Pflugerville Independent School District

Rowe Lane Elementary School

2023-2024 Board Approved

Board Approval Date: October 19, 2023

Mission Statement

Our work is designed to support these learning outcomes:

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

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

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

Value Statement

At Rowe Lane, the mantra, "Rockets go Above and Beyond," describes our attitude toward students' potential and our efforts to ensure they reach it.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rowe Lane Elementary had a student enrollment of 862 students in the Fall of 2022 and an enrollment of 827 students in the Fall of 2023.

Students

Student demographic trends indicate a slight decrease in the percentage of Hispanic & White students and an increase in the percentage of African American & Asian students.

Student Demographics - Rowe Lane Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Total Enrollment	**794**	**820**	**845**	**862**	**827**
African American	8.7%	10.0%	11.6%	9.48%	9.8%
Hispanic	25.2%	25.1%	23.0%	23.1%	22.5%
White	47.5%	46.6%	45.8%	45.2%	44.9%
American Indian	0.1%	0.0%	0.1%	.36%	0.5%
Asian	10.8%	10.6%	12.3%	13.9%	16.1%
Pacific Islander	0.6%	0.0%	0.1%	0.0%	0.0%
Two or More Races	7.1%	7.7%	7.1%	8.0%	6.3%

Rowe Lane Elementary has 12% of students identified as economically disadvantaged, 18% At-Risk, 14% as Emergent Bilingual, 7% qualify for Section 504 services, 9% are identified as Gifted and Talented, and 11% receive special education services. Over the last five years, the percentage of students identified as Emergent Bilingual has doubled. There has been a 25% decrease in the percentage of students identified as At-Risk.

Student Special Program Identification/Participation - Rowe Lane Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Economically Disadvantaged	14.1%	16.6%	15.0%	12.9%	11.9%
Emergent Bilingual	7.4%	8.3%	10.4%	11.06%	13.7%
At-Risk	22.9%	34.0%	35.3%	42.0%	17.8%
Special Education	10.2%	10.2%	9.6%	10.3%	11.0%

Student Special Program Identification/Participation - Rowe Lane Elementary School (Source: TAPR & OnDataSuite)					
Gifted & Talented	5.5%	7.1%	8.8%	7.5%	9.4%
Dyslexia	2.5%	4.0%	4.5%	4.7%	4.8%
Section 504	5.2%	6.7%	8.1%	7.8%	7.3%
Immigrant	2.0%	0.9%	0.6%	1.09%	2.5%
Homeless	0.1%	0.7%	0.2%	0.2%	0.0%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%

Staff

In the 2022-2023 school year, Rowe Lane had 55 Teachers, 7 Support Staff, and 14 Educational Associates. Approximately 83% of the 2022-2023 school year teachers were returning teachers from the 2021-2022 school year.

The following chart shows the demographics of students compared to campus staff. Data trends indicate demographic percentages for staff are growing more closely aligned with the demographic percentages for students, with the exception of Hispanic & Asian percentages.

Teacher Demographics - Rowe Lane Elementary School (Source: TAPR)					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Total Teachers	48.4	**51.8**	**49.3**	**63.5**	**78.4**
African American	6.2%	5.8%	8.1%	6.5%	7.3%
Hispanic	16.2%	12.2%	6.1%	13.1%	7.3%
White	71.4%	76.3%	79.7%	77.0%	78.0%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	3.3%	2.1%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	6.2%	5.8%	6.1%	0.0%	5.4%

Half of Rowe Lane teachers have 11 or more years of experience at 50.9%, followed by 28% of teachers having 6-10 years of experience, and 16.3% of teachers having 1-5 years of experience.

Teachers by Years of Experience - Rowe Lane Elementary School (Source: TAPR)					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Beginning Teachers	2.1%	3.9%	0.0%	1.8%	4.7%
1-5 Years Experience	23.3%	23.5%	20.5%	11.4%	16.3%
6-10 Years Experience	18.9%	23.6%	38.9%	32.3%	28%
11-20 Years Experience	41.3%	31.7%	24.4%	35.9%	36.5%

| Over 20 Years Experience | 14.4% | 17.4% | 16.2% | 18.6% | 14.4% |

Demographics Strengths

Rowe Lane's data trend shows a high teacher retention rate as well as a high percentage of teachers obtaining their Master's Degree. A high percentage of teachers have 11-20+ years of experience at 49.2%, followed by 28% of teachers having 6-10 years of experience, and 16.3% of teachers having 1-5 years of experience. The staff survey indicates teacher hiring and onboarding as one of Rowe Lane's strengths and the data reflects a continuously growing trend in this area. Rowe Lane's demographic changes over time reflect a growing trend in the African American & Two or More Races teacher populations. We work to increase the diversity of our staff through recruitment and hiring. Student Special Programs data indicates a decrease in students identified as At-Risk.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Rowe Lane staff demographic representation does not yet mirror the student demographic representation. **Root Cause:** The commitment to using intentional strategies for hiring staff that align to our student population and bring diverse representation to the campus will need to continue.

Student Learning

Student Learning Summary

2022-2023 Universal Screener Results

Based on the 2022-2023 TX-KEA performance, students showed a significant increase in growth from Fall 2022 to Spring 2023. The students in need of additional monitoring and support decreased by the end of the school year.

Kindergarten TX-KEA Results	On Track: Fall 2022	On Track: Spring 2023	Monitor/Support: Fall 2022	Monitor/Support Spring 2023
Reading	88%	N/A	13%	N/A
Math	70%	78%	30%	22%

Based on the 2022-2023 TPRI Reading performance, students showed a significant increase in growth from Fall 2022 to Spring 2023. By the end of the school year over 90% of First and Second grade students were not in need of significant or moderate intervention.

Reading: TPRI	Significant/Moderate Intervention Needed: Fall 2022	Significant/Moderate Intervention Needed: Spring 2023	Possible/No Intervention Needed: Fall 2022	Possible/No Intervention Needed: Spring 2023
1st Grade	17%	7%	83%	93%
2nd Grade	34%	9%	67%	91%

Based on the 2022-2023 Star360 Reading and Math performance, students showed a significant increase in growth from Fall 2022 to Spring 2023.

Star 360 Reading Performance Data	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Percentage of students scoring at or above the minimum district reading benchmark proficiency level.	62%	70%	71%	76%
Star 360 Math Performance Data	**Fall 2021**	**Spring 2022**	**Fall 2022**	**Spring 2023**
Percentage of students scoring at or above the minimum district math benchmark proficiency level.	62%	77%	79%	85%

STAAR Results

Math: STAAR math data indicates a decreasing trend in Approaches for 4th grade students and an increasing trend in Approaches for 3rd & 5th grade students. There is minimal change in the Meets & Masters for 4th grade students and an increasing trend in Meets & Masters for 3rd & 5th grade students.

3rd Grade Math STAAR Results	Approaches	Meets	Masters
2019	89	64	39
2020	Did not test in 2020		
2021	86	53	30
2022	77	55	32
2023	86	63	35

4th Grade Math STAAR Results	Approaches	Meets	Masters
2019	94	69	48
2020	Did not test in 2020		
2021	76	55	40
2022	87	64	38
2023	81	64	37

5th Grade Math STAAR Results	Approaches	Meets	Masters
2019	96	91	65
2020	Did not test in 2020		
2021	92	65	44
2022	85	61	35
2023	94	70	37

Reading: STAAR reading data indicates a decrease in Approaches and Meets for 4th graders and an overall increase in Meets for 3rd & 5th graders. There is a slight decrease in Masters for 3rd, 4th, & 5th graders.

3rd Grade Reading STAAR Results	Approaches	Meets	Masters
2019	90	65	44
2020	Did not test in 2020		

3rd Grade Reading STAAR Results	Approaches	Meets	Masters
2021	95	70	38
2022	87	68	48
2023	91	72	31

4th Grade Reading STAAR Results	Approaches	Meets	Masters
2019	96	65	40
2020	Did not test in 2020		
2021	74	43	29
2022	90	75	43
2023	84	66	34

5th Grade Reading STAAR Results	Approaches	Meets	Masters
2019	97	73	45
2020	Did not test in 2020		
2021	89	67	46
2022	88	68	53
2023	93	80	50

Science: STAAR science data indicates a decreasing trend in Approaches, Meets, & Masters for 5th graders.

5th Grade Science STAAR Results	Approaches	Meets	Masters
2019	91	71	43
2020	Did not test in 2020		
2021	89	56	28
2022	82	53	27
2023	85	59	34

2022 Accountability Ratings

Based on the 2021-2022 STAAR performance, the overall accountability rating assigned to Rowe Lane Elementary is an A.

2022 Closing the Gaps Outcomes

When evaluating STAAR performance across student groups in Closing the Gaps, 43 out of 45 (96%) targets were met.

- In Math, all Growth targets were met for all student groups
- In Math, at Meets Grade Level or above performance, 9 out of 11 targets were met; targets were missed for our Asian and Current Special Education student groups
- In Reading, all Growth targets were met, and all Meets Grade Level or above targets for all student groups were met.
- 100% of Student Success targets were met (the average performance for math, reading, and science STAAR tests combined) for all student groups.
- The English Language Proficiency Status target of 36% was exceeded with 57% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2022 compared to prior year.

Student Group	Academic Achievement		Growth Status		English Language Proficiency	Student Success
	ELA/Reading	Mathematics	ELA/Reading	Mathematics		
% of Targets Met	91% (20 out of 22)		100% (10 out of 10)		100% (1 out of 1)	100% (12 out of 12)
All Students	✓	✓	✓	✓	n/a	✓
African American	✓	✓	n/a	n/a	n/a	✓
Hispanic	✓	✓	✓	✓	n/a	✓
White	✓	✓	✓	✓	n/a	✓
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	✓	✗	n/a	n/a	n/a	✓
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	✓	✓	n/a	n/a	n/a	✓
Economically Disadvantaged	✓	✓	n/a	n/a	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✓	n/a	n/a	✓	✓
Receiving Special Education Services	✓	✗	n/a	n/a	n/a	✓
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	✓
Continuously Enrolled	✓	✓	✓	✓	n/a	✓
Non-Continuously Enrolled	✓	✓	✓	✓	n/a	✓

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

Student Learning Strengths

- Rowe Lane received an overall A rating for 2022 accountability. 2023 accountability ratings have not yet been released.
- Reading Star 360 data indicates a high percentage of students are making typical or high growth from the beginning of the school year to the end of the school year.
- Reading STAR data from 2023 indicates an overall increase in 3rd & 5th grade students performing at the Approaches and Meets level.
- Math Star 360 data indicates a high percentage of students are making typical or high growth from the beginning of the school year to the end of the school year.
- Math STAAR data from 2023 indicates an overall increase in 3rd-5th grade students performing at the Masters level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the Star 360 Reading Assessment Data, Rowe Lane's African American and Two or More Races student groups are demonstrating less growth in comparison to other student groups.   **Root Cause:** There is a lack of Tier II reading small group instructional resources.

Problem Statement 2 (Prioritized): According to the Star 360 Math Assessment Data, Rowe Lane's African American and Hispanic student populations are demonstrating similar growth percentiles in comparison to other student populations, however, there is an achievement gap within the proficiency data.   **Root Cause:** There is a lack of Tier II math small group instructional resources.

Problem Statement 3 (Prioritized): According to the STAAR Science data, there is a minimal increase in students performing at the Approaches, Meets, & Masters levels.   **Root Cause:** There is a lack of hands-on & writing opportunities for students to explore science concepts and vocabulary.

Problem Statement 4: In comparison to Reading, the percentage of students meeting proficiency on STAAR in Math is significantly lower across all tested grade levels.   **Root Cause:** There is a lack of vertical alignment with math instruction.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities: The 2022-2023 Upbeat Climate Survey results indicate a positive staff engagement score related to Teacher Collaboration. Teachers meet weekly within their grade-level Professional Development Communities (PLC) to collaboratively develop student assessments, analyze student data, monitor student goals, and design daily instruction. Grade Level Teams collaborate in goal-setting for PLC development once per nine weeks. Campus Leadership teams attended the Solution Tree's Professional Learning Communities Conference in the Summer of 2022, as well as the Summer of 2023.

Campus Committees: Rowe Lane staff engage in shared-decision making throughout the school by serving as active members of one or multiple committees, which include the following: Campus Academic Advisory Committee, Grade Level Leaders, Problem Solving Support Committee, Positive Behavior Interventions & Supports/Wellness, UIL Academic Meet Committee, Academic Committee, and Diversity, Equity, & Inclusion Committee. These committees develop and maintain campus initiatives that support the strong student, staff, and family culture at Rowe Lane. The Committees plan and host the annual Family Science Night and a Multicultural Fair & Fine Arts Night for Rowe Lane families.

Positive Behavior Interventions & Supports: The Positive Behavior Interventions & Supports Committee (PBIS) develops campus-wide systems in order to maintain a safe and positive learning environment for all students. Upbeat Staff Climate Survey and Panorama Family Survey results exhibit positive engagement scores related to School Safety and Belonging & Well-being. The campus PBIS Committee supports the commitment to incorporate Restorative Practices campus-wide with fidelity. Rowe Lane staff engaged in ongoing professional development related to Restorative Practices throughout the 2022-2023 school year. Restorative Practices utilized across all grade levels include weekly Community Building Circles, posted Treatment Agreements, facilitating restorative conversations among students in order to repair harm, and a variety of classroom strategies that support student-to-student and student-to-teacher connections.

Campus-Wide Intervention & Tutoring: The Rowe Lane master schedule includes dedicated small group English Language Arts and Math intervention time for Kindergarten through Fifth-grade students. Intervention and tutoring are provided by classroom teachers, general education intervention teachers, and special education teachers on a daily basis. Rowe Lane offers a campus Jump Start Program for qualifying students to engage in Reading & Math tutoring opportunities during the summer.

Community Connections: The Rowe Lane PTO meets monthly on the first Tuesday to discuss opportunities to support students, staff, and the local community. Rowe Lane families and community members are also welcomed on campus as school volunteers. We provide the following family engagement opportunities:

- Kindergarten Camp
- Meet the Teacher Event
- Parent Information Night
- Grandparent Luncheon
- Book Fair evening events
- Free Family Fun Night
- Family Science Night
- Multicultural & Fines Arts Night
- PTO Spirit Events
- Boosterthon Fun Run
- Spring Carnival
- School-wide Enrichment Classes
- Grade level Musical Performances
- Campus Musical Performance
- Kindergarten Rodeo
- Field Day

School Processes & Programs Strengths

Campus Problem-Solving Support Team (PSST) develops and maintains strong systems for monitoring student academic & behavioral growth, as well as responding effectively to student needs.

According to the Upbeat Staff Survey, Equity, Inclusion, Care & Commitment, and Evaluation Systems received the highest positive engagement scores in comparison to other survey categories.

According to the Panorama Family Survey, School Safety, Barriers to Engagement, and School Climate received the highest positive engagement score in comparison to other survey categories.

School-wide Enrichment Classes engage all students in an inclusive, choice-driven, and enriching opportunities. Enrichment supports the development of strong connections between students, staff, and community members.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the Upbeat Staff Climate Survey, Rowe Lane staff indicated less than favorable responses for Professional Development in comparison to other survey categories. **Root Cause:** There is a lack of campus feedback systems that support ongoing professional development throughout the school year.

Perceptions

Perceptions Summary

Teachers: Upbeat Climate Surveys were administered to Rowe Lane staff in the Fall of 2022 and Spring of 2023. Data trends indicate the greatest strengths include: Care & Commitment, Inclusion, Equity, Teacher Evaluation, Teacher Autonomy, Instructional Leadership, & Collaboration. Data trends indicate the greatest opportunities for growth include Professional Development and Work/Life Balance. Upbeat Climate Survey results demonstrated positive growth trends in twenty-one out of twenty-three categories from the Fall of 2022 to the Fall of 2023.

Students: Panorama Student Surveys were administered to Rowe Lane students in the Spring of 2023. Data trends indicate the greatest strengths include: Pedagogical Effectiveness & Teacher-Student Relationships. Data trends indicate the greatest opportunities for growth include: Classroom Engagement & Classroom Belonging.

Panorama Student Survey Topics	% of favorable responses (data from Spring of 2021)	% of favorable responses (data from Spring 2022)	% of favorable responses (data from Spring 2023)
Pedagogical Effectiveness	79	79	71
Classroom Teacher-Student Relationships	76	77	68
Classroom Climate	74	68	64
Classroom Engagement	66	61	61
Classroom Belonging	62	59	54

Families: Panorama Family Surveys were administered for Rowe Lane families in the Spring of 2023. Data trends indicate the greatest strengths include: School Safety & Limited Barriers to Engagement. Data trends indicate the greatest opportunities for growth include: Family Engagement.

Panorama Parent Survey Topics	% of favorable responses (data from Spring of 2021)	% of favorable responses (data from Spring of 2022)	% of favorable responses (data from Spring of 2023)
Barriers to Engagement	85	84	75
Family Engagement	16	22	15
Family Support	69	66	*Not Assessed
School Climate	78	79	73
School Safety	87	89	80

Our average daily attendance for 2022-2023 was 95%, according to Skyward, and our average daily attendance for 2021-2022 was 94%. There has been a slight increase in the campus's average daily attendance in comparison to 2021-2022.

Perceptions Strengths

Teachers: Rowe Lane staff identified the following categories of the Upbeat Climate Survey as the greatest strengths in comparison to PfISD engagement scores: Parent/Teacher Communication, Teacher Autonomy, Instructional Leadership, Teacher Collaboration, Resources & Facilities, Teacher Evaluation, Equity, Inclusion, Care & Commitment, Student Engagement, and Satisfaction & Purpose.

One of the greatest strength areas indicated by staff survey data is teacher collaboration. Opportunities for teacher collaboration are built into the campus professional development plan through weekly Professional Learning Community meetings and monthly professional development through faculty meetings.

Additional strength areas include Equity and Inclusion. The Rowe Lane Diversity, Equity, & Inclusion Committee is dedicated to providing instructional resources for the classroom that promote diversity and planning purposeful opportunities for inclusion. Through this commitment and efforts, Rowe Lane met the criteria to be considered a Unified School.

Students: Rowe Lane students indicated the following topics of the Panorama Student Survey as the greatest strengths: Pedagogical Effectiveness & Teacher-Student Relationships.

Families: Rowe Lane families indicated the following topics of the Panorama Family Engagement Survey as the greatest strengths: School Safety & Limited Barriers to Engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Upbeat Staff Climate Survey, Rowe Lane staff indicated less than favorable responses for Professional Development in comparison to other survey categories. **Root Cause:** There is a lack of campus systems that support ongoing professional development throughout the school year.

Problem Statement 2 (Prioritized): According to the Panorama Student Survey, Rowe Lane students indicated less than favorable responses in the category of Classroom Belonging in comparison to other survey categories. **Root Cause:** Inconsistent implementation of Restorative Practices in the classroom is a contributing factor to students feeling a lack of classroom belonging.

Priority Problem Statements

Problem Statement 1: According to the Star 360 Reading Assessment Data, Rowe Lane's African American and Two or More Races student groups are demonstrating less growth in comparison to other student groups.

Root Cause 1: There is a lack of Tier II reading small group instructional resources.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to the Upbeat Staff Climate Survey, Rowe Lane staff indicated less than favorable responses for Professional Development in comparison to other survey categories.

Root Cause 2: There is a lack of campus systems that support ongoing professional development throughout the school year.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: According to the Star 360 Math Assessment Data, Rowe Lane's African American and Hispanic student populations are demonstrating similar growth percentiles in comparison to other student populations, however, there is an achievement gap within the proficiency data.

Root Cause 3: There is a lack of Tier II math small group instructional resources.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the STAAR Science data, there is a minimal increase in students performing at the Approaches, Meets, & Masters levels.

Root Cause 4: There is a lack of hands-on & writing opportunities for students to explore science concepts and vocabulary.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to the Upbeat Staff Climate Survey, Rowe Lane staff indicated less than favorable responses for Professional Development in comparison to other survey categories.

Root Cause 5: There is a lack of campus feedback systems that support ongoing professional development throughout the school year.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to the Panorama Student Survey, Rowe Lane students indicated less than favorable responses in the category of Classroom Belonging in comparison to other survey categories.

Root Cause 6: Inconsistent implementation of Restorative Practices in the classroom is a contributing factor to students feeling a lack of classroom belonging.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

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

Performance Objective 1: By May 2024, there will be an increase of 5% of Rowe Lane staff responding favorably to questions related to Professional Development as measured by the Upbeat Staff Climate Survey.

Evaluation Data Sources: Upbeat Staff Climate Survey results

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

Performance Objective 1: By May of 2024, the percentage of students that score Meets Grade Level or above on STAAR Math will increase from 66% to 69%.

Evaluation Data Sources: 2024 STAAR Math results

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

Performance Objective 2: By May of 2024, the percentage of students that score Meets Grade Level or above on STAAR Reading will increase from 73% to 76%.

Evaluation Data Sources: 2024 STAAR Reading results

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

Performance Objective 3: The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the C-PALLS(+) assessment will meet the 70% expectation by June 2024.

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase to 80% by June 2024.

The percent of 1st through 3rd-grade students that score on grade level or above in Reading on the TPRI, Star 360, and STAAR Reading assessments will increase to 76% by June 2024.

The percent of 3rd-grade students that score at Meets Grade Level or above on STAAR Reading will increase from 73% to 76% by June 2024.

HB3 Goal

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

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

Performance Objective 4: The percent of PreK students that score on grade level or above in Math on the C-PALLS (+) assessment will meet the 81% expectation by June 2024.

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase to 67% by June 2024.

The percent of 1st through 3rd-grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase to 82% by June 2024.

The percent of 3rd-grade students that score at Meets Grade Level or above on STAAR Math will increase from 66% to 69% by June 2024.

HB3 Goal

Evaluation Data Sources: TX-KEA assessment results,
Star 360 and STAAR Math assessment results

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

Performance Objective 5: By May of 2024, the percentage of students that score Meets Grade Level or above on STAAR Science will increase from 59% to 62%%.

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

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

Performance Objective 1: By May 2024, opportunities for Family Engagement Activities and school-home Social Emotional Learning connections will increase in comparison to the previous school year.

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

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

Performance Objective 2: By May 2024, the Academic Achievement scores for Closing the Gap percentage will increase by 5% for all students and for the Asian and current Special Education students, as measured by the Math STAAR.

    Evaluation Data Sources: STAAR Math Results

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By May 2024, there will be an increase in Rowe Lane students responding favorably to questions related to Classroom Belonging as measured by the end of year survey.

    Evaluation Data Sources: Campus Student Survey

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Rowe Lane student attendance will increase from 95% in the 2022-2023 school year to 97% for the 2023-2024 school year.

    Evaluation Data Sources: Campus average daily attendance rate

Addendums

Early Childhood Literacy Plan Campus Goal - Rowe Lane ES

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 66% to 69% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
66%	66%	67%	68%	69%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	**70%**	**66%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**65%**	n/a
2021	n/a	**70%**	**66%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**66%**	n/a
2022	n/a	**71%**	**67%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**67%**	n/a
2023	n/a	**71%**	**68%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**68%**	n/a
2024	n/a	**72%**	**69%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**69%**	n/a

Data Source: TAPR 2018-19 Campus STAAR Performance Report - Grade 3 Reading at Meets Grade Level or Above - Campus accountability subset

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Rowe Lane ES

The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase from 67% to 70% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	67%	68%	69%	70%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Emergent Literacy Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Rowe Lane ES

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 78% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
78%	78%	79%	79%	80%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	75%	80%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	75%	80%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	76%	80%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	77%	81%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	78%	81%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: MOY Star Early Literacy At/Above Benchmark level averaged with TejasLEE Band 1 or 2 levels pulled for Eduphoria - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Rowe Lane ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Tejas LEE, Star 360, and STAAR Reading assessments will increase from 74% to 76% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	74%	75%	75%	76%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	71%	67%	74%	n/a	83%	n/a	77%	n/a	61%	n/a	74%	n/a	n/a
2021	71%	68%	73%	n/a	83%	n/a	77%	n/a	62%	n/a	73%	n/a	n/a
2022	72%	69%	74%	n/a	83%	n/a	77%	n/a	64%	n/a	74%	n/a	n/a
2023	73%	71%	75%	n/a	84%	n/a	78%	n/a	66%	n/a	75%	n/a	n/a
2024	74%	72%	76%	n/a	84%	n/a	78%	n/a	68%	n/a	76%	n/a	n/a

Data Source: Eduphoria - Grade 3 Reading STAAR, Eng & Sp versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Reading, all students tested - Grade 1 & 2 MOY TejasLEE, all students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

Early Childhood Math Plan Campus Goal - Rowe Lane ES

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 65% to 69% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
65%	65%	66%	67%	69%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	**70%**	**66%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**65%**	n/a
2021	n/a	**70%**	**66%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**65%**	n/a
2022	n/a	**71%**	**67%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**66%**	n/a
2023	n/a	**71%**	**68%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**67%**	n/a
2024	n/a	**72%**	**69%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**69%**	n/a

Data Source: TAPR 2018-19 Campus STAAR Performance Report - Grade 3 Mathematics at Meets Grade Level or Above - Campus accountability subset

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Rowe Lane ES

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 79% to 81% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
79%	79%	80%	80%	81%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Mathematics Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Rowe Lane ES

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 63% to 67% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
63%	64%	65%	66%	67%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	**57%**	**67%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	**59%**	**67%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	**61%**	**68%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	**63%**	**68%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	**65%**	**69%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: MOY Star Early Literacy (Early Numeracy) averaged with TEMI-PM levels pulled for Eduphoria - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Rowe Lane ES

The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase from 80% to 82% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
80%	80%	81%	81%	82%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**71%**	**77%**	**81%**	n/a	**87%**	n/a	**84%**	n/a	**72%**	n/a	**85%**	n/a	n/a
2021	**72%**	**77%**	**81%**	n/a	**87%**	n/a	**84%**	n/a	**72%**	n/a	**85%**	n/a	n/a
2022	**73%**	**78%**	**82%**	n/a	**87%**	n/a	**85%**	n/a	**73%**	n/a	**86%**	n/a	n/a
2023	**74%**	**78%**	**82%**	n/a	**88%**	n/a	**85%**	n/a	**73%**	n/a	**86%**	n/a	n/a
2024	**75%**	**79%**	**83%**	n/a	**88%**	n/a	**86%**	n/a	**74%**	n/a	**87%**	n/a	n/a

Data Source: Eduphoria - Grade 3 Math STAAR, Eng & Sp versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Math, all students tested - Grade 1 TEMP-PM, all students tested (2nd Grade did not take the TEMI-PM. They took Star 360 in English for Math) (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

EC Math Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

Policies, Procedures, and Requirements

Bullying Prevention – page 33

Coordinated Health Program

Disciplinary Alternative Education Program (DAEP) campus wesbsite

Disciplinary Alternative Education Program (DAEP) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

Dropout Prevention – PACE

Dyslexia Treatment Program

Title I, Part C Migrant

Pregnancy Related Services – page 6

Post-Secondary Preparedness

Recruiting Teachers & Paraprofessionals

Sexual Abuse & Maltreatment of Children – page 61

Student Welfare: Crisis Intervention Programs & Training – page 70

 Student Welfare: Discipline/Conflict/Violence Management – page 47

Texas Behavior Support Initiative (TBSI)

Technology Integration

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

> Security Officer

> Police Department Positions (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)