

Pflugerville Independent School District

Pflugerville High School

2023-2024 Board Approved



Board Approval Date: October 19, 2023

Mission Statement

To develop responsible, respectful, literate citizens by fostering educational, social, and personal growth.

Vision

To pursue excellence by developing prepared, responsible, successful citizens of the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pflugerville High School is located on the bustling FM 1825 (Pecan Street) near the heart of downtown Pflugerville, Texas. Pflugerville High School is proud to serve a diverse community of 1831 students as of Fall 2023.

Students

The ethnic diversity of the student body includes 53% Hispanic, 18% White, 19% African American, 7% Asian, 4% Two or More races.

Student Demographics - Pflugerville High School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	1,941	1,949	1,844	1814	1831
African American	18.1%	18.3%	18.2%	18.9%	19.3%
Hispanic	49.8%	49.6%	48.5%	51.3%	52.5%
White	20.1%	19.8%	21.8%	18.5%	17.5%
American Indian	0.4%	0.2%	0.2%	0.1%	0.1%
Asian	7.9%	8.5%	7.5%	7.4%	6.5%
Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Two or More Races	3.7%	3.5%	3.4%	3.8%	4.0%

Pflugerville High School is a Title I Schoolwide campus with about 39% of students identified as economically disadvantaged. PHS provides a wide array of instructional and support services, supporting 12% of students under Section 504, 13% of students receiving special education services, and 21% of students who are Emergent Bilingual students. Over the last several years, there has been a steady increase in students receiving dyslexia services, Section 504, special education, Emergent Bilingual, immigrant, and students identified as At-Risk for dropping out of school

Student Special Program Identification/Participation - Pflugerville High School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	47.4%	47.7%	45.4%	44.5%	38.9%
Emergent Bilingual (EB/ELs)	9.1%	12.1%	14.8%	18.1%	20.7%
At-Risk	48.9%	50.9%	51.9%	67.97%	64.4%

Student Special Program Identification/Participation - Pflugerville High School (Source: TAPR & OnDataSuite)					
Special Education	13.1%	13.3%	12.6%	11.9%	12.6%
CTE	74.0%	74.6%	76.4%		
Gifted & Talented	10.5%	10.7%	10.1%	11.0%	10.98%
Dyslexia	4.3%	5.1%	5.3%	6.6%	7.2%
Section 504	9.1%	10.4%	10.7%	13.1%	11.96%
Immigrant	1.0%	1.6%	1.7%	2.6%	3.3%
Homeless	1.4%	1.3%	1.4%	1.1%	1.2%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate (for prior year)	11.5%	11.6%	9.6%	not yet reported	not yet reported

Staff

Pflugerville High School's teaching staff is experienced and prepared to serve all learners. Approximately 50% of teachers have more than 11 years of teaching experience and most teachers elect to return year after year. The teaching staff is not as ethnically diverse as the student body, however. 70% of the teaching staff is White, 16% Hispanic, and 8% African American.

Teacher Demographics - Pflugerville High School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Teachers	135.2	130.6	135.5	149.0	138.6
African American	5.9%	5.4%	5.3%	4.4%	7.9%
Hispanic	13.8%	16.1%	15.1%	19.3%	16.1%
White	75.4%	73.6%	73.9%	70.7%	70.3%
American Indian	0.7%	0.0%	0.0%	0.0%	0.0%
Asian	0.4%	1.1%	1.3%	1.3%	1.5%
Pacific Islander	0.7%	0.8%	1.5%	1.3%	0.7%
Two or More Races	3.0%	3.1%	3.0%	3.0%	3.4%

Teachers by Years of Experience - Pflugerville High School (Source: TAPR)						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning Teachers	5.7%	5.4%	2.6%	4.9%	5.3%	6.2%
1-5 Years Experience	27.8%	28.6%	26.3%	24.2%	26.5%	19.8%
6-10 Years Experience	18.9%	18.1%	21.2%	16.4%	21.0%	22.8%
11-20 Years Experience	28.9%	29.9%	32.3%	33.8%	26.4%	29.3%
Over 20 Years Experience	18.7%	17.9%	17.7%	20.6%	20.9%	21.9%

Demographics Strengths

- Diversity is one of Pflugerville High School's greatest attributes. PHS student population and faculty continue to be diverse and reflect our strong culturally diverse learning environment and climate at the campus.
- Each student brings with them a different set of experiences which contributes to the richness of the curriculum and educational atmosphere.
- Each student's learning experience is enhanced with the heightened exposure to a faculty with vast experiences and advanced levels of education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 71% of staff stated that they feel prepared to engage in conversations about racism and other forms of discrimination with their students. **Root Cause:** Additional training for teachers and staff to increase their understanding of Culture Competence to equip them to engage in diversity conversations.

Problem Statement 2 (Prioritized): The Spring 2023 Climate survey indicates that only 57% of staff stated that the diversity of the teachers at PHS is representative of the diversity of PHS students. **Root Cause:** The lack of clarity around current staff demographics vs. current student demographics creates a communication barrier with teachers and staff.

Student Learning

Student Learning Summary

2023 Accountability Rating: Pending TEA

The following information will provide a glimpse into student learning throughout the 2023-2024 school year.

College, Career, and Military Readiness Graduates

College, Career, and Military Readiness (Class of 2022; as reported in CCMR Verifier for 2023 Accountability)	
Total Credit for CCMR Graduates	66%
Met TSI in BOTH ELA/Reading and Math (earned CCMR)	54%
Met TSI in ELA/Reading	55%
Met TSI in Math	59%
Met Criterion Score on AP/IB in any subject	26%
Dual Credit-Earned at least 3 hrs. in Math or ELA	6%
Industry Based Certification earned	10%
Special Ed. Receiving Advanced Degree Plan	6%

2023 STAAR Results

	%Pass App+	Approaches	Meets	Masters
English I	66%	17%	38%	11%

	%Pass App+	Approaches	Meets	Masters
English II	74%	18%	45%	11%
Algebra I	72%	34%	23%	15%
Biology	90%	31%	38%	20%
US History	96%	26%	31%	38%

TELPAS Results: Spring 2023

The following data represents the percentage of students who performed at the Beginning, Intermediate, Advanced, or Adv High on TELPAS in each tested area in the Spring of 2023.

TELPAS Composite Rating - Current 9th Grade -03/2023			
Beginning	Intermediate	Advanced	Adv High
5%	21%	29%	45%
TELPAS Composite Rating - Current 10th Grade -03/2023			
Beginning	Intermediate	Advanced	Adv High
1%	25%	52%	19%
TELPAS Composite Rating - Current 11th Grade -03/2023			
Beginning	Intermediate	Advanced	Advanced High
6%	32%	33%	26%
TELPAS Composite Rating - Current 12th Grade -03/2023			
Beginning	Intermediate	Advanced	Adv High
5%	39%	38%	14%

Grade	Beginning	Intermediate	Advanced	Advanced High
9th	+4	+7	-30	+20
10th	-2	-1	-1	+2
11th	+2	+11	-19	+8
12th	+4	+16	-5	-4

When compared to the data of 2022, PHS has increased advanced high composite ratings in grades 9th through 11th.

2022 Accountability Ratings

Overall = B: Recognized Performance

- Domain 1, Student Achievement = B: Recognized Performance
- Domain 2, School Progress, Academic Growth = C: Acceptable Performance
- Domain 2, School Progress, Relative Performance = B: Recognized Performance
- Domain 3, Closing the Gaps = C: Acceptable Performance

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		87	B
STAAR Performance	47	75	
College, Career and Military Readiness	67	92	
Graduation Rate	100	100	
School Progress		82	B

Academic Growth	67	76	C
Relative Performance (Eco Dis: 45.4%)	57	82	B
Closing the Gaps	67	79	C

2022 Closing the Gaps

Using the targets that were set by the Texas Education Agency for each student group evaluated in the Closing the Gaps domain, a total of 19 targets were missed, including all targets set for Math at Meets Grade level or above (*Academic Achievement*). The list below includes all targets that were missed for Pflugerville High School in this domain.

Academic Achievement Status in ELA (Meets Grade Level or above performance on English I & English II EOCs):

- Current Special Education student group (missed by 6%)
- Non-Continuously Enrolled (missed by 1%)

Academic Achievement Status in Math (Meets Grade Level or above performance on Algebra I EOCs):

- All Students (missed by 17%)
- African American (missed by 10%)
- Hispanic (missed by 18%)
- Asian (missed by 15%)
- Eco Dis (missed by 15%)
- EB/EL (missed by 13%)
- Current Special Education (missed by 16%)
- Continuously Enrolled (missed by 11%)
- Non-Continuously Enrolled (missed by 36%)

Graduation Rate Status (4-year federal graduation rates):

- African American (did not increase from Class of 2020 to Class 2021)
- EB/EL (below the 90% target at 87.8%)

Student Success Status (average performance across all STAAR EOCs):

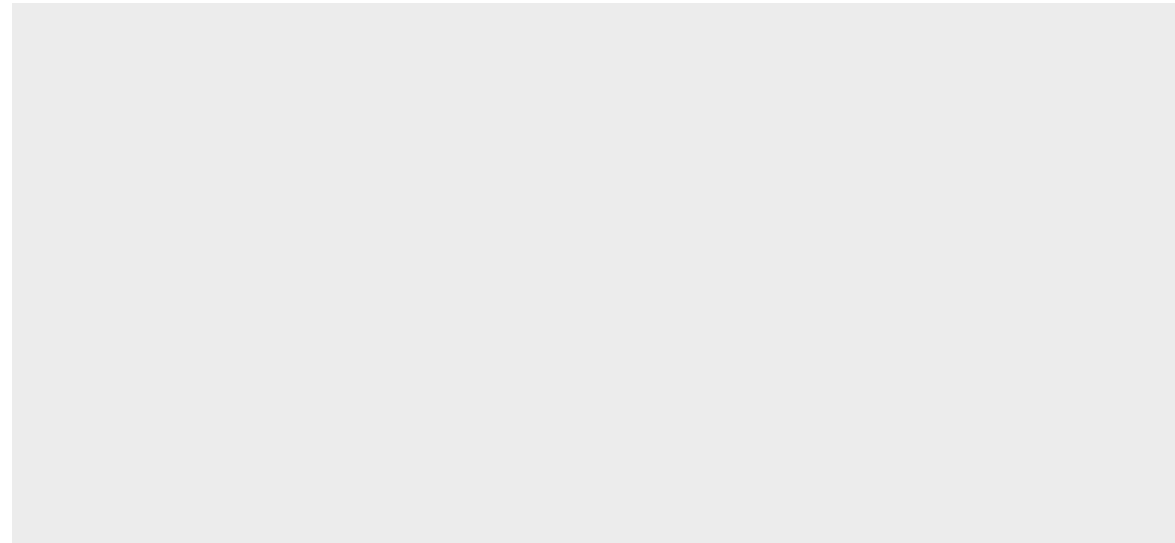
- Asian (missed by 3 point)
- EB/EL (missed by 2 points)
- Current Special Education (missed by 3 points)
- Former Special Education (missed by 1 points)
- Non-Continuously Enrolled (missed by 7 points)

All 2022 Closing the Gaps targets for all student groups for School Quality Status were met for Class of 2021 graduates earning CCMRs, with the exception of our Asian student group (missed by 1%).

	Academic Achievement				
Student Group	ELA/Reading	Mathematics	Graduation Rate	English Language Proficiency	School Quality
	45%		75%	100%	99%

% of Targets Met	45% (10 out of 22)		75% (6 out of 8)	100% (1 out of 1)	90% (9 out of 10)
All Students	✓	✗	✓	n/a	✓
African American	✓	✗	✗	n/a	✓
Hispanic	✓	✗	✓	n/a	✓
White	✓	✗	✓	n/a	✓
American Indian	n/a	n/a	n/a	n/a	n/a
Asian	✓	✗	✓	n/a	✗
Pacific Islander	n/a	n/a	n/a	n/a	n/a
Two or More Races	✓	n/a	n/a	n/a	n/a
Economically Disadvantaged	✓	✗	✓	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✗	✗	✓	✓
Receiving Special Education Services	✗	✗	✓	n/a	✓
Formerly Receiving Special Education Services	✓	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✗	n/a	n/a	✓
Non-Continuously Enrolled	✗	✗	n/a	n/a	✓

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



Student Learning Strengths

2023 STAAR Results show as follows:

- Increase in ELA from 68% in 2022 to 70% in 2023
- Increase in Algebra from 69% in 2022 to 72% in 2023
- Increase in Biology from 83% in 2022 to 90% in 2023
- Increase in US History from 89% in 2022 to 96% in 2023

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2023 Spring EOC Meets Level Performance was lower than the state average in Algebra 1 (State- 45%, PHS-39%) **Root Cause:** There was a lack of explicit EOC based daily instruction such as EOC-based questions/warmups being used on a daily basis, and lack of streamlining student intervention processes and lessons.

Problem Statement 2 (Prioritized): A large gap exists in performance between our African American (42%) and Hispanic (43%) student groups and our White student group (58%).
Root Cause: We are not doing enough/the right instruction/intervention to close the achievement gaps.

Problem Statement 3 (Prioritized): The senior CCMR is 58.5% as of March 10th, 2023 compared to 55% as of April 1st, 2022 compared to 60% at the end of the 2020-2021 school year. **Root Cause:** We do not have a comprehensive CCMR plan.

School Processes & Programs

School Processes & Programs Summary

Instructional & Curricular Programming

Pflugerville High School is a comprehensive high school offering a variety of instructional programming, using multiple curricular resources. Teachers and campus leadership are consistently working together to improve and design instruction to meet all of our students' needs. During the 2023-2024 school year, the instructional focus will be to collaborate with teachers to improve student performance and increase teacher effectiveness.

In order to support academic gaps for the 23-24 school year and meet HB 1416 requirements for Accelerated Instruction. Our students who do not demonstrate mastery on STAAR to be supported with supplemental instruction designed to increase student success on STAAR on future assessments. Pflugerville High School offers supplemental instruction to students that have not demonstrated mastery on English I, English II, Algebra I, Biology, or US History STAAR exams during ACE time. This intervention time is scheduled during the school day and offers students targeted instruction in the area that is needed for each student for which this is required.

Professional Learning Communities:

All teachers actively participate in weekly Professional Learning Communities. During PLC time, teachers collaboratively plan, disaggregate data, and share in the workload. PLC collaboration enables teachers to dive into data together and create lesson designs that focus on student achievement and student success. The 23-24 master schedule is optimized for PLC meeting time. As a result PLC time is embedded within the instructional day.

Personnel (Recruit/Support/Retain)

Teachers new to campus are assigned a "buddy" to help the teacher acclimate to the campus, the culture, policies and procedures. Teachers that are new to the profession are supported by a New to the Profession PLC at the district level and assigned a mentor teacher, who is also supported by the district. Campus leadership makes it a priority to support campus morale with monthly acts of teacher and staff appreciation.

Our teaching staff is both experienced and well educated. 33% of PHS teachers hold an advanced degree, over 70% of the teaching staff has over six years of experience teaching.

The design of teacher and staff professional learning experiences is a collaborative effort. A team of teachers and campus leadership, known as the Professional Learning Steering Committee, collaborates several times a year to design professional learning based upon need, as determined by student achievement and observation data, and teacher and staff interest.

Organizational

Pflugerville High School was named an AVID National Demonstration Campus in 2018, and we have been able to continue to maintain this distinction. Students and staff are supported with ongoing professional learning opportunities designed to support a "college going culture" for the campus at large. In addition, roughly 186 students are supported by the AVID program.

The AVID student population is diverse and is built to somewhat mirror the campus ethnic demographics. AVID students include 39% Hispanic, 17% African American, 8% White, 5% Asian, and 5% with two or more races. AVID students are defined as students in the academic middle, capable of completing a college preparatory path with support. These students often are not realizing their full potential academically. In the identification process a number of criteria are considered, including: State Test Scores, Grades, Citizenship,

Attendance, Desire and Determination, First in Family to Attend College, Historically Underrepresented in 4-year Colleges, Economically Disadvantaged, and Other Special Circumstances. While all of the criteria are considered for acceptance into the program, no single criteria will necessarily eliminate a student from consideration.

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The AVID program should reflect the demographics of the school it is serving. Students participating in special education, gifted and talented programs, and ELL will be considered for AVID based on the criteria listed above. Currently, there are a number of students from these groups successfully participating in the AVID program. Pflugerville High School uses the AVID program to support all other academic programming, guided by the AVID Site Team, consisting of a combination of teachers, counselors, and administrators. Strategies used by AVID students are demonstrated to all staff and are taught within all classes.

Pflugerville HS has trained 30% of staff through approved AVID Center training and continues to strive toward including additional teaching staff in participation in the AVID Summer Institute.

School Processes & Programs Strengths

Instructional & Curricular Programming

There is an established network for professional collaboration and support through weekly PLC meeting structures.

- Common Assessment processes including teacher-created blueprints, assessment writing teams by grade level department, and teacher data analysis through PLC

Personnel (Recruit/Support/Retain)

Pflugerville High School teaching staff are experienced and well educated. There is an established culture of teacher appreciation and systems of ongoing support for new and established teachers.

- Campus access to social media, campus website, and campus marquee to highlight accomplishments, recognitions, and celebrations for PHS Staff & Students.
- Teacher leadership and opportunities to participate in curriculum and instructional development is ongoing. Teachers have opportunities to participate in CAAC, ILT, Advanced Academics, and AVID committees to provide input designed to improve campus instructional processes and school climate.
- New Teachers have the opportunities to be part of the District New Teacher Academy and participate in campus NTO PLC's.

Organizational

In 2018, Pflugerville High School was named an AVID National Demonstration School. During this school year, PHS will serve as a model for schools around the country and support the AVID network with training campuses during their implementation phase.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 63% of staff stated that teachers have influence over the hiring of professional staff. **Root Cause:** There is a lack of understanding of the hiring process and a teacher shortage caused for quicker hiring turnaround over the summer.

Problem Statement 2: Campus is not maximizing the use of "ACE" time for intervention. **Root Cause:** There is not a systemic plan for ACE time that includes targeted needs, resources, and training.

Perceptions

Perceptions Summary

Fall 2022-2023 Student Experience Survey Results

Emotion Regulations	43%	+1
Grit	46%	0
Growth Mindset	47%	+2
Self-Efficacy	34%	+2
Social Awareness	52%	-1

College & Career:

	Class of 2023	Class of 2022	Class of 2021
Total College Applications	1,814	1,660	1,349
Total Acceptances	1,365	1,362	Unknown
Total Scholarships	18.75 million	20.7 million	18.1 million
Apply Texas	99.76 %	100 %	100 %
Financial Aid	90.7 %	95.4 %	98 %
Financial Aid Opt-Out	26	21	12

Comparison	Math	English	Complete
Class of 2023	301 (71.8%)	324 (77.3%)	273 (65.2%)
Class of 2022	354 (80%)	280 (63.2%)	277 (62.6%)
Class of 2021	318 (69.7%)	312 (68.4%)	278 (60.9%)

99.76% of Senior students (class of 2023) completed their Apply Texas application in the Spring of 2023. 90% of the class of 2023 completed their FASFA or

TASFA and 65.2% of these students met CCMR.

Fall 2022-2023 Family Engagement Survey Results

Our Panorama Family Survey results were lower on every category compared to the 2021 data.

2022-2023 Staff Climate Survey Results

The Spring 2023 Upbeat Campus Climate Survey (78% participation) reflected the following strengths and challenges:

According to the Pflugerville High School 2022-2023 Upbeat Campus Climate survey, the category of Principal Leadership (Teacher Evaluation) received high positive responses (96%). The categories of Instructional Leadership and Equity also received positive gains of +1.6 & +2.3.

Strengths:

PHS Spring 22-23 UPBEAT CLIMATE SURVEY			
Domain	Positive	Negative	Decrease/Increase
Principal/Teacher Trust	96	4	+1.6
Instructional Leadership	96	4	+1.6
Equity	96	4	+2.3

Challenges:

PHS Spring 22-23 UPBEAT CLIMATE SURVEY			
Domain	Positive	Negative	Decrease/Increase
Professional Development	58	42	+8.7
Work Life Balance	62	38	+5.1
Compensation & Career Path	51	49	+6.4

Attendance:

PHS has a cumulative attendance of 91.42% for SY22-23, a slight increase from the previous school year.

Attendance by grade level for SY22-23:

9th	92.43%
10th	91.72%
11th	90.11%
12th	91.55%

Discipline:

According to Skyward, the referral data for SY22-23 PHS is as follows:

There were more referrals issued to males (1079) vs. females (849). There were a total of 1928 referrals during the 22-23 school year.

Breakdown of Assigned Actions for Discipline Referrals:

A total of 1,928 referrals were issued during the school year.

39% of referrals were related to truancy and tardiness. The other 60% were resulted primarily for non-compliance, disrespect, mutual combat, and possession of prohibited items/smoking devices.

Additionally, like many schools across the region and nation, we have an over representation of students in special education and African American students receiving disciplinary referrals. Finally, PHS has utilized ESSER funds to hire an At-Risk Facilitator and a Restorative Practices Facilitator to help support campus implementation of campus wide strategies.

Perceptions Strengths

According to the Spring 2023 Upbeat Staff Survey

- Principal Trust/Teacher trust increased by +1.6 leading to a 96%, PHS also continues to increase in the areas of Equity (96%) +2.3 and Instructional Leadership(96%) +1.6.

According to the Fall 2022 Panorama Survey

- The parents at our campus indicate that they have a desire to learn more about communicating with the school and preparing their children for Post Secondary Success.
- The overwhelming majority of teachers feel positive about the importance of their work and see themselves staying in the community and profession. The majority of students notice a positive connection with the relationships they have with their teachers.
- The majority of students reported that they are able to regulate their emotions and have increased their social awareness. Students feel that their teachers are strong pedagogically and that they have had a positive social and learning climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 49% of staff stated that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes. **Root Cause:** Teachers have different levels of training regarding utilization of positive behavior supports and interventions.

Problem Statement 2 (Prioritized): Only 34% of students said they feel able to pull themselves out of a bad mood and only 39% of students said that when things go wrong they are able to stay calm and only 55% of students said they can control their emotions when they needed. **Root Cause:** Need continued consistency in the intentional teaching of how to utilize SEL/coping skills for students and staff. Incorporate character education.

Priority Problem Statements

Problem Statement 1: 71% of staff stated that they feel prepared to engage in conversations about racism and other forms of discrimination with their students.

Root Cause 1: Additional training for teachers and staff to increase their understanding of Culture Competence to equipped them to engage in diversity conversations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The Spring 2023 Climate survey indicates that only 57% of staff stated that the diversity of the teachers at PHS is representative of the diversity of PHS students.

Root Cause 2: The lack of clarity around current staff demographics vs. current student demographics creates a communication barrier with teachers and staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The senior CCMR is 58.5% as of March 10th, 2023 compared to 55% as of April 1st, 2022 compared to 60% at the end of the 2020-2021 school year.

Root Cause 3: We do not have a comprehensive CCMR plan.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 2023 Spring EOC Meets Level Performance was lower than the state average in Algebra 1 (State- 45%, PHS-39%)

Root Cause 4: There was a lack of explicit EOC based daily instruction such as EOC-based questions/warmups being used on a daily basis, and lack of streamlining student intervention processes and lessons.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Only 63% of staff stated that teachers have influence over the hiring of professional staff.

Root Cause 5: There is a lack of understanding of the hiring process and a teacher shortage caused for quicker hiring turnaround over the summer.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: A large gap exists in performance between our African American (42%) and Hispanic (43%) student groups and our White student group (58%).

Root Cause 6: We are not doing enough/the right instruction/intervention to close the achievement gaps.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Only 49% of staff stated that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes.

Root Cause 7: Teachers have different levels of training regarding utilization of positive behavior supports and interventions.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Only 34% of students said they feel able to pull themselves out of a bad mood and only 39% of students said that when things go wrong they are able to stay

calm and only 55% of students said they can control their emotions when they needed.

Root Cause 8: Need continued consistency in the intentional teaching of how to utilize SEL/coping skills for students and staff. Incorporate character education.

Problem Statement 8 Areas: 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- T-TESS data
- T-PESS 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: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 1: 70% of the staff will state that the professional development available to them helps them improve their teaching and good use of their time on the 2023-24 Climate Surveys.

High Priority

Evaluation Data Sources: Upbeat Climate Survey

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

Performance Objective 2: 70% of staff will state that the diversity of the teachers at my school is representative of the diversity of our students on the 2023-24 Climate Surveys.

Evaluation Data Sources: Upbeat Climate Survey and staffing/student reports

PHS administrators will participate in recruiting events and connect with universities with historically diverse populations when recruiting applicants for open teaching positions.

Increased diversity across PHS faculty and staff that more closely represents our student population.

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

Performance Objective 3: 80% of staff will state that parents and teachers at my school work together as partners on the 2023-24 Climate Surveys.

Evaluation Data Sources: Upbeat Climate Survey and staffing/student reports

District created parent/student survey

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

Performance Objective 4: 70% of staff will state that the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes and 73% of staff will state the disciplinary practices are applied fairly to all students at my school on the 2023-24 Climate Surveys.

Evaluation Data Sources: Upbeat Climate Survey and staffing/student reports

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

Performance Objective 5: 70% of staff will state that they feel confident they can maintain their daily workload for the long term on the 2023-24 Climate Surveys.

Evaluation Data Sources: Upbeat Climate Survey and staffing/student reports

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

Performance Objective 1: Pflugerville High School will demonstrate a 5% increase in the percentage of students who perform at Meets Grade Level or above on the Spring 2024 Algebra 1, Biology, English I, English II, and U.S. History STAAR EOCs compared to the 2022-2023 results.

Evaluation Data Sources: Spring 2024 STAAR EOC results compared to Spring 2023 results

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

Performance Objective 2: Pflugerville High School will demonstrate a 5% increase in the percentage of students who exceed their progress measure in reading and math on the Spring 2024 Algebra 1 and English II STAAR EOCs compared to the 2022-2023 results.

Evaluation Data Sources: Spring 2024 STAAR EOC results compared to Spring 2023 results

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

Performance Objective 3: Pflugerville High School will close the Meets Grade Level achievement gap of both Hispanic and African American student groups by a 5% or more increase for the Spring 2024 STAAR EOC assessments (Algebra 1, Biology, English I, English II, and U.S. History).

Evaluation Data Sources: Spring 2024 STAAR EOC results compared across student groups (Closing the Gaps)

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

Performance Objective 4: Pflugerville High School will demonstrate a 5% increase in the percentage of students who will reach the Masters level of performance on each of the Spring 2024 STAAR EOC tests (Algebra 1, Biology, English I, English II, and U.S. History) compared to 2022-2023 performance.

Evaluation Data Sources: Spring 2024 STAAR EOC results compared to Spring 2023 results

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

Performance Objective 1: 50% or more of the students enrolled in a CTE course in 2023-2024 will enroll in the next course in the pathway the following school year.

Evaluation Data Sources: Skyward course enrollment reports

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

Performance Objective 2: The number of students who successfully complete an AP course in 23-24 will increase to 700 students, taking 1,500 classes and 1,000 tests.

Evaluation Data Sources: College Board AP Results

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

Performance Objective 3: The Class of 2024 graduates' CCMR rate will increase to 78%, which a 12% improvement over the Class of 2023 graduates' 66% CCMR rate.

HB3 Goal

Evaluation Data Sources: August 2025 TEA Accountability reports for Class of 2024 CCMR results
August 2026 TEA Accountability reports for Class of 2025 CCMR results
(results for graduates are reported a year behind the year)

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

Performance Objective 4: 100% of PHS graduates will complete a FAFSA/TAFSA and Apply Texas applications during 2023-24.

HB3 Goal

Evaluation Data Sources: One Logos Data Suite

Goal 4: PflSD will improve low performing schools.

Performance Objective 1: The average daily attendance rate for each 9 weeks of the 2023-2024 school year will be 3% higher than the same 9 weeks of the previous school year.

Evaluation Data Sources: 9-week ADA Reports
Disciplinary

Goal 4: PflSD will improve low performing schools.

Performance Objective 2: 70% of staff will indicate that teachers play an active role in shaping school policies and that disciplinary practices are applied fairly to all students at PHS on the 2023-2024 Staff Climate Survey.

Evaluation Data Sources: 2023-2024 UpBeat Survey results

Goal 4: PflSD will improve low performing schools.

Performance Objective 3: There will be a 20% decrease in the number of referrals for possession of marijuana/controlled substance in 2023-24 compared to 2022-23.

Evaluation Data Sources: Disciplinary referrals

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: There will be a 10% decrease in the number of truancy related referrals compared to the same time last year.

Evaluation Data Sources: Truancy referrals

Goal 4: PflSD will improve low performing schools.

Performance Objective 5: 50% of students will say they feel able to pull themselves out of a bad mood.
and
50% of students will say that when things go wrong they are able to stay calm.
and
60% of students will say they can control their emotions when they need to.

Evaluation Data Sources: 23-24 Panorama Survey
PHS will implement Social Emotional Instruction using weekly lesson plans during ACE period to increase student emotional well being and coping skills.

Goal 4: PflSD will improve low performing schools.

Performance Objective 6: 50% of students will say they can do the hardest work assigned in their classes.
and

50% of students feel confident they would remember what they learned in their classes, next year.

Evaluation Data Sources: Increased EOC outcomes

Increased graduation rates

Failure Report Data

Disciplinary Reports

For the class of 2024 four year graduation rates, PHS will improve graduation rates by 2%.

Addendums

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)