence of staff, and maintain retention of current staff at a 90% rate.

Evaluation Data Sources: Surveys and retention rates

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

Performance Objective 2: By May 2027, campus administrators will support teacher retention by building strong relationships with staff, providing actionable feedback and coaching, and providing regular opportunities for teacher voice, in order to maintain retention of current staff at a 90% rate.

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

Performance Objective 1: Carpenter staff will continue to collaborate around effective strategies and practices by increasing student achievement in both Growth and Achievement on STAAR Reading Language Arts (RLA) across grades 3-5 for all student groups to meet all Closing the Gaps targets, including English Language Proficiency Status/TELPAS, by June 2027.

Improved Spring 2026 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 78% to 82%
-Approaches from 86% to 90%
-Meets from 68% to 72%
-Masters from 34% to 38%

To meet HB3 Early Childhood Literacy Goals:
The percentage of 3rd-grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 65% in May 2025 to 67% by May 2026 and to 72% by June 2030.

HB3 Goal

Evaluation Data Sources: Evaluations will be based on the comparison between beginning and end of year assessment data collected in May 2026, including C-PALLS+,

Star360, TX-KEA, TPRI, Common Assessments, District Assessments, STAAR and STAAR Progress Measure for 4th - 5th graders. Professional development plan, PLC agendas, and T-TESS data can also be used.

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

Performance Objective 2: Through high-quality classroom instruction and varied interventions, Carpenter staff will increase student achievement in both Growth and Achievement on STAAR Math across grades 3-5 for all student groups to meet Closing the Gaps targets, including English Language Proficiency Status/TELPAS, by June 2027.

Improved Spring 2026 STAAR outcomes from the prior year will be:
-Math Academic Growth from 70% to 75%
-Approaches from 82% to 87%
-Meets from 56% to 61%
-Masters from 29% to 34%

To meet HB3 Early Childhood Math Goals:
The percentage of 3rd-grade students scoring at Meets Grade Level or above on STAAR Math will increase from 58% in May 2025 to 63% by June 2026 and to 72% by June 2030.

HB3 Goal

Evaluation Data Sources: Evaluations will be based on the comparison between beginning and end of year assessment data collected in May 2026, including C-PALLS+, Star360, TX-KEA, TPRI, Common Assessments, District Assessments, STAAR and STAAR Progress Measure for 4th - 5th graders. Professional development plan, PLC agendas, and T-TESS data can also be used.

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

Performance Objective 3: By June 2026, there will be a 7% increase at all performance levels on 5th grade STAAR Science for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:
-Approaches from 68% to 75%
-Meets from 31% to 38%
-Masters from 11% to 18%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: By the end of the 2026/27 school year, Carpenter Elementary will increase the campus attendance rate by 1%, from 95.6% to 96.6% and decrease chronic absenteeism by 1.7%, from 7.7% to 6%.

Evaluation Data Sources: Attendance Data

Goal 4: PfISD will improve low performing schools.

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

Evaluation Data Sources: Accountability Reports

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: A 50% reduction in campus intervention faculty (transitioning from two interventionists to one) creates an operational gap in our ability to deliver direct student interventions, which is further complicated by the simultaneous implementation of a new mathematics curriculum (Bluebonnet) and a growing Emergent Bilingual student population. **Root Cause**: Historical intervention models relied heavily on isolated, pull-out support from specialized staff rather than a robust, classroom-based Tier 1 and Tier 2 instructional framework. This centralized reliance left classroom teachers without the specialized training, linguistic toolboxes, and disciplined progress-monitoring systems required to independently meet diverse student needs within the class.
Perceptions
Problem Statement 2: Staff perception data from the Upbeat Survey highlights professional development as a primary strategic area for growth due to a decrease in satisfaction regarding ongoing professional learning opportunities. **Root Cause**: Entering a fourth consecutive year without dedicated campus-based Instructional Coach, coupled with minimal available district coaching support, the campus has lacked the systemic infrastructure needed to provide ongoing, job-embedded professional development and individualized instructional feedback.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026/27 school year, JCES will collaborate with parents and the community in meaningful ways to improve the culture, climate, relationships and improve student academic outcomes as shown by a 10% increase in positive responses on the Family Engagement survey.

Evaluation Data Sources: Family Engagement Survey; Attendance at Family Engagement Events

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Cultivate a safe, predictable, and supportive learning environment that maximizes Tier 1 instructional time and reduces classroom behavioral disruptions by reinforcing campus-wide behavioral expectations.

Evaluation Data Sources: Campus Referral Data, Upbeat Climate Survey

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Upbeat Survey outcomes identify School Safety & Order as a primary targeted area for growth due to a lack of uniform, campus-wide enforcement of student behavioral rules and expectations by all staff members. **Root Cause**: A lack of standardized, clear communication templates and routine campus monitoring protocols has led to inconsistent behavioral thresholds and varying discipline responses across different grade-level cohorts.

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 - Carpenter ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 61% in Spring 2024 to 71% 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	
61%	62%	64%	66%	68%	70%	72%	
Outcomes	65%	58%					

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%	61%	73%	n/a	n/a	n/a	n/a	16%	41%	n/a	56%	n/a	n/a
2024-2025	50%	62%	74%	n/a	n/a	n/a	n/a	21%	42%	n/a	58%	n/a	n/a
Outcomes: 2024-2025	65%	52%	78%	n/a	n/a	n/a	n/a	57%	54%	n/a	25%	n/a	n/a
2025-2026	52%	63%	75%	n/a	n/a	n/a	n/a	26%	43%	n/a	60%	n/a	n/a
Outcomes: 2025-2026	54%	40%	79%	n/a	n/a	n/a	n/a	13%	48%	n/a	55%	n/a	n/a
2026-2027	54%	64%	76%	n/a	n/a	n/a	n/a	32%	44%	n/a	62%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	56%	66%	77%	n/a	n/a	n/a	n/a	38%	46%	n/a	64%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	58%	68%	78%	n/a	n/a	n/a	n/a	43%	48%	n/a	66%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	61%	70%	79%	n/a	n/a	n/a	n/a	48%	50%	n/a	68%	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 - Carpenter ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 82% 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	
82%	83%	83%	84%	84%	85%	85%	
Outcomes	86%	78%					

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	n/a	n/a	n/a	n/a	n/a	n/a	81%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82%	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	80%	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84%	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 - Carpenter ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 72% in Spring 2024 to 78% 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	
72%	73%	74%	75%	76%	77%	78%	
Outcomes	60%	54%					

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)	69%	67%	81%	n/a	53%	n/a	n/a	38%	64%	n/a	76%	n/a	n/a
2024-2025	70%	69%	82%	n/a	55%	n/a	n/a	40%	65%	n/a	76%	n/a	n/a
Outcomes: 2024-2025	61%	42%	69%	n/a	55%	n/a	n/a	n/a	37%	n/a	65%	n/a	n/a
2025-2026	71%	70%	83%	n/a	57%	n/a	n/a	42%	67%	n/a	77%	n/a	n/a
Outcomes: 2025-2026	38%	33%	73%	n/a	62%	n/a	n/a	58%	47%	n/a	58%	n/a	n/a
2026-2027	72%	72%	83%	n/a	59%	n/a	n/a	44%	68%	n/a	78%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	73%	73%	84%	n/a	61%	n/a	n/a	46%	69%	n/a	79%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	75%	75%	84%	n/a	63%	n/a	n/a	48%	70%	n/a	80%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	76%	76%	85%	n/a	65%	n/a	n/a	50%	72%	n/a	81%	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 - Carpenter 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 59% in Spring 2024 to 75% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
59%	63%	66%	69%	71%	73%	75%	
Outcomes	73%	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)	52%	49%	71%	n/a	64%	n/a	65%	16%	40%	n/a	49%	n/a	n/a
2024-2025	55%	53%	73%	n/a	66%	n/a	66%	21%	42%	n/a	53%	n/a	n/a
Outcomes: 2024-2025	72%	66%	82%	n/a	75%	n/a	68%	44%	66%	n/a	73%	n/a	n/a
2025-2026	58%	57%	75%	n/a	68%	n/a	68%	26%	43%	n/a	57%	n/a	n/a
Outcomes: 2025-2026	67%	56%	75%	n/a	72%	n/a	74%	28%	64%	n/a	64%	n/a	n/a
2026-2027	61%	60%	76%	n/a	70%	n/a	70%	32%	44%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	64%	64%	78%	n/a	72%	n/a	72%	38%	46%	n/a	64%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	67%	67%	79%	n/a	74%	n/a	74%	43%	48%	n/a	67%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	70%	80%	n/a	75%	n/a	75%	48%	50%	n/a	70%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade 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 - Carpenter ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 59% in Spring 2024 to 72% 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	
59%	61%	63%	65%	67%	70%	72%	
Outcomes	58%	45%					

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)	44%	61%	70%	n/a	n/a	n/a	n/a	32%	48%	n/a	50%	n/a	n/a
2024-2025	47%	63%	72%	n/a	n/a	n/a	n/a	35%	51%	n/a	52%	n/a	n/a
Outcomes: 2024-2025	41%	54%	74%	n/a	n/a	n/a	n/a	50%	33%	n/a	17%	n/a	n/a
2025-2026	50%	64%	73%	n/a	n/a	n/a	n/a	37%	54%	n/a	53%	n/a	n/a
Outcomes: 2025-2026	46%	31%	61%	n/a	n/a	n/a	n/a	9%	26%	n/a	50%	n/a	n/a
2026-2027	54%	65%	75%	n/a	n/a	n/a	n/a	39%	57%	n/a	55%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	59%	67%	77%	n/a	n/a	n/a	n/a	41%	60%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	61%	69%	78%	n/a	n/a	n/a	n/a	43%	63%	n/a	59%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	62%	70%	80%	n/a	n/a	n/a	n/a	45%	65%	n/a	61%	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 - Carpenter ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will maintain 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	n/a	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	n/a	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	n/a	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	n/a	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	n/a	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	n/a	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	n/a	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	n/a	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 - Carpenter ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 80% in Spring 2024 to 87% 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	
80%	81%	82%	83%	85%	86%	87%	
Outcomes	80%	60%					

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)	69%	89%	85%	n/a	53%	n/a	n/a	50%	73%	n/a	76%	n/a	n/a
2024-2025	71%	89%	86%	n/a	55%	n/a	n/a	52%	75%	n/a	78%	n/a	n/a
Outcomes: 2024-2025	78%	74%	93%	n/a	n/a	n/a	n/a	n/a	63%	n/a	76%	n/a	n/a
2025-2026	73%	90%	87%	n/a	57%	n/a	n/a	53%	77%	n/a	79%	n/a	n/a
Outcomes: 2025-2026	56%	33%	68%	n/a	81%	n/a	n/a	58%	44%	n/a	70%	n/a	n/a
2026-2027	75%	90%	89%	n/a	59%	n/a	n/a	55%	79%	n/a	81%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	77%	91%	90%	n/a	62%	n/a	n/a	56%	81%	n/a	83%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	91%	91%	n/a	64%	n/a	n/a	58%	83%	n/a	85%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	80%	92%	92%	n/a	67%	n/a	n/a	60%	84%	n/a	87%	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 - Carpenter 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 70% in Spring 2024 to 82% 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	
70%	72%	74%	76%	78%	80%	82%	
Outcomes	71%	57%					

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)	58%	65%	82%	n/a	72%	n/a	80%	43%	54%	n/a	60%	n/a	n/a
2024-2025	61%	67%	83%	n/a	74%	n/a	81%	45%	56%	n/a	62%	n/a	n/a
Outcomes: 2024-2025	57%	71%	81%	n/a	68%	n/a	73%	49%	57%	n/a	66%	n/a	n/a
2025-2026	64%	69%	84%	n/a	76%	n/a	83%	47%	58%	n/a	64%	n/a	n/a
Outcomes: 2025-2026	56%	46%	64%	n/a	80%	n/a	52%	19%	47%	n/a	61%	n/a	n/a
2026-2027	66%	71%	85%	n/a	78%	n/a	84%	49%	60%	n/a	66%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	69%	74%	86%	n/a	80%	n/a	85%	51%	62%	n/a	68%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	72%	77%	87%	n/a	82%	n/a	86%	53%	64%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	79%	88%	n/a	84%	n/a	87%	55%	66%	n/a	72%	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