

Pflugerville Independent School District

Caldwell Elementary School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 15, 2020
Public Presentation Date: September 29, 2020

Mission Statement

District:

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

Campus:

Fannie Mae Caldwell Elementary promotes a diverse, nurturing, and collaborative community with high expectations which inspires us ALL to believe in our potential and achieve our goals.

Vision

District:

Pflugerville ISD... Passionately Serving the Best Interests of Students

Campus:

Learning Together, Learning Forever

Value Statement

We Believe:

All individuals have worth
Relationships are foundational to success
In educating the whole child both academically and emotionally/socially
In developing civic-minded students
In providing diverse educational opportunities for all students
Diversity is our strength
In providing a safe and nurturing environment for all students and staff
High expectations from and partnerships with our community promote student success.
A strong work ethic and a focus on innovation are vital for staff and students to reach excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Students Hispanic 63%, White 16% and Black 10% are the three highest demographic groups
- For 20-21 we are at 3 new to the profession teachers.
- At Risk is 67%
- Economically Disadvantaged 56%
- We had a 96.64% attendance rate

2018-2019 TAPR Report

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	62.5	100.0%	100.0%	100.0%
Professional Staff:	52.4	83.8%	73.0%	64.1%
Teachers	46.0	73.6%	56.5%	49.8%
Professional Support	4.4	7.0%	11.6%	10.1%
Campus Administration (School Leadership)	2.0	3.2%	3.4%	3.0%
Educational Aides:	10.1	16.2%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians	1.0	n/a	30.0	4,414.0
Full-time				
Part-time	0.0	n/a	1.0	572.0
Counselors	0.0	n/a	60.0	12,433.0
Full-time				

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Part-time	0.0	n/a	4.0	1,097.0
Total Minority Staff:	34.4	55.0%	42.3%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.3%	7.9%	10.6%
Hispanic	22.0	47.8%	25.0%	27.7%
White	20.1	43.7%	62.3%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.9	1.9%	1.6%	1.7%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	2.2%	2.9%	1.1%
Males	4.0	8.7%	23.3%	23.8%
Females	42.0	91.3%	76.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.2%	1.1%	1.4%
Bachelors	34.1	74.2%	71.6%	73.6%
Masters	10.9	23.7%	26.6%	24.3%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.7%	7.0%
1-5 Years Experience	16.0	34.8%	28.7%	28.9%
6-10 Years Experience	6.0	13.0%	21.7%	19.0%
11-20 Years Experience	19.0	41.3%	31.1%	29.3%
Over 20 Years Experience	5.0	10.8%	13.9%	15.7%
Number of Students per Teacher	13.3	n/a	14.0	15.1

Staff Information	Campus	District	State
Experience of Campus Leadership:	7.0	7.1	6.3
Average Years Experience of Principals			
Average Years Experience of Principals with District	7.0	6.0	5.4
Average Years Experience of Assistant Principals	10.0	6.4	5.3
Average Years Experience of Assistant Principals with District	4.0	4.9	4.7
Average Years Experience of Teachers:	11.1	11.0	11.1
Average Years Experience of Teachers with District:	8.0	5.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):	-	\$47,643	\$47,218
Beginning Teachers			
1-5 Years Experience	\$48,400	\$48,205	\$50,408
6-10 Years Experience	\$48,837	\$49,585	\$52,786
11-20 Years Experience	\$53,255	\$53,102	\$56,041
Over 20 Years Experience	\$59,126	\$60,266	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$51,626	\$51,679	\$54,122
Professional Support	\$57,389	\$61,430	\$64,069
Campus Administration (School Leadership)	\$74,057	\$74,421	\$78,947
Instructional Staff Percent:	n/a	75.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	5.3	6,043.6

Program Information	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	261	42.7%	22.5%	19.7%
Career & Technical Education	0	0.0%	25.4%	26.3%
Gifted & Talented Education	18	2.9%	7.5%	8.1%

Program Information	----- Campus -----			
	Count	Percent	District	State
Special Education	58	9.5%	11.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	14.0	30.4%	10.2%	6.4%
Career & Technical Education	0.0	0.0%	3.8%	4.9%
Compensatory Education	0.0	0.0%	0.1%	2.7%
Gifted & Talented Education	0.0	0.0%	3.6%	2.0%
Regular Education	26.0	56.6%	67.6%	71.4%
Special Education	5.9	12.9%	14.4%	9.1%
Other run	0.0	0.0%	0.3%	3.6%

Demographics Strengths

Caldwell Elementary is a diverse campus with a majority of Hispanic students. We use this to drive many cultural areas of the campus. We not only serve the immediate neighborhoods but we also serve students who would normally attend other campuses. Due to the fact we have both the dual language one-way and two-way programs, we serve English Language Learners as well as Spanish language learners who reside district-wide. The diverse backgrounds create an inclusive environment which is evident in the projects and cultural perspectives shared during multicultural events as well as diversity night and throughout the year. The culture has developed a richer perspective with the influx of latinos from Central and South America which adds varied perspective to traditions, foods, and culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We continue to add new to the profession teachers to the staff with 7 in 19-20 and 3 this year for 20-21. **Root Cause:** We have had many staff promotion opportunities along with the need to support family resulting in difficult to find Dual Language teachers.

Problem Statement 2: The demands for a Title 1 teacher on a dual language campus are larger than those of a non-title , non-dual language campus. **Root Cause:** There are many demands that are exclusive to a dual language Title 1 campus such as a greater number of at-risk students due to both economics and lack of English language exposure.

Student Learning

Student Learning Summary

Student Learning trends noted: Due to the statewide disaster declaration there were not any STAAR assesments given in Spring 2020. Below is a comparison between 2019-2020 beginning of the year data for reading and math with Middle of the year data.

Star360 Reading

Kindergarten		
<i>Green= masters, Blue= meets, Yellow= approaches , Red= Does not meet</i>		
	BOY	MOY
Literacy - English	G: 41%	G: 63 %
Star 360 Early Literacy	B: 12%	B: 20%
	Y: 22%	Y: 6%
	R: 24 %	R: 11%
Literacy - Spanish	G: 0%	G: 60%
Tejas LEE	B: 15%	B: 17%
	Y: 33%	Y: 14%
	R: 21%	R: 9%

1st Grade		
<i>Green= masters, Blue= meets, Yellow= approaches , Red= Does not meet</i>		
	BOY	MOY

1st Grade

Green= masters, Blue= meets, Yellow= approaches , Red= Does not meet

Literacy English	G: 62%	G: 52%
	B: 6%	B: 13%
BOY-Star 360 Early Literacy	Y: 12%	Y: 25 %
MOY/EOY-Reading	R: 21%	R: 10%
Literacy Spanish	G: 34%	G: 48%
	B: 12%	B: 9%
EDL	Y: 22%	Y: 7%
	R: 32%	R: 37%

2nd Grade

Green= masters, Blue= meets, Yellow= approaches , Red= Does not meet

	BOY	MOY
Reading - English	G: 59%	G: 66%
	B: 10%	B: 13%
	Y: 14%	Y: 5 %
Star 360 Reading	R: 16 %	R: 16%
	(10 kids on Early Lit- not incl)	(3 kids on Early Lit - not incl)
Reading - Spanish	17% on level or above	19% on level or above
EDL		

3rd Grade

Green= At or above, Blue=Below benchmark, Yellow= Intervention, Red= Urgent Intervention

	BOY	MOY
Reading - English	G: 24%	G: 30%
	B: 15%	B: 13%
Star 360 Reading	Y: 18%	Y: 20%
(using STATE as type)	R: 43%	R: 37%
Reading - Spanish	G: 14%	G: 26%
	B: 8%	B: 26%
EDL	Y: 38%	Y: 18%
	R: 41%	R: 31%

4th Grade

Green= At or above, Blue=Below benchmark, Yellow= Intervention, Red= Urgent Intervention

	BOY	MOY
Reading - English	G: 26%	G: 27%
	B: 13%	B: 16%
Star 360 Reading	Y: 19%	Y: 23%
(using STATE as type)	R: 42%	R: 34%

5th Grade

Green= At or above, Blue=Below benchmark, Yellow= Intervention, Red= Urgent Intervention

	BOY	MOY
Reading - English	G: 14%	G: 19%
	B: 14%	B: 20%
Star 360 Reading	Y: 39%	Y: 35%
(using STATE as type)	R: 33%	R: 27%
Reading - Spanish	G: 18%	G: 36 %
	B: 32%	B: 18%
	Y: 11%	Y: 18%
	R: 39%	R: 28%

Star360 Math

1st Grade

Green= masters, Blue= meets, Yellow= approaches , Red= Does not meet

	BOY	MOY
Math - English	G: 69%	G: 88 %
	B: 8%	B: 3 %
Star 360	Y: 16%	Y: 2%
	R: 6%	R: 7%

1st Grade*Green= masters, Blue= meets, Yellow= approaches , Red= Does not meet*

Spanish	G: 66%	G: 82%
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2nd Grade*Green= masters, Blue= meets, Yellow= approaches , Red= Does not meet*

	BOY	MOY
Star 360	G: 55%	G: 77%
	B: 17%	B: 9%
	Y: 13%	Y: 8 %
	R: 14 %	R: 5 %

3rd Grade*Green= At or above, Blue=Below benchmark, Yellow= Intervention, Red= Urgent Intervention*

	BOY	MOY
Math - English	G: 15%	G: 17%
	B: 19%	B: 22%
Star 360	Y: 30%	Y: 35%
(using STATE as type)	R: 37%	R: 26%

4th Grade

Green= At or above, Blue=Below benchmark, Yellow= Intervention, Red= Urgent Intervention

	BOY	MOY
Math - English	G: 13%	G: 24%
	B: 18%	B: 15%
Star 360	Y: 33%	Y: 33%
(using STATE as type)	R: 36%	R: 28%

5th Grade

Green= At or above, Blue=Below benchmark, Yellow= Intervention, Red= Urgent Intervention

	BOY	MOY
Math - English	G: 29%	G: 25 %
	B: 18%	B: 21%
Star 360	Y: 38%	Y: 39%
(using STATE as type)	R: 15 %	R: 16%

Student Learning Strengths

Based on the last 2018-2019 STAAR data there was considerable growth in math and reading for 3rd grade. 5th grade has been able to maintain previous

growth. CWES received a C for student achievement, a B for school progress and a C for closing the gaps. We received an overall score of B. Based on the 20-21 BOY data set we are still performing with math as a relative strength when compared to reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The demands for a Title 1 teacher on a dual language campus are larger than those of a non-title , non-dual language campus. **Root Cause:** There are many demands that are exclusive to a dual language Title 1 campus such as a greater number of at-risk students due to both economics and lack of English language exposure.

Problem Statement 2: We continue to add new to the profession teachers to the staff with 7 in 19-20 and 3 this year for 20-21. **Root Cause:** We have had many staff promotion opportunities along with the need to support family resulting in difficult to find Dual Language teachers.

Problem Statement 3: School Social Workers are licensed mental health providers serving diverse groups of students, families, schools, and communities. School Social Workers provide evidence-based social emotional, and mental health services. School Social Workers promote a safe and equitable school climate and culture supporting positive academic and behavioral outcomes. School Social Workers collaborate with school and community resources empowering students to reach their full potential **Root Cause:** Student inequities have been amplified due to the Covid-19 pandemic making students more vulnerable than before.

Problem Statement 4: The lockdown for Covid-19 created challenges for the delivery of curriculum and instruction to students as well as basic needs such as food and access to community resources. **Root Cause:** Resources were not designed for remote delivery.

Problem Statement 5: Due to Covid-19 many students have had academic deficits amplified and new ones created. **Root Cause:** Many students were not able to fully participate in distance learning and were struggling learners before virtual learning was introduced.

Problem Statement 6: Students continue to show deficits in reading and math. **Root Cause:** We have students that are new to schooling and/or have not had adequate instruction in math and reading.

School Processes & Programs

School Processes & Programs Summary

For 2018-2019 we had 50 referrals, for 2019-20 we have 42 referrals. We have streamlined the PSST process. We have had a significant increase in the overall SPED population in the past 2 years due to increased identification efforts, yet our SPED staffing has decreased (Texas Academic Performance Report (TAPR). There is a need for better delineation of the Problem Solving Report Team processes for behavior (Tiered Fidelity Report (TFI). In 2019-20 we had 91 students. For 2020-21 we have 96 SPED students.

We are a Professional Learning Community Campus and achieve No Place For Hate status each year which is an anti-bullying and peer support program and has many activities that are required to achieve this status. We have several morning tutorial groups. Teachers are given a bonus planning period every 9 weeks where they are able to meet with their PLC and discuss students and plan future lessons. We have a White Tiger Writing Team which is a vertically aligned team that addresses cohesive writing plans and aligned efforts to improve writing.

We have a campus Positive Behavior Intervention Support (PBIS) committee. This committee is composed of teachers that represent various grade levels and they meet monthly to look at and discuss school-wide tier 1 behavior as well as contribute to the discussion of tier 2 and 3 interventions. many of the systems we have in place for dismissal and the cafeteria are in part from the PBIS committee.

School Processes & Programs Strengths

The processes and systems we have in place at CWES are examples for the district. In recent years we have been asked to present to the school board about the Positive Behavior Intervention Support (PBIS) as well as the implementation of instructional technology provided by a bond initiative.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There have been many areas indicated in the climate survey that need to be addressed such as timely feedback and meaningful professional development. **Root Cause:** Many of the tools that we use and the PD we deliver are district developed and are not customized to the specific needs of the campus.

Problem Statement 2: The demands for a Title 1 teacher on a dual language campus are larger than those of a non-title , non-dual language campus. **Root Cause:** There are many demands that are exclusive to a dual language Title 1 campus such as a greater number of at-risk students due to both economics and lack of English language exposure.

Perceptions

Perceptions Summary

The school climate and culture survey was administered at the end of the year during the COVID-19 shelter orders. There was a campus staff, student and parent component. Below are the summary of the results from the three surveys.

Students: have an overall positive perception of the campus in all areas. CWES performed at or above the PfISD average in all areas. This is the first set of data that has been collected.



Caldwell Elementary
Spring 2020 Panorama Student Survey (Classroom-Level), Grades 3-5



Summary

Topic Description	Results	Comparison
Classroom Belonging How much students feel that they are valued members of the classroom community.	64% ▼ 3 since last survey	62% Pflugerville Independent School District
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	73% ▼ 2 since last survey	71% Pflugerville Independent School District

Classroom Engagement

How attentive and invested students are in class.

64%

▼ 4

since last survey

64%

Pflugerville Independent
School District

Classroom Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the classroom.

75%

▼ 4

since last survey

75%

Pflugerville Independent
School District

Pedagogical Effectiveness

Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.

79%

▼ 6

since last survey

78%

Pflugerville Independent
School District

724 responses

The family survey: netted positive results for CWES all the categories are above the PFISD average.



Caldwell Elementary

Spring 2020 Family-School Relationships Survey, Family Survey



Summary

Topic Description

Results

Comparison

Barriers to Engagement

84%

81%

Pflugerville Independent
School District

Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"



SCHOOL DISTRICT

Family Engagement

The degree to which families become involved with and interact with their child's school.

31%

25%

Pflugerville Independent School District

Family Support

Families' perceptions of the amount of academic and social support that they provide their child with outside of school.

72%

68%

Pflugerville Independent School District

School Climate

Perceptions of the overall social and learning climate of the school.

80%

68%

Pflugerville Independent School District

School Safety

Perceptions of student physical and psychological safety at school.

84%

75%

Pflugerville Independent School District

90 responses

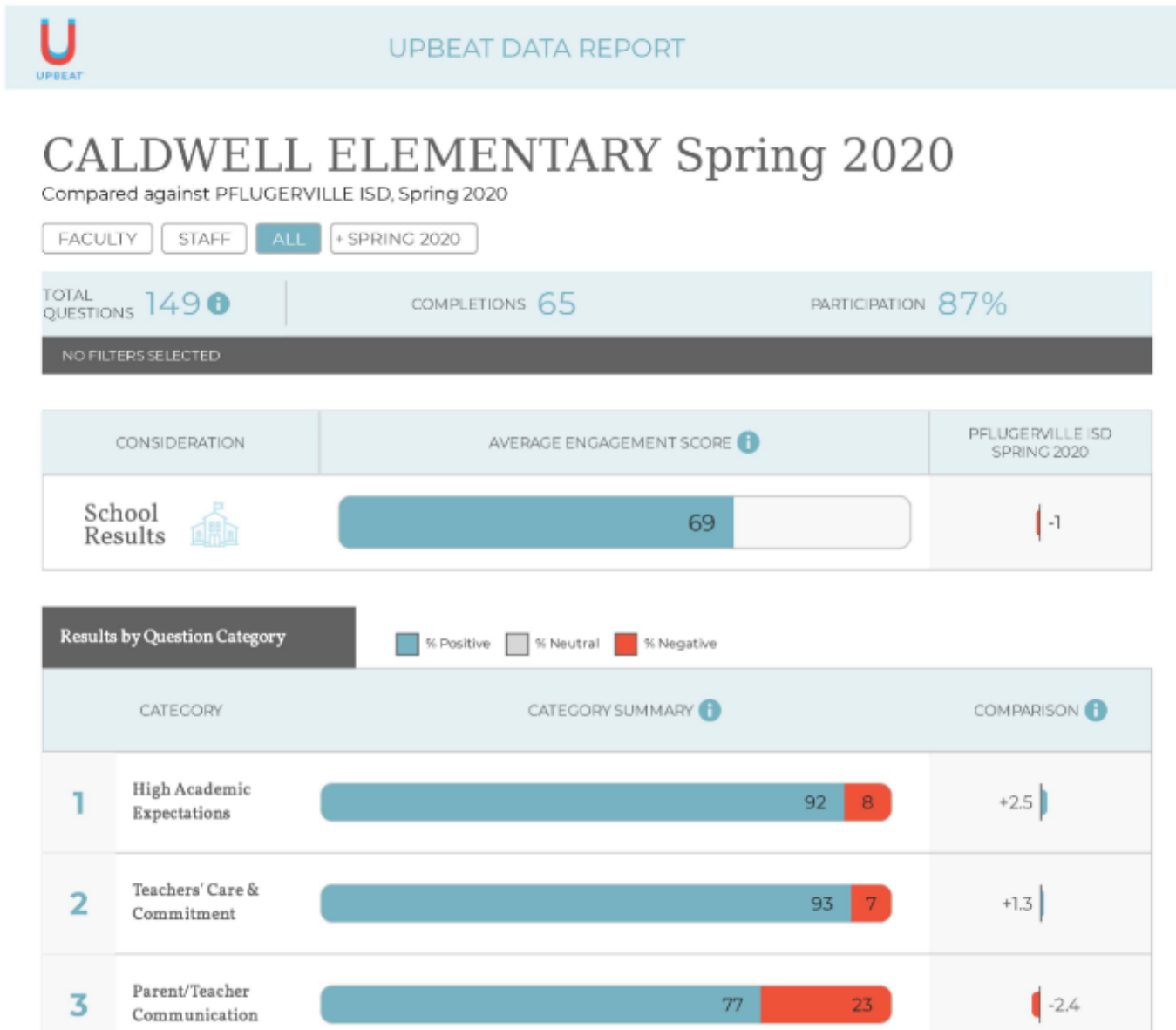
The staff survey: showed some significant improvements. Areas that were lower and have been an focus of previous work are

Teacher Appreciation -7.8

Teacher Collaboration -6.5

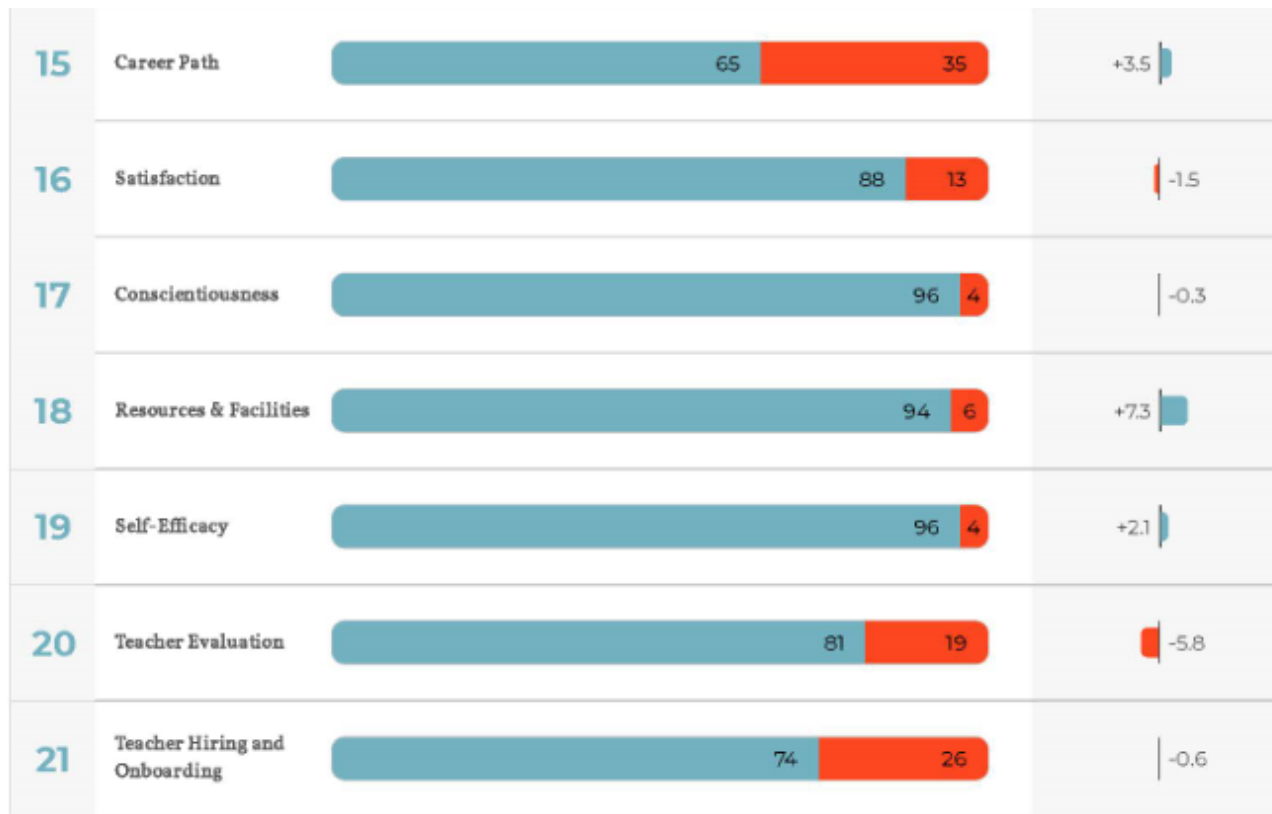
Teacher Evaluation -5.8

Teacher appreciation will continue to be worked on. True efforts made in 2019-20 were thwarted by the Covid-19 pandemic so the true outcomes stopped short of full implementation. The survey was also given when teachers were forced to adopt new teaching strategies in moving to virtual learning.



4	Meaningful Work	99	+3.1
5	High Quality Professional Development	82	-1
6	Teacher Autonomy	85	+2.8
7	Teacher Influence in School Administration	91	+15.6

8	Principal/Teacher Trust	89	+6.2
9	Instructional Leadership	81	+1.4
10	School Safety & Order	91	+5.5
11	Teacher Appreciation	66	-7.8
12	Teacher Collaboration	79	-6.5
13	Work/Life Balance	85	+1.1
14	Distance	50	-1.3



Perceptions Strengths

Anecdotal data indicates that parents, staff and students are content with the school and the direction in which the campus is heading. We will continue the activities that have allowed us to trend upward until we receive data that indicates otherwise. This is also mentioned by visitors to the campus as they know it has a positive atmosphere. We have also had an increase of student transfer requests to both stay at the campus as well as (non-CWES qualified attendees) to attend the school. We have also been a campus that has received many students and parents who struggled to be successful at other campuses and have been able to create a collaborative environment where both the parents and students feel welcomed.

CWES is a nurturing, inviting school where all students are valued and challenged for positive academic, social, and emotional growth. The campus PBIS committee promotes a positive campus climate experience for students, staff, parents, and community. We were selected as an exemplary model campus to

share excellent PBIS strategies and practices to the Pflugerville ISD School Board. Community members comment about the positive, inclusive, and welcoming environment that is portrayed at CWES by students and staff. No Place for Hate initiatives promote a safe, positive environment for all students to benefit and grow socially and emotionally. The campus builds a positive learning community with parents by promoting and encouraging campus volunteers, active and open communication, and extracurricular activities for students and families to enjoy and participate in.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We continue to add new to the profession teachers to the staff with 7 in 19-20 and 3 this year for 20-21. **Root Cause:** We have had many staff promotion opportunities along with the need to support family resulting in difficult to find Dual Language teachers.

Problem Statement 3: Based on FitnessGram data there are students whose results indicate needs improvement with body composition, heart health and muscle fitness. **Root Cause:** There needs to be more explicit opportunities for exercise and fitness activities.

Problem Statement 4: There have been many areas indicated in the climate survey that need to be addressed such as timely feedback and meaningful professional development. **Root Cause:** Many of the tools that we use and the PD we deliver are district developed and are not customized to the specific needs of the campus.

Problem Statement 5: The demands for a Title 1 teacher on a dual language campus are larger than those of a non-title , non-dual language campus. **Root Cause:** There are many demands that are exclusive to a dual language Title 1 campus such as a greater number of at-risk students due to both economics and lack of English language exposure.

Pflugerville Independent School District

Caldwell Elementary School

HB3 EC-LM and CCMR Plans

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Goals

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

Performance Objective 5: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 49% by June 2021 and to 53% by June 2024.

HB3 Goal

Evaluation Data Sources: Gr. 3 STAAR Reading Assessment
Ready, Set, K! Assessment
TX-KEA Assessment
TPRI Assessment
Tejas Lee Assessment
Star 360 Reading Assessment

Summative Evaluation: None

Strategy 1: Teachers will project one years growth for students in Reading and monitor progress using the universal screener data. This will be monitored for MOY and EOY progress.

Strategy's Expected Result/Impact: 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 62% to 63% by June 2021 and to 66% by June 2024 to meet the HB3 Early Childhood Literacy Goal.

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 57% to 58% by June 2021 and to 61% by June 2024 to meet the HB3 Early Childhood Literacy Goal.

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 53% to 54% by June 2021 and to 57% by June 2024 to meet the HB3 Early Childhood Literacy Goal.

Staff Responsible for Monitoring: Teachers, admin, IC and interventionist

Problem Statements: None

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Formative

Nov November Evidence of Progress

Jan January Evidence of Progress

Mar March Evidence of Progress

Summative

June June Evidence of Progress

Strategy 2: Pre-K teachers and admin staff will monitor students progress with the Ready set K assessment and provide in class practice in the areas of need as identified.

<p>Strategy's Expected Result/Impact: 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 62% to 63% by June 2021 and to 66% by June 2024 to meet the HB3 Early Childhood Literacy Goal.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, IC, Admin.</p> <p>Problem Statements: None</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Strategy 3: Teachers will project one years growth for students in Reading and monitor progress using the universal screener data. This will be monitored for MOY and EOY progress.

<p>Strategy's Expected Result/Impact: The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 57% to 58% by June 2021 and to 61% by June 2024 to meet the HB3 Early Childhood Literacy Goal.</p> <p>Staff Responsible for Monitoring: Teachers, admin, IC and interventionist</p> <p>Problem Statements: None</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Strategy 4: Teachers will project one years growth for students in Reading and monitor progress using the universal screener data. This will be monitored for MOY and EOY progress.

Strategy's Expected Result/Impact: 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 53% to 54% by June 2021 and to 57% by June 2024 to meet the HB3 Early Childhood Literacy Goal.

Staff Responsible for Monitoring: Teachers, admin, IC and interventionist

Problem Statements: None

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Formative

Nov **November Evidence of Progress**

Jan **January Evidence of Progress**


Mar **March Evidence of Progress**

Summative

June **June Evidence of Progress**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 52% to 53% by June 2021 and to 56% by June 2024.

HB3 Goal

Evaluation Data Sources: Gr. 3 STAAR Math Assessment
 Ready, Set, K! Assessment
 TX-KEA Assessment
 Star 360 Math Assessment

Summative Evaluation: None

Strategy 1: Pre-K teachers and admin staff will monitor students progress with the Ready set K assessment and provide in class practice in the areas of need as identified.

Strategy's Expected Result/Impact: The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 76% to 77% by June 2021 and to 80% by June 2024 to meet the HB3 Early Childhood Math Goal.

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 46% to 47% by June 2021 and to 52% by June 2024 to meet the HB3 Early Childhood Math Goal.

The percent of 1st through 3rd grade students that score on grade level or above on the STAAR and Star 360 Mathematics assessments will increase from 71% to 72% by June 2021 and to 75% by June 2024 to meet the HB3 Early Childhood Math Goal.

Staff Responsible for Monitoring: Teachers, admin, IC and interventionist

Problem Statements: None

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Formative

Nov November Evidence of Progress

Jan January Evidence of Progress

Mar March Evidence of Progress

Summative

June June Evidence of Progress

Strategy 2: Pre-K teachers and admin staff will monitor students progress with the Ready set K assessment and provide in class practice in the areas of need as identified.

<p>Strategy's Expected Result/Impact: The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 76% to 77% by June 2021 and to 80% by June 2024 to meet the HB3 Early Childhood Math Goal.</p> <p>Staff Responsible for Monitoring: Teachers, admin, IC and interventionist</p> <p>Problem Statements: None</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Strategy 3: Teachers will project one years growth for students in Reading and monitor progress using the universal screener data. This will be monitored for MOY and EOY progress.

<p>Strategy's Expected Result/Impact: The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 46% to 47% by June 2021 and to 52% by June 2024 to meet the HB3 Early Childhood Math Goal.</p> <p>Staff Responsible for Monitoring: Teachers, admin, IC and interventionist</p> <p>Problem Statements: None</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Strategy 4: Teachers will project one years growth for students in Reading and monitor progress using the universal screener data. This will be monitored for MOY and EOY progress.

Strategy's Expected Result/Impact: The percent of 1st through 3rd grade students that score on grade level or above on the STAAR and Star 360 Mathematics assessments will increase from 71% to 72% by June 2021 and to 75% by June 2024 to meet the HB3 Early Childhood Math Goal.

Staff Responsible for Monitoring: Teachers, admin, IC and interventionist

Problem Statements: None

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Formative

Nov **November Evidence of Progress**


Jan **January Evidence of Progress**


Mar **March Evidence of Progress**

Summative

June **June Evidence of Progress**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Pflugerville Independent School District

Caldwell Elementary School

Performance Objectives

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Goals

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

Performance Objective 1: All CWES teachers will participate in appropriate professional development to support the needs of all students at CWES. By the end of the 2020-2021 school year, teachers will show +5% in agree/strongly agree " Staff development provides teachers with useful knowledge and skills" on the EOY climate survey. Currently 53% Agree or Strongly agree.

Performance Objective 2: CWES teachers will receive routine and explicit feedback from the administrative team and instructional coaches so that it will positively impact student achievement and staff climate.

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

Performance Objective 1: CWES will meet the needs of all students through high-quality classroom instruction and varied interventions ensuring at least one year's academic growth for 80% of all students PK-2 in reading and for 3-5th meets or better +5% for each group for STAAR reading for Domain 1, and +3% or better performance for Domains 2 & 3 at the completion of the 2020-2021 school year.

Performance Objective 2: CWES will meet the needs of all students through high-quality classroom instruction and varied interventions ensuring at least one year's academic growth for 80% of all students in math and overall 25% meets or a better for STAAR Math + 3% or better for Domains 2 and 3 at the completion of the 2020-2021 school year.

Performance Objective 3: Improve 2020-2021 STAAR Writing results in student performance All student groups will perform as follows by +5% based on 4th Grade STAAR Writing 2019: (Currently at All- 61, Hisp- 58, Eco Dis 53, EL- 64, Continuously Enrolled- 67)

Performance Objective 4: CWES will increase Masters Grade Level performance in the all-student group by 5% on 2021 STAAR assessments.

Performance Objective 5: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 49% by June 2021 and to 53% by June 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 6: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 52% to 53% by June 2021 and to 56% by June 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 7: Improve 2020-2021 STAAR Science results in student performance All student groups will perform as follows by +5% based on 5th Grade STAAR Science 2019 scores: (Currently at All- 78, Hisp- 84, Eco Dis 73, EL- 81, Continuously Enrolled- 74)

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

Performance Objective 1: By the end of the 2020-21 school year, students will be exposed to various career and college opportunities.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: CWES will meet the needs of all students and families through a focus on creating positive relationships, effective communication, bullying education, physical health, social-emotional development, and celebrating diversity by achieving the No Place For Hate designation at the end of the 2020-2021 school year.

Performance Objective 2: CWES will increase our average daily attendance to 98% for the 2020-2021 school year. *May be impacted due to Covid-19

Performance Objective 3: By the end of the 2020-21 school year, CWES will have refined four system-wide practices that impact student learning as evident in schedules, agenda and other artifacts.