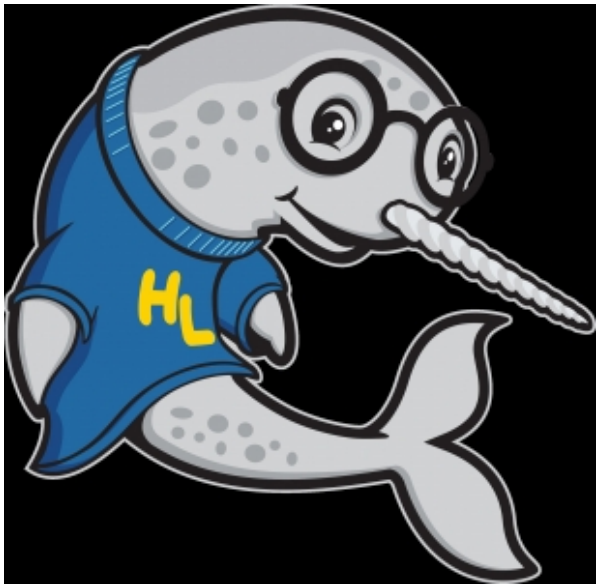
Pflugerville Independent School District

Hidden Lake Elementary School

2026-2027

Accountability Rating: C



Mission Statement

The mission of Hidden Lake ES is to provide equitable access to high quality education in a safe and positive environment so all students can reach their full academic, social, and behavioral potential.

Vision

Hidden Lake ES - Passionately Serving the Best Interests of Students

Beliefs

Diversity is our strength
All individuals have worth
Relationships are foundational to success
A safe and nurturing environment is non-negotiable
All students have the right to diverse educational opportunities
Social-emotional learning is as critical as academic focus
Civic-mindedness must be explicitly cultivated in our students
Community partnerships and high expectations improve student outcomes
Innovation and a strong work ethic ensure excel

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Hidden Lake ES (HLES), an open enrollment school, is a 4th-year campus this school year. HLES serves a suburban population of mostly middle-income families living in single-family homes and apartments/townhomes. The last available enrollment from OnDataSuite is 629 students in grades PK-5. The ethnicity percentages of students is as follows: Asian -20.0%; African-American - 20.0%; White - 25.4%; Two+ Races - 8.0%; Hispanic/Latino - 25.9%. The school is located on Hidden Lake Drive, a main road within the Villages of Hidden Lake subdivision. The majority of students speak English as their first language. A total of 19.7% are Emergent Bilingual students with 28 different home languages other than English. The percentage of At-Risk students is 51.8%. A minority of families, 32.3%, have low incomes that qualify them for free or reduced meals at the campus.

Student Demographics - HLES (Source: OnData Suite)		
	2024-25	2025-26
Total Enrollment	601	629
African-American	16.5%	20.0%
American Indian	0.2%	0.3%
Asian	17.6%	20.0%
Hispanic/Latino	28.3%	25.9%
Pacific Islander	0.2%	0.3%
Two+ Races	8.7%	8.0%
White	28.6%	25.4%

Student Special Program Identification/Participation - HLES		
(Source: OnDataSuite)	2024-25	2025-26
Ecomomically Disadvantaged	26.8%	32.3%
Emergent Bilingual	18.5%	19.7%
At-Risk	50.9%	51.8%
Special Education	18.0%	18.4%
Gifted & Talented	5.3%	5.6%
Dyslexia	6.2%	6.0%
Section 504	6.7%	4.8%
Immigrant	3.0%	3.3%
Homeless	2.5%	1.8%
Migrant	0.0%	0.0%
Campus Mobility Rate	13.7%	9.6%

Staff

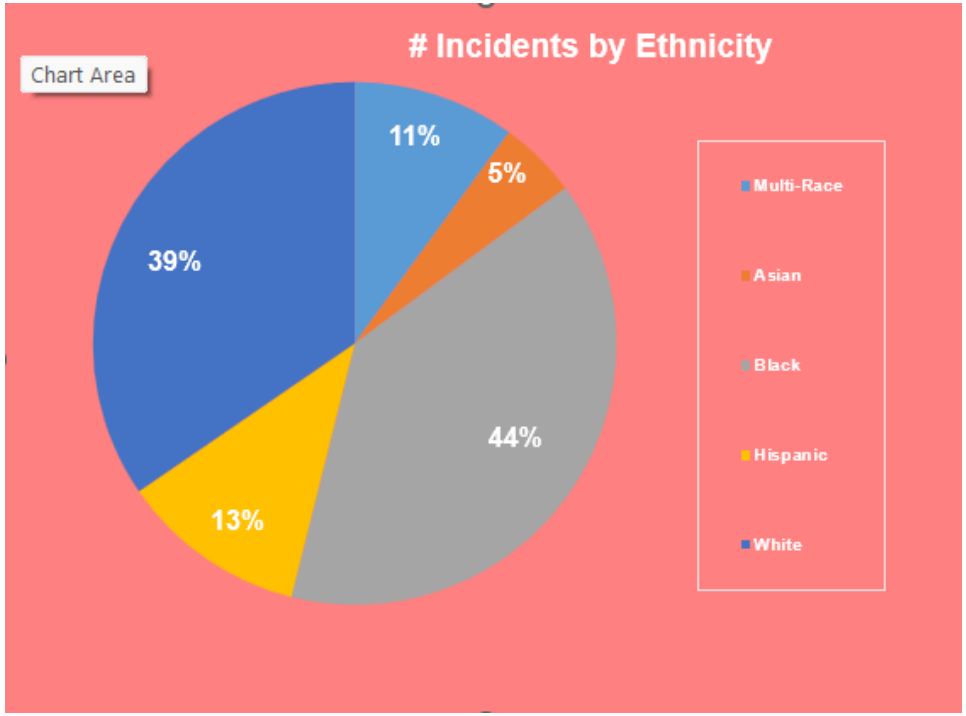
Just over a third of the teachers have 5 years or less of experience. The ethnicities of the teachers are not reflective of the student ethnicities as over two-thirds of the teachers are White.

Teacher Demographics - HLES (Source: 24-25 TAPR)	
African American	9.9%
Hispanic	16.1%
White	66.5%
American Indian	0.0%
Asian	2.5%
Pacific Islander	0.0%
Two or More Races	5.0%

Teachers by Experience (Source: 24-25 TAPR)	
Beginning	4.3%
1-5 Yrs	33.6%
6-10 Yrs	20.7%
11-20 Yrs	29.8%
21-30 Yrs	10.4%
Over 30 Yrs	1.2%

Discipline Data by Student Group

An area where we need to improve is the equity between the population of ethnicities and their respective percentages of receiving discipline referrals for significant behaviors. The graph below represents the percentage of discipline incidents for each ethnicity. Compared to the data above, referrals of African-American students is more than twice what it ideally should be. Conversely, Hispanic and White students are under-represented. Hispanic students have one-half as many incidents as would be needed to align population with incidents.



Demographics Strengths

This section is updated and complete.

The students and communities feeding into Hidden Lake Elementary are considerably diverse; none of the races exceeds 28.6%. This has contributed to the establshment of a learning environment that is respectful of multiple cultures, nationalities and languages. Local businesses within a few miles west of the campus have provided a wealth of partnerships related to restaurant fund-raisers, entertainment centers, and student performance incentives.

Problem Statements Identifying Demographics Needs

Problem Statement 1: UPDATED White students (25.7% of pop; 39% of incidents) and African-American students (20% of pop; 44% of incidents) are over-represented in the number of discipline incidents that involved campus administrators.
Root Cause: UPDATED Some students receive disproportionate disciplinary actions like suspensions and expulsions, even when the behaviors are similar to those of all other student ethnicity groups except White students.

Problem Statement 2: UPDATED Asian students (20.3%) have received a disproportionately lower percentage (5%) of referrals for discipline compared to their percentage of the campus population.
Root Cause: UPDATED There are gaps in responsiveness to student behaviors.

Student Learning

Student Learning Summary

This is 2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**78**	**C**	
Student Achievement		**80**	**B**	**70%**
STAAR Performance	53	80		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**71**	**C**	**0%**
Academic Growth	64	71	C	✓
Relative Performance (Eco Dis: 32.3%)		69	D	
Closing the Gaps	**45**	**74**	**C**	**30%**

Missed Closing the Gaps Targets

Student Group	Academic Achievement				Growth Rate				Student Success
	Reading/Language Arts		Mathematics		Reading/Language Arts		Mathematics		
All Students	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	No Growth	0	Met Interim Target
Lowest Racial/Ethnic Group 1	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target
Lowest Racial/Ethnic Group 2	Met Interim Target	3	Minimal Growth	1	Met Interim Target	3	No Growth	0	On Track to Interim Target
High Focus Group	Met Interim Target	3	On Track to Interim Target	2	No Growth	0	No Growth	0	Met Interim Target
Total Points	21 out of 32 (66%)				12 out of 32 (38%)				11 out of 16 (69%)

The percentages below for each subject and grade level are from TEA dated May 31, 2026.

Academic Achievement (students scored Meets or higher; Weighted 30% of Domain 3 - Closing the Gaps)

- The **Student Group** that consistently performed the **lowest** on **Reading Language Arts (RLA)** assessments were students of the **High Focus Group,** which includes **(Economic-Disadvantage (EcoDis); Emergent Bilingual (EB); Special Education (Sped); Foster; Migrant; & Homeless** students.
- The **Student Groups** that consistently performed the **lowest** on **Math** assessments also were students of the **High Focus Group.**

Growth Status (students made 1+ years' growth compared to previous year) (Weighted 50% of Domain 3 Closing the Gaps)

- The **Two+ Races group** performed the **lowest** on **Reading Language Arts (RLA)** assessments.
- The **High Focus Group & Hispanic Groups performed** the **lowest** on **Math** assessments.

English Language Proficiency (met growth target on TELPAS assessment; Weighted 10% of Domain 3 Closing the Gaps)

- **EB** Students performance dropped 20%age points, from 74% to 54%, between 2024 and 2025.
- The result of the decrease lowered our **target score** of 4 points (the maximum) to 3 points.

Student Success (Domain 1: STAAR Average of Performance Level; Weighted 10% of Domain 3 Closing the Gaps)

- The **Two+ Races & High Focus Groups** (at **43% & 36%**, respectively) did not meet the Interim Targets (2024-2027) for Domain 3 - Growth Status (at **55% & 40%**, respectively).

1st Grade EOY TPRI Reading 25-26 (Eduphoria)					
Intervention Levels					
	Students	Catch-up	Developing	On-Track	Above
Campus	101	9.9%	25.7%	22.7%	41.6%
Eco Dis	42	9.5%	35.7%	28.6%	26.2%
Asian	12	8.3%	16.7%	16.7%	58.3%
Black	24	4.2%	45.8%	20.8%	29.2%
Hispanic	30	13.3%	23.3%	26.7%	36.7%
2+Races	6	0.0%	16.7%	16.7%	66.7%
White	27	14.8%	18.5%	25.9%	40.7%
EB	13	23.1%	7.7%	15.4%	53.9%
Spec Ed	20	30%	25%	20%	25%

1st Grade Reading EOY TPRI (Reading) assessment

- 90.% of all 1st graders scored "Developing" or higher
- Only 9.5% of Economically Disadvantaged students did not meet the Developing standard.
- 70% of Special Education students scored "Developing " or higher
- 45% of Economically Disadvantaged students and 55% of Special Education students scored below the On-Track level.

2nd Grade EOY TPRI Reading 25-26 (Eduphoria)					
Intervention Levels					
	Students	Catch-up	Developing	On-Track	Above
Campus	91	8.8%	18.7%	33.0%	39.6%
Eco Dis	28	17.9%	35.7%	21.4%	25.0%
Asian	15	0.0%	13.3%	40.0%	46.7%
Black	13	7.7%	30.8%	38.5%	23.1%
Hispanic	23	8.7%	39.1%	21.7%	30.4%
2+Races	10	20%	10%	10%	60%
White	30	10.0%	3.3%	4.33%	43.3%
EB	20	0%	20%	35%	45%
Spec Ed	21	23.8%	28.6%	33.3%	14.3%

2nd Grade Reading EOY TPRI (Reading) assessment

- 91.2% of 2nd grade students scored **Developing** or higher on the district benchmark level EOY STAR 360 Reading test
- EB and Asian students had zero students rated at the **Catch-up** level.
- Among EcoDis students, 17.9% scored below the **Developing** level.
- 23.8% of Special Education students scored at the **Catch-up** level.

Source: Eduphoria

	1st Grade EOY STAR 360 Mathematics 25-26					2nd Grade EOY STAR 360 M		
	Students	State Benchmark Level				Students	State	
		Did Not Meet	Approaches	Meets	Masters		Didn't Meet	Approaches
Campus	101	24.8%	29.7%	22.8%	22.8%	92	15.2%	
Eco Dis	42	28.6%	45.2%	19.1%	7.1%	28	25%	
Asian	12	16.7%	33.3%	8.3%	41.7%	16	6.3%	
Black	24	16.7%	45.8%	20.8%	16.7%	13	7.7%	
Hispanic	30	36.7%	26.7%	23.3%	13.3%	23	21.7%	
2+Races	6	16.7%	66.7%	16.7%	0%	10	30%	
White	27	25.9%	11.1%	29.6%	33.3%	30	13.3%	
EB	13	30.8%	23.1%	7.7%	38.5%	21	4.8%	
Spec Ed	20	50%	15%	10%	25%	21	28.6%	

1st Grade EOY STAR 360 Mathematics

- 85.4% of all students scored "OnWatch" or better on the district benchmark level
- 100% of Emergent Bilingual students scored "OnWatch" or better on the district benchmark level
- Less than 50% of African American and 2+ Races students scored ">=Bench" on the district benchmark level
- 23.5% of 2+ Races students scored at the Intervention level or below

2nd Grade EOY STAR 360 Mathematics

- 81.7% scored ">=Bench" on the district benchmark level
- Emergent Bilingual students scored higher in performance compared to the campus as a whole
- 46% of Special Education students scored below "OnWatch" at the district benchmark level

Student Learning Strengths

STAAR Reading

- Hidden Lake ES had the highest Meets percentage in the 5th grade with 60%.
- Hidden Lake ES had the highest Masters percentage in 5th grade with 35%

STAAR Math

- Hidden Lake ES had at the highest Meets percentage in 4th grade with 50%
- Hidden Lake ES had at the highest Masters percentage in 4th grade with 25%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: ALL 5 STATEMENTS AND CAUSES NEED STAAR DATA Among the six demographics of our High Focus Group students who collectively did not meet or exceed the Interim Targets for Growth Status (worth 50% in Domain 2A) on STAAR math (Grades 4-5), Special Education students had the lowest percentages.
Root Cause: Our Special Education teachers could not sufficiently serve their students with proven best-practices due to a shortage in staff compared to the assigned service minutes of their students.

Problem Statement 2: NEED SPRING 2026 RESULTS Our Special Education students had the lowest Approaches scores on STAAR RLA (??%), Math (??%), and Science (21%) than all other student groups.
Root Cause: Some of our teachers did not provide differentiated instruction and did not adhere to the identified accommodations of Special Education students.

Problem Statement 3: NEED SPRING 2026 RESULTS Based on STAAR 2026 results, Hidden Lake scored lower on all 3 STAAR content areas compared to neighboring campuses or those which contributed students to our campus 2 years ago.
Root Cause: NEED TO CHANGE Both new teachers on the 5th grade team did not employ best practices for differentiated instruction. Most ELA teachers did not provide instruction that was rigorous and properly aligned to grade-level TEK's.

Problem Statement 4: NEED SPRING 2026 RESULTS Two Super Groups, African American & Hispanic students, did not meet or exceed the Interim Targets for Growth Status (worth 50% in Domain 2A) on STAAR math (Grades 4-5).
Root Cause: NEED TO CHANGE Tutoring by teachers was inconsistent (not compulsory or funded with supplemental pay) such that many students who were at-risk (previously failed STAAR) fell below the necessary performance levels to meet the Interim Targets.

School Processes & Programs

School Processes & Programs Summary

This section is updated and complete.

Transitioning to the 2026-27 school year, we replaced 8 certified teachers and 1 Special Education Educational Associate (EA) out of 67 total employees (not counting itinerant, custodial, and food service staff). No returning employees are currently on a growth plan. The district curriculum department and campus leaders provide professional development annually during the school year during 5 designated work days. We will have 1 new-to-profession teacher.

Individual PD needs are based on T-TESS appraisal and student performance data. Campus-wide PD is determined by campus assessment data, discipline data, and input from staff. Formulation of campus-based PD emanates from the campus administrators, grade-level leaders, and Intervention/Special Education teachers. Acutely effective teachers are encouraged and expected to share expertise with and train other staff members to utilize effective teaching strategies and pedagogy. To address the learning loss of students and meet the 30 hour intervention requirement for students who scored below "Approaches" on one/both STAAR tests, we have implemented a daily 30 minute block in the master schedule when all certified teachers provide small group instruction in language arts and math.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework used to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates learning environments designed to eliminate undesired and disruptive behaviors in the classrooms.

- Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.
- Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.
- At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

School Processes & Programs Strengths

This section is updated and complete.

All 2026-27 returning teachers qualify as highly effective, and all certified grade-level teachers are or will become ESL certified by Winter 2026. We have several campus based committees with different leaders that provide guidance during the year.

- Two teachers provide BLS or Reading by Design to dyslexia students. All Special Education teachers will receive training to provide Reading by Design lessons.
- Multiple teachers in grades KG-2 and all grade 3-5 teachers are GT certified.
- We use a "Fight-free" approach (prohibits harming others through physical or verbal actions) to promote safe behaviors among students.
- Our counselor teaches guidance lessons (all students receive this once per month).
- We meet requirements to receive designation as a No Place for Hate school (common expectation among PISD campuses).

- Youth leadership opportunities for 5th grade students - "Noble Narwhals", Safety Patrol, Unified Champions Club, Student Council

Enrichment Programs include:

- UIL Academic Meet - students in grades 2-5 who participate
- Art Club - 3rd-5th grade students
- Choir - performs in-school programs and community events
- Music Memory competition team
- Girls Who Code Club
- Dance Club

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: ALL 5 STATEMENTS AND CAUSES NEED POSSIBLE REVISION EXCEPT #5 The scope and depth of library services will continue to be reduced as we will not employ a fully certified Librarian. Instead we will continue to have a library "associate" who does not have a teaching degree.
Root Cause: The district budget is significantly reduced due to the limited funding of our basic allotment per student. The unfilled librarian positions are being filled with uncertified "associates."

Problem Statement 2: KEEP AS IS The level of support for teachers with regard to instructional planning and delivery will be limited as we do not have funds to employ an instructional coach. For example, genuine and consistent support during the school year for 1st and 2nd-year teachers will fall upon the campus administrators and mentor teachers.
Root Cause: The district budget is significantly reduced due to the limited funding of our basic allotment per student. The district has eliminated all campus-level coach positions and employs only two coaches for all 23 elementary campuses as a result.

Problem Statement 3: NEED TO CHANGE Our students with LID and Behavior needs are not receiving full amounts of scheduled support minutes as required in their IEP's.
Root Cause: Our campus continues to have an inadequate number of Special Education teachers and aides, specifically LID and Behavior EA's (including a long-term substitute).

Problem Statement 4: UPDATED By having only 1 Chromebook for every 2 students, integrating technology into core content instruction and teaching computer literacy will remain limited compared to 2023-24, the last year we had a 1 device:1 student ratio.
Root Cause: The district has an insufficient amount of funds to purchase adequate amounts of Chromebooks so that every student would have a device checked-out to them.

Problem Statement 5: UPDATED White students (25.7% of pop; 39% of incidents) and African-American students (20% of pop; 44% of incidents) are over-represented in the number of discipline incidents that involved campus administrators.
Root Cause: Stemming from implicit racial biases, students of color receive disproportionate disciplinary actions like suspensions and expulsions, even when the behaviors are similar to those of all students.

Perceptions

Perceptions Summary

Campus Employee Satisfaction Survey Results (Spring 2026)

Based on responses (71% of staff participated) of the "Upbeat" online survey collected in May 2026, campus administrators excelled in these provisions:

- Equal Opportunities - 97% positive (are accessible to all teachers regardless of their race, ethnicity, culture, or other aspects of personal identity)
- Evaluation - 95% positive (teachers see their evaluations as fair and supportive & receive fair evaluations, and constructive feedback)
- Satisfaction & Purpose - 94% positive (teachers find a sense of purpose and make lasting positive impact on students)

Campus administrators scored relatively lower in these categories:

- Professional Development - 63% positive (supporting teachers' growth in lesson creation and delivery)
- Appreciation - 69% positive (acknowledgment of "great work")
- School Safety & Order - 69% positive (fair application of disciplinary practices to all students)

The campus administrators will meet with every team and department to update mutually establish norms and values and to seek solutions to improve performances in identified areas of growth.

Attendance

Hidden Lake ES had an Attendance Rate of 95.5**%** during the 2025-26 year. This was the **??** **highest** rate among all campuses in Pflugerville ISD. The campus Chronic Absenteeism Rate was **??**% during the 2025-26 year. This was the **??** **lowest** rate among all campuses but one in the district. Teachers regularly spoke to or met with parents when students had 3 absences. Campus administrators made phone calls and sent reminder letters at 7 and 9 absences in a semester. Each week, the morning announcements, performed by 4th-5th grade students, shared which five homerooms had the highest attendance rate (year-to-date).

Perceptions Strengths

Among the 63 continuing positions of the Hidden Lake ES roster; the employee turnover was 17.5%. HR has placed two teachers and two Educational Associates here via the surplus process. Two other teachers are transferring here from a campus within Pflugerville ISD. Their current principal provided strong, positive references based on each individual's highly rated performance evaluations and student performance data.

Three of the officers of the current Parent-Teacher Organization (PTO) are returning in the same roles, but the president will be the same person. They raised over $6,000 for their budget which they will use to provide support for teachers and staff. They will continue the role of fundraising for the campus's overall budget in coordination with our established vendor, Boosterthon.

Campus leadership will disseminate weekly activities and ongoing information to all stakeholders using the "Newsletters by Smore" section of the School Status Connect platform for messaging large and small audiences. Included topics are: student celebrations, PTO information, upcoming events; campus systems (e.g. food service, student incentives, counseling services). Campus leadership will use the "Text/Conversation" feature to have two-way communication with individual or small groups of parents/guardians on an as-needed basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: UPDATED Based on employee survey results, 45% of teachers report that the professional development available to them does not help them improve their teaching.
Root Cause: UPDATED Out of 7 work days before the school year starts, the campus leadership team only has 16 hours of time to deliver professional development that is relevant to the campus's needs.

Problem Statement 2: UPDATED Based on employee survey results, 48% of teachers report that rules for student behavior are not consistently enforced by teachers, including students who are not in their classes. This is a 14% improvement compared to last spring.
Root Cause: UPDATED While continuing our "fight-free policy" that has a consequential component to it for students committing infractions, we had 44 less referrals with 22 more students compared to last spring. However, we need to align that approach with expectations for utilizing Restorative Practices that focus on repairing relationships between students and other students or teachers.

Goals

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

Performance Objective 1: By July 2027, the Hidden Lake employee selection committee will interview, select, and hire highly-qualified educators to meet the needs of students.

Evaluation Data Sources: When hiring new-to-campus personnel, applicants are rated by their college GPAs, life satisfaction, perseverance, and related work experience. Teammates and administrators of prospective teachers rate applicants based on current ability, team contribution potential, and future sustainability at the campus.

Summative Evaluation: Met Objective

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

Performance Objective 2: By the end of the 2026-2027 year, Hidden Lake leaders and staff members will engage in 13 days (district calendar) and multiple hours (select Wednesdays throughout school year after student dismissal) of professional development that focuses on strategies to obtain higher levels of annual academic growth of At-Risk and Special Education students, improve Professional Learning Community (PLC) protocols and 3-level, tiered intervention in math and reading.

Evaluation Data Sources: We will analyze end-of-year academic data of Special Education students and At-Risk students (formative & summative testing, TELPAS, STAAR) from the 2026-27 school year and compare their progress based on their end-of-year.

Summative Evaluation: Some progress made toward meeting Objective

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

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

Spring 2027 STAAR outcomes compared to the prior year will be:
- RLA Academic Growth from 72% to 81%
- Approaches from 80% to 97%
- Meets from 62% to 66%
- Masters from 34% to 37%

To meet HB3 Early Childhood Literacy Goals, the precent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase

from 55% in June 2026 to 65% in June 2027, and to 74% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Summative Evaluation: Some progress made toward meeting Objective

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 Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Spring 2027 STAAR outcomes compared to the prior year will be:
- Math Academic Growth from 68% to 78%
- Approaches from 73% to 80%
- Meets from 52% to 59%
- Masters from 24% to 31%

To meet HB3 Early Childhood Math Goals, the percent of 3rd grade students scoring at Meets Grade Level or above STAAR Math will increase from 52% in June 2026 to 57% in June 2027, and to 66% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Summative Evaluation: Some progress made toward meeting Objective

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

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

Spring 2027 STAAR outcomes compared to the prior year will be:
-Approaches from 68% to 78%
-Meets from 27% to 40%
-Masters from 13% to 25%

Evaluation Data Sources: STAAR results, Accountability reports

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 4: By June 2027, the Special Education student group will demonstrate at least one year's worth of academic growth in reading and math. At least 35% of the Special Education students in 4th-5th grades will achieve the Meets level of performance for Reading and Math. At least 25% of Special Education students in 5th grade will achieve the Meets level of performance in Science.

Evaluation Data Sources: STAAR results, Accountability reports

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 5: By June 2027, at least 60% of Emergent Bilingual students will progress at least one TELPAS composite English Language proficiency level from the prior year.

Evaluation Data Sources: Spring 2027 TELPAS results

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 6: By May 2027, 90% of all students, regardless of demographics, will achieve On-Watch status or higher as measured by Star 360 assessments.

Evaluation Data Sources: Data collected bi-weekly for Tier 2 & 3 students, data collected monthly for Tier 1 students

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

Performance Objective 7: To meet Board-approved HB3 Goals:
The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the C-PALLS(+) assessment will increase to 87% by June 2027.
The percent of Kindergarten students that score on grade level or above in Reading on the KPM assessment will increase to 62??% by June 2027.

HB3 Goal

Evaluation Data Sources: C-PALLS(+) assessments; KPM assessments

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 8: To meet Board-approved HB3 Goals:
The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will be 100% by June 2027.
The percent of Kindergarten students that score on grade level or above in Math on the KPM assessment will increase to 75% by June 2027.

HB3 Goal

Evaluation Data Sources: C-PALLS(+) assessments; TX-KEA assessments

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 1: During the 2026-2027 school year, Hidden Lake teachers will manage the use of laptops (1 laptop to every 2 students in grade levels 2-5, plus 6 communal laptops per grade level) and other devices (25 laptops & 25 tablets each in grade level of KG-1) so that all students have devices when participating at learning centers, creating project-based assignments/assessments, and completing student-driven research. By May 2027, 90% of all students, regardless of demographics, will achieve On-Watch status or higher as measured by Star 360 assessments.

Evaluation Data Sources: Artifact assessments, rubric based assessment tools, and students' performances on web-based or computer-driven assessments

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 2: The campus G/T Program will provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community. 100% of GT students will be at or above benchmark as measured by math and reading screeners and at Meets or above level in their area of designation.

Evaluation Data Sources: Benchmark data, STAAR data, students' GT Showcase products, performance in Academic Decathlon and/or Destination Imagination

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Hidden Lake 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 C to B or above
-- Domain 1 Rating will improve from C to B or above
-- Domain 2A Rating will improve from C to B or above
-- Domain 2B Rating will improve from D to C or above
-- Domain 3 Rating will improve from C to B or above

HB3 Goal

Evaluation Data Sources: Accountability reports

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2027, discipline incidents for the year will decrease by 10%.
-Total incidents for each student group will be representative of and equitable with the population percentages of each student group.
-The representation of the African-American student group and the Hispanic student group who receive incident reports will be within 5% of the total campus enrollment percentages of those students.
-By Spring 2027, the Upbeat survey score of the consistent enforcement of rules for student behavior will increase from 52% to 61%.

Enrollment data:
- African American enrollment: 20.0%
- Hispanic enrollment: 18.7%
Incidents goals:
- African American: 25% of referred students
- Hispanic: 22% of referred students

Evaluation Data Sources: Skyward data to monitor students' incident reports by each ethnicity student group.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: To ensure Coordinated School Health 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. 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: The PE teacher will evaluate students' physical fitness through the formative assessments associated with FitnessGram.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2027, the Hidden Lake ES student attendance rate will increase from 95.5% in the prior year to 95.8%. The rate of Chronic Absenteeism will be reduced by 1.7% from the estimated prior year rate of 7.7% to 6.0%.

Evaluation Data Sources: Skyward data of student attendance (ADA), Chronic Absenteeism rates

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: By June 2027, Hidden Lake ES will have at least 8 local partnerships with business or community organizations.

Evaluation Data Sources: As of August 2026, HLES currently has 7 partnerships with business and community organizations from the local area.

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Hidden Lake ES staff will provide at least 5 opportunities for effective parent & family engagement via events and activities in order to strengthen the connections between the campus, neighborhood families, and community partners to improve student academic outcomes. Attendance records will show that an average of 25% or more of families will attend activities that occur during or after school hours.

Evaluation Data Sources: Planning Meeting agendas, ticket sales to PTO-sponsored events, attendance at students' fine arts performances; number of families who attend monthly "Spirit Nights" at restaurant partners in the community

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 - Hidden Lake ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 62% in Spring 2024 to 74% 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	
62%	64%	66%	68%	70%	72%	74%	
Outcomes	58%	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)	75%	55%	52%	n/a	71%	n/a	n/a	79%	65%	n/a	69%	n/a	n/a
2024-2025	76%	59%	56%	n/a	73%	n/a	n/a	79%	67%	n/a	71%	n/a	n/a
Outcomes: 2024-2025	44%	63%	47%	n/a	76%	n/a	n/a	14%	32%	n/a	50%	n/a	n/a
2025-2026	77%	63%	59%	n/a	75%	n/a	n/a	80%	69%	n/a	73%	n/a	n/a
Outcomes: 2025-2026	43%	45%	57%	n/a	72%	n/a	n/a	27%	37%	n/a	52%	n/a	n/a
2026-2027	78%	67%	63%	n/a	77%	n/a	n/a	80%	71%	n/a	75%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	79%	71%	66%	n/a	79%	n/a	n/a	81%	73%	n/a	77%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	80%	75%	70%	n/a	81%	n/a	n/a	81%	75%	n/a	79%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	81%	79%	75%	n/a	83%	n/a	n/a	82%	77%	n/a	81%	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 - Hidden Lake ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 45% in Spring 2024 to 68% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
45%	48%	52%	56%	60%	64%	68%	
Outcomes	80%	80%					

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	60%	n/a	38%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67%	n/a	43%	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	80%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67%	n/a	48%	n/a	n/a
Outcomes: 2025-2026	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58%	n/a	78%	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67%	n/a	53%	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	75%	n/a	58%	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	75%	n/a	64%	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	75%	n/a	70%	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 - Hidden Lake ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 58% 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
58%	60%	62%	64%	66%	68%	70%
Outcomes	59%	61%				

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)	42%	52%	70%	n/a	55%	n/a	64%	29%	32%	n/a	45%	n/a	n/a
2024-2025	47%	55%	72%	n/a	58%	n/a	66%	33%	37%	n/a	48%	n/a	n/a
Outcomes: 2024-2025	58%	56%	70%	n/a	47%	n/a	n/a	31%	51%	n/a	52%	n/a	n/a
2025-2026	51%	58%	74%	n/a	61%	n/a	68%	37%	41%	n/a	51%	n/a	n/a
Outcomes: 2025-2026	38%	61%	72%	n/a	67%	n/a	n/a	54%	35%	n/a	50%	n/a	n/a
2026-2027	56%	61%	76%	n/a	64%	n/a	70%	41%	46%	n/a	54%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	60%	64%	78%	n/a	67%	n/a	72%	45%	50%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	67%	80%	n/a	70%	n/a	74%	49%	55%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	70%	82%	n/a	73%	n/a	76%	53%	59%	n/a	63%	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 - Hidden Lake 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 63% 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
63%	65%	67%	69%	71%	73%	75%
Outcomes	64%	64%				

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)	67%	53%	63%	n/a	76%	n/a	64%	24%	46%	n/a	61%	n/a	n/a
2024-2025	69%	56%	65%	n/a	77%	n/a	66%	29%	50%	n/a	63%	n/a	n/a
Outcomes: 2024-2025	61%	54%	65%	n/a	79%	n/a	68%	27%	43%	n/a	59%	n/a	n/a
2025-2026	71%	59%	67%	n/a	78%	n/a	68%	34%	54%	n/a	65%	n/a	n/a
Outcomes: 2025-2026	50%	54%	71%	n/a	78%	n/a	73%	39%	46%	n/a	67%	n/a	n/a
2026-2027	73%	62%	69%	n/a	79%	n/a	70%	39%	58%	n/a	67%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	75%	65%	71%	n/a	80%	n/a	72%	44%	61%	n/a	69%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	77%	68%	73%	n/a	81%	n/a	74%	49%	64%	n/a	71%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	79%	71%	75%	n/a	82%	n/a	76%	53%	67%	n/a	73%	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 - Hidden Lake ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 48% 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	
48%	51%	54%	57%	60%	63%	66%	
Outcomes	51%	52%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	63%	39%	48%	n/a	50%	n/a	n/a	26%	38%	n/a	54%	n/a	n/a
2024-2025	65%	43%	54%	n/a	60%	n/a	n/a	30%	42%	n/a	57%	n/a	n/a
Outcomes: 2024-2025	38%	54%	40%	n/a	76%	n/a	n/a	7%	34%	n/a	50%	n/a	n/a
2025-2026	67%	47%	60%	n/a	66%	n/a	n/a	34%	46%	n/a	60%	n/a	n/a
Outcomes: 2025-2026	39%	43%	64%	n/a	67%	n/a	n/a	27%	34%	n/a	60%	n/a	n/a
2026-2027	69%	51%	64%	n/a	72%	n/a	n/a	38%	50%	n/a	63%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	71%	55%	67%	n/a	76%	n/a	n/a	42%	54%	n/a	66%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	73%	59%	70%	n/a	80%	n/a	n/a	46%	58%	n/a	69%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	63%	73%	n/a	84%	n/a	n/a	50%	62%	n/a	72%	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 - Hidden Lake ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will maintain from 100% in Spring 2024 to 100% in 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%	98%					

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	100%	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	100%	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	100%	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	92%	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	100%	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	100%	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	100%	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	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested
Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

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

Early Childhood Math Progress Measure 2 - Hidden Lake ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 65% in Spring 2024 to 77% 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	
65%	67%	69%	71%	73%	75%	77%	
Outcomes	74%	83%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	25%	65%	74%	n/a	75%	n/a	64%	18%	45%	n/a	65%	n/a	n/a
2024-2025	31%	67%	75%	n/a	76%	n/a	66%	24%	49%	n/a	67%	n/a	n/a
Outcomes: 2024-2025	68%	67%	70%	n/a	84%	n/a	n/a	56%	62%	n/a	76%	n/a	n/a
2025-2026	37%	69%	76%	n/a	77%	n/a	68%	30%	53%	n/a	69%	n/a	n/a
Outcomes: 2025-2026	81%	78%	80%	n/a	96%	n/a	n/a	62%	61%	n/a	86%	n/a	n/a
2026-2027	43%	71%	77%	n/a	78%	n/a	70%	36%	57%	n/a	71%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	49%	73%	78%	n/a	79%	n/a	72%	42%	60%	n/a	73%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	55%	75%	79%	n/a	80%	n/a	74%	48%	63%	n/a	75%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	61%	77%	80%	n/a	81%	n/a	76%	54%	66%	n/a	77%	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) (English version results (966 students On Track) + Spanish version results (114 students On Track; out of 1926 total students)

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

Early Childhood Math Progress Measure 3 - Hidden Lake 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 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	69%	64%					

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)	77%	64%	73%	n/a	74%	n/a	79%	50%	58%	n/a	78%	n/a	n/a
2024-2025	78%	66%	74%	n/a	75%	n/a	80%	53%	61%	n/a	78%	n/a	n/a
Outcomes: 2024-2025	52%	62%	80%	n/a	88%	n/a	64%	39%	54%	n/a	77%	n/a	n/a
2025-2026	79%	68%	75%	n/a	76%	n/a	81%	56%	64%	n/a	79%	n/a	n/a
Outcomes: 2025-2026	62%	54%	71%	n/a	74%	n/a	58%	41%	52%	n/a	70%	n/a	n/a
2026-2027	80%	70%	76%	n/a	77%	n/a	82%	59%	66%	n/a	80%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	81%	72%	77%	n/a	78%	n/a	83%	62%	68%	n/a	81%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	82%	74%	78%	n/a	79%	n/a	84%	64%	70%	n/a	82%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	83%	76%	79%	n/a	80%	n/a	85%	66%	72%	n/a	83%	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