

# Pflugerville Independent School District

## Ruth Barron Elementary

**2025-2026**

**Accountability Rating: C**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading



**Board Approval Date:** October 16, 2025

**Public Presentation Date:** September 29, 2025

# Mission Statement

The mission of Ruth Barron Elementary is to grow the leaders of tomorrow to their maximum potential and support all students in their **Pathways** towards collegial or professional experiences that will adequately prepare them for their future endeavors, whether they choose to **Employ, Enlist, or Enroll**. We will do this by engaging in authentic real word connections and experiences, fostering a culture of high academic expectations where all teachers maintain a growth mind set, believing we can better ourselves to better our students, implementing a high rigorous curriculum, striving to create **Excellence in Execution** of high functioning PLC teams, by **Innovation** in assisting students in setting goals and reaching those goals by letting data be the light, by establishing **Belonging**, strong relationships with our students and the community, that will contribute to the success of every child and embracing our diversity. Our success hinges on the complete fulfillment of the individual achievement goal that each of our students has established for themselves for the 2025-26 academic year. Finally, our motto established by the inaugural principal at Ruth Barron, commits us to "Lo que se dice, se hace." "That which you say, you do".

## School Goals

1. Growing the leaders of tomorrow
2. Assist students in setting goals and reaching goals
3. Continued execution to improve our PLC teams
4. Be the best bilingual school in the STATE

# Vision

## Our students are...**B E A R S**

- **Brave- Collaborative Problem Solvers, Lifelong Learners** - Growth mindset, curiosity, adaptability, applies knowledge, confident learner who practice continual self-development, A student who is not afraid to learn new things, or learn from failing.
- **Empathetic- Proactive Communicator** - Advocacy, compassion, Bridging perspectives, advocates for themselves and others with compassion, fostering inclusiveness, communicates effectively, active listener, contributing thoughtfully to the community, A student who fosters being an inclusive understanding friend.
- **Are students of Integrity- Globally-Conscious Discoverer** - Civic responsibility, diverse perspectives, demonstrates emotional intelligence, strives for personal growth, honesty is important, positive role models, A student who consistently demonstrates courage in doing what is right, regardless of the circumstances.
- **Resilient- Resilient Leader** - Commitment to continuous learning, Persistence, leading in uncertainty, A student who never gives up learning even when faced with challenging questions.
- **Self Aware- Empowered Wellness Advocate** - Holistic wellness, emotional safety, care for self and others, A student who sets personal goals and works to achieve them.

# Value Statement

Diversity is our strength

- All individuals have worth
- Relationships are foundational to success
  - A safe and nurturing environment is non-negotiable
- All students have the right to diverse educational opportunities
  - Social-emotional learning is as critical as academic focus
  - Civic-mindedness must be explicitly cultivated in our students
- Community partnerships and high expectations improve students' outcomes
  - Innovation and a strong work ethic ensure excellence

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographic Summary

RBES is identified as a Title I campus: 89.02% of our students come from low socioeconomic backgrounds. We have a large Latino and Spanish speaking community. The campus was built in 2012. The school serves students in grades PK-5th grade with a spring enrollment of 583 students. We are a dual language campus with both 1 way and 2 way dual language classes. We have at least 2 monolingual classrooms per grade level. We have Pegasus, Essential Academics, and COMM classrooms as well.

#### Students

Over these past three years our numbers are continuing to grow. From the beginning of school to the end of school, in the spring we had increased to 583 total.

Student Demographics - Ruth Barron Elementary School (Source: TAPR & On Data Suite)						
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Total Enrollment</b>		<b>573</b>	<b>571</b>	<b>509</b>	<b>532</b>	583
African American		9.6%	8.9%	11.8%	10.55%	11.32%
Hispanic		77.3%	75.5%	72.3%	73.45%	71.87%
White		7.2%	8.8%	9.4%	10.17%	10.46%
American Indian		0.2%	0.4%	0.2%	0.0%	0.17%
Asian		3.3%	4.0%	4.1%	3.95%	4.46%
Pacific Islander		0.0%	0.0%	0.2%	0.19%	0.00%
Two or More Races		2.4%	2.5%	1.96%	1.69%	1.72%

### Special Programs

Our Special programs have stayed consistent in percentages over the years, but our economically disadvantaged population is rapidly increasing. By spring it has increased to 89.02% from 76.46% the previous year.

Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & On Data Suite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & On Data Suite)						
Economically Disadvantaged	78.5%	75.9%	77.1%	76.2%	76.46%	89.02%
Emergent Bilingual	61.7%	58.3%	59.2%	58.9%	60.83%	64.15%
At-Risk	80.7%	77.3%	82.7%	84.7%	80%	84.22%
Special Education	14.6%	15.4%	16.6%	17.9%	18.83%	20.93%
Gifted & Talented	2.2%	2.4%	3.3%	6.3%	6.59%	4.63%
Dyslexia	2.3%	3.0%	3.2%	2.2%	2.0%	3.09%
Section 504	5.5%	5.9%	6.1%	3.9%	3.39%	3.09%
Immigrant	5.5%	4.7%	3.5%	4.7%	4.33%	6.17%
Homeless	0.2%	1.2%	0.9%	1.4%	1.13%	0.00%
Migrant	0.0%	0.0%	0.0%	0.0%	1.2%	0.00%
Campus Mobility Rate	12.7%	9.3%	11.0%	not yet reported	Not yet reported	Not yet reported

## Staff

Teacher demographics are consistent with the previous year.

Teacher Demographics - Ruth Barron Elementary School (Source: TAPR)						
	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023	2024-2025
<b>Total Teachers</b>	<b>52.6</b>	<b>50.2</b>	<b>46.9</b>	<b>48.1</b>	<b>44</b>	<b>46</b>
African American	7.6%	8.0%	6.4%	4.2%	6.8%	6.7%
Hispanic	56.1%	55.8%	61.4%	47.8%	40.8%	42.1%
White	34.4%	34.2%	32.2%	46.0%	47.9%	46.8%
American Indian	0.0%	0.0%	0.0%	0.0%	0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	2.3%	2.2%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0%	0.0%
Two or More Races	1.9%	2.0%	0.0%	2.1%	2.3%	2.2%

Our numbers indicate that there is a balance of teachers with 1-5, 6-10, and 11-20 years of experience.

Teachers by Years of Experience - Ruth Barron Elementary School (Source: TAPR)							
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2024-2025
Beginning Teachers	1.9%	0.0%	6.4%	6.2%	6.2%	11.3%	0.0%
1-5 Years Experience	36.1%	29.9%	25.6%	33.3%	33.3%	27.2%	37.7%
6-10 Years Experience	26.6%	31.9%	29.9%	20.8%	20.8%	25.2%	20%
11-20 Years Experience	31.6%	36.2%	32.0%	33.5%	33.5%	27.2%	31%
Over 20 Years Experience	3.8%	2.0%	6.2%	6.2%	6.2%	9.1%	11.12%

### Demographics Strengths

Our teacher demographics are continuing to follow the school's demographics with consistency from the previous year. We have a balance of teachers with years of experience on campus. Ruth Barron Elementary is a diverse campus community where students have opportunities to participate in several cultural events such as Hispanic Heritage Month activities, Black History Month activities, Cinco de Mayo presentations, as well as other multicultural events and presentations. These activities provide students with multiple opportunities to learn about different cultures and to gain an appreciation for diversity. The campus has a strong dual language program, which includes a two-way program, where English speaking students learn Spanish. Programs are available for students who are economically disadvantaged, to include weekend food programs, opportunities for free winter coats, and "share the fair" opportunities so that students who are economically disadvantaged may participate in the school book fair.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Ruth Barron has a continually increasing percentage of students who are economically disadvantaged and emergent bilingual requiring additional supports from staff.

**Root Cause:** Teachers need time, practice, and some training still to effectively use PLCs to meet the needs of our students and teachers need training on effective differentiation to better address the diverse needs of many of our students.

**Problem Statement 2:** Our population requires qualified staff members for appropriate instruction and supports.

**Root Cause:** Each year it is a challenge to find qualified certified applicants who have the skills to work with our students.

# Student Learning

## Student Learning Summary

### 2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>73</b>	<b>C</b>	
<b>Student Achievement</b>		<b>62</b>	<b>D</b>	<b>0%</b>
STAAR Performance	36	62		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>73</b>	<b>C</b>	<b>70%</b>
Academic Growth	65	73	<b>C</b>	✓
Relative Performance (Eco Dis: 89.0%)		69	<b>D</b>	
<b>Closing the Gaps</b>	<b>38</b>	<b>72</b>	<b>C</b>	<b>30%</b>

### Missed Closing the Gaps Targets

- **Academic Achievement in RLA: All Students**
- **Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group**
- **Academic Growth in Math: All Students, Hispanic student group, High Focus student group**
- **Progress in Achieving English Language Proficiency for Emergent Bilingual students**
- **Student Success: All Students, African American student group, Hispanic student group, High Focus student group**

The table below gives a multi-year glance at overall student achievement at the Approaches level of performance as measured by STAAR, Grades 3-5: We continue to be in the 60% for Math and Reading but we did drop by at least 5% points, and Science has dropped and continues to be a struggle.

STAAR Test	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Reading</b>	48%	62%	67%	62%	71%

STAAR Test	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Math	35%	62%	66%	60%	60%
Writing	29%				
Science	38%	36%	38%	23%	28%

Below are STAAR scores for 2023-24 by grade level. As students go up in grade level their STAAR performance seem to increase in both Approaches and Meets. 3rd grade has the lowest scores on our campus.

STAAR TEST	3rd 2023-2024		3rd 2024-2025		4th 2023-2024		4th 2024-2025		5th 2023-2024		5th 2024-2025	
	Approaches	Meets	Approaches	Meets	Approaches	Meets	Approaches	Meets	Approaches	Meets	Approaches	Meets
Reading	46%	13%	71%	39%	68%	40%	71%	48%	72%	49%	72%	40%
Math	46%	16%	61%	36%	63%	36%	65%	39%	73%	45%	55%	21%

2024-2025 quarterly district assessments show significant growth in 3rd-5th grades as the year progresses. As a campus we use this data to monitor progress and determine which standards are a priority for reteaching. Percent shown below represents the percentage of students in the approaches, meets, and masters categories.

	1st 9 weeks	2nd 9 weeks	3rd 9 weeks
<b>3rd grade</b>			
Math (English)	25%	42.62%	66.67%
Math (Spanish)	7.69%	37.50%	41.18%
Reading (English)	63.89%	84.44%	100.00%
Reading (Spanish)	26.83%	76.67%	81.48%
<b>4th grade</b>			
Math (English)	53.42%	63.24%	63.38%
Math (Spanish)	9.09%	45.45%	31.58%
Reading (English)	64.62%	67.21%	78.33%
Reading (Spanish)	21.43%	55.56%	72%
<b>5th grade</b>			
Math (English)	36.49%	49.35%	79.17%
Math (Spanish)	0%	22.22%	40%

	1st 9 weeks	2nd 9 weeks	3rd 9 weeks
Reading (English)	56.34%	90.48%	80.56%
Reading (Spanish)	42.11%	68.75%	78.95%

TELPAS Composite Scores for 2023-34 school year. The ELP target in Closing the Gaps was missed. 48% made progress; the target was 49%. We missed it by one point. This years target was 49%, we did not meet the target we were at 46%.

TELPAS Composite Ratings	Beginning		Intermediate		Advanced		Advanced High		Average Score 1-4	
	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
<b>K-2nd</b>	52%	46%	33%	40%	8%	10%	8%	4%	1.8	1.7
<b>3rd- 5th</b>	12%	21%	44%	28%	35%	33%	8%	18%	2.4	2.4
<b>Kinder</b>	64%	76%	21%	20%	2%	4%	13%	0%	1.7	1.2
<b>1st</b>	55%	43%	29%	36%	7%	13%	9%	9%	1.7	1.8
<b>2nd</b>	31%	23%	61%	62%	13%	13%	2%	2%	1.8	1.9
<b>3rd</b>	18%	22%	59%	38%	21%	30%	3%	11%	2.1	2.3
<b>4th</b>	7%	23%	45%	32%	38%	32%	9%	13%	2.4	2.3
<b>5th</b>	14%	18%	32%	19%	43%	37%	11%	26%	2.5	2.6

Beginning of the Year Reading Screeners (BOY) and End of the Year (EOY) for 1st-2nd grade 2023-2024 and 2024-2025. Students continue to grow; however, when comparing 1st grade EOY data with 2nd grade BOY data for the following year, we notice a downward trend associated with the summer break.

	Significant Intervention Needed		Moderate Intervention Needed		Possible Intervention Needed		No intervention Needed	
<b>1st grade 2023-2024</b>	BOY TPRI 56%	EOY TPRI 22%	BOY TPRI 8%	EOY TPRI 20%	BOY TPRI 19%	EOY TPRI 28%	BOY TPRI 17%	EOY TPRI 30%
	BOY Tejas LEE 69%	EOY Tejas LEE 6%	BOY Tejas LEE 12%	EOY Tejas LEE 14%	BOY Tejas LEE 8%	EOY Tejas LEE 22%	BOY Tejas LEE 8%	EOY Tejas LEE 59%
<b>1st grade 2024-2025</b>	BOY TPRI 50%	EOY TPRI 32%	BOY TPRI 17.6%	EOY TPRI 18%	BOY TPRI 14.7%	EOY TPRI 17%	BOY TPRI 17.6%	EOY TPRI 33%
	BOY Tejas Lee 56.3%	EOY Tejas Lee 20%	BOY Tejas Lee 20.0%	EOY Tejas Lee 6.7%	BOY Tejas Lee 5.5%	EOY Tejas Lee 11.7%	BOY Tejas Lee 18.2%	EOY Tejas Lee 61.7%
<b>2nd grade 2023-2024</b>	BOY TPRI 56%	EOY TPRI 25%	BOY TPRI 8%	EOY TPRI 12%	BOY TPRI 19%	EOY TPRI 23%	BOY TPRI 17%	EOY TPRI 40%

	Significant Intervention Needed		Moderate Intervention Needed		Possible Intervention Needed		No intervention Needed	
	BOY Tejas LEE 28%	EOY Tejas LEE 8%	BOY Tejas LEE 17%	EOY Tejas LEE 0%	BOY Tejas LEE 36%	EOY Tejas LEE 56%	BOY Tejas LEE 19%	EOY Tejas LEE 39%
<b>2nd grade 2024-2025</b>	BOY TPRI 69.3%	EOY TPRI 47.2%	BOY TPRI 0.0%	EOY TPRI 9%	BOY TPRI 15.4%	EOY TPRI 15.7%	BOY TPRI 15.4%	EOY TPRI 28.1%
	BOY Tejas Lee 40.8%	EOY Tejas Lee 17%	BOY Tejas Lee 6.1%	EOY Tejas Lee 9.4%	BOY Tejas Lee 16.3%	EOY Tejas Lee 41.5%	BOY Tejas Lee 36.7%	EOY Tejas Lee 32.1%

Math Screeners for 1st and 2nd grade Beginning of the Year (BOY) and End of the Year (EOY) Math 360 scores 2023-24 and 2024-2025. Students continue to grow; however, when comparing 1st grade EOY data with 2nd grade BOY data for the following year, we notice a downward trend associated with the summer break.

Math Star360 Screeners	Urgent Intervention		Intervention		On Watch		At or Above Benchmark	
<b>1st grade 2023-2024</b>	BOY 17%	EOY 14%	BOY 7%	EOY 11%	BOY 20%	EOY 11%	BOY 57%	EOY 64%
<b>1st grade 2024-2025</b>	BOY 23%	EOY 13%	BOY 24%	EOY 19%	BOY 8%	EOY 15%	BOY 45%	EOY 52.5%
<b>2nd grade 2023-2024</b>	BOY 20%	EOY 19%	BOY 27%	EOY 16%	BOY 20%	EOY 7%	BOY 33%	EOY 57%
<b>2nd grade 2024-2025</b>	BOY 26%	EOY 17.2%	BOY 40%	EOY 24%	BOY 7%	EOY 13.7%	27%	EOY 44.8%

### Student Learning Strengths

- 3rd grade made great gains in Math 15% increase in approaches, and 23% in meets
- 3rd grade made great gains in Reading 25% increase in approaches and 23% in meet
- 4th grade grew of in Math and Reading in approaches, meets, and masters from the previous year
- 5th grade Reading increased it meets numbers from last year
- All 3rd-5th grade classes show significant growth as represented in the quarterly district assessments, with several classes reaching 80-100% passing rates.
- Our 1st and 2nd grade screeners also continue to show growth in reading from beginning to end of year. Our dual language classes show significant growth as evidenced by the Tejas Lee EOY scores.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our 5th grade STAAR math scores decreased by 18% in approaches and decreased 20% in meets, and our 5th grade Science scores are below 30%

approaches.  
**Root Cause:** Students need early consistent work in fifth grade rigor through intentional effective PLC work from, and intentional interventions by classroom teachers and interventionists. In addition, more work in test-taking strategies, stamina, and problem-solving methods that will increase their performance. All this work needs to begin early in order to meet 5th grade expectations.

**Problem Statement 2:** 1st grade EOY data from 2023-2024 and 2nd grade BOY data from 2024-2025 shows a significant decrease in scores for TPRI.  
**Root Cause:** Families are needing encouragement and resources to continue to practice and maintain learning over the summer. Teachers may also need to emphasize review and reactivation of prior skills and knowledge during the first few weeks of school prior to BOY testing windows.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum and Instruction, technology integration

Ruth Barron follows the curriculum created by Pflugerville ISD. We believe in the HQIM processes the district has adopted. Teachers are provided professional development and opportunity to familiarize themselves with the HQIM provided and follow-up accountability is conducted via administrative walkthroughs.

Ruth Barron has a wealth of technology which includes smart boards in all classrooms, a computer lab, iPad tubs for grades PreK-1st, and a 2:1 ratio of Chromebooks for students in grades 2-5. Teachers have received training in utilizing technology to enhance their instruction throughout the course of the year.

Ruth Barron will implement tutoring sessions in conjunction with intervention times to provide the necessary minutes to qualified students needing the required tutoring minutes. RBES will plan on also utilizing after-school tutoring to help with this process.

To address the learning loss of students and meet the 15 or 30 hour intervention requirement for students who scored below "Approaches" on one/both STAAR tests, we do have a daily 30 minute block in the master schedule to address that learning loss in small group instruction. Teachers have received professional development regarding how to effectively make use of that time. In addition, we do have TIA certified teachers who provide high quality instruction to all students.

### Professional Development

We have added a part time Instructional Coach to the campus. No returning employees are currently on a growth plan.

PfISD supports the campus by providing Math Workshop PD and Just In Time PD. Additionally, district instructional specialists are available to provide training as needed for specific teachers or the campus as a whole.

This year, our campus instructional coach planned and delivered professional development based on observation, staff feedback, and surveys. Topics provided were: effective implementation of intervention time, social-emotional learning, cultivating a calm classroom, unpacking unit maps, differentiation, and facilitating classroom conversations during instruction.

### Community Involvement

The school has partnered with a local church that sponsors support for our students such as Backpack Friends (providing food and school supplies to students in need) and Thanksgiving meals. In addition, we have partnered with Academy 4 to provide mentors for all of our 4th grade students.

To support our dual language families and ensure all families are welcome and well-informed, all communication from the school is in English and Spanish; this includes posts to our school's Facebook page. The district supports this initiative by providing translation services so that families who speak languages other than English or Spanish are able to receive communication from their child's teacher.

We hosted workshops for families, to include a STAAR parent workshop in both Spanish and English. We also hosted reading night, math night, science night, and each grade level had the opportunity to participate in fine arts performances. Parents are always invited to join our awards assemblies and to celebrate their students. We encourage families to have lunch with their student by providing a family seating area of our cafeteria. The administration team has hosted "Coffee with the Principal" in order to facilitate an open door policy that encourages communication from the parents to the administrative team.

### Professional Learning Communities

PLC development is a focus for our school year. Grade level leaders were chosen intentionally to provide leadership for their team in this process. Team leaders are given the authority to conduct their PLCs weekly, with input and suggestions from the campus leadership team. Each week, the instructional coach provides a recommended topic and has facilitated data chats on a quarterly basis. Each team is expected to provide an agenda, and the guidance is that PLCs are to focus on at least one of DuFour's questions each week.

In addition to PLCs, each grade level conducts a scheduled Professional Working Community (PWC) meeting weekly. This time is spent discussing grade level business, making lesson plans, and creating unity as a team.

### **Student Behavior Management**

Tier 1 practices and systems establish a foundation of regular, proactive behavior support while preventing unwanted behaviors. Our schoolwide expectation is that students are safe, respectful, and responsible. Positive reinforcement is provided via "Barron Bucks" that may be redeemed at our school store. Classes are also categorized into "Bear Houses" in which classes collectively work to earn points for their team.

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. Tier 2 behavior supports are determined on an individual, case by case basis and involve the classroom teacher, campus leadership, and the student's parents. This may include a check-in, check-out system or other behavioral supports.

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need and is established through PSST, IEP, and 504 meetings. The classroom teacher, campus leadership, student's parents, and the Special Education team are all involved in creating these supports.

### **After School Clubs**

Our campus encourages teachers to host after school clubs to support student learning. This year, we have had a wide range of clubs, to include: Girls who Code, EmpowerHer, Color Guard Cadets, art club, skateboarding club, sports club, several UIL competitive club teams, honor choir, Destination Imagination, gardening club, "Green Team," and student council.

We support these clubs by providing funding and supplies for teachers, as well as offering after school snacks for students who stay for clubs or tutoring.

### **School Processes & Programs Strengths**

#### **Curriculum and Instruction:**

- There is an aligned, useful curriculum in place. During weekly PLCs, teachers examine instructional practices and student data.
- The campus has five interventionists to provide interventions at a Tier 2 level of RTI.
- All classroom teachers are ESL certified and most also have a GT certification.
- Teachers work to integrate technology into their instruction and student practice daily.
- 100% of the teachers and paraprofessionals meet the highly qualified requirements and parents are aware of the highly qualified status of all teachers. All staff receives ongoing and sustained professional development that is aligned with the goals of the district and Campus Improvement Plan. Teachers are provided a viable curriculum that is aligned with student needs and the TEKS.
- Ruth Barron teachers have the opportunity to serve on district committees to help make revisions to the curriculum and to district assessments.

#### **Professional Development:**

- Teachers have been given the opportunity to attend high-quality professional development at the campus and district level.
- Campus professional development has been well-received and has garnered positive feedback through Kickup feedback surveys

### **Community Involvement:**

- Parents and community members are included as decision makers in a broad spectrum of school decisions by their participation on the school's Campus Academic Advisory Council (CAAC).
- Strong parental support and attendance at Parent Nights (Literacy, Math, Science), Fall Festival, Family Movie Night, etc.
- Teachers are responsible for and are effective at maintaining a positive home-school connection through frequent positive communication
- Improved parent participation in the school's PTO
- Improvement in the number of consistent parent volunteers

### **Professional Learning Communities:**

- Team leaders are ensuring that PLCs are focused and centered around data and student growth
- Grade levels provide a weekly PLC agenda with notes to ensure continuity
- The campus instructional coach and campus administration team are available in PLCs to support collaborative conversations each week

### **Student Behavior Management:**

- Teachers feel supported and empowered to support students in positive behavior reinforcements at all levels
- Administration provides additional support to students who are struggling to maintain behavior in the classroom

### **After School Clubs:**

- Our students are given the opportunity to enhance their learning in many ways
- Teachers are supported in providing these learning opportunities to their students

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We need systems to address the management of the hardware, monitoring student use, facilitating chromebook use from the lack of 1 to 1 ratio of chromebooks, and no one to troubleshoot software issues in a timely manner.

**Root Cause:** Needing better systems in place to address management of hardware, student usage of programs. In addition lack of 1 to 1 ratio when it comes to testing or special assignments. Lastly, there is no one on campus specially trained to troubleshoot software issues.

**Problem Statement 2:** While many grade levels continue to operate their focused PLCs independently, several still require additional guidance from administration in order to remain purposeful and data-driven.

**Root Cause:** Although protocols were in place to leverage PLC meetings to the maximum, we need to continue to adhere to protocol and accountability for each other in meetings. Administration will attend all PLCs to ensure proper protocols are being followed with fidelity

**Problem Statement 3:** With the addition of new staff members this year, there was difficulty in attaining both access and familiarity with district curricular systems and programs.

**Root Cause:** There is not a system for on-demand technology training of new staff members. The campus will create a system or meetings in which new hires can ask questions or have their needs met.

**Problem Statement 4:** Although the numbers of parents signed up as volunteers has increased, we are wanting to ensure the opportunity for all parents to participate in school events and information sessions.

**Root Cause:** Many of our parents work hours that do not enable them to participate in events during the school day. We will work to ensure that school events are held at a variety of times and that advance notice is given to families.

# Perceptions

## Perceptions Summary

### RBES Climate and Culture Summary

#### Staff

The staff of Ruth Barron Elementary believes Lo que se dice se hace. What is said gets done. We are growing the leaders of tomorrow. We began the school year with 4 goals in mind:

- Growing the leaders of tomorrow
- Encouraging students to make goals and achieve them
- Continue to develop and improve the PLC process
- Become the model dual language campus

We remind staff of these goals at our campus staff meetings and encourage them to find ways to meet these goals through their daily instructional practices.

According to the 2024 Fall Upbeat Staff Survey:

- 83% of teachers have a trusting relationship with their principals
- 88% have positive associations with the instructional leadership
- 81% of teachers feel appreciated
- 86% of teachers positively view collaboration with their teams
- 88% of teachers feel they have a voice and opportunities for leadership
- 89% of teachers feel they belong and that their well being is important
- 93% of teachers are satisfied with their job and feel they have a sense of purpose

We take pride in listening to our teachers and working to build a positive school climate and culture, which is reflected in the results of the Upbeat survey.

#### Students

Students at our school receive free breakfast and lunch. We ensure that all students begin their day with a nutritious breakfast, even if they are late to campus by providing a grab and go option at the door. We believe in meeting our students' most basic needs in accordance with Maslow's hierarchy of needs so that when they are in class, they are able to focus on growing academically.

We believe in celebrating the achievements of our students through our quarterly POPS Rallies which are held to recognize academic achievements for students. Parents are encouraged to attend, and students receive awards for academic achievements, perfect attendance, behavior, and recognition for participation in extracurricular activities.

We are divided into Leadership Houses, The House of Bravery, The House of Empathy, the House of Integrity, and The House of Resiliency. Each class is assigned to a house, and students learn to emulate that trait in everything they do. Throughout the year, students may earn points for their house by making positive choices.

#### Families

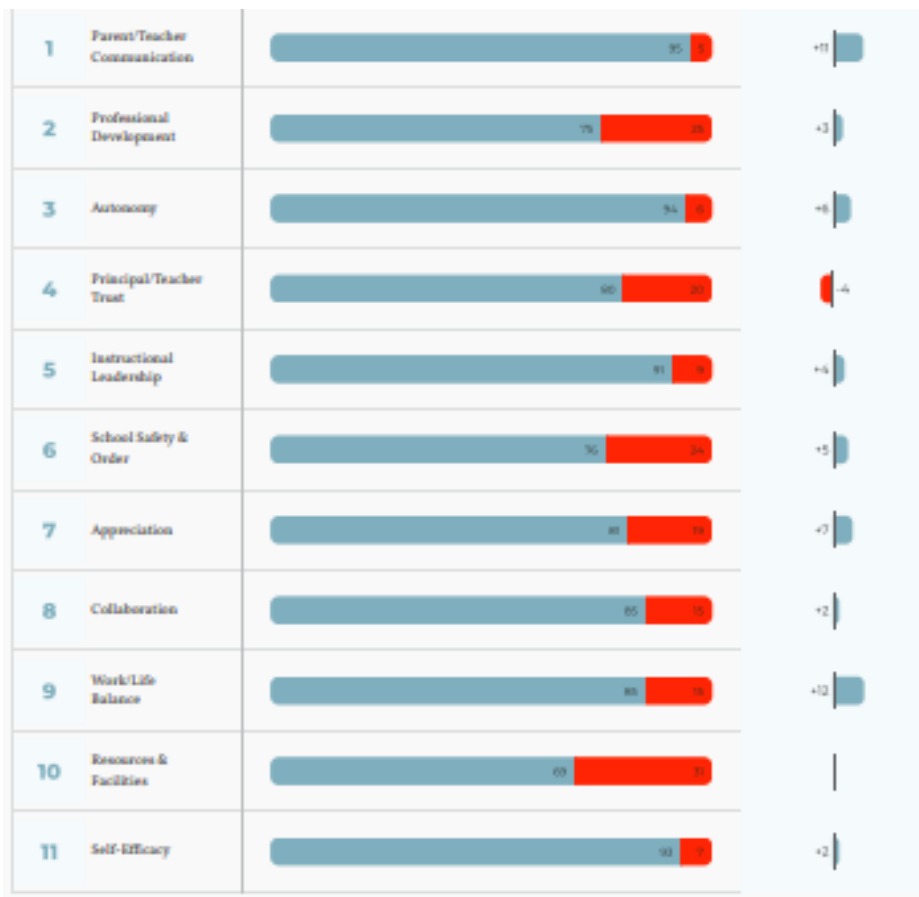
We believe in emphasizing a close home-school connection and partnership with our families. Our parent liaison works to ensure open communication between the school and our families and shares programs and resources with families on a regular basis. Administration has an open door policy and is available for parents to express concerns at any time.

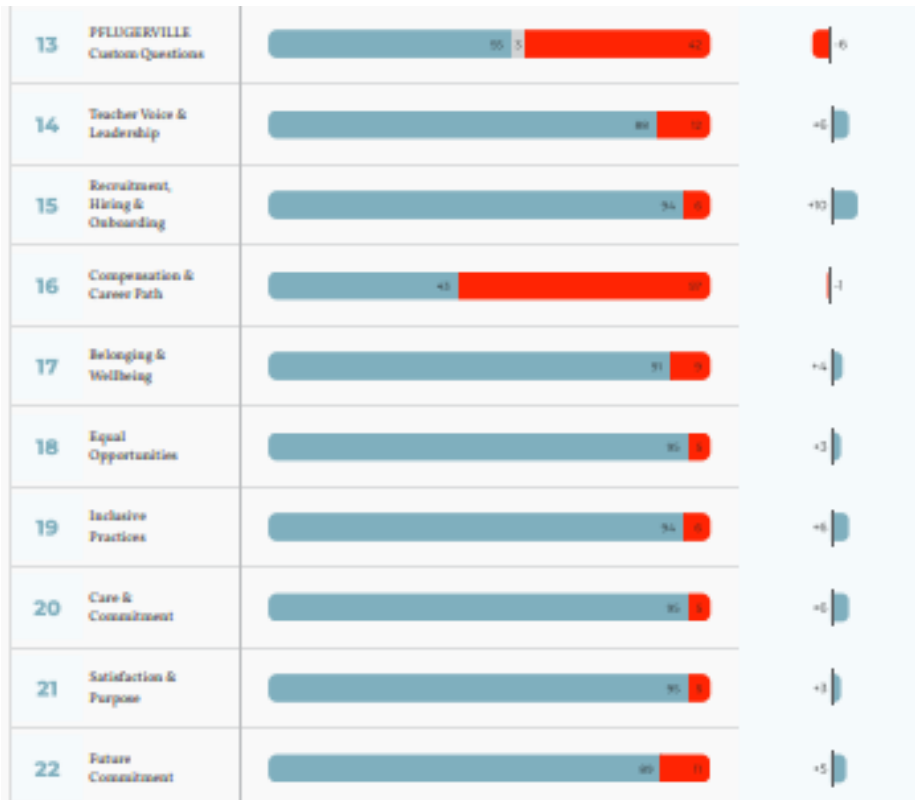
Teachers are encouraged to frequently communicate with parents and to share positive experiences that their students are having at school. Parents are invited to join us and provide insights to their experience through our Campus Advisory Committee as well as monthly Coffee with a Principal meetings.

## Perceptions Strengths

### Data from the Spring 2025 Upbeat Survey Strengths:

Our data shows increases from the previous year in almost all areas still in the spring, again indicating that we have not only listened to teacher feedback but made improvements to our school climate and culture that will benefit all staff.





### Data from the fall 2024 Upbeat Survey Strengths:

Our data shows increases from the previous year in almost all areas, indicating that we have not only listened to teacher feedback but made improvements to our school climate and culture that will benefit all staff.

1	Parent/Teacher Communication		+8
2	Professional Development		+9
3	Autonomy		-1
4	Principal/Teacher Trust		-3
5	Instructional Leadership		-1
6	School Safety & Order		+7
7	Appreciation		+6
8	Collaboration		-1
9	Work/Life Balance		+13
10	Resources & Facilities		-5
11	Self-Efficacy		+4

12	Evaluation		+4
13	PFLUGERVILLE Custom Questions		+5
14	Teacher Voice & Leadership		+5
15	Recruitment, Hiring & Onboarding		+5
16	Compensation & Career Path		
17	Belonging & Wellbeing		+4
18	Equal Opportunities		-6
19	Inclusive Practices		-2
20	Care & Commitment		-2
21	Satisfaction & Purpose		+3
22	Future Commitment		+4

### Kickup Professional Development Feedback:

January 6 professional development feedback shows that we are, again, listening to our teachers and providing the professional development they need and want. We continue to work to ensure that our staff development times are practical, useful, and relevant to our teams.

Purpose: The content of this professional learning experience was aligned to clear learning objectives.	100% (13)
Relevance: The content, materials, and activities of this professional learning experience were relevant to my needs in my role.	100% (13)
Coherence: This professional learning experience built upon my prior knowledge to deepen my understanding.	92% (12)
Models: The facilitator shared examples that helped me understand what effective practice looks like.	92% (12)
Engagement: I had opportunities to actively engage with concepts during this experience (e.g. discussion or practice).	100% (13)
Environment: The learning environment was conducive to learning (positive and inclusive).	100% (13)
Application: I had opportunities to reflect on ways to incorporate my learning into my practice.	100% (13)
Agency: I felt empowered to take ownership of my professional learning and development.	100% (13)

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** In the fall, only 80% of teachers had positive associations with professional development.

**Root Cause:** We need to conduct surveys to understand what professional development our teachers are wanting.

**Problem Statement 2:** In the fall, only 77% of teachers reported a positive work life balance.

**Root Cause:** We need to streamline beginning of the year procedures and ensure that teachers have sufficient time to work in their classrooms to prepare for the beginning of the year.

# Goals

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

**Performance Objective 1:** By June 2026, Ruth Barron ES will decrease the teacher turnover rate from less than 15% in 2025 to less than 10% in 2026.

**Evaluation Data Sources:** Turnover rate is reduced

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

**Performance Objective 2:** In 2025-2026, grade level teams will continue to build on the work of Professional Learning Communities, to ensure we are creating that support system for each other within teams, which in turn best support students. We want to become more proficient and more intentional about the success of our students and our continued professional growth. We will measure our PLC success based on the completion of PLC agendas and minutes of answering one or more of the PLC Dufour questions each week. As part of the plan, the administration team will review PLC routines and processes every week.

**Evaluation Data Sources:** PLC Agendas, Lesson Plans, Walkthrough data, grade levels self evaluations

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

**Performance Objective 3:** Throughout the 2025-2026 school year, persist in fostering the development of educators by assisting them in their daily application of evidence-based best teaching practices, specifically the Fundamental 5 strategies and the Dual Language Framework. By June 2026, data from teacher walkthroughs will indicate a complete 100% implementation of the Fundamental 5 strategies and the Dual Language Framework, where applicable.

**Evaluation Data Sources:** Walkthrough data, District walkthrough data, Teacher self evaluation

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

**Performance Objective 1:** By June 2026, there will be increases in both Growth and Achievement on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 57% to 80%
- Approaches from 64% to 74%
- Meets from 34% to 44%
- Masters from 10% to 20%

To meet HB3 Early Childhood Math Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 36% in June 2025 to 40% by June 2026 and to 60% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR results, Accountability reports

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

**Performance Objective 2:** By June 2026, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 67% to 80%
- Approaches from 72% to 82%
- Meets from 43% to 53%
- Masters from 18% to 28%

To meet HB3 Early Childhood Literacy Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 39% in June 2025 to 40% by June 2026 and to 60% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR results, Accountability reports

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

**Performance Objective 3:** By June 2026, there will be increases in Achievement at all performance levels on 5th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 31% to 70%
- Meets from 9% to 35%
- Masters from 1% to 20%

**Evaluation Data Sources:** Lesson plans, Data from Science benchmarks, STAAR results, Accountability reports

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

**Performance Objective 4:** By June 2026, there will be increases in both Growth and Achievement on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 57% to 80%
- Approaches from 64% to 74%
- Meets from 34% to 44%
- Masters from 10% to 20%

To meet HB3 Early Childhood Math Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 36% in June 2025 to 40% by June 2026 and to 60% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR results, Accountability reports

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

**Performance Objective 5:** By June 2026, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 67% to 80%
- Approaches from 72% to 82%
- Meets from 43% to 53%
- Masters from 18% to 28%

To meet HB3 Early Childhood Literacy Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 39% in June 2025 to 40% by June 2026 and to 60% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR results, Accountability reports

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

**Performance Objective 1:** Enhance the practice of Empathy, Integrity, Bravery, and Resiliency leadership by ensuring that every class receives a minimum of one leadership point each week, in accordance with the school-wide House Leadership system.

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

**Performance Objective 1:** By June 2026, RBES will conduct a minimum of three family engagement activities focused on academics to improve our academic performance, fostering positive relationships between students, teachers, the school, and the community. Additionally, we will promote social-emotional learning through student activities that strengthen community ties. Teachers will create after-school clubs and academic teams within the school. We will also implement professional development and community activities that honor our diversity and promote culturally responsive teaching.

**Evaluation Data Sources:** Participation, number of events offered, student academic outcomes

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

**Performance Objective 2:** During the 2025-2026 school year, RBES will increase the average daily student attendance rate from 93.8% to 95% and reduce the chronic absenteeism rate from 18% to 15%.

**Evaluation Data Sources:** Attendance rate, Chronic Absenteeism rate

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

**Performance Objective 3:** During the 2025-2026 school year, RBES will decrease our office referrals from 22 referrals in the prior year to fewer than 20 referrals for the year.

**Evaluation Data Sources:** Referrals

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

**Performance Objective 4:** To ensure Coordinated School Health, RBES students will make Fitness Gram goals and 50% or more of our students will achieve their goals. 100% of eligible students will participate in the FitnessGram assessment.

**Evaluation Data Sources:** FitnessGram

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

**Performance Objective 5:** Ruth Barron Elementary's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from D to C or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from C to B or above

**Evaluation Data Sources:** Accountability reports

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025

# Addendums

## Early Childhood Literacy Plan Campus Goal - Ruth Barron ES

**The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 16% in Spring 2024 to 60% by June 2030.**

### Yearly Target Goal

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>16%</b>	<b>35%</b>	<b>40%</b>	<b>45%</b>	<b>50%</b>	<b>55%</b>	<b>60%</b>
<b>Outcomes</b>	<b>39%</b>					

### Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	<b>14%</b>	n/a	n/a	n/a	n/a	n/a	<b>8%</b>	<b>8%</b>	n/a	<b>7%</b>	n/a	n/a
2024-2025	n/a	<b>20%</b>	n/a	n/a	n/a	n/a	n/a	<b>15%</b>	<b>15%</b>	n/a	<b>15%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	n/a	<b>38%</b>	n/a	n/a	n/a	n/a	n/a	<b>7%</b>	<b>37%</b>	n/a	<b>38%</b>	n/a	n/a
2025-2026	n/a	<b>30%</b>	n/a	n/a	n/a	n/a	n/a	<b>20%</b>	<b>30%</b>	n/a	<b>30%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	n/a	<b>39%</b>	n/a	n/a	n/a	n/a	n/a	<b>26%</b>	<b>35%</b>	n/a	<b>37%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	n/a	<b>49%</b>	n/a	n/a	n/a	n/a	n/a	<b>38%</b>	<b>46%</b>	n/a	<b>48%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	n/a	<b>55%</b>	n/a	n/a	n/a	n/a	n/a	<b>50%</b>	<b>55%</b>	n/a	<b>55%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	n/a	<b>60%</b>	n/a	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)  
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

## Early Childhood Literacy Progress Measure 1 - Ruth Barron ES

**The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 35% in Spring 2024 to 60% by June 2030.**

### Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>35%</b>	<b>40%</b>	<b>45%</b>	<b>50%</b>	<b>55%</b>	<b>58%</b>	<b>60%</b>
<b>Outcomes</b>	<b>45%</b>					

### Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	<b>24%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>30%</b>	n/a	<b>24%</b>	n/a	n/a
2024-2025	n/a	<b>30%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>35%</b>	n/a	<b>30%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	n/a	<b>44%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>39%</b>	n/a	<b>55%</b>	n/a	n/a
2025-2026	n/a	<b>35%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>40%</b>	n/a	<b>35%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	n/a	<b>45%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>45%</b>	n/a	<b>45%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	n/a	<b>50%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>50%</b>	n/a	<b>50%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	n/a	<b>55%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>55%</b>	n/a	<b>55%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	n/a	<b>60%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested  
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)  
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

## Early Childhood Literacy Progress Measure 2 - Ruth Barron ES

**The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 39% in Spring 2024 to 60% by June 2030.**

### Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>39%</b>	<b>45%</b>	<b>48%</b>	<b>50%</b>	<b>55%</b>	<b>58%</b>	<b>60%</b>
<b>Outcomes</b>	<b>48%</b>					

### Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	<b>36%</b>	<b>47%</b>	n/a	n/a	n/a	n/a	<b>15%</b>	<b>41%</b>	n/a	<b>45%</b>	n/a	n/a
2024-2025	n/a	<b>40%</b>	<b>50%</b>	n/a	n/a	n/a	n/a	<b>25%</b>	<b>50%</b>	n/a	<b>50%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	n/a	<b>44%</b>	<b>55%</b>	n/a	n/a	n/a	n/a	<b>38%</b>	<b>51%</b>	n/a	<b>50%</b>	n/a	n/a
2025-2026	n/a	<b>45%</b>	<b>52%</b>	n/a	n/a	n/a	n/a	<b>35%</b>	<b>52%</b>	n/a	<b>52%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	n/a	<b>50%</b>	<b>54%</b>	n/a	n/a	n/a	n/a	<b>45%</b>	<b>54%</b>	n/a	<b>54%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	n/a	<b>55%</b>	<b>56%</b>	n/a	n/a	n/a	n/a	<b>55%</b>	<b>56%</b>	n/a	<b>56%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	n/a	<b>58%</b>	<b>58%</b>	n/a	n/a	n/a	n/a	<b>58%</b>	<b>58%</b>	n/a	<b>58%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	n/a	<b>60%</b>	<b>60%</b>	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view) Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

## Early Childhood Literacy Progress Measure 3 - Ruth Barron ES

**The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 38% in Spring 2024 to 60% by June 2030.**

### Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>38%</b>	<b>43%</b>	<b>48%</b>	<b>53%</b>	<b>58%</b>	<b>59%</b>	<b>60%</b>
<b>Outcomes</b>	<b>47%</b>					

### Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	<b>29%</b>	<b>40%</b>	<b>38%</b>	n/a	n/a	n/a	n/a	<b>17%</b>	<b>33%</b>	n/a	<b>37%</b>	n/a	n/a
2024-2025	<b>35%</b>	<b>43%</b>	<b>40%</b>	n/a	n/a	n/a	n/a	<b>25%</b>	<b>40%</b>	n/a	<b>40%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	<b>38%</b>	<b>49%</b>	<b>48%</b>	n/a	n/a	n/a	n/a	<b>15%</b>	<b>44%</b>	n/a	<b>49%</b>	n/a	n/a
2025-2026	<b>40%</b>	<b>45%</b>	<b>45%</b>	n/a	n/a	n/a	n/a	<b>35%</b>	<b>45%</b>	n/a	<b>45%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	<b>45%</b>	<b>48%</b>	<b>48%</b>	n/a	n/a	n/a	n/a	<b>45%</b>	<b>50%</b>	n/a	<b>50%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	<b>50%</b>	<b>50%</b>	<b>50%</b>	n/a	n/a	n/a	n/a	<b>55%</b>	<b>55%</b>	n/a	<b>55%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	<b>55%</b>	<b>55%</b>	<b>55%</b>	n/a	n/a	n/a	n/a	<b>58%</b>	<b>58%</b>	n/a	<b>58%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	<b>60%</b>	<b>60%</b>	<b>60%</b>	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view) Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) + Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

## EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

## Early Childhood Math Plan Campus Goal - Ruth Barron ES

**The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 13% in Spring 2024 to 60% by June 2030.**

### Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>13%</b>	<b>35%</b>	<b>30%</b>	<b>40%</b>	<b>50%</b>	<b>55%</b>	<b>60%</b>
<b>Outcomes</b>	<b>36%</b>					

### Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	<b>12%</b>	n/a	n/a	n/a	n/a	n/a	<b>0%</b>	<b>8%</b>	n/a	<b>5%</b>	n/a	n/a
2024-2025	n/a	<b>15%</b>	n/a	n/a	n/a	n/a	n/a	<b>10%</b>	<b>10%</b>	n/a	<b>10%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	n/a	<b>35%</b>	n/a	n/a	n/a	n/a	n/a	<b>14%</b>	<b>37%</b>	n/a	<b>31%</b>	n/a	n/a
2025-2026	n/a	<b>20%</b>	n/a	n/a	n/a	n/a	n/a	<b>20%</b>	<b>20%</b>	n/a	<b>20%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	n/a	<b>30%</b>	n/a	n/a	n/a	n/a	n/a	<b>30%</b>	<b>30%</b>	n/a	<b>30%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	n/a	<b>40%</b>	n/a	n/a	n/a	n/a	n/a	<b>40%</b>	<b>40%</b>	n/a	<b>40%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	n/a	<b>50%</b>	n/a	n/a	n/a	n/a	n/a	<b>50%</b>	<b>50%</b>	n/a	<b>50%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	n/a	<b>60%</b>	n/a	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)  
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

## Early Childhood Math Progress Measure 1 - Ruth Barron ES

**The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will be maintained at 100% in Spring 2024 to June 2030.**

### Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Outcomes</b>	<b>98%</b>					

### Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	<b>100%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>100%</b>	n/a	<b>100%</b>	n/a	n/a
2024-2025	n/a	<b>100%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>100%</b>	n/a	<b>100%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	n/a	<b>100%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>97%</b>	n/a	<b>100%</b>	n/a	n/a
2025-2026	n/a	<b>100%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>100%</b>	n/a	<b>100%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	n/a	<b>100%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>100%</b>	n/a	<b>100%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	n/a	<b>100%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>100%</b>	n/a	<b>100%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	n/a	<b>100%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>100%</b>	n/a	<b>100%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	n/a	<b>100%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>100%</b>	n/a	<b>100%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested  
Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)  
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

## Early Childhood Math Progress Measure 2 - Ruth Barron ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 63% in Spring 2024 to 70% by June 2030.

### Yearly Target Goals

<b>2023-2024</b> <small>(Actual Outcome for Goal-Setting)</small>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>
<b>63%</b>	<b>64%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>	<b>68%</b>	<b>70%</b>
<b>Outcomes</b>	<b>67%</b>					

### Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
<b>2023-2024</b> <small>(Actual Outcomes for Goal-Setting)</small>	n/a	<b>64%</b>	<b>59%</b>	n/a	n/a	n/a	n/a	<b>30%</b>	<b>64%</b>	n/a	<b>66%</b>	n/a	n/a
<b>2024-2025</b>	n/a	<b>65%</b>	<b>65%</b>	n/a	n/a	n/a	n/a	<b>40%</b>	<b>65%</b>	n/a	<b>67%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	n/a	<b>63%</b>	<b>91%</b>	n/a	n/a	n/a	n/a	<b>62%</b>	<b>66%</b>	n/a	<b>75%</b>	n/a	n/a
<b>2025-2026</b>	n/a	<b>66%</b>	<b>66%</b>	n/a	n/a	n/a	n/a	<b>50%</b>	<b>66%</b>	n/a	<b>68%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
<b>2026-2027</b>	n/a	<b>67%</b>	<b>67%</b>	n/a	n/a	n/a	n/a	<b>55%</b>	<b>67%</b>	n/a	<b>68%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
<b>2027-2028</b>	n/a	<b>68%</b>	<b>68%</b>	n/a	n/a	n/a	n/a	<b>60%</b>	<b>68%</b>	n/a	<b>69%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
<b>2028-2029</b>	n/a	<b>69%</b>	<b>69%</b>	n/a	n/a	n/a	n/a	<b>65%</b>	<b>69%</b>	n/a	<b>69%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
<b>2029-2030</b>	n/a	<b>70%</b>	<b>70%</b>	n/a	n/a	n/a	n/a	<b>70%</b>	<b>70%</b>	n/a	<b>70%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

## Early Childhood Math Progress Measure 3 - Ruth Barron ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 46% in Spring 2024 to 60% by June 2030.

### Yearly Target Goals

<b>2023-2024</b> <small>(Actual Outcome for Goal-Setting)</small>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>
<b>46%</b>	<b>50%</b>	<b>54%</b>	<b>55%</b>	<b>56%</b>	<b>58%</b>	<b>60%</b>
<b>Outcomes</b>	<b>50%</b>					

### Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
<b>2023-2024</b> <small>(Actual Outcomes for Goal-Setting)</small>	<b>35%</b>	<b>46%</b>	<b>48%</b>	n/a	n/a	n/a	n/a	<b>28%</b>	<b>45%</b>	n/a	<b>44%</b>	n/a	n/a
<b>2024-2025</b>	<b>40%</b>	<b>48%</b>	<b>50%</b>	n/a	n/a	n/a	n/a	<b>35%</b>	<b>48%</b>	n/a	<b>48%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	<b>35%</b>	<b>53%</b>	<b>56%</b>	n/a	n/a	n/a	n/a	<b>23%</b>	<b>49%</b>	n/a	<b>55%</b>	n/a	n/a
<b>2025-2026</b>	<b>45%</b>	<b>50%</b>	<b>52%</b>	n/a	n/a	n/a	n/a	<b>40%</b>	<b>50%</b>	n/a	<b>50%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
<b>2026-2027</b>	<b>50%</b>	<b>52%</b>	<b>54%</b>	n/a	n/a	n/a	n/a	<b>45%</b>	<b>52%</b>	n/a	<b>52%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
<b>2027-2028</b>	<b>55%</b>	<b>56%</b>	<b>56%</b>	n/a	n/a	n/a	n/a	<b>50%</b>	<b>56%</b>	n/a	<b>56%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
<b>2028-2029</b>	<b>58%</b>	<b>58%</b>	<b>58%</b>	n/a	n/a	n/a	n/a	<b>55%</b>	<b>58%</b>	n/a	<b>58%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
<b>2029-2030</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

## EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

# Ruth Elementary (RBES) Campus Academic Advisory Council

## September 29, 2025

Purpose: A campus academic advisory council shall be established on each campus to assist the principal. The council shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal. The council shall serve primarily in an advisory or consultative manner regarding:

1. The development, review, and revision of the campus plan,
2. The review of major campus programs,
3. The campus budget,
4. The review of student performance and campus plan progress,
5. The review of drop-out and completion rate information [see BQA(LEGAL)], and
6. Opinions related to campus waivers.

The council shall:

1. Approve staff development portions of the campus plan,
2. Determine the manner in which performance incentives shall be used, and
3. Hold an annual public meeting after campus ratings have been received.

**Location:** Library in Person / and Via Zoom

Join Zoom Meeting

<https://pfsd-net.zoom.us/j/82324349545>

**Facilitator:** Gerardo Ortiz

**Time:** 4:30

**Attendance:** Please refer to attendance roster or type names and positions

### Mission


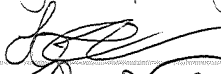
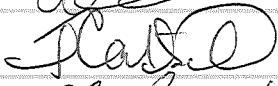





*The mission of the Pflugerville Independent School District is to provide a quality education with a commitment to excellence by facilitating learning in a safe and nurturing environment.*

<b>Topic</b>	<b>Facilitator</b>	<b>Notes</b>	<b>Next Steps/Timeline</b>
Welcome and/or Introductions	Principal-Gerardo Ortiz	All a parents and staff introduced themselves 9	

		people in person and 7 people online	
DAAC update	DAAC representative-	Liam Wallace let us know about his notes regarding DAAC, 1-Teachers and the requirement they be certified by 2027 2- discussed calendar where school starts earlier 3- He reviewed was DAAC and what they did 4-TIA and what that is 5-Attendance	Parents want to know when calendar for next year will be shared for next year
<b><u>Topic</u></b>	<b><u>Facilitator</u></b>	<b><u>Notes</u></b>	<b><u>Next Steps/Timeline</u></b>
<ul style="list-style-type: none"> <li>• 2025 Accountability ratings</li> <li>• 2024-2025 Campus academic performance</li> <li>• 2025-2026 CIP performance objectives</li> </ul>	Principal Review	1-We reviewed the Accountability ratings 2-Overall Academic performance for STAAR 90-60-30 3-CIP -discussed	I will send a Compact and Parent Engagement for CAAC to review.  Parents want to help with tutoring and putting our campus and community to come to the school, parents wanted to

		<p>Goal 2 specifically Performance Objective 1 and 2 and how they are related to our STAAR. These goals tie into how we are spending our money mostly on people Instructional Coach, and Interventionist</p>	<p>know how they can support low performing students</p> <p>I explained how we will continue to tie our STAAR Data to our School Goal Mission and Vision of CIP and Goals in the CIP as seen on Goal 2 in our CIP</p>
<a href="#"><u>2025 STAAR Accountability</u></a>			
<a href="#"><u>2025 STAAR Campus academic performance</u></a>			
<a href="#"><u>Goal 2 Performance Objective 1 and 2</u></a>			

BAAC meeting : Sept. 29, 2015. 4:30pm. library

	name	ROLE	signature	Email
1.	Jessie Hazzey	Parent		JHazzey@gmail.com
2.	Liah Wallace	Teacher BAAC		Liah.wallace@pfsd.net
3.	Terese Castro	Parent		TCASTRO1@AOL.com
4.	Melissa Koppie	Parent		melissa.koppie@gmail.com
5.	ALICE NORTON	PARENT PTO VP		ALICE.CHRISTINE.NORTON@GMAIL
6.	Wonne Ruiz	SPEID		wonne.ruiz@pfsd.net
7.	Gerardo Ortiz	RBES, Principal		Gerardo.Ortiz@pfsd.net
8.	Felicia Foster	Asst Principal		felicia.foster@pfsd.net
9.	Ana Griffiths	District Rep		ana.griffiths@pfsd.net
10.	<del>Richards</del>			

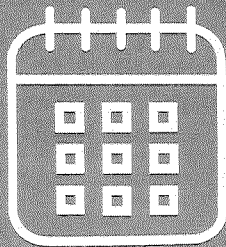
Timestamp	Name (first and last)	Role	Email
9/29/2025 17:45:22	Dr. Josefina Irigoyen	Option 1	
9/29/2025 17:45:26	Alexa Cuellar	Option 1	
9/29/2025 17:46:01	Maria Villarreal	Option 1	
9/29/2025 17:47:52	Shannon Brown	Dual Language 2nd Grade	shannon.brown@pfsd.net
9/29/2025 17:48:14	Alexa Cuellar	4th Grade Dual Language Teacher	alexacuellarpaez@pfsd.net
9/29/2025 17:48:51	Dr. Josefina Irigoyen	parent	dr.j.irigoyen@gmail.com

RUTH BARRON ES

# CAAC

Campus Academic Advisory Council

# MEETING



September 29, 2025

4:30 pm



RBES Library / Via Zoom

Join Zoom Meeting:

<https://pfisd-net.zoom.us/j/82324349545>





# September 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>1</b> Labor Day School Attendance Awareness Month	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> Grandparent Day 7:05	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> Patriot Day 9/11	<b>12</b> Academy 4 Day	<b>13</b>
<b>14</b>	<b>15</b> Dot Day Hispanic Heritage Month Begins	<b>16</b> IT Professional Day	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b> Coffee with Parents 7:45 Fall Picture Day	<b>23</b>	<b>24</b> PTO Parent Meeting 4 pm	<b>25</b>	<b>26</b> Teacher Asst Day	<b>27</b>
<b>28</b>	<b>29</b> CAAC Meeting/ Junta 4:30 Library / Biblioteca	<b>30</b>				
Important Reminders						