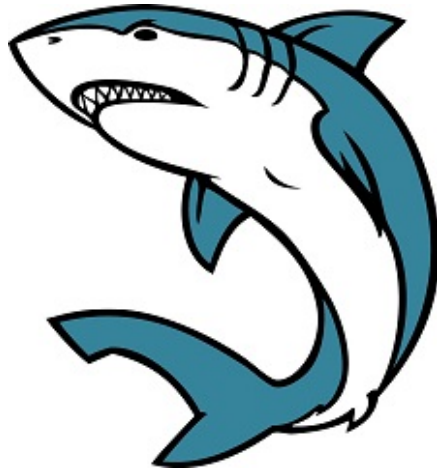# Pflugerville Independent School District

Spring Hill Elementary School

2023-2024 Board Approved

Board Approval Date: October 19, 2023

Mission Statement

Spring Hill will be a nurturing, diverse community that promotes a growth mindset that empowers learners to discover the best version of themselves.

Vision

Spring Hill Elementary School learners will be motivated to reach their full academic, social, and emotional potential through a community of joyful learning built on trust, collaboration, and respect.

Value Statement

A quality education provides opportunities in life and career for students.
All students deserve a positive place to learn.
We educate students for academic achievement and social-emotional success.
Parents want the best for their children.

Communication with parents fosters positive relationships and student success.

Fostering a growth mindset will lead to long term student success.

*Knowing and appreciating families builds them as partners in education.

*Weaving cultural experiences and honoring diversity should be consistent throughout instruction.

*Spring Hill staff are unilaterally committed to student growth at high levels.

*Spring Hill staff is responsible for helping students find their voice and set academic goals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Hill ES is a Title I Schoolwide campus of 506 students with 56.5% of students identified as economically disadvantaged as of Fall 2023. 46.8% of our families speak a language other than English with a majority speaking Spanish. The campus has gone through demographic changes over the years with the greatest increases in the Emergent Bilingual student group as well as the the Hispanic population. The campus offers a one-way English-Spanish Dual Language program for those qualifying, and provides the Dual Language program for students from surrounding campuses that do not offer Dual language services. Spring Hill is a neighborhood school and most of the students walk or are picked up and dropped off by parents. There is only one bus that transports students to apartments.

Spring Hill Elementary serves a 13.8% Special Education population. Students are served through speech, resource, inclusion, and behavior support. There are no self-contained special education units. Primarily the students have been identified with learning disabilities, emotional disturbance, autism, and other health impairments. Resource and inclusion services are provided in English and in Spanish based on students' EB status and needs. The campus also serves a population of dual language Early childhood special education students through a ECSE/lPegasus program.

3.4% of Spring Hill students are identified at Gifted and Talented and receive services through project and enriched instruction through cluster grouping in the general education classroom.

51.6% of our students are identified At-Riskbased on on reading and math screeners.

Spring Hill serves a 504 population of 5%. Students under 504 are identified primarily as dyslexic or having ADHD. The current percentage of Dyslexic students is at 6%. There has been a slight increase in the number students identified to have dyslexia from the previous years.

Student Demographics - Spring Hill Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	**2020-2021**	**2021-2022**	**2022-23**	**2023-2024**
Total Enrollment	**561**	**494**	**491**	**500**	**506**
African American	11.2%	12.6%	10.6%	9.6%	7.7%
Hispanic	71.5%	69.6%	68.6%	72.2%	75.9%
White	10.9%	11.1%	12.4%	11.8%	11.9%
American Indian	0.2%	0.4%	0.2%	0%	0.0%
Asian	4.1%	4.1%	4.9%	4.40%	3.4%
Pacific Islander	0.0%	0.0%	0.0%	0%	0.0%
Two or More Races	2.1%	2.2%	3.3%	2%	1.2%

Student Special Program Identification/Participation - Spring Hill Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	**2020-2021**	**2021-2022**	**2022-23**	**2023-2024**
Economically Disadvantaged	69.2%	71.7%	71.3%	65.60%	56.5%
Emergent Bilingual students	54.4%	52.8%	50.5%	49.2%	46.8%
At-Risk	75.0%	73.3%	77.2%	77.4%	51.6%
Special Education	12.8%	12.2%	15.9%	15.2%	13.8%
Gifted & Talented	2.7%	3.9%	2.4%	3.4%	3.4%
Dyslexia	2.5%	3.4%	3.5%	5%	5.9%
Section 504	4.1%	4.1%	3.3%	5%	4.7%
Immigrant	3.2%	4.1%	3.1%	4%	6.1%
Homeless	1.4%	0.0%	0.4%	0.4%	0.99%
Migrant	0.0%	0.0%	0.0%	0%	0.0%
Campus Mobility Rate	10.7%	10.0%	12.0%	Not yet reported	Not yet reported

During the 2023-23 parents elected a full PTO board of Spanish and English leaders. That was the first year that SHES PTO has reflected the diversity in language and demographics of our student population. This core group of parents lead plannning for 5th grade promotion ceremony, and other family event nights.

The campus is within walking distance of a number of businesses, and has received support from local businesses and churches providing donations to PTO for family events. The campus is within walking distance of the feeder middle school Pflugerville Middle School allowing for opportunities for ongoing connections with the feeder school.

Staff Information

Staff	Count	Percent
Administrative Support	8	16.13%
Teacher	42	69.35%
Educational Aide	10	14.52%
Auxiliary	2	0%

Staff Demographics

The ethnicity of the staff does not reflect the ethnicity of the student population. African American and Hispanic teachers are underrepresented in comparison to the student population, and over-represented for the White demographic. The campus has made efforts to more closely align the demographics of staff with the student population and will continue to do so.

Teacher Demographics - Spring Hill Elementary School (Source: TAPR)						
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
Total Teachers	**45.5**	**45.1**	**44.4**	**42.8**	**42.2**	**42**
African American	6.6%	4.4%	2.3%	2.3%	0.0%	2.4%
Hispanic	47.2%	46.5%	45.1%	45.8%	44.3%	50%
White	44.0%	46.8%	50.4%	49.5%	50.8%	38%
American Indian	0.0%	0.0%	0.0%	0%	0%	0
Asian	2.2%	0.0%	0.0%	0%	2.5%	2.4%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0%	0
Two or More Races	0.0%	2.2%	2.3%	2.3%	2.4%	7%

Teachers by Years of Experience - Spring Hill Elementary (Source: TAPR)						
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023** **Pending TAPR report**
Beginning Teachers	6.6%	2.2%	6.8%	0.0%	2.4%	27%
1-5 Years Experience	30.8%	26.6%	22.5%	30.4%	27.8%	21%
6-10 Years Experience	37.4%	28.8%	24.8%	23.6%	22.0%	26%
11-20 Years Experience	20.8%	38.0%	41.4%	41.3%	39.5%	21%
Over 20 Years Experience	4.4%	4.4%	4.5%	4.6%	8.3%	5%

Demographics Strengths

Most students that attend Spring Hill walk or are picked up and dropped off by parents. In previous years parents are often at the campus having lunch with their children. Because the campus is in proximity to most homes it encourages a family feel and allows for campus staff to have daily interactions with families during after school pick up.

The campus held a Meet the Teacher evening, welcoming parents to campus before the first day of school. A Community Tour by bus will be held during 2023-24 school year. We hope that teachers visiting the community our families are in a celebratory manner will encourage parents to meet with teachers for parent conferences.

Our Parent Teacher Organization has successfully raised money to give to teachers and students throughout the year. The PTO provided an in person Cocoa With Santa this school year with performances by Kinder and PreK students. PTO is working with the campus to provide food and volunteers at Family Engagement nights such as Family Art Night, Literacy Night, Math, Science Night and Talent Show.

49.2% of Spring Hill families speak a language other than English. Most of the families speak Spanish. The campus also offers a dual language program for students that qualify. Several of Spring Hill 5th graders are on a pathway for biliteracy and complete components of the program working towards a Seal of Biliteracy when they graduate from a Pflugerville high school. For students speaking other languages an ESL program is offered to support their academic and language development. Communication with parents is in both English and Spanish to ensure most parents are reached. The campus is proud of the diversity that is Spring Hill. Other languages spoken are....

During the 2023-24 school year, Alex Okafor sponsored each student on the campus to receive 2 self-selected books through the Scholastic Book Fair for a second year to address families having limited books in the home. Backpack Friends continue to provide students and families in great need with weekend bags of food that can sustain the students and families when students are not on campus to receive a breakfast or lunch. Additionally Reclaim church previously donated 200 backpacks for our students that were distributed throughout the year to new SHES families and other students in need of assistance. Reclaim has committted to an ongoing relationship with the campus to support our students teachers and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Many students from low SES backgrounds do not have adequate experiences or preparation for high academic success in education.   **Root Cause:** 60.19% of Spring Hill students are considered of low socioeconomic status which research indicates impacts vocabulary, schema, and other education related experiences.

Problem Statement 2 (Prioritized): Many students lack the vocabulary and English proficiency to read and write proficiently in English.   **Root Cause:** 48% of Spring Hill students are Emergent Bilingual students.

Problem Statement 3 (Prioritized): 68% of students were Approaches with a projected scaled Score of 69 for the Student Achievement Domain of STAAR performance.   **Root Cause:** The campus is inconsistent in implementing high yield instructional strategies that address the inequities that meets the needs of ALL learners to ensure high academic achievement of all demographic groups.

Student Learning

Student Learning Summary

PreK Ready, Set, K! -English

Results Levels: 1-Focus, 2-Get Ready, 3-Set, 4-Go

PreK Ready, Set, K!-English

EOY RSK!	Class Average
Emergent Literacy Core	2.65
Mathematics Score	3.55
Health and Wellness Score	2.30
Language and Communication Score	2.22

PreK Ready, Set, K! -Spanish

Results Levels: 1-Focus, 2-Get Ready, 3-Set, 4-Go

EOY RSK!	Class Average
Emegent Literacy Score	2.95
Mathematics Score	3.18
Health and Wellness Score	3.07
Language and Communication Score	2.89

2023 EOY TX-KEA Reading Results for Kindergarten

Performance Level	English	Spanish
On Track	31.28%	68.75%
Monitor	12.12%	9.38%
Support	56.06%	21.88%

2023 EOY TX-KEA Math Results for Kindergarten Students

Performance Level	English	Spanish
On Track	56.92%	90%
Monitor	10.77%	0%
Support	32.31%	10%

2023 EOY TPRI Reading Results

Performance Level	1st Grade	2nd Grade
Significant Intervention	21%	34.7%
Moderate Intervention	21.25%	9.33%
Possible Intervention	21.25	14.67%
No Intervention	37.5%	41.33%

2023 EOY Tejas LEE Reading Results

Performance Level	1st Grade	2nd Grade
Significant Intervention	17.14%	19.44%
Moderate Intervention	8.57%	8.33%
Possible Intervention	22.86%	27.78%
No Intervention	51.43%	44.44%

2023 EOY Star 360 Reading: English

Benchmark Level	3rd	3rd DL	4th	4th DL	5th	5th DL
At/Above	43.94%	42.5%	54.29%	45.45%	28.24%	22.22%
Watch	12.12%	10%	10%	0%	12.94%	11.11%

Benchmark Level	3rd	3rd DL	4th	4th DL	5th	5th DL
Intervention	12.12%	10%	8.57%	12.12%	24.71%	33.33%
Urgent Intervention	31.82%	37.5%	27.14%	42.42 %	34.12%	33.33%

2023 EOY Star 360 Reading: Spanish

Performance Level	3rd	4th	5th
At/Above	81.08%	75%	65.79%
Watch	0%	18.75%	18.42%
Intervention	16.22%	6.25%	10.53%
Urgent Intervention	2.7%	0%	5.26%

2023 EOY Star 360 Math: English

Performance Level	1st	2nd	3rd	4th	5th
At/Above	66.67%	45.33%	65.22%	75.34%	51.16%
Watch	11.11%	18.67%	13.04%	4.11%	12.79%
Intervention	6.67%	16%	4.35%	10.96%	12.79%
Urgent Intervention	15.56%	20%	17.39%	9.59%	23.6%

2023 EOY Star 360 Math: Spanish

Performance Level	1st	2nd	3rd	4th	5th
At/Above	72.22%	45.33%	86.11%	76.92%	71.43%
Watch	11.11%	18.67%	2.78%	15.38%	21.43%
Intervention	16.67%	16%	5.56%	7.69%	7.14%
Urgent Intervention	0%	20%	5.56%	0%	0

90% of Dual Language students in Kinder were on track according to the TX-KEA Math assessment. EOY RSK! results for PreK students showed 3.55 were ready for Kinder in Math. 3rd grade Dual Language students showed the most growth in End of Year benchmark measures. 81% of 3rd graders were on or above grade level in Spanish Reading based on STAR 360. 3rd graders also reached 86% At/Above level on Spanish Math. Overall performance on STAAR has ... in from 2022 to 2022 assessments. Spring Hill continues to struggle in increasing performance of Special Education students in all STAAR assessments.

2023 STAAR Performance Data Tables

SHES (STAAR English & Spanish Combined)														
	Grade 3					Grade 4					Grade 5				
Math	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023
Approaches Grade Level	57	76	48	55	55	75	57	48	45	44	86	94	68	74	85
Meets Grade Level	32	34	18	41	22	47	32	27	17	30	61	60	39	44	21
Masters Grade Level	14	16	11	16	7	21	18	11	6	10	34	32	22	16	9
	Grade 3					Grade 4					Grade 5				
Reading	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023
Approaches Grade Level	73	74	50	65	65	70	66	61	42	63	83	89	68	71	71
Meets Grade Level	41	43	31	38	36	47	41	26	18	29	50	39	32	48	33
Masters Grade Level	24	25	19	28	7	17	21	15	11	8	23	15	15	25	9

SHES (STAAR English & Spanish Combined)					
	Grade 5				
Science	**2018**	**2019**	**2021**	**2022**	**2023**
Approaches Grade Level	60	66	54	64	32
Meets Grade Level	35	34	14	29	12
Masters Grade Level	15	13	5	11	3

SHES 2023 STAAR Results								
	Reading			**Math**			**Science**		
Student Group	**Total Tests**	**Meets**	**Meets**	**Total Tests**	**Meets**	**Meets**	**Total Tests**	**Meets**	**Meets**
	#	#	%	#	#	%	#	#	%
ALL Students	212	82	39%	210	80	38%	76	17	22%
Asian	10	6	60%	10	6	60%	3	1	33%
African American	15	5	33%	15	4	27%	5	0	0%
Hispanic	156	53	34%	154	55	36%	58	14	24%
White	25	14	56%	25	11	44%	7	2	29%
Two or More Races	6	4	67%	6	4	67%	3	0	0%
Economically Disadvantaged	160	49	31%	158	50	32%	58	9	16%
Special Education	33	2	6%	33	2	6%	11	0	0%
EB	116	43	37%	114	43	38%	43	8	19%

2023 TELPAS Results

Grade	Category	% scoring Beginning	% scoring Intermediate	% scoring Advanced	% scoring Advanced High
K	Composite	55%	42%	3%	0%
1	Composite	12%	55%	24%	10%
2	Composite	17%	66%	15%	2%
3	Composite	7%	39%	39%	15%
4	Composite	9%	31%	43%	17%
5	Composite	12%	23%	42%	23%

2023 Accountability Results

Accountability ratings are still pending. However, projections indicate an overall rating of C.

		Student Achievement Domain (Domain 1)			School Progress, Academic Growth (Domain 2, Part A)			School Progress, Relative Performance (Domain 2, Part B)				Closing the Gaps (Domain 3)			Overall Projected Rating	
					School Progress Overall Rating is the BETTER of Part A or Part B (Scaled Score)							30% of Overall Rating			30% from Domain 3 +	
		70% of Overall Rating = BEST of Domain 1 or Domain 2													70% Best of Domain 1 or 2	
		Projected Raw Score	Projected Scaled Score	Projected Rating	Projected Raw Score	Projected Scaled Score	Projected Rating	Raw Score (from Domain 1)	% Eco Dis (Fall PEIMS)	Projected Scaled Score	Projected Rating	Projected Raw Score	Projected Scaled Score	Projected Rating	Projected Overall Score	Projected Rating
Spring Hill ES: Projected ESF (Domain 1)	Approaches: 68% Meets: 37% Masters: 14%	40	69	D	Math: 81 Rdg: 69 75	79	C	40	65.6%	67	D	49	77	C	78	C
POTENTIAL Student Growth Cut Point Adjustments (9.21.2023) --Projected ESF (Domain 1)--	Approaches: 68% Meets: 37% Masters: 14%	40	69	D	Math: 81 Rdg: 69 75		B	40	65.6%	67	D	56		B		C

2023 Closing the Gaps

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement (Worth 30%)	8	32	25.0	30.0	7.5

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Growth Status (Worth 50%)	19	32	59.4	50.0	29.7
English Language Proficiency (Worth 10%)	4	4	100.0	10.0	10.0
Student Success (Average of Approaches, Meets, Masters from Domain 1) (Worth 10%)	2	16	12.5	10.0	1.3
Closing the Gaps Domain Raw Score					49
Closing the Gaps Domain Scale Score					78
Closing the Gaps Domain Letter Score					C

Student Learning Strengths

For TX-KEA, Spring Hill had a greater number of dual language students on track. In Reading, 69% of dual language students were on track as opposed to 31% of monolingual students. For Math, 90% of dual language studnets were on track as opposed to 57% of monolingual students.

SHES data shows that dual language students performed higher on STAR 360 in math and reading for 3rd, 4th and 5th Grades.

SHES demonstrated Academic growth with a projected scaled sore of 79.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Approximately 29% of 3rd graders, 40% of 4th graders, and 30% of 5th graders scored at Meets Grade Level or above on STAAR Math assessments. **Root Cause:** Due to a lack of vocabulary and fact fluency as well as below level reading comprehension, students are not meeting grade level proficiency.

Problem Statement 2 (Prioritized): 43% of 3rd, 37% of 4th, 42% of 5th graders scored at Meets Grade Level on STAAR Reading. **Root Cause:** Tier 1 instruction has not been consistent in building basic phonics and comprehension skills.

Problem Statement 3 (Prioritized): There is an increased need for intervention support in Reading and Math for all students and limited personnel to serve the number of students that need targeted support. **Root Cause:** The campus has 77% of students identified as being at risk.

Problem Statement 4 (Prioritized): 68% of students were Approaches with a projected scaled Score of 69 for the Student Achievement Domain of STAAR performance. **Root Cause:** The campus is inconsistent in implementing high yield instructional strategies that address the inequities that meets the needs of ALL learners to ensure high academic achievement of all demographic groups.

Problem Statement 5: 48% of Spring Hill classroom teachers are within the first 0-4 years of teaching.   **Root Cause:** There is a national teacher shortage and schools are challenged to meet the needs following the pandemic shutdown. Certification is not required to teach in a classroom, and new staff are inadequately prepared for the teaching profession.

School Processes & Programs

School Processes & Programs Summary

Our teaching team is made up of many early career teachers, including several teacher facilitators working through teaching certification programs. There continues to be a need for an Instructional Coach to support the high percentage of classroom teachers that are within their first 3 years of teaching. The campus needs assessment indicated that an Instructional Coach was necessary to support and grow early career teachers. With the district budget constraints and discontinuing a locally funded instructional coach for all campuses, the campus has opted to fund an Instructional Coach out of Title I funds to support the coaching and PLC needs of the campus. Our PLC process supports the professional growth of all teachers with the added participation of administration in weekly PLC meetings. Spring Hill has nine new to the profession and thirteen teachers that are still in the first five years of their teaching careers, and benefit from the camaraderie of teams and the PLC process to share and develop their own best practices in the classroom. The campus has 9 teachers trained as mentors to support the early career staff. An onboarding professional development has been developed to support new teachers throughout the school year. The onboarding sequence addresses typical challenges for new teachers. Teachers will be given release time to attend professional development with the Instructional Coach. Substitutes will be funded from Title I and/or ESSER funds allocated to the campus.

The curriculum taught at SHES is divided by grade levels, and divided into curriculum units that are developed and maintained by the district. The district provided curriculum guides are rich with resources, ideas and examples. They serve as the foundation for lesson development in PLCs at Spring Hill. The campus focused on instructional practices throughout the school year provided by the district in Math and Reading.

Grade levels Pre-K to 2nd Grade use the traditional self-contained model of instruction, while 3rd-5th grade uses a departmentalized teaching structure. Students in departmentalized grades receive instruction in Math and Science from one teacher, and ELA or SLA and social studies from another.

SHES employs multiple assessment formats to ensure that timely data is readily available for teachers and instructional leaders to access as they make adjustments to instruction or monitor the progress of individual learners. SHES 3-5 grade students participate in State Interim Assessments to gauge readiness for the STAAR assessment in Reading, Math and Science. We rely on district universal screeners as a means of aggregating student performance data, but also depend on a campus system of common formative assessments to guide instructional decisions by teachers in the short term. These common assessments are given at the appropriate times during the unit, and provide feedback to determine what approaches may need to be used by the teacher to support learning before the summative assessment is given and the class is required to move on to the next curriculum unit.

Our campus is lead by an administrative team (Principal, Assistant Principal, Instructional Coach, and Counselor). Decision-making is done through a process that includes teacher representation at the Campus Leadership Team, which includes all grade level and department leads along with the administrative team. Team leaders are used as a sounding board for campus decisions. Teachers are asked for feedback on campus processes a minimum of 2 times per year through a campus developed survey. Additionally, the CAAC, Campus Academic Advisory Council provides feedback on professional development, and the campus improvement plan.

SHES has one chromebook per student in grades 2-5, and a computer lab that has 24 operational terminals. The library has 8 operational computer stations as well. Additionally, each PK-1 grade classroom has a ratio of 3:1 students to ipads.

SHES is a Positive Behavior Intervention and Support (PBIS) campus. Skyward data shows that there were 29 discipline referrals for the 2022-23 school year. Of the 29 there were 14 students that received referrals for behavior. The demographic breakdown was: 50% of students were Hispanic, 17% African American, and 14% of students were white. Referrals of African American student are slightly disproportionate to the student representation which is 11%. Referrals for Hispanics are disproportionately lower than the student representation which is 67%, and referrals of white students is closely aligned to campus demographics which is 13%.

The campus staff utilize strategies that reinforce positive behavior in order to promote expected behavior choices and develop an emotionally and physically safe learning environment for all. The campus uses "Shark Tickets" to acknowledge students who are exhibiting expected behavior choices. The "Shark Tickets" are accumulated as a class and tracked using charts inside of each classroom. Every time a class reaches a 100 ticket milestone, they receive a class reward, post a badge outside their classroom door, and are given recognition on our campus morning announcements. Grade level "Shark Ticket" totals are also tracked using a bulletin board in the main hallway. In addition to the campus-wide reinforcement system, SHES also teaches positive self regulating techniques such as deep breathing. These techniques are explicitly taught and visuals are available to students in

"Cool Down" areas in each classroom.

The campus has implemented a process of serving students according to HB1416 requirements. During the summer several students participated in a Summer School program to receive accelerated instruction and meeting a portion of the HB1416 required minutes. The campus has 6 interventionists that provide accelerated instruction for students identified for Tier 2 and 3 support during the school day. The campus master schedule supports providing accelerated instruction for students during non-core instructional times. The interventionists, 1 of which are funded from Title I, and 1 funded through ESSER funds provide accelerated instruction for HB1416 identified students for targeted student learning gaps. Additionally, certain classrooms have additional classroom support to allow the classroom teacher to provide the small group accelerated instruction without interruption. In addition to HB1416 minutes met during the school day, tutoring is offered after school for students needing additional support. Their participation after school adds time to meet the required HB1416 expectation.

School Processes & Programs Strengths

Spring Hill staff is committed to students. The campus is able to offer many extracurricular opportunities for students because staff members volunteer time after school to support, UIL, Destination Imagination, Art Competitions, and other activities. The campus is a delightful place to teach children. The instructional coach focuses a great amount of attention on supporting the orientation of new staff members through responsive guidance and tailored professional development. Additionally, new staff members meet with administrators on a regular basis to provide support. We continue to use the state's T-TESS Appraisal system. TTESS is supportive of the ongoing improvement expected of teachers at Spring Hill.

Daily students participate in a commonly scheduled Shark Attack Time to receive reteach and enrichment instruction. Based on data reviewed daily and on Common Formative Assessments teachers respond to data in a timely manner to address areas of need and extend learning for others that have mastered skills.

Curriculum alignment documents have been developed for Reading, Math, Writing, and Science to align expectations for PK-5 instruction. The supported PLC process with administrators, tailored to fit a very tight daily schedule in such a way as to allow for a team of interventionists to support grade level interventions, and prevent students who need this additional support from being pulled from class when new skills and material is being taught. Monitored Emergent Bilinguals have high academic performance following their transition from Spanish to English STAAR.

While certain students receive intervention with Interventionists, other students receive Tier 2 small group instruction with their classroom teacher in Math and Reading that meets their specific needs.

Our processes for decision-making and implementation at the campus level are a strength with a focus on our goal to serve students. Teachers have opportunities to influence campus policy through informed discussions at the grade level, and concerns are carried to the Leadership Team meetings through their leads. This representative decision-making has tightened the unity of the campus to face many academic and systems challenges. Staff meetings also offer opportunities for teachers to give input on campus decisions. Professional Learning Community meetings with administrators present allow teachers an opportunity to identify and request resources and materials as well as professional development needed for instruction. 3 days a week a grade level of classrooms is covered by other staff in order to allow team members to engage in the PLC process with administrative support.

- Teachers and administrators utilize Google Apps to enhance communication and share curriculum and instruction documents.
- Teachers use Seesaw and Canvas and Google classroom to engage students with instructional technology.
- Teachers consistently provide whole class instruction using technology.
- Implementation of Progress Learning will increase student engagement in technology

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students with Social Emotional Challenges have lower achievement and more frequent discipline issues. **Root Cause:** Students are lacking the skills needed

to self-regulate their emotions, and teachers are not trained in methods to support Social Emotional Learning. Due to the pandemic many students have social emotional challenges that need to be addressed.

Problem Statement 2 (Prioritized): Approximately 29% of 3rd graders, 40% of 4th graders, and 30% of 5th graders scored at Meets Grade Level or above on STAAR Math assessments. **Root Cause:** Due to a lack of vocabulary and fact fluency as well as below level reading comprehension, students are not meeting grade level proficiency.

Problem Statement 3 (Prioritized): 43% of 3rd, 37% of 4th, 42% of 5th graders scored at Meets Grade Level on STAAR Reading. **Root Cause:** Tier 1 instruction has not been consistent in building basic phonics and comprehension skills.

Problem Statement 4 (Prioritized): 68% of students were Approaches with a projected scaled Score of 69 for the Student Achievement Domain of STAAR performance. **Root Cause:** The campus is inconsistent in implementing high yield instructional strategies that address the inequities that meets the needs of ALL learners to ensure high academic achievement of all demographic groups.

Perceptions

Perceptions Summary

SHES prides itself in the culture of learning it has fostered among staff, students, and the SHES community at large. The climate of Spring Hill is warm and inviting to friends and visitors alike, and the efforts at organizing campus systems and student transitions through common areas has increased the focus more towards academics and less on managing problems.

SHES is identified as a Title I campus due to the large percentage of students that come from low socioeconomic backgrounds. About 50 percent of our students have parents that primarily speak Spanish, but also other languages. Additionally, we serve a sizable English speaking community with its own unique identities. Bringing these two communities together under the banner of educating our children should not be taken for granted. SHES consistently consistently has a large number of parents attending campus events that bring our community together for learning and celebration.

Campus events and photos are shared with the community through social media. Social media is used to communicate and advertise events as well as celebrate student, parent and events and successes.

The campus Mission, Vision, and Beliefs are revisited yearly with staff to promote a commitment and coherence across the campus to ensure that "Spring Hill will be a nurturing diverse community that promotes a growth mindset that empowers learners to discover the best version of themselves."

Perceptions Strengths

Upbeat surveys indicated there was a lack of trust and support perceived from administration by the staff.

Panorama survey data shows the following:

- All areas of Panorama data responses by students showed increases from the previous year's survey. The areas surveyed include: Pedagogical Effectiveness, Classroom Teacher-Student Relationships, Classroom climate, Clasroom Engagement and Classroom Belonging
- The greatest increase in Panorama noted was a 6 percentile increase in classroom engagement.
- 86% of 3-5 students indicate that they learned quite a bit or a tremendous amount from their teacher.
- 81% of 3-5 students indicate that their teacher does a good job of making sure kids don't get out of control.
- 82% of 3-5 students indicate that their teacher was teaching in the way that they learn best.
- 85% of K-2 students surveyed favorably that they are learning new things in their classes.
- 96% of K-2 students surveyed favorably that their teachers want them to do their best.

Upbeat data from teacher surveys shows the following:

- 86% of teachers feel successful as a teacher.
- 88% of teacher feel successful at spporting students' academic development and social emotional development.
- 82% of teachers at my school help each other improve their instructional practice.
- 91% of teachers feel that parents at the school have confidence in them as teachers.
- 88% of teachers express that they have access to high quality cirrcula.

Additionally, campus events support the cultural diversity of the population. Campus committees plan celebrations for Hispanic Heritage and Black History that showcase successes, contributions, and cultural pride of the Hispanic and African American people.

In order to support the Spanish bilingual population, signage and communications are presented in English and Spanish.

Multiple opportunities for families to come to school and learn together at frequent day and evening events such as:

1. Career Fair
2. Parent Meetings in English and Spanish
3. Student Awards ceremonies every 9 weeks for attendance, behavior, and academic achievement.
4. Three different multicultural events
5. Bridging Ceremonies for PK, K and 5th grade students
6. Veteran's Day Celebration
7. PTO Festivals and other Special Events
8. Student behavior reward parties

Spring Hill has been very fortunate to have built successful community collaborations to support students. Kingdom United formed a partnership with the campus in 2020-21 that continues into the 2023-24 school year. Mr. Okafor promoted reading with a campus visit, a book reading for students and a purchase of 1000+ books for our students to take home 2 self-selected books from a Scholastic Book Fair. Additionally, an organization,Backpack Friends is also an organization that partners with the campus to provide weekend food supplies for high need students. The campus has also received donations of supplies from local businesses. A partnership that continues with classroom set-up support at the beginning of each school year is provided by Parkway Bible Church (Formerly Hill Country Bible Church of Pflugerville). A new partnership has been formed with Reclaim Church located in the SHES attendance zone. Reclaim provided backpacks for students at the onset of 2022, and the backpacks were distributed throughout the school year to students in need. Additionally, they provided holiday gifts and food for families nominated by the campus for Thanksgiving and Christmas. The connections with these community members provide students with things they need that the school may not be able to provide. Additionally, they provide support for teachers at different points throughout the year with other treats.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers perceive parent involvement as a challenge for Spring Hill Elementary.   **Root Cause:** Parents are unsure about the best ways to support students and participate in campus activities and events.

Problem Statement 2 (Prioritized): Approximately 29% of 3rd graders, 40% of 4th graders, and 30% of 5th graders scored at Meets Grade Level or above on STAAR Math assessments.   **Root Cause:** Due to a lack of vocabulary and fact fluency as well as below level reading comprehension, students are not meeting grade level proficiency.

Problem Statement 3 (Prioritized): 43% of 3rd, 37% of 4th, 42% of 5th graders scored at Meets Grade Level on STAAR Reading.   **Root Cause:** Tier 1 instruction has not been consistent in building basic phonics and comprehension skills.

Problem Statement 4 (Prioritized): There is an increased need for intervention support in Reading and Math for all students and limited personnel to serve the number of students that need targeted support.   **Root Cause:** The campus has 77% of students identified as being at risk.

Problem Statement 5 (Prioritized): 68% of students were Approaches with a projected scaled Score of 69 for the Student Achievement Domain of STAAR performance.   **Root Cause:** The campus is inconsistent in implementing high yield instructional strategies that address the inequities that meets the needs of ALL learners to ensure high academic achievement of all demographic groups.

Priority Problem Statements

Problem Statement 1: Approximately 29% of 3rd graders, 40% of 4th graders, and 30% of 5th graders scored at Meets Grade Level or above on STAAR Math assessments.

Root Cause 1: Due to a lack of vocabulary and fact fluency as well as below level reading comprehension, students are not meeting grade level proficiency.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: 43% of 3rd, 37% of 4th, 42% of 5th graders scored at Meets Grade Level on STAAR Reading.

Root Cause 2: Tier 1 instruction has not been consistent in building basic phonics and comprehension skills.

Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Teachers perceive parent involvement as a challenge for Spring Hill Elementary.

Root Cause 3: Parents are unsure about the best ways to support students and participate in campus activities and events.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Many students from low SES backgrounds do not have adequate experiences or preparation for high academic success in education.

Root Cause 4: 60.19% of Spring Hill students are considered of low socioeconomic status which research indicates impacts vocabulary, schema, and other education related experiences.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Many students lack the vocabulary and English proficiency to read and write proficiently in English.

Root Cause 5: 48% of Spring Hill students are Emergent Bilingual students.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is an increased need for intervention support in Reading and Math for all students and limited personnel to serve the number of students that need targeted support.

Root Cause 6: The campus has 77% of students identified as being at risk.

Problem Statement 6 Areas: Student Learning - Perceptions

Problem Statement 7: 68% of students were Approaches with a projected scaled Score of 69 for the Student Achievement Domain of STAAR performance.

Root Cause 7: The campus is inconsistent in implementing high yield instructional strategies that address the inequities that meets the needs of ALL learners to ensure high academic achievement of all demographic groups.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: During 2023 - 2024, SHES will be open to supporting at least one college student observer and/or a student teacher from a local certification program.

Evaluation Data Sources: Agreements with local colleges and/or certification programs
Observer/Student Teacher Sign-in

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

Performance Objective 2: By May 2024, 75% teachers will indicate on campus surveys that Spring Hill Elementary is a safe and supportive professional learning environment.

Evaluation Data Sources: Panorama Survey
Quarterly Campus Climate Surveys
Safety drill completion rates
Sign-in sheets for attendance to PBIS meetings,
Shark Ticket distribution
Climate survey responses from teachers will increase for positive behavior
100% of classrooms will reach the 1000 shark ticket reward
Discipline Referral Data

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

Performance Objective 1: By May of 2024, 80% of Kinder-2nd grade students will be at or above grade level on Star360/TX-KEA and 50% of students in grades 3-5 will perform at Meets Grade Level on STAAR Math, with all students and all student groups meeting all 2024 Closing the Gaps Math targets at Meets Grade Level or above and in Math Growth.

High Priority

Evaluation Data Sources: Interim Assessments
Star 360
Campus Formative Assessments
District 9 week assessments
STAAR Math Data

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

Performance Objective 2: By May 2024, 80% of Kinder-2nd grade students will be At or Above grade level on Star360/TX-KEA/TPRI/Tejas LEE and 45% of 3rd-5th grade students will score at Meets Grade Level or above on STAAR Reading/Writing and 45% of 1st-5th grade EB students will progress at least one proficiency level on TELPAS Composite score.

> **Evaluation Data Sources:** Interim Assessment Data
> Guided Reading Progress Monitoring
> CFA Data
> STAAR Results
> TELPAS Results

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

Performance Objective 1: By June 2024, 100% of students PK-5 will participate in activities that raise their awareness of expectations to prepare for and plan their future.

> **Evaluation Data Sources:** PK Orientation Sign-In
> Date of Career Fair
> Calendar of Education Go Get It week Activities
> Scheduled visits from PMS and to PMS for 5th graders

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

Performance Objective 2: By June 2024, 50% of SHES students will score on grade level in Science as measured by campus, district and state assessments for student progress and 60% of students will perform at the Meets Grade Level standard on STAAR.

> **Evaluation Data Sources:** STAAR Science results
> Campus Formative Assessments

Goal 4: Improve low performing schools.

Performance Objective 1: By May 2024, an average of 100 parents will attend Family Nights, and 75% of parents will attend a parent-teacher conference in person or virtually.

> **Evaluation Data Sources:** Family Night sign-in sheets

Parent -teacher conference records
Parent meeting sign-ins

Goal 4: Improve low performing schools.

> **Performance Objective 2:** By May 2024, student attendance will meet 97% ADA.
>
> > **Evaluation Data Sources:** OnDataSuite

Goal 4: Improve low performing schools.

> **Performance Objective 3:** By May 2024, 100% of students will engage in activities that support positive decisions: emotionally, socially, and physically.
>
> > **Evaluation Data Sources:** Second Step Records
> > Panorama Survey Responses
> > Fitness Gram Results
> > Kindness Ambassador Awards Lists
> > Student Leadership Meeting Notes

Goal 4: Improve low performing schools.

> **Performance Objective 4:** Spring Hill will continue connections with at least 3 community organizations that support campus initiatives of diversity and academic achievement.
>
> > **Evaluation Data Sources:** Student participation roster in programs

Addendums

Early Childhood Literacy Plan Campus Goal - Spring Hill ES

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 43% to 49% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
43%	44%	45%	47%	49%

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	**46%**	n/a	n/a	n/a	n/a	n/a	n/a	**41%**	n/a	**38%**	**41%**	n/a
2021	n/a	**47%**	n/a	n/a	n/a	n/a	n/a	n/a	**43%**	n/a	**40%**	**43%**	n/a
2022	n/a	**48%**	n/a	n/a	n/a	n/a	n/a	n/a	**45%**	n/a	**42%**	**45%**	n/a
2023	n/a	**50%**	n/a	n/a	n/a	n/a	n/a	n/a	**47%**	n/a	**44%**	**47%**	n/a
2024	n/a	**52%**	n/a	n/a	n/a	n/a	n/a	n/a	**50%**	n/a	**47%**	**50%**	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 - Spring Hill 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 28% to 41% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28%	31%	34%	37%	41%

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	**20%**	n/a	n/a	n/a	n/a	n/a	n/a	**31%**	n/a	**21%**	n/a	n/a
2021	n/a	**23%**	n/a	n/a	n/a	n/a	n/a	n/a	**34%**	n/a	**24%**	n/a	n/a
2022	n/a	**27%**	n/a	n/a	n/a	n/a	n/a	n/a	**38%**	n/a	**27%**	n/a	n/a
2023	n/a	**31%**	n/a	n/a	n/a	n/a	n/a	n/a	**42%**	n/a	**31%**	n/a	n/a
2024	n/a	**35%**	n/a	n/a	n/a	n/a	n/a	n/a	**46%**	n/a	**35%**	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 - Spring Hill ES

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 55% to 61% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
55%	56%	57%	59%	61%

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	**52%**	n/a	n/a	n/a	n/a	n/a	n/a	**58%**	n/a	**49%**	n/a	n/a
2021	n/a	**53%**	n/a	n/a	n/a	n/a	n/a	n/a	**59%**	n/a	**50%**	n/a	n/a
2022	n/a	**54%**	n/a	n/a	n/a	n/a	n/a	n/a	**60%**	n/a	**51%**	n/a	n/a
2023	n/a	**56%**	n/a	n/a	n/a	n/a	n/a	n/a	**62%**	n/a	**53%**	n/a	n/a
2024	n/a	**58%**	n/a	n/a	n/a	n/a	n/a	n/a	**64%**	n/a	**55%**	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 - Spring Hill 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 54% to 58% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
54%	55%	56%	57%	58%

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	**55%**	**57%**	n/a	n/a	n/a	n/a	**26%**	**52%**	n/a	**56%**	n/a	n/a
2021	n/a	**55%**	**58%**	n/a	n/a	n/a	n/a	**29%**	**53%**	n/a	**57%**	n/a	n/a
2022	n/a	**56%**	**59%**	n/a	n/a	n/a	n/a	**32%**	**54%**	n/a	**58%**	n/a	n/a
2023	n/a	**57%**	**60%**	n/a	n/a	n/a	n/a	**35%**	**55%**	n/a	**59%**	n/a	n/a
2024	n/a	**58%**	**61%**	n/a	n/a	n/a	n/a	**39%**	**56%**	n/a	**60%**	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 - Spring Hill ES

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 42% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	35%	37%	39%	42%

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	32%	n/a	n/a	n/a	n/a	n/a	n/a	28%	n/a	26%	33%	n/a
2021	n/a	34%	n/a	n/a	n/a	n/a	n/a	n/a	31%	n/a	29%	36%	n/a
2022	n/a	37%	n/a	n/a	n/a	n/a	n/a	n/a	34%	n/a	32%	39%	n/a
2023	n/a	40%	n/a	n/a	n/a	n/a	n/a	n/a	38%	n/a	36%	42%	n/a
2024	n/a	44%	n/a	n/a	n/a	n/a	n/a	n/a	42%	n/a	40%	46%	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 - Spring Hill ES

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 46% to 53% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	51%	53%

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	36%	n/a	n/a	n/a	n/a	n/a	n/a	52%	n/a	43%	n/a	n/a
2021	n/a	38%	n/a	n/a	n/a	n/a	n/a	n/a	53%	n/a	45%	n/a	n/a
2022	n/a	40%	n/a	n/a	n/a	n/a	n/a	n/a	54%	n/a	47%	n/a	n/a
2023	n/a	43%	n/a	n/a	n/a	n/a	n/a	n/a	55%	n/a	51%	n/a	n/a
2024	n/a	47%	n/a	n/a	n/a	n/a	n/a	n/a	56%	n/a	52%	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 - Spring Hill ES

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessments will increase from 46% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

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	43%	n/a	n/a	n/a	n/a	n/a	n/a	44%	n/a	43%	n/a	n/a
2021	n/a	45%	n/a	n/a	n/a	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
2022	n/a	47%	n/a	n/a	n/a	n/a	n/a	n/a	46%	n/a	47%	n/a	n/a
2023	n/a	49%	n/a	n/a	n/a	n/a	n/a	n/a	48%	n/a	49%	n/a	n/a
2024	n/a	50%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	50%	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 - Spring Hill 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 59% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	64%

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	74%	57%	64%	n/a	n/a	n/a	n/a	38%	56%	n/a	54%	n/a	n/a
2021	75%	58%	65%	n/a	n/a	n/a	n/a	40%	57%	n/a	55%	n/a	n/a
2022	76%	59%	66%	n/a	n/a	n/a	n/a	42%	58%	n/a	56%	n/a	n/a
2023	77%	60%	67%	n/a	n/a	n/a	n/a	44%	60%	n/a	58%	n/a	n/a
2024	78%	62%	69%	n/a	n/a	n/a	n/a	47%	62%	n/a	60%	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 wesbite

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)