

# **Pflugerville Independent School District**

## **Wieland Elementary School**

### **2023-2024 Board Approved**



**Board Approval Date:** October 19, 2023  
**Public Presentation Date:** September 28, 2023

# Mission Statement

The mission of Wieland Elementary School is to develop a nurturing environment to inspire all members of our learning community to engage in academic and social-emotional learning on a daily basis.

## Vision

The vision of Wieland Elementary is to establish a learning community that honors diversity, produces high academic growth for all students, and develop productive citizens who can be leaders today and tomorrow.

## Core Beliefs

At Wieland, we believe...

All students and staff are passionate lifelong learners who respectfully learn together in a safe environment that is engaging, supportive, individualized, and consistent.

By modeling and encouraging perseverance and strength of character we, as educational professionals, will foster high expectations and continued growth of all learners.

We are composed of a multitude of diverse cultures and are richer because of our many cultures which includes our Vietnamese bilingual program.

Foundational skills are essential building blocks that help our students reach higher levels of thinking and meaningful application.

Caring relationships between all stakeholders are facilitated by clear communication and mutual respect, in the interest of the whole child.

We believe that data is important to inform our practice, but is only one piece of our learning experience at Wieland Elementary.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wieland Elementary was built 17 years ago in the Brookfield subdivision of Pflugerville, in Travis County. The school has a diverse population of students that are mostly comprised of Asian, Hispanic, and African American ethnicities. As a Schoolwide Title I campus, about 59% of students are identified as economically disadvantaged. In the past several years the total student population has slowly declined and remained steady at close to 400 students. As of September 25th, 2024 Wieland had 381 students enrolled for the 2023-2024 school year. This is a slight increase from previous years. Wieland provides a Vietnamese bilingual program and provides ESL services to students enrolled. Wieland also has a high percentage of students served in special education (20%, compared to the district average of 13% and the states average 11%) and has a total of 6 special programs for students of various needs.

For the 2022-2023 school year, the attendance rate was lower than recent years at 93.6%, and for the past several years it was at 95.5% (2021-2022), 95.52% (2021-2022), 96.16% (2018-2019), 95.57% (2017-2018), and 96.63% (2016-2017). Attendance during the 2020-2021 school year was affected by the COVID-19 pandemic and concerns relating to that.

Below are the our student demographics over the past 5 years:

Student Demographics	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	34.8%	36.2%	36.1%	37.5%	37.5%
Black / African American	19.3%	18.5%	16.3%	16.5%	18.9%
Hispanic	32.4%	28.3%	32.4%	31.9%	27.8%
American Indian Or Alaskan Native	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0.2%	0.3%	0.3%	0.3%	0.3%
Two or More Races	3.6%	4.4%	5.5%	5.1%	6.0%
White	9.7%	12.3%	9.5%	8.8%	9.5%
<b>Total Enrollment</b>	<b>414</b>	<b>367</b>	<b>380</b>	<b>376</b>	<b>381</b>

Students Identified as Economically Disadvantaged	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
NOT identified	33.6%	32.4%	39.0%	37%	42.5%
Eligible for free meals	50.0%	56.4%	54.0%	55%	51.4%

<b>Students Identified as Economically Disadvantaged</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Eligible for reduced-price meals	10.1%	11.2%	6.8%	7.7%	7.1%
Other Economically Disadvantaged	6.3%	0.0%	0.0%	0.3%	0.0%
<b>Total Economically Disadvantaged</b>	<b>66.4%</b>	<b>67.6%</b>	<b>61%</b>	<b>63%</b>	<b>58.5%</b>

<b>Students Identified as Emergent Bilingual students</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
NOT EB	62.1%	59.4%	56.6%	54%	57.8%
<b>EB</b>	<b>37.5%</b>	<b>40.6%</b>	<b>43.4%</b>	<b>46%</b>	<b>42.8%</b>

This represents a slight upward swing in the last year. Of these students, our families speak 13 different home languages and represent countries from all over the world.

<b>Students Receiving Special Education Services</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
NOT receiving Services	78.4%	78.7%	80.8%	80.3%	79.3%
<b>Receiving Services</b>	<b>21.6%</b>	<b>21.3%</b>	<b>19.2%</b>	<b>19.7%</b>	<b>20.7%</b>

Under special education, it is evident that the addition of self-contained units and the newly identified needs of students, our population of students needing these supports has increased tremendously from 10% to 20%.

Most of these are remaining statistically static, however, there are small increases over time in our representation of students under Section 504 and immigrant students.

<b>Student Special Program Identification/Participation - Wieland Elementary School (Source: TAPR &amp; OnDataSuite)</b>					
	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
At-Risk	62.6%	61.6%	73.4%	71.5%	40.9%
Gifted & Talented	5.1%	5.5%	5.5%	7.5%	4.99%
Dyslexia	3.4%	3.5%	3.4%	4%	3.4%

Student Special Program Identification/Participation - Wieland Elementary School (Source: TAPR & OnDataSuite)					
Section 504	4.1%	5.2%	4.7%	4.5%	2.9%
Immigrant	6.5%	7.4%	5.3%	3.7%	3.2%
Homeless	0.2%	1.1%	0.8%	2.9%	0.3%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%

### Staff Demographics

Our staff is dedicated to helping to improve the lives of students. Starting in 2017, a culture of growth and learning among adults has been encouraged and supported to help continually improve our campus. Our campus has continued with a low turn-over rate with three teachers leaving this past school year, of which 2 left education completely

Currently, 5 out of 6 teachers who work with our bilingual classes are Vietnamese Bilingual.

Wieland is comprised of 37 certified teaching staff. Of those staff members, one is African American, four are Hispanic, 23 are white, 7 are Asian and 2 have Two or More Races. 30 are female and 7 are male.

Our staff and student demographics are not aligned. We are under-represented in our faculty for all student populations except White, where we are overrepresented. This is considered when new hires are being made.

Teacher Demographics - Wieland Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Total Teachers</b>	<b>34.6</b>	<b>35.2</b>	<b>37.3</b>	<b>38.3</b>	<b>37.2</b>
African American	5.8%	2.8%	2.7%	5.2%	5.4%
Hispanic	11.6%	11.4%	10.7%	5.2%	2.7%
White	59.6%	57.4%	62.4%	66.1%	67.8%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	14.4%	17.1%	18.8%	18.3%	18.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	8.7%	11.4%	5.4%	5.2%	5.4%

A majority of staff still are in the 0-10 years of experience. However, in the past few years there has been a slight decrease in the 0 experienced teachers as well as the 1-5 years. This change represents stability in staff and the opportunity to hire experienced educators when making new staffing decisions.

Teachers by Years of Experience - Wieland Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Beginning Teachers	11.6%	11.4%	10.7%	0.0%	8.1%
1-5 Years Experience	28.9%	37.1%	32.4%	42.0%	37.5%
6-10 Years Experience	18.4%	17.1%	24.2%	23.5%	16.7%
11-20 Years Experience	29.6%	31.6%	29.5%	29.3%	29.6%
Over 20 Years Experience	11.6%	2.8%	3.2%	5.2%	8.1%

### Demographics Strengths

The diversity of the Wieland campus is a strength. The diversity of the student population offers opportunities for students to embrace other cultures and languages which are recognized through cultural celebrations and learning activities. Students are engaged in learning with students from other ethnic and cognitive backgrounds and learn to appreciate what they have in common as well as what they can learn from their differences. During the 2022-2023 school year, Wieland again received a No Place for Hate designation and participated in multiple activities in order to earn that designation.

In particular, our emergent bilingual students have traditionally performed at a higher level on STAAR. The campus Vietnamese bilingual program serves students from all areas of Pflugerville ISD, and supports the majority of the emergent bilingual students on campus. In TELPAS data from the 2022-2023 school year, 68% of students scored Advanced or Advanced High on their composite score.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our representation of staff across various ethnic groups does not trend similar to our student population. **Root Cause:** Hiring has been stagnated and finding applicants has proven challenging.

# Student Learning

## Student Learning Summary

### STAAR Results Over Time

From the 2017-2018 school year to the 2019-2020 school year, there was a generally positive trend in a higher percentage of students scoring at both the meets and masters for some areas. After the 2019-2020 and 2020-2021 school years, that trend has followed the state pattern and gone down.

Wieland Elementary	2017-2018: % at Approaches	2017-2018: % at Meets	2017-2018: % at Masters
3rd Reading	76%	44%	24%
3rd Math	81%	50%	30%
4th Reading	76%	52%	27%
4th Math	84%	57%	32%
4th Writing	57%	46%	13%
5th Reading	83%	45%	25%
5th Math	86%	54%	27%
5th Science	67%	31%	8%
Wieland Elementary	2018-2019: % at Approaches	2018-2019: % at Meets	2018-2019: % at Masters
3rd Reading	70%	42%	28%
3rd Math	70%	36%	23%
4th Reading	74%	44%	22%
4th Math	65%	39%	24%
4th Writing	60%	38%	9%
5th Reading	78%	55%	27%
5th Math	82%	52%	35%
5th Science	79%	45%	28%
<b>2019-2020</b>	<b>No Data</b>	<b>COVID</b>	
Wieland Elementary	2020-2021: % at Approaches	2020-2021: % at Meets	2020-2021: % at Masters
3rd Reading	50%	25%	8%
3rd Math	67%	21%	13%
4th Reading	61%	41%	27%



<b>Wieland Elementary</b>	<b>2018-2019: % at Approaches</b>	<b>2018-2019: % at Meets</b>	<b>2018-2019: % at Masters</b>
4th Math	52%	37%	26%
4th Writing	59%	34%	14%
5th Reading	65%	40%	23%
5th Math	56%	42%	21%
5th Science	52%	18%	8%
<b>Wieland Elementary</b>	<b>2021-2022: % at Approaches</b>	<b>2021-2022: % at Meets</b>	<b>2021-2022: % at Masters</b>
3rd Reading	86%	66%	42%
3rd Math	80%	48%	26%
4th Reading	63%	37%	18%
4th Math	55%	27%	18%
5th Reading	81%	54%	35%
5th Math	75%	42%	21%
5th Science	50%	29%	15%
<b>Wieland Elementary</b>	<b>2022-2023: % at Approaches</b>	<b>2022-2023: % at Meets</b>	<b>2022-2023: % at Masters</b>
3rd Reading	67%	47%	13
3rd Math	60%	40%	18%
4th Reading	78%	50%	20%
4th Math	67%	35%	13%
5th Reading	78%	57%	22%
5th Math	80%	57%	24%
5th Science	55%	31%	16%

This data from the 2022-2023 school year shows an increase in the percentage of students performing at the Meets and Masters levels compared with prior years.

<b>Math Data</b>	<b>Grade Level</b>	<b>2019-2020 % of students</b>	<b>2020-2021 % of students</b>	<b>2021-2022 % of students</b>	<b>2022-2023 % of students</b>
At/Above Benchmark	1st Grade	No data	72%	75%	88%

<b>Math Data</b>	<b>Grade Level</b>	<b>2019-2020 % of students</b>	<b>2020-2021 % of students</b>	<b>2021-2022 % of students</b>	<b>2022-2023 % of students</b>
On Watch	1st Grade	No data	13%	10%	6%
Intervention	1st Grade	No data	13%	7%	6%
Urgent Intervention	1st Grade	No data	2%	8%	0%
At/Above Benchmark	2nd Grade	85%	80%	67%	79%
On Watch	2nd Grade	10%	8%	13%	7%
Intervention	2nd Grade	2%	12%	13%	6%
Urgent Intervention	2nd Grade	2%	0%	7%	7%
At/Above Benchmark	3rd Grade	68%	77%	92%	71%
On Watch	3rd Grade	18%	7%	4%	9%
Intervention	3rd Grade	10%	11%	4%	13%
Urgent Intervention	3rd Grade	3%	5%	0%	7%
At/Above Benchmark	4th Grade	81%	67%	55%	80%
On Watch	4th Grade	6%	8%	14%	8%
Intervention	4th Grade	6%	8%	22%	10%
Urgent Intervention	4th Grade	6%	16%	10%	2%
At/Above Benchmark	5th Grade	72%	61%	58%	65%
On Watch	5th Grade	12%	10%	6%	10%
Intervention	5th Grade	8%	14%	23%	12%
Urgent Intervention	5th Grade	8%	15%	13%	12%

<b>Reading</b>	<b>Grade Level</b>	<b>2019-2020 % of students MOY</b>	<b>2020-2021 % of students' EOY</b>	<b>2021-2022% of students' EOY</b>	<b>2022-2023% of students' EOY</b>
At / Above Benchmark	1st Grade	74%	No Data	60%	62%
On Watch	1st Grade	4%	No Data	17%	19%
Intervention	1st Grade	12%	No Data	13%	10%
Urgent Intervention	1st Grade	10%	No Data	10%	10%

Reading	Grade Level	2019-2020 % of students MOY	2020-2021 % of students' EOY	2021-2022% of students' EOY	2022-2023% of students' EOY
At / Above Benchmark	2nd Grade	58%	No Data	62%	72%
On Watch	2nd Grade	19%	No Data	18%	11%
Intervention	2nd Grade	12%	No Data	2%	6%
Urgent Intervention	2nd Grade	12%	No Data	18%	11%
At/Above Benchmark	3rd Grade	40%	51%	73%	53%
On Watch	3rd Grade	17%	19%	12%	11%
Intervention	3rd Grade	20%	19%	12%	9%
Urgent Intervention	3rd Grade	23%	11%	2%	27%
At/Above Benchmark	4th Grade	52%	66%	44%	59%
On Watch	4th Grade	17%	6%	20%	14%
Intervention	4th Grade	10%	9%	16%	12%
Urgent Intervention	4th Grade	21%	19%	20%	14%
At/Above Benchmark	5th Grade	55%	53%	44%	52%
On Watch	5th Grade	15%	7%	17%	14%
Intervention	5th Grade	8%	18%	15%	24%
Urgent Intervention	5th Grade	22%	23%	25%	10%

**TELPAS Data:**

Spring 2022 TELPAS	% at Beginning	% at Intermediate	% at Advanced	% at Advanced High
Kindergarten	0	38	48	14
First Grade	7	24	48	21
Second Grade	4	43	48	4
Third Grade	4	61	30	4
Fourth Grade	0	15	65	19
Fifth Grade	8	23	62	8

Spring 2023 TELPAS	% at Beginning	% at Intermediate	% at Advanced	% at Advanced High
Kindergarten	15%	42%	23%	19%
First Grade	11%	16%	63%	11%
Second Grade	7%	45%	45%	3%
Third Grade	5%	32%	45%	18%
Fourth Grade	5%	50%	41%	5%
Fifth Grade	0%	12%	72%	16%

### 2023 Accountability Ratings

Pending the release of state data.

### 2023 Closing the Gaps Outcomes

Pending the release of 2023 data from the state.

### Student Learning Strengths

Reading initiatives continue to go well, with students engaging in celebration activities.

All students at Wieland worked with counseling lessons, as well as Second Step learning to address social-emotional learning.

A few years past the Pandemic Wieland continues to focus on areas that can help students grow in all areas including academics but also look at social interactions and how kids can get along with one another. Programs like grade-level buddies allow students to interact with other students at other grade levels.

All students participated in activities that continue to earn Wieland a "No Place for Hate" designation.

The campus also earned designation (schools are designated every other year) as a Austin Mayor's Healthy School.

2022-2023 STAAR tests.

- An overall average in the Approaches criteria of 69% maintaining the prior average through the challenges of Covid.
- An overall average in the Meets criteria of 45% represents an increase of 9% from the previous year.
- An overall average in the Mastery criteria of 18%.

- 4th Grade ELA, 5th Grade Math and 5th Grade ELA all came back above campus average.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The representation of students who are not performing at the targeted levels of performance is not consistent across all groups of students. 45% of students performed at Meets Grade Level on STAAR 2023 but only 20% of our African American students did and only 12% of our Special Education students did. **Root Cause:** Students need to be engaged in high-quality work, engaging learning experiences with teachers being able to provide supports to scaffold gaps in learning.

# School Processes & Programs

## School Processes & Programs Summary

Wieland is focused on students growing academically and emotionally, and the staff wants to support student social growth as well as academic growth.

Instructionally, Wieland strives to follow the true Professional Learning Community process. Our master schedule supports this, giving teachers extra planning time once every six days to engage in professional learning, planning, and collaboration. Grade levels work with other professionals to analyze and respond to data, based on the teaching that has been done in class and provides students opportunities to relearn or extend their learning. Additionally, the staff at Wieland were trained in trauma-informed practices that help adults respond to individual student needs.

Curricular information comes through our PLC process but is supported by the district's online curriculum units which help show both the scope and sequence of instruction as well as help teachers analyze the contents of the TEKS and specific SEs.

To meet the state requirements continued in HB1416, Wieland is utilizing its master schedule to maximize time during the day and can provide on-campus, during-the-day tutoring for most students. Some students will also receive the required tutoring after school. A priority focus is placed on RLA and Math, but teachers use relevant and timely data to respond to student's individual needs.

Personnel is a huge factor at Wieland with a focus to hire the right people for the right positions to support our students. Our turnover rate for the past few years has been low, with 3 grade-level teachers leaving the campus this past year. It is a standing practice to always include staff members, when available, on the hiring committee when making new hires.

We work on building a positive school culture through the use of our Positive Behavior Interventions Support team (PBIS). This committee works to support all staff and students in making the environment and interactions at Wieland positive. Along with that program, there are limited incidents that require office visits for students. For the 2022-2023 school year there were 31 official referrals. These referrals were monitored and supported to be sure staff had the support they needed and students were given opportunities for success.

## School Processes & Programs Strengths

- Wieland has some active student leaders who participate in programs and provide feedback on school functions.
- We have a small but active group of volunteers who support the campus.
- The principal engages with parents regularly, both formally and informally to share information as well as receive feedback. These meetings are scheduled at various times in order to better meet the needs of the parents and reach a broader audience.
- Campus-wide initiative on reading is an ongoing process with students being introduced to books and encouraged to develop reading habits, as well as skills.
- School-wide enrichment takes place during the day, as well as clubs and activities happening after school.
- Tutoring for students who need academic support is in place and supports student learning.
- PBIS committee worked to implement a new school-wide reward program.
- Students who are identified for the Gifted and Talented program are supported by extension activities and learning.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Meets and masters levels of performance on STAAR have dropped from 21-22 to the 22-23 school year. Students are not performing at the higher level that we want them to. **Root Cause:** Student needs have been addressed by focusing on foundational skills rather than challenging students and supporting their learning gaps as needed.

# Perceptions

## Perceptions Summary

### Student Engagement:

Student leaders are involved with student council as well as our No Place for Hate Coalition. Students participate in after-school enrichment and are huge advocates for our school-wide enrichment activities called "Fun Friday". Students meet with the principal to share concerns and discuss solutions.

### Staff Engagement:

Staff are an integral part of the process of educating students and report generally high levels of support and comfort through the staff survey.

New staff members to the campus are supported by an on-campus mentor. If the staff member is a new teacher, they have a formal new teacher mentor. In 2021-2022 Wieland had 2 new to-the-profession teacher and both staff members returned back on campus for the 2022-2023 school year.

Our PBIS Committee meets regularly and implemented a new school-wide system during the 2022-2023 school year that will carry into this next year.

### Parent Engagement:

For the past several years, data was taken as a general sign-in at campus events (open house, conferences, academic nights, etc). Of these events, all parents participated in at least one school activity, with many connecting with more than one event. Parents are seen as partners at the school and are involved with many aspects of the school, from eating lunch with their students to volunteering on various committees (LPAC, CAAC), and supporting extra-curricular events such as academic nights, carnivals, open house, etc. The campus operates active social media sites that engage parents on Facebook, Twitter, and Instagram. There are always factors for families who are not as involved, some are economically related as parents work jobs to support their families which make attending events and participating at school difficult. A focus of the campus is to increase meaningful involvement in the school and the practices from the 2022-2023 school year.

## Perceptions Strengths

Our district uses Upbeat survey data to understand the climate perceptions of staff:

	Spring 2020	Spring 2021	Spring 2022	Spring 2023
High Academic Expectations	94%	new question	89%	86%
Principal/Teacher Trust	90%	96%	95%	97%

	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Teachers' Care & Commitment	92%	90%	90%	90%
Meaningful Work	100%	new question	86%	97%
Instructional Leadership	92%	96%	96%	95%
Resources & Facilities	93%	86%	88%	86%
Self-Efficacy	93%	94%	Question dropped	89%

In all but a few areas, the campus data trended well-above average for the district.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Our 2023 upbeat data shows the trend that staff are holding high expectations of students at a lesser degree than previously. **Root Cause:** Due to academic needs brought out through the pandemic, teachers focus in PLC meetings has been more about meeting basic skills rather than how to encourage work at higher levels of thinking and application.



# Priority Problem Statements

**Problem Statement 1:** The representation of students who are not performing at the targeted levels of performance is not consistent across all groups of students. 45% of students performed at Meets Grade Level on STAAR 2023 but only 20% of our African American students did and only 12% of our Special Education students did.

**Root Cause 1:** Students need to be engaged in high-quality work, engaging learning experiences with teachers being able to provide supports to scaffold gaps in learning.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Meets and masters levels of performance on STAAR have dropped from 21-22 to the 22-23 school year. Students are not performing at the higher level that we want them to.

**Root Cause 2:** Student needs have been addressed by focusing on foundational skills rather than challenging students and supporting their learning gaps as needed.

**Problem Statement 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- 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
- Action research results

# Goals

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

**Performance Objective 1:** Teachers are prioritizing the creation of partnerships with parents and will strive to increase the response on our Spring staff upbeat survey from 69% responding favorably in Spring 2023 to a score that surpasses 75% responding favorably in Spring 2024.

**Evaluation Data Sources:** Spring staff Upbeat climate survey

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

**Performance Objective 2:** By May 2024, WLES will provide professional development for staff to improve their instructional practices that will improve student achievement, moving 90% of the students who start the year in the Urgent Intervention and Intervention categories of Star360 for 1st-5th graders in math and 3rd-5th graders in reading from BOY to EOY up to either on-watch or on-level in the May screening window.

**Evaluation Data Sources:** Star360 math results from BOY to EOY for 1st-5th graders  
Star360 reading results from BOY to EOY for 3rd-5th graders  
Students will be monitored to ensure students are either on-level, or have grown at least a full year.

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

**Performance Objective 1:** By June 2024, WLES will increase math results for all grade levels at Meets Grade Level from 44% in 2023 to 50%. By June 2024, 3rd grade STAAR math performance at Meets Grade Level will improve to 48%, CPALLS engage math on-grade level performance to 66%, Kindergarten CLI engage math on-grade level performance to 54%, and 1st-3rd grade Star360 & STAAR math scores will increase to 75%.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, CPALLS, CLI engage, Star360

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

**Performance Objective 2:** By June 2024, WLES will increase reading results for all grade levels at Meets Grade Level from 51% in 2023 to 60%. By June 2024, 3rd grade STAAR reading performance at Meets Grade Level will increase to 55%, C-PALLS literacy on-grade level performance to 30%, Kindergarten CLI engage reading on-grade level performance to 72%, and 1st-3rd grade TPRI, Star360 & STAAR reading will increase to 65%.

### **HB3 Goal**

**Evaluation Data Sources:** STAAR, C-PALLS, CLI engage, TPRI, and Star360 assessments.

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

**Performance Objective 1:** Throughout the 2023-2024 school year, WLES will continually engage the community and have at least 20 families participate in volunteering with and at the school.

**Evaluation Data Sources:** Sign-in logs from activities taking participation

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

**Performance Objective 2:** During the 2023-2024 school year, WLES will increase the student attendance rate from 93.6% (obtained in 2022-2023) to 95%.

**Evaluation Data Sources:** Skyward attendance reports.

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 1:** By June 2024, WLES will continue to close the gaps between student groups in science while increasing overall end-of-year scores in this area by increasing the number of students who score at Meets Grade Level or above higher than the 31% All Students group outcome achieved in 2023.

**Evaluation Data Sources:** STAAR results

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 2:** Increase the scores on the FitnessGram assessment from the baseline scores of 2022-2023 where students scored in the healthy fitness zone at the following levels: in the pacer run, 73%; in push-ups, 64%; in curl-ups, 71%, and in the shoulder stretch, 54%.

**Evaluation Data Sources:** Fitness Gram Assessment Data.

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 3:** By June 2024, WLES will increase student performance from Meets Grade Level to the Masters level on STAAR Math, Reading, and Science above the Spring 2023 combined subject area performance of 45% at Meets Grade Level and 18% at Masters.

**Evaluation Data Sources:** STAAR results - increase from Spring 2024 Math, Reading, Science combined results 45% at Meets Grade Level and 18% at Masters

# Addendums

## Early Childhood Literacy Plan Campus Goal - Wieland ES

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 52% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
48%	49%	50%	51%	52%

### 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	39%	n/a	n/a	60%	n/a
2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40%	n/a	n/a	61%	n/a
2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41%	n/a	n/a	62%	n/a
2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43%	n/a	n/a	63%	n/a
2024	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46%	n/a	n/a	64%	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 - Wieland 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 21% to 29% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
21%	23%	25%	27%	29%

### 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	24%	n/a	n/a	n/a	23%	n/a	25%	n/a	n/a
2021	n/a	n/a	n/a	n/a	25%	n/a	n/a	n/a	25%	n/a	27%	n/a	n/a
2022	n/a	n/a	n/a	n/a	27%	n/a	n/a	n/a	27%	n/a	29%	n/a	n/a
2023	n/a	n/a	n/a	n/a	29%	n/a	n/a	n/a	30%	n/a	32%	n/a	n/a
2024	n/a	n/a	n/a	n/a	31%	n/a	n/a	n/a	33%	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"



**The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 68% to 72% by June 2024.**

2020	2021	2022	2023	2024
68%	69%	70%	71%	72%

	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	64%	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	65%	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	66%	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	67%	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	68%	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"

**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 57% to 61% by June 2024.**

2020	2021	2022	2023	2024
57%	58%	59%	60%	61%

	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	42%	54%	n/a	n/a	73%	n/a	n/a	n/a	52%	n/a	62%	n/a	n/a
2021	43%	55%	n/a	n/a	74%	n/a	n/a	n/a	53%	n/a	62%	n/a	n/a
2022	44%	56%	n/a	n/a	75%	n/a	n/a	n/a	54%	n/a	63%	n/a	n/a
2023	46%	58%	n/a	n/a	76%	n/a	n/a	n/a	56%	n/a	64%	n/a	n/a
2024	48%	60%	n/a	n/a	77%	n/a	n/a	n/a	58%	n/a	65%	n/a	n/a

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

**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.**

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 48% by June 2024.**

2020	2021	2022	2023	2024
43%	44%	45%	46%	48%

	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	33%	n/a	n/a	52%	n/a
2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34%	n/a	n/a	52%	n/a
2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35%	n/a	n/a	53%	n/a
2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37%	n/a	n/a	54%	n/a
2024	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39%	n/a	n/a	55%	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"

**The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 63% to 66% by June 2024.**

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

	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	56%	n/a	n/a	n/a	62%	n/a	56%	n/a	n/a
2021	n/a	n/a	n/a	n/a	57%	n/a	n/a	n/a	63%	n/a	57%	n/a	n/a
2022	n/a	n/a	n/a	n/a	58%	n/a	n/a	n/a	64%	n/a	58%	n/a	n/a
2023	n/a	n/a	n/a	n/a	60%	n/a	n/a	n/a	65%	n/a	60%	n/a	n/a
2024	n/a	n/a	n/a	n/a	61%	n/a	n/a	n/a	66%	n/a	61%	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"

**The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 50% to 54% by June 2024.**

2020	2021	2022	2023	2024
50%	51%	52%	53%	54%

	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	40%	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	41%	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	43%	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	45%	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	47%	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"

**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 73% to 75% by June 2024.**

2020	2021	2022	2023	2024
73%	73%	74%	75%	75%

	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	65%	69%	n/a	n/a	90%	n/a	n/a	n/a	69%	n/a	78%	n/a	n/a
2021	65%	69%	n/a	n/a	90%	n/a	n/a	n/a	69%	n/a	78%	n/a	n/a
2022	66%	70%	n/a	n/a	90%	n/a	n/a	n/a	70%	n/a	78%	n/a	n/a
2023	67%	71%	n/a	n/a	91%	n/a	n/a	n/a	71%	n/a	79%	n/a	n/a
2024	68%	72%	n/a	n/a	92%	n/a	n/a	n/a	72%	n/a	79%	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"

**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 website

[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)