Pflugerville Independent School District

Ruth Barron Elementary

2026-2027

Accountability Rating: B

Distinction Designation
Top 25 Percent: Comparative Academic Growth

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 fullfullment of the indivdual 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**

- **B**rave- **Collaborative Problem Solvers, Lifelong Learners** - Growth mindset, curiosity, adaptabilty**,** applies knowldege, confident learner who practice continual self-development, A student who is not afaid to learn new things, or learn from failing.
- **E**mpathetic- **Proactive Communicator** - Advocacy, compassion, Bridging perpectives, 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.
- **A**re students of **Integrity- Globally-Conscious Discoverer** - Civic responsibility, diverse perspectives, demonstrates emotional intelligance, strives for personal growth, honesty is important, positive role models, A student who consitently,demonstrates courage in doing what is right, regardless of the circumstances.
- **R**esilient- **Resilient Leader** - Committment to continous learning, Perserverance, leading in uncertainty, A student who never gives up learning even when faced with challenging questions.
- **S**elf Aware- **Empowered Wellness Advocate** - Holistic wellness, emotional safety, care for self and others, A student who sets personal goals and works to achieve them.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary

RBES is identified as a Title I campus: 86.10% 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 590 students. We are a dual language campus with both 1 way and 2 way dual language classes. We have 2 monolingual classrooms per grade level and at 2-3 dual language classes. 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 590 total.

Student Demographics - Ruth Barron Elementary School (Source: TAPR & On Data Suite)						
	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Total Enrollment	**573**	**571**	**509**	**532**	**583**	**605**
African American	9.6%	8.9%	11.8%	10.55%	11.32%	8.98%
Hispanic	77.3%	75.5%	72.3%	73.45%	71.87%	73.56%
White	7.2%	8.8%	9.4%	10.17%	10.46%	11.19%
American Indian	0.2%	0.4%	0.2%	0.0%	0.17%	0.00%
Asian	3.3%	4.0%	4.1%	3.95%	4.46%	4.24%
Pacific Islander	0.0%	0.0%	0.2%	0.19%	0.00%	0.00%
Two or More Races		2.4%	2.5%	1.96%	1.69%	2.03%

Special Programs

Our Special programs have stayed consistent in percentages over the years, but our economically disadvantaged and emergent bilingual populations are rapidly increasing. By spring the economically disadvantaged population is 86.10%. Our emergent bilingual population has increased to 66.27% and is represented by students in both dual language classes and monolingual classes.

Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & On Data Suite)						
	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**

Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & On Data Suite)						
Economically Disadvantaged	75.9%	77.1%	76.2%	76.46%	89.02%	86.10%
Emergent Bilingual	58.3%	59.2%	58.9%	60.83%	64.15%	66.27%
At-Risk	77.3%	82.7%	84.7%	80%	84.22%	84.07%
Special Education	15.4%	16.6%	17.9%	18.83%	20.93%	23.56%
Gifted & Talented	2.4%	3.3%	6.3%	6.59%	4.63%	3.05%
Dyslexia	3.0%	3.2%	2.2%	2.0%	3.09%	4.41%
Section 504	5.9%	6.1%	3.9%	3.39%	3.09%	2.37%
Immigrant	4.7%	3.5%	4.7%	4.33%	6.17%	6.78%
Homeless	1.2%	0.0%	1.4%	1.13%	0.00%	0.34%
Migrant	0.0%	0.0%	0.0%	1.2%	0.00%	0.17%
Campus Mobility Rate	9.3%	11.0%	%	%	%	%

Staff

Teacher demographics are consistent with the previous year.

Teacher Demographics - Ruth Barron Elementary School (Source: TAPR)							
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2024-2025**	**2025-2026**
Total Teachers	**50.2**	**46.9**	**48.1**	**44**	**44**	**46**	**44.6**
African American	8.0%	6.4%	4.2%	6.8%	6.8%	6.7%	6.6%
Hispanic	55.8%	61.4%	47.8%	40.8%	40.8%	42.1%	42.7%
White	34.2%	32.2%	46.0%	47.9%	47.9%	46.8%	48.5%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	2.3%	2.3%	2.2%	2.2%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%
Two or More Races	2.0%	0.0%	2.1%	2.3%	2.3%	2.2%	0.0%

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)							
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2024-2025**	**2025-2026**
Beginning Teachers	0.0%	6.4%	6.2%	6.2%	11.3%	0.0%	5.4%
1-5 Years Experience	29.9%	25.6%	33.3%	33.3%	27.2%	37.7%	33.4%
6-10 Years Experience	31.9%	29.9%	20.8%	20.8%	25.2%	20%	22.8%
11-20 Years Experience	36.2%	32.0%	33.5%	33.5%	27.2%	31%	26.9%
Over 20 Years Experience	2.0%	6.2%	6.2%	6.2%	9.1%	11.12%	11.3%

Demographics Strengths

Ruth Barron Elementary School demonstrates several key strengths that support student success and position the campus for continued growth.

The campus serves a **growing and stable student population**, increasing to 590 students, which reflects strong community trust and sustained enrollment. The school's **diverse student population**, with a large Hispanic (73.56%) and emergent bilingual (66.27%) population, creates a rich multicultural learning environment that supports bilingualism, biliteracy, and cultural responsiveness.

RBES's **dual language programming**, including both one-way and two-way models across multiple grade levels, is a significant strength. This structure supports language development for both native Spanish speakers and English speakers, promoting academic achievement and cross-cultural competencies. Additionally, the presence of specialized programs such as Pegasus, Essential Academics, and COMM classrooms ensures that **diverse student needs are addressed through targeted supports**.

The campus demonstrates a strong commitment to **serving high-need populations**, with 86.10% of students identified as economically disadvantaged and over 84% identified as at-risk. Despite these challenges, the school maintains **consistent program structures and services**, indicating effective systems and support frameworks are in place.

Student support services continue to expand appropriately, as reflected in the **increasing identification of students receiving Special Education services (23.56%) and dyslexia support (4.41%)**, suggesting improved identification practices and responsiveness to student needs.

The **teaching staff is balanced and experienced**, with representation across all experience levels, including a strong proportion of teachers with 1–20 years of experience. This balance supports mentorship opportunities, instructional stability, and sustained campus knowledge. Additionally, the **diversity of the teaching staff**, particularly the strong representation of Hispanic educators (42.7%), helps foster meaningful connections with the student population.

Overall, RBES demonstrates strengths in **program diversity, cultural and linguistic responsiveness, staff experience, and commitment to meeting the needs of all learners**, providing a strong foundation for continued academic growth and student success.

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

2026 Accountability Ratings

(will be relseased in June)

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:

STAAR Test	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Reading	62%	67%	62%	71%	
Math	62%	66%	60%	60%	
Science	36%	38%	23%	28%	

Below are STAAR scores for 2024-2025 and 2025-2026 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 2024-2025		3rd 2025-2026		4th 2024-2025		4th 2025-2026		5th 2024-2025		5th 2025-2026	
	Approaches	Meets	Approaches	Meets	Approaches	Meets	Approaches	Meets	Approaches	Meets	Approaches	Meets
Reading	71%	39%			71%	48%			72%	40%		
Math	61%	36%			65%	39%			55%	21%		

2025-2026 quarterly district assessments show 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 combined. Our strength this year has been our math instruction, and the grade level needing the most support has been 3rd grade in reading.

	1st 9 weeks	2nd 9 weeks	3rd 9 weeks
3rd grade			
Math (English)	13.04%	51.35%	61.43%
Math (Spanish)	5.26%	30.77%	7.14%
Reading (English)	21.31%	3.45%	17.65%
Reading (Spanish)	36.59%	35.14%	28.57%

	1st 9 weeks	2nd 9 weeks	3rd 9 weeks
4th grade			
Math (English)	86.44%	85.94%	79.71%
Math (Spanish)	25%	85.71%	50%
Reading (English)	65.31%	61.7%	86.67%
Reading (Spanish)	21%	44%	68%
5th grade			
Math (English)	37.5%	72.46%	78.79%
Math (Spanish)	0%	0%	0%
Reading (English)	62.5%	50.94%	64.29%
Reading (Spanish)	61.11%	73.68%	60%

TELPAS Composite Scores for 2024-25 school year. The ELP target in Closing the Gaps was _____. _____ made progress; the target was _____. This year's target was _____, we were at _____.

TELPAS Composite Ratings	Beginning		Intermediate		Advanced		Advanced High		Average Score 1-4	
	2024-25	2025-26	2024-25	2025-26	2024-25	2025-26	2024-25	2025-26	2024-25	2025-26
K-2nd	46%		40%		10%		4%		1.8%	
3rd- 5th	21%		28%		33%		18%		2.4%	
Kinder	76%		20%		4%		0%		1.2%	
1st	43%		36%		13%		9%		1.8%	
2nd	23%		62%		13%		2%		1.9%	
3rd	22%		38%		20%		11%		2.3%	
4th	7%		32%		32%		13%		2.3%	
5th	18%		19%		37%		26%		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. Note: The TPRI scores reflect all 1st and 2nd grade students regardless of language of instruction. Students who are in dual language classes with Spanish as their primary language take both the TPRI and the TJL assessments.

	Significant Intervention Needed		Moderate Intervention Needed		Possible Intervention Needed		No intervention Needed	
1st grade 2024-2025	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%
1st grade 2025-2026	BOY TPRI 35.9%	EOY TPRI 33.6%	BOY TPRI 31.4%	EOY TPRI 32.6%	BOY TPRI 27.7%	EOY TPRI 18.5%	BOY TPRI 7.9%	EOY TPRI 15.2%
	BOY Tejas Lee 34.5%	EOY Tejas Lee 14.5%	BOY Tejas Lee 32.7%	EOY Tejas Lee 36.4%	BOY Tejas Lee 29%	EOY Tejas Lee 25.5%	BOY Tejas Lee 3.6%	EOY Tejas Lee 23.6%
2nd grade 2024-2025	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%
2nd grade 2025-2026	BOY TPRI 50.5%	EOY TPRI 49.4%	BOY TPRI 20%	EOY TPRI 13.1%	BOY TPRI 15.8%	EOY TPRI 16.1%	BOY TPRI 13.7%	EOY TPRI 21.2%
	BOY Tejas Lee 29.8%	EOY Tejas Lee 18%	BOY Tejas Lee 61.4%	EOY Tejas Lee 37.7%	BOY Tejas Lee 0.0%	EOY Tejas Lee 11.5%	BOY Tejas Lee 8.8%	EOY Tejas Lee 32.8%

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	
1st grade 2024-2025	BOY 23%	EOY 13%	BOY24%	EOY 19%	BOY 8%	EOY 15%	BOY 45%	EOY 52.5%
1st grade 2025-2026	BOY 17.9%	EOY 11.8%	BOY 20.9%	EOY 19.4%	BOY 15.1%	EOY 21.5%	BOY 46%	EOY 47.3%
2nd grade 2024-2025	BOY 26%	EOY 17.2%	BOY 40%	EOY 24%	BOY 7%	EOY 13.7%	27%	EOY 44.8%
2nd grade 2025-2026	BOY 14.1%	EOY 49.5%	BOY 16.2%	EOY 20.2%	BOY 18.9%	EOY 20.2%	36.8%	EOY 49.5%

Student Learning Strengths

Scores from STAAR not in yet

- 3rd grade math English district assessments made great gains from 13.04% increased to 61.43% passing
- 4th grade math English district assessments stayed strong all year 86.44%, 85.94%, 79.71% passing
- 4th grade reading English district assessments made great gains from 65.31% increased to 86.67% passing
- 4th grade reading Spanish district assessments made great gains from 21% increased to 68% passing
- 4th grade Math Spanish district assessments made great gains from 25% increased to 85.71% passing midterm
- 5th grade math English district assessments made great gains from 37.5% increased to 78.79% passing
- 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 3rd grade district assessment reading and math scores have low passing rates significantly compared to 4th and 5th grade
Root Cause: Students need early consistent work in 3rd 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 3rd grade expectations.

Problem Statement 2: 1st and 2nd making minimal gains in Math STAR 360 and less growth in TPRI, comparative to the prior year.
Root Cause: Families are needing encouragement and resources to continue to practice and maintain learning foundational skills during the school year. Teachers may also need to emphasize review and reactivation of foundational skills and knowledge during the school year.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Technology Integration

Ruth Barron Elementary School implements the district-adopted curriculum developed by Pflugerville ISD and is committed to the effective use of High-Quality Instructional Materials (HQIM). Teachers receive ongoing professional development to build familiarity and proficiency with HQIM, and implementation is monitored through regular administrative walkthroughs and feedback cycles to ensure fidelity and instructional effectiveness.

The campus is well-equipped with instructional technology to enhance teaching and learning. All classrooms are equipped with interactive smart boards, and students have access to a computer lab, iPad carts in PreK–1st grade, and a 2:1 Chromebook ratio in grades 2–5. Teachers participate in continuous training throughout the year to effectively integrate technology into daily instruction to support engagement, differentiation, and academic achievement. This year some of our teacher leaders and admin team have participated in the Comp3 program, wherein we were able to receive training in the use of Playlab AI which we then brought to our staff as a resource to create rigorous lesson plans, assessments, and exit tickets aligned to STAAR released materials.

To support student learning and accelerate progress, the campus provides structured intervention and tutoring opportunities. A daily 30-minute intervention block is embedded within the master schedule to address learning gaps through targeted small-group instruction. Additional tutoring is provided during and after school to ensure students receive required instructional minutes, particularly those who did not meet the “Approaches” standard on STAAR assessments. Teachers have received training to maximize the effectiveness of intervention time, and TIA-designated teachers contribute to delivering high-quality, data-driven instruction.

Professional Development

Ruth Barron Elementary has strengthened its instructional capacity by adding a full-time Instructional Coach who supports teachers through job-embedded coaching, modeling, and targeted professional development. Currently, no returning staff members are on formal growth plans, reflecting overall staff stability and effectiveness.

The campus benefits from district-supported professional learning opportunities at the beginning of the year, and were given professional development on campus focusing on the topics of PLCs, lesson frames, data-based learning centers, TELPAS goal-setting, TEKS alignment, accommodations, calibrating student constructed responses, along with several sessions aligning our state of the campus reality with our goals. Campus-based professional development is strategically designed using classroom observations, staff feedback, and survey data.

Community Involvement

Ruth Barron Elementary values strong partnerships with families and the community to support student success. The campus partners with a local church to provide resources such as food, school supplies, and holiday meals through programs like Backpack Friends. Additionally, the school collaborates with Academy 4 to provide mentorship opportunities for all 4th grade students. This year we have begun to implement Leaders 5 as a continuation of the success of Academy 4.

To ensure inclusivity and accessibility, all campus communication is provided in both English and Spanish, with district translation services available for additional languages as needed. The school actively engages families through events such as STAAR parent workshops (offered in both languages), literacy, math, and science nights, diversity night, and fine arts performances. Families are encouraged to participate in school life through awards assemblies, campus events, and initiatives such as “Coffee with the Principal,” which fosters open communication between families and campus leadership.

Professional Learning Communities (PLCs)

The development of effective Professional Learning Communities (PLCs) is a key campus priority. Grade-level team leaders have been intentionally selected to guide PLC work, with the autonomy to facilitate weekly meetings aligned to campus goals. The Instructional Coach provides guidance, including weekly focus topics and quarterly data analysis sessions.

PLCs are structured around continuous improvement practices, with teams expected to develop agendas and focus discussions on DuFour's key questions related to student learning and instructional effectiveness. This year we have also begun to implement the district's lesson and unit internalization process in our PLCs. In addition to PLCs, grade levels participate in weekly Professional Working Community (PWC) meetings to address operational needs, collaborative planning, and team cohesion.

Student Behavior and Support Systems

Ruth Barron Elementary implements a tiered system of behavior support to promote a positive and structured learning environment. Tier 1 practices emphasize proactive strategies and clear expectations centered on students being safe, respectful, and responsible. Positive behaviors are reinforced through incentives such as “Barron Bucks” and participation in the campus “Bear Houses” system.

Tier 2 supports provide targeted interventions for students at risk of developing more significant behavioral concerns. These supports are individualized and developed collaboratively by teachers, campus leadership, and families, and may include systems such as check-in/check-out.

Tier 3 interventions offer intensive, individualized support based on formal assessments and are implemented through collaborative processes such as PSST, IEP, and Section 504 meetings. These supports involve a multidisciplinary team to ensure both academic and behavioral needs are addressed comprehensively.

Extracurricular and Enrichment Opportunities

Ruth Barron Elementary offers a wide range of extracurricular activities to support student engagement, leadership, and enrichment. Students have access to diverse enrichment opportunites including Girls Who Code, Young Men's Leadership Club, Color Guard Cadets, art club, sports clubs, UIL academic teams, honor choir, robotics, gardening club, Green Team, and student council. This year we have also implemented our Ballet Folkorico club which has performed at district and community events.

The campus supports these opportunities by providing resources, materials, and after-school snacks to ensure equitable access for all students. These programs contribute to a well-rounded educational experience and foster student interests beyond the classroom.

School Processes & Programs Strengths

Ruth Barron Elementary demonstrates strong systems and structures that support high-quality instruction and student success. The campus effectively implements district-adopted curriculum and High-Quality Instructional Materials (HQIM), supported by ongoing professional development and consistent administrative monitoring to ensure instructional fidelity.

The school is well-resourced in **technology integration**, with access to interactive smart boards, student devices, and digital tools. Teachers receive continuous training and are leveraging innovative resources, such as AI-supported planning tools, to enhance rigor, differentiation, and alignment to state standards.

A key strength is the campus’s **structured academic support system**, including a dedicated daily intervention block, targeted small-group instruction, and expanded tutoring

opportunities during and after school. These systems are reinforced by trained staff and TIA-designated teachers who provide high-quality, data-driven instruction.

The campus maintains a strong commitment to **professional growth**, supported by a full-time Instructional Coach, data-informed professional development, and alignment with district initiatives. Staff stability and the absence of formal growth plans further reflect a positive and effective professional culture.

Ruth Barron also excels in **family and community engagement**, with strong partnerships that provide essential resources and mentorship opportunities for students. The campus prioritizes inclusivity through bilingual communication and offers a wide range of events that actively involve families in the educational process.

Collaborative structures, including PLCs and PWCs, are well-established and focused on continuous improvement, data analysis, and instructional planning aligned to student needs.

Additionally, the school has implemented a **comprehensive, tiered behavior support system** that promotes a positive school culture and provides targeted interventions for students at all levels of need.

Finally, the campus offers a wide range of **extracurricular and enrichment opportunities** that foster student engagement, leadership, and well-rounded development, with intentional support to ensure equitable access for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need systems to facilitate the management and sharing 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/login 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. We need to ensure PLC agendas are set ahead of time so that teams may adequately prepare.

Problem Statement 3: 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. Additionally, we have had trouble getting information to parents via the SchoolStatus messaging system.

Perceptions

Perceptions Summary

RBES Climate and Culture Summary

Staff Climate and Culture

Ruth Barron Elementary School fosters a positive, collaborative, and purpose-driven staff culture grounded in the campus belief: *"Lo que se dice, se hace"*—what is said gets done. This shared commitment drives accountability, professionalism, and a focus on results for students.

At the start of the school year, the campus established four key priorities:

- Growing the leaders of tomorrow
- Encouraging students to set and achieve goals
- Strengthening and refining the PLC process
- Becoming a model dual language campus

These priorities are consistently reinforced through staff meetings and embedded within daily instructional practices, ensuring alignment between campus goals and classroom implementation.

Based on the Spring 2026 Upbeat Engagement Survey, staff perceptions at Ruth Barron Elementary were largely positive, with the campus earning an overall engagement score of 75%, slightly above the district average. Staff responses reflected strong commitment to students, positive relationships among colleagues, and a strong sense of purpose in their work.

Areas of Strength

Survey results highlighted several notable strengths in campus culture and instructional support. Staff reported exceptionally high levels of:

- **Satisfaction & Purpose (96%)** and **Self-Efficacy (95%)**, indicating that teachers feel successful in supporting students academically and socially and believe their work has a meaningful impact.
- **Parent/Teacher Communication (93%)**, demonstrating strong partnerships and trust between families and teachers.
- **Inclusive Practices (90%)** and **Evaluation (90%)**, suggesting staff feel supported in creating inclusive environments and view the evaluation process as fair and helpful for growth.
- **Collaboration (85%)**, with teachers reporting meaningful teamwork and support from colleagues.
- **Future Commitment (87%)**, indicating that many staff members plan to remain at the campus and would recommend the school to others.

Staff also responded positively regarding work/life balance, recruitment and onboarding practices, and overall care and commitment to students.

Areas for Growth

While overall perceptions were positive, the survey identified several opportunities for continued improvement:

- **Compensation & Career Path (45%)** was the lowest-rated category, reflecting concerns about salary satisfaction and long-term career advancement opportunities.

- **Resources & Facilities (68%)** revealed concerns related to school funding and access to resources. Staff rated school funding particularly low.
- **Principal/Teacher Trust (75%)** and **Instructional Leadership (82%)** scored below district comparison averages, suggesting opportunities to strengthen communication, support, and confidence in campus leadership.
- In **Teacher Voice & Leadership**, some staff expressed a desire for greater involvement in decision-making and additional leadership opportunities.
- Responses in **Belonging & Wellbeing** indicate that although many staff members feel supported, there is room to strengthen teacher wellness, connection, and feelings of belonging on campus.

Overall Summary

Overall, survey data reflects a campus with a strong instructional culture, positive relationships, and highly committed educators who value collaboration and student success. Staff perceptions suggest that Ruth Barron Elementary maintains a supportive and purpose-driven environment while continuing to focus on strengthening leadership trust, teacher voice, staff wellbeing, and resource allocation to further improve campus culture and retention.

Student Climate and Culture

Ruth Barron Elementary is committed to supporting the whole child by addressing both academic and non-academic needs. The campus ensures all students have access to free breakfast and lunch, including grab-and-go options for late arrivals, to promote readiness for learning and remove barriers related to basic needs.

Student achievement and growth are celebrated through quarterly **POPS Rallies**, where students are recognized for academic performance, attendance, behavior, and participation in extracurricular activities. These celebrations promote motivation, goal-setting, and a culture of recognition.

To build character and leadership, the campus implements a **Leadership House system**, consisting of Bravery, Empathy, Integrity, and Resiliency. Students are placed into houses and encouraged to demonstrate these traits in their daily actions. Positive behaviors are reinforced through a points system, fostering a sense of belonging, accountability, and healthy competition.

Family Engagement and Partnerships

Ruth Barron Elementary prioritizes strong partnerships with families to support student success. The campus maintains open and consistent communication through the support of a dedicated Parent-Teacher Organization who maintains a near-constant presence on campus.

Campus leadership promotes accessibility and transparency through an open-door policy, encouraging families to share feedback and concerns. Additional opportunities for engagement include participation in the Campus Advisory Committee and monthly **Coffee with the Principal** meetings, which provide a platform for collaboration and two-way communication.

Teachers are encouraged to maintain regular communication with families, including sharing positive student experiences, which strengthens relationships and builds trust between home and school.

Perceptions Strengths

Ruth Barron Elementary School demonstrates a strong and positive campus culture built on collaboration, accountability, and a shared commitment to student success. Guided by the campus belief, “Lo que se dice, se hace”—what is said gets done—the staff maintains a culture focused on professionalism, trust, and follow-through. Campus priorities, including developing student leadership, strengthening the PLC process, encouraging goal-setting, and becoming a model dual language campus, are consistently reinforced through staff

collaboration and instructional practices.

Staff survey data reflects a highly committed and purpose-driven faculty. Teachers reported exceptionally high levels of Satisfaction & Purpose (96%) and Self-Efficacy (95%), indicating that staff feel successful in supporting students academically and socially and believe their work has a meaningful impact. Strong ratings in Parent/Teacher Communication (93%), Inclusive Practices (90%), Collaboration (85%), and Future Commitment (87%) demonstrate positive relationships among staff, students, and families, as well as confidence in the campus culture and mission.

Ruth Barron Elementary also demonstrates strong systems of student support and recognition. The campus prioritizes the whole child by ensuring students' basic needs are met through access to free breakfast and lunch programs. Student achievement, attendance, behavior, and extracurricular participation are celebrated through quarterly POPS Rallies, fostering motivation and a culture of recognition. Additionally, the campus Leadership House system promotes character development, belonging, accountability, and positive peer relationships through the values of Bravery, Empathy, Integrity, and Resiliency.

Family engagement is another significant strength of the campus. Ruth Barron Elementary maintains strong partnerships with families through open communication, a highly involved Parent-Teacher Organization, monthly Coffee with the Principal meetings, and opportunities for participation in campus decision-making processes. Teachers and administrators actively work to build trust with families through regular communication and a welcoming, transparent environment.

Overall, Ruth Barron Elementary demonstrates strong staff collaboration, meaningful family partnerships, a student-centered culture, and a highly dedicated faculty committed to continuous growth and student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although a tiered behavior system is established, there is a need to ensure consistent implementation of behavior expectations and interventions across all classrooms and grade levels.
Root Cause: Continued professional development and monitoring will help ensure fidelity in Tier 1 practices, while strengthening Tier 2 interventions to proactively address student needs before escalation.

Problem Statement 2: Teacher trust and voice in campus leadership need strengthening as survey results in Principal/Teacher Trust (75%) and Teacher Voice & Leadership (78%) fell below district comparison averages. Staff responses indicate concerns regarding administrative support, involvement in decision-making, and opportunities for leadership roles, which may impact morale, collaboration, and retention.
Root Cause: We need to provide more clarity regarding campus and grade level decisions and provide ample opportunity for teachers to utilize an open door policy with administration.

Problem Statement 3: Staff perceptions regarding resources, funding, and career advancement indicate a need for improved support systems as Resources & Facilities scored 68% and Compensation & Career Path scored only 45%, the lowest category overall. Teachers expressed concerns related to school funding, salary satisfaction, and long-term growth opportunities, which may affect staff satisfaction and retention.
Root Cause: While many of these decisions are at the district level, our campus can do a better job of providing clarity regarding our campus budget and how our funds are spent. We can also work to communicate opportunities for career growth within the district, such as the PfISD principal's cohort. We will also make sure teachers know what resources are available to them regarding purchases for classrooms.

Goals

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

Performance Objective 1: By June 2027, Ruth Barron ES will decrease the teacher turnover rate from less than 12% in 2026 to less than 10% in 2027.

Evaluation Data Sources: Turnover rate is reduced

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

Performance Objective 2: In 2026-2027, 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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd grade district assessment reading and math scores have low passing rates significantly compared to 4th and 5th grade **Root Cause**: Students need early consistent work in 3rd 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 3rd grade expectations.

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

Performance Objective 3: Throughout the 2027-2028 school year, persist in fostering the development of educators by assisting them in their daily application of evidence-based best teaching practices, specifically the Dual Language and ESL. By June 2027, data from teacher walkthroughs will indicate a complete 100% implementation of the Dual Language and ESL Framework .

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 2027, 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 2027 STAAR outcomes from the prior year will be:
-Math Academic Growth from 65% to 80%
-Approaches from 65% to 74%
-Meets from 36% to 44%
-Masters from 16% 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

Performance Objective 1 Problem Statements:

Demographics
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
Problem Statement 1: Our 3rd grade district assessment reading and math scores have low passing rates significantly compared to 4th and 5th grade **Root Cause**: Students need early consistent work in 3rd 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 3rd grade expectations.
Problem Statement 2: 1st and 2nd making minimal gains in Math STAR 360 and less growth in TPRI, comparative to the prior year. **Root Cause**: Families are needing encouragement and resources to continue to practice and maintain learning foundational skills during the school year. Teachers may also need to emphasize review and reactivation of foundational skills and knowledge during the school year.
School Processes & Programs
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. We need to ensure PLC agendas are set ahead of time so that teams may adequately prepare.

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

Performance Objective 2: By June 2027, 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 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 70% to 80%
-Approaches from 70% to 82%
-Meets from 39% to 53%
-Masters from 17% 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

Performance Objective 2 Problem Statements:

Demographics
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
Problem Statement 1: Our 3rd grade district assessment reading and math scores have low passing rates significantly compared to 4th and 5th grade **Root Cause**: Students need early consistent work in 3rd 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 3rd grade expectations.
Problem Statement 2: 1st and 2nd making minimal gains in Math STAR 360 and less growth in TPRI, comparative to the prior year. **Root Cause**: Families are needing encouragement and resources to continue to practice and maintain learning foundational skills during the school year. Teachers may also need to emphasize review and reactivation of foundational skills and knowledge during the school year.

School Processes & Programs
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. We need to ensure PLC agendas are set ahead of time so that teams may adequately prepare.

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

Performance Objective 3: By June 2027, 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 2027, 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 2027, 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 promote student-centered teaching.

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd grade district assessment reading and math scores have low passing rates significantly compared to 4th and 5th grade **Root Cause**: Students need early consistent work in 3rd 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 3rd grade expectations.
Problem Statement 2: 1st and 2nd making minimal gains in Math STAR 360 and less growth in TPRI, comparative to the prior year. **Root Cause**: Families are needing encouragement and resources to continue to practice and maintain learning foundational skills during the school year. Teachers may also need to emphasize review and reactivation of foundational skills and knowledge during the school year.
School Processes & Programs
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. We need to ensure PLC agendas are set ahead of time so that teams may adequately prepare.
Problem Statement 3: 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. Additionally, we have had trouble getting information to parents via the SchoolStatus messaging system.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027 school year, RBES will increase the average daily student attendance rate from 94.41% to 95% and reduce the chronic absenteeism rate from 16% to 11%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2026-2027 school year, RBES will decrease our office referrals from 41 to less than 30.

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 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will improve from B to C or above
-- Domain 1 Rating will improve from D to C or above
-- Domain 2 Rating will improve from B to A or above
-- Domain 3 Rating will improve from B to A or above

Evaluation Data Sources: Accountability reports

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Our 3rd grade district assessment reading and math scores have low passing rates significantly compared to 4th and 5th grade **Root Cause**: Students need early consistent work in 3rd 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 3rd grade expectations.
Problem Statement 2: 1st and 2nd making minimal gains in Math STAR 360 and less growth in TPRI, comparative to the prior year. **Root Cause**: Families are needing encouragement and resources to continue to practice and maintain learning foundational skills during the school year. Teachers may also need to emphasize review and reactivation of foundational skills and knowledge during the school year.
School Processes & Programs
Problem Statement 3: 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. Additionally, we have had trouble getting information to parents via the SchoolStatus messaging system.
Perceptions
Problem Statement 1: Although a tiered behavior system is established, there is a need to ensure consistent implementation of behavior expectations and interventions across all classrooms and grade levels. **Root Cause**: Continued professional development and monitoring will help ensure fidelity in Tier 1 practices, while strengthening Tier 2 interventions to proactively address student needs before escalation.

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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
16%	35%	40%	45%	50%	55%	60%	
Outcomes	39%	21%					

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 (Actual Outcomes for Goal-Setting)	n/a	14%	n/a	n/a	n/a	n/a	n/a	8%	8%	n/a	7%	n/a	n/a
2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	15%	15%	n/a	15%	n/a	n/a
Outcomes: 2024-2025	n/a	38%	n/a	n/a	n/a	n/a	n/a	7%	37%	n/a	38%	n/a	n/a
2025-2026	n/a	30%	n/a	n/a	n/a	n/a	n/a	20%	30%	n/a	30%	n/a	n/a
Outcomes: 2025-2026	n/a	24%	n/a	n/a	n/a	n/a	n/a	0%	20%	n/a	22%	n/a	n/a
2026-2027	n/a	39%	n/a	n/a	n/a	n/a	n/a	26%	35%	n/a	37%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	49%	n/a	n/a	n/a	n/a	n/a	38%	46%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	55%	n/a	n/a	n/a	n/a	n/a	50%	55%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
35%	40%	45%	50%	55%	58%	60%	
Outcomes	45%	32%					

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 (Actual Outcomes for Goal-Setting)	n/a	24%	n/a	n/a	n/a	n/a	n/a	n/a	30%	n/a	24%	n/a	n/a
2024-2025	n/a	30%	n/a	n/a	n/a	n/a	n/a	n/a	35%	n/a	30%	n/a	n/a
Outcomes: 2024-2025	n/a	44%	n/a	n/a	n/a	n/a	n/a	n/a	39%	n/a	55%	n/a	n/a
2025-2026	n/a	35%	n/a	n/a	n/a	n/a	n/a	n/a	40%	n/a	35%	n/a	n/a
Outcomes: 2025-2026	n/a	24%	n/a	n/a	n/a	n/a	n/a	n/a	32%	n/a	32%	n/a	n/a
2026-2027	n/a	45%	n/a	n/a	n/a	n/a	n/a	n/a	45%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	50%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	55%	n/a	n/a	n/a	n/a	n/a	n/a	55%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
39%	45%	48%	50%	55%	58%	60%	
Outcomes	48%	62%					

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 (Actual Outcomes for Goal-Setting)	n/a	36%	47%	n/a	n/a	n/a	n/a	15%	41%	n/a	45%	n/a	n/a
2024-2025	n/a	40%	50%	n/a	n/a	n/a	n/a	25%	50%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	n/a	44%	55%	n/a	n/a	n/a	n/a	38%	51%	n/a	50%	n/a	n/a
2025-2026	n/a	45%	52%	n/a	n/a	n/a	n/a	35%	52%	n/a	52%	n/a	n/a
Outcomes: 2025-2026	n/a	62%	n/a	n/a	n/a	n/a	n/a	31%	62%	n/a	58%	n/a	n/a
2026-2027	n/a	50%	54%	n/a	n/a	n/a	n/a	45%	54%	n/a	54%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	55%	56%	n/a	n/a	n/a	n/a	55%	56%	n/a	56%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	58%	58%	n/a	n/a	n/a	n/a	58%	58%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	60%	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
38%	43%	48%	53%	58%	59%	60%	
Outcomes	47%	37%					

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 (Actual Outcomes for Goal-Setting)	29%	40%	38%	n/a	n/a	n/a	n/a	17%	33%	n/a	37%	n/a	n/a
2024-2025	35%	43%	40%	n/a	n/a	n/a	n/a	25%	40%	n/a	40%	n/a	n/a
Outcomes: 2024-2025	38%	49%	48%	n/a	n/a	n/a	n/a	15%	44%	n/a	49%	n/a	n/a
2025-2026	40%	45%	45%	n/a	n/a	n/a	n/a	35%	45%	n/a	45%	n/a	n/a
Outcomes: 2025-2026	26%	36%	52%	n/a	n/a	n/a	n/a	15%	34%	n/a	35%	n/a	n/a
2026-2027	45%	48%	48%	n/a	n/a	n/a	n/a	45%	50%	n/a	50%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	50%	50%	50%	n/a	n/a	n/a	n/a	55%	55%	n/a	55%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	55%	55%	55%	n/a	n/a	n/a	n/a	58%	58%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	60%	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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 or above in either English or Spanish (unduplicated) - All students tested (where they were view)
*Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
13%	35%	30%	40%	50%	55%	60%	
Outcomes	36%	23%					

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 (Actual Outcomes for Goal-Setting)	n/a	12%	n/a	n/a	n/a	n/a	n/a	0%	8%	n/a	5%	n/a	n/a
2024-2025	n/a	15%	n/a	n/a	n/a	n/a	n/a	10%	10%	n/a	10%	n/a	n/a
Outcomes: 2024-2025	n/a	35%	n/a	n/a	n/a	n/a	n/a	14%	37%	n/a	31%	n/a	n/a
2025-2026	n/a	20%	n/a	n/a	n/a	n/a	n/a	20%	20%	n/a	20%	n/a	n/a
Outcomes: 2025-2026	n/a	24%	n/a	n/a	n/a	n/a	n/a	0%	22%	n/a	22%	n/a	n/a
2026-2027	n/a	30%	n/a	n/a	n/a	n/a	n/a	30%	30%	n/a	30%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	40%	n/a	n/a	n/a	n/a	n/a	40%	40%	n/a	40%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	50%	n/a	n/a	n/a	n/a	n/a	50%	50%	n/a	50%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
100%	100%	100%	100%	100%	100%	100%	
Outcomes	98%	87%					

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 (Actual Outcomes for Goal-Setting)	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
2024-2025	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2024-2025	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	97%	n/a	100%	n/a	n/a
2025-2026	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2025-2026	n/a	86%	n/a	n/a	n/a	n/a	n/a	n/a	85%	n/a	89%	n/a	n/a
2026-2027	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

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

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
63%	64%	65%	66%	67%	68%	70%
Outcomes	67%	74%				

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 (Actual Outcomes for Goal-Setting)	n/a	64%	59%	n/a	n/a	n/a	n/a	30%	64%	n/a	66%	n/a	n/a
2024-2025	n/a	65%	65%	n/a	n/a	n/a	n/a	40%	65%	n/a	67%	n/a	n/a
Outcomes: 2024-2025	n/a	63%	91%	n/a	n/a	n/a	n/a	62%	66%	n/a	75%	n/a	n/a
2025-2026	n/a	66%	66%	n/a	n/a	n/a	n/a	50%	66%	n/a	68%	n/a	n/a
Outcomes: 2025-2026	n/a	73%	n/a	n/a	n/a	n/a	n/a	44%	74%	n/a	69%	n/a	n/a
2026-2027	n/a	67%	67%	n/a	n/a	n/a	n/a	55%	67%	n/a	68%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	68%	68%	n/a	n/a	n/a	n/a	60%	68%	n/a	69%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	69%	69%	n/a	n/a	n/a	n/a	65%	69%	n/a	69%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	70%	70%	n/a	n/a	n/a	n/a	70%	70%	n/a	70%	n/a	n/a
Outcomes: 2029-2030													

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

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
46%	50%	54%	55%	56%	58%	60%
Outcomes	50%	53%				

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 (Actual Outcomes for Goal-Setting)	35%	46%	48%	n/a	n/a	n/a	n/a	28%	45%	n/a	44%	n/a	n/a
2024-2025	40%	48%	50%	n/a	n/a	n/a	n/a	35%	48%	n/a	48%	n/a	n/a
Outcomes: 2024-2025	35%	53%	56%	n/a	n/a	n/a	n/a	23%	49%	n/a	55%	n/a	n/a
2025-2026	45%	50%	52%	n/a	n/a	n/a	n/a	40%	50%	n/a	50%	n/a	n/a
Outcomes: 2025-2026	35%	57%	48%	n/a	n/a	n/a	n/a	31%	51%	n/a	57%	n/a	n/a
2026-2027	50%	52%	54%	n/a	n/a	n/a	n/a	45%	52%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	55%	56%	56%	n/a	n/a	n/a	n/a	50%	56%	n/a	56%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	58%	58%	58%	n/a	n/a	n/a	n/a	55%	58%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	60%	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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