Pflugerville Independent School District

River Oaks Elementary School

2026-2027

Accountability Rating: C

Distinction Designation
Academic Achievement in English Language Arts/Reading
Postsecondary Readiness



Mission Statement

River Oaks Elementary will provide a safe and positive learning environment to nurture, educate, and inspire the whole individual to become a successful lifelong learner and productive member of society.

Vision

Our campus vision is to cultivate a positive, nurturing, and safe learning culture for all students and staff members while strengthening our partnerships with parents and the community in order to pursue academic excellence.

Comprehensive Needs Assessment

Demographics

Demographics Summary

River Oaks Elementary is a Dual Language, Title I campus serving **551 students as of Fall 2025, with 83% identified as Economically Disadvantaged**. The school maintained a **93% attendance rate during the 2025–2026 school year**. Guided by a shared mission—to provide a safe and positive learning environment that nurtures, educates, and inspires the whole individual—River Oaks aims to develop successful lifelong learners and productive members of society. Our campus vision is to cultivate a positive, nurturing, and safe learning culture for all students and staff, while strengthening partnerships with parents and the community to support academic excellence. The staff at River Oaks works together with a unified purpose: to build the ROES Family—a network of students, families, staff, local businesses, and community members. This culture is fostered through intentional family engagement opportunities, academic events, and community-based initiatives throughout the school year.

Students

The data below shows that our student enrollment has decreased from 2019 and 2022. However, from the beginning to the end of the 24-25 year, River Oaks has increased in enrollment by 200 students from 377 to 551, which is a 68% increase.

There has been a significant increase in Immigrant students at River Oaks from 2022-2025 from 15% to 24%. Immigrant students and families are being supported at ROES through the Lexia learning program, which provides English strategies for them along with School Status so that staff can communicate with parents consistently to meet student needs. Students are also being supported at River oaks through the Welcome Center and The Catholic Charities of Central Texas.

Student Special Program Identification/Participation - River Oaks Elementary School (Source: TAPR & OnDataSuite)							
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Economically Disadvantaged	87.1%	78.24%	79%	78%	81.49%	83.48%	84.8%
Emergent Bilingual	51.5%	52.32%	51.19%	58.50%	57.34%	57%	60%
At-Risk	68.5%	75.55%	81.70%	77.75%	79.46%	85%	81%
Special Education	11.2%	14.91%	16.18%	17.50%	15.58%	18%	18%
Gifted & Talented	3.3%	6.36%	5.84%	4.50%	4.97%	3.81%	4%
Dyslexia	2.0%	7.58%	7.96%	5.25%	4.74%	4%	5%
Section 504	3.9%	8.56%	9.02%	6.75%	3.39%	4%	4%
Immigrant	0.4%	5.87%	8.49%	15.75%	22.57%	24%	16%
Homeless	0.8%	0%	2.92%	0%	1.81%	2%	2%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%

Student Special Program Identification/Participation - River Oaks Elementary School (Source: TAPR & OnDataSuite)							
Campus Mobility Rate	20.3%	26.3%	22.9%	not yet reported	not yet reported	not yet reported	not yet reported

Staff

Teacher demographics have stayed relatively consistent.

Teacher Demographics - River Oaks School (Source: TAPR)								
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2024-2025**
Total Teachers	**49.8**	**47.2**	**45.5**	**41.3**	**39.2**	**47.1**	**36.3**	
African American	4.0%	4.2%	6.6%	4.8%	5.1%	7.6%	11.0%	
Hispanic	43.2%	44.5%	46.2%	41.2%	40.9%	40.7%	38.6%	
White	48.7%	44.9%	38.3%	44.3%	48.9%	46.6%	44.9%	
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	
Asian	2.0%	4.2%	4.5%	7.3%	2.6%	2.5%	2.8%	
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	
Two or More Races	2.0%	2.1%	4.4%	2.4%	2.6%	2.5%	2.8%	

Overall, over the past few years, data shows that we have fewer beginning teachers on campus than teachers with 11-20 years experience. To support our beginning teachers, Pfisd provides the mentorship program for them and ROES provides monthly checkins with our beginning teachers with the administrative team.

Teachers by Years of Experience - River Oaks Elementary School (Source: TAPR)								
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2022-2023**	**2023-2024**	
Beginning Teachers	8.0%	6.4%	4.4%	2.4%	2.2%	11.0%	2.6%	
1-5 Years Experience	38.1%	31.8%	28.6%	26.6%	30.7%	16.5%	26.1	
6-10 Years Experience	18.1%	28.2%	27.3%	24.8%	13.5%	20.1%	19%	

Teachers by Years of Experience - River Oaks Elementary School (Source: TAPR)								
11-20 Years Experience	26.6%	18.8%	19.9%	24.3%	30.7%	30.3%	39%	
Over 20 Years Experience	9.1%	14.8%	19.8%	21.8%	23.0%	16.9%	13.2%	

Demographics Strengths

Our student demographics have remained consistent over the past five years, and River Oaks continues to experience a low teacher turnover rate. For the 2025–2026 school year, we have expanded our staff to meet growing enrollment needs, including the addition of new Dual Language teachers in 1st and 2nd grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1: River Oaks Elementary shows a disproportionate pattern in gifted and talented qualifications. Current demographics of qualified students are: 45.5% Hispanic/Latino, 36.4% White, 9.1% Two or More Races, 6.1% Black/African American, and 3.0% Asian.
Root Cause: Teachers need increased training on how to identify and refer students for the gifted and talented program.

Problem Statement 2: Staff recruitment, especially in high needs areas such as Special Education, Educational Associates and Dual Language has become more difficult.
Root Cause: Fewer qualified candidates are choosing teaching as a career and lower pay for teachers and EA's with the rising cost of living.

Student Learning

Student Learning Summary

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**74**	**C**	
Student Achievement		**69**	**D**	**0%**
STAAR Performance	40	69		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**75**	**C**	**70%**
Academic Growth	67	75	C	✓
Relative Performance (Eco Dis: 84.8%)		74	C	
Closing the Gaps	**41**	**73**	**C**	**30%**

Missed Closing the Gaps Targets

Student Group	Academic Achievement				Growth Rate				Student Success		English Language Proficiency	
	Reading/Language Arts		Mathematics		Reading/Language Arts		Mathematics					
All Students	Met Interim Target	3	No Growth	0	Met Interim Target	3	No Growth	0	No Growth	0		
Lowest Racial/Ethnic Group 1	Met Interim Target	3	Minimal Growth	1	Met Interim Target	3	No Growth	0	Minimal Growth	1		
Lowest Racial/Ethnic Group 2	N/A		N/A		N/A		N/A		Minimal Growth	1		
High Focus Group	Met Interim Target	3	No Growth	0	Met Interim Target	3	No Growth	0	Minimal Growth	1	Met Interim Target	3
Total Points	10 out of 24 (42%)				9 out of 24 (38%)				3 out of 16 (19%)		3 out of 4 (75%)	

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**76**	**C**	
Student Achievement		**69**	**D**	**0%**
STAAR Performance	40	69		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**78**	**C**	**70%**
Academic Growth	69	78	C	✓
Relative Performance (Eco Dis: 83.5%)		74	C	
Closing the Gaps	**40**	**72**	**C**	**30%**

Missed Closing the Gaps Targets

- Academic Achievement in Math: All Students, Hispanic student group, High Focus student group
- Academic Growth in RLA: African American 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, Hispanic student group, High Focus student group

2026 STAAR Results

2026 STAAR Results										
		Reading			Math			Science		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade	English Version	65%	40%	13%	47%	34%	16%	-	-	-
3rd Grade	Spanish Version	54%	17%	8%	-	-	-	-	-	-

2026 STAAR Results										
4th Grade	English Version	75%	56%	25%	56%	43%	21%	-	-	-
4th Grade	Spanish Version	58%	46%	29%	-	-	-	-	-	-
5th Grade	English Version	80%	71%	49%	80%	63%	28%	50%	17%	0%
5th Grade	Spanish Version	76%	38%	14%	36%	21%	%0	19%	0%	0%

2025 STAAR Results

2025 STAAR Results										
		Reading			Math			Science		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade	English Version	65%	48%	33%	60%	42%	19%	-	-	-
3rd Grade	Spanish Version	31%	16%	9%	24%	5%	0%	-	-	-
4th Grade	English Version	63%	49%	24%	68%	50%	27%	-	-	-
4th Grade	Spanish Version	63%	56%	30%	-	-	-	-	-	-
5th Grade	English Version	61%	45%	24%	67%	37%	15%	20%	11%	2%
5th Grade	Spanish Version	69%	31%	8%	29%	5%	0%	10%	0%	0%

2024 STAAR Results

2024 STAAR Results									
	Reading			Math			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade	59%	35%	20%	66%	37%	12%	-	-	-
4th Grade	64%	38%	24%	64%	35%	20%	-	-	-
5th Grade	66%	39%	15%	54%	33%	3%	28%	3%	3%

2023 STAAR Results

	Reading			Math			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	61%	47%	24%	69%	39%	21%	-	-	-
4th	75%	45%	19%	60%	31%	12%	-	-	-
5th	59%	31%	16%	71%	29%	8%	33%	16%	4%

2022 STAAR Results

	Reading			Math			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	79%	46%	31%	79%	43%	16%	-	-	-
4th	66%	44%	27%	64%	38%	17%	-	-	-
5th	65%	45%	33%	70%	36%	22%	48%	22%	12%

(need to update) At ROES we will focus on Academic Growth in all areas with an emphasis on student achievement at 50% Meets Grade level on STAAR.

Based on 2024, for federal accountability the All Students group did not meet targets.

As per anticipated closing the gaps...
When evaluating STAAR performance across student groups in Closing the Gaps,

- In Reading for Meets Grade level or above performance, the African American, White, and High Focus groups met their targets.

- In Math for Meets Grade level or above performance, the White and African American student group met target. The high focus group did not make growth.
- The English Language Proficiency Status target of 49% was exceeded with 54% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2024 compared to prior year.

PK-2nd Student Learning Outcomes for Reading & Math

Prek C-PALLS assessment results to measure reading and math for prek students.

PreK								
C-PALLS+ Results 2025-2026								
	English				Spanish			
	BOY 25-26		EOY 25-26		BOY 25-26		EOY 25-26	
	Making Acceptable Progress	Need More Assistance	Making Acceptable Progress	Need More Assistance	Making Acceptable Progress	Need More Assistance	Making Acceptable Progress	Need More Assistance
Overall Phonological Awareness	68%	32%	53%	47%	60%	40%	81%	19%
Overall Rapid Letter Naming	16%	84%	42%	58%	10%	90%	81%	19%
Overall Rapid Vocabulary Naming	37%	63%	32%	68%	70%	30%	84%	16%
Overall Mathematics	68%	32%	79%	21%	77%	23%	97%	3%

Kindergarten								
Tx-KEA/Circle KPM Results 2025-2026								
	English				Spanish			
	On Track		Monitor/Support		On Track		Monitor/Support	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Reading Literacy Screener & Spelling	RLS: 46% Spelling: 44%	RLS: N/A Spelling: 41%	RLS: 54% Spelling: 56%	RLS: N/A Spelling: 59%	RLS:53% Spelling: 50%	RLS: N/A Spelling: 64%	RLS: 47% Spelling: 50%	RLS: N/A Spelling: 56%

Kindergarten								
Math	33%	52%	67%	48%	45%	69%	55%	29%

Reading Literacy Screener/Spelling -

At BOY 46% of monolingual Kindergarten students were on On Track on the RLS while 44% were On Track on the Spelling subtest.

At BOY 50% of dual language Kindergarten students were on On Track on the spelling subtest.

The EOY percentage of dual language students On Track on the spelling subtest increased by 14%. RLS is not calculated for dual language students.

Math -

At BOY 33% of monolingual Kindergarten students were On Track on the Math assessment .

The percentage of students On Track on the Math subtest increased by 19%.

At BOY 45% of dual language Kindergarten students were On Track on the Math assessment.

The percentage of students On Track on the Math subtest increased by 24%.

1st and 2nd Grade Reading Amira (2025-2026)								
	English				Spanish			
	% Above		% On Track, Developing, Catch Up		% Above		% On Track, Developing, Catch Up	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
1st grade	20%	22%	80%	78%	11%	51%	89%	49%
2nd grade	25%	23%	75%	77%	10%	51%	90%	49%

Amira English (1st grade) - 20% of ROES students scored in the Above category at BOY.

The percentage of students scoring in this category for EOY screening **increased by 2%.**

Amira Spanish (1st grade) - 11% of ROES students scored in the Above category at BOY.

The percentage of students scoring in this category for EOY screening **increased by 50%.**

Amira English (2nd grade) - 25% of ROES students scored in the Above category at BOY.
The percentage of students scoring in this category for EOY screening **decreased by 2%.**
Amira Spanish (2nd grade) - 10% of ROES students scored in the the Above category at BOY.
The percentage of students scoring in this category for EOY screening **increased by 41%.**

2nd - 5th Grade Reading: Star360 Renaissance 2025-2026								
	English				Spanish			
	% At / Above Benchmark (Green)		% At-Risk (On Watch, Intervention, Urgent Intervention)		% At / Above Benchmark (Green)		% At-Risk (On Watch, Intervention, Urgent Intervention)	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
2nd grade (OPTIONAL)	43%	55%	57%	45%	%	86%	%	14%
3rd grade	21%	21%	79%	79%	60%	96%	40%	4%
4th grade	36%	40%	64%	60%	60%	86%	40%	14%
5th grade	40%	40%	60%	60%	91%	94%	9%	6%

English

2nd grade At BOY 43% of 2nd grade students scored At/Above benchmark on the Star360 Reading assessment.
At EOY, the percentage of students who scored At/Above benchmark **increased 12%.**
3rd grade - At BOY 21% of 3rd grade students scored At/Above benchmark on the Star360 Reading assessment.
At EOY, the percentage of students who scored At/Above benchmark **stayed the same.**
4th grade - At BOY 36% of 4th grade students scored At/Above benchmark on the Star360 Reading assessment.
At EOY, the percentage of students who scored At/Above benchmark **decreased by 4%.**
5th grade - At BOY 40% of 5th grade students scored At/Above benchmark on the Star360 Reading assessment.
At EOY, the percentage of students who scored At/Above benchmark **stayed the same.**

Spanish

2nd grade At EOY 86% of 2nd grade students scored At/Above benchmark on the Star360 Reading assessment.
3rd grade - At BOY 60**%** of 3rd grade students scored At/Above benchmark on the Star360 Reading assessment.

At EOY, the percentage of students who scored At/Above benchmark **increased by 36%**
4th grade - At BOY 60**%** of 4th grade students scored At/Above benchmark on the Star360 Reading assessment.
At EOY, the percentage of students who scored At/Above benchmark **increased by 26%**.
5th grade - At BOY 91**%** of 5th grade students scored At/Above benchmark on the Star360 Reading assessment.
At EOY, the percentage of students who scored At/Above benchmark **increased 3%.**

1st - 5th Grade Math: Star360 Renaissance 2025-2026								
	English				Spanish			
	% At / Above Benchmark (Green)		% At-Risk (On Watch, Intervention, Urgent Intervention)		% At / Above Benchmark (Green)		% At-Risk (On Watch, Intervention, Urgent Intervention)	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
1st grade	50%	53%	50%	47%	80%	92%	20%	8%
2nd grade	39%	64%	61%	36%	90%	93%	10%	7%
3rd grade	40%	50%	60%	50%	n/a	n/a	n/a	n/a
4th grade	55%	50%	45%	50%	n/a	100% *(1 student)*	n/a	%
5th grade	69%	59%	31%	41%	82%	80%	18%	20%

English
1st grade - At BOY 50% of 1st grade students scored At/Above benchmark on the Star360 Math Assessment. At EOY, the percentage of students who scored At/Above benchmark increased 3%.
2nd grade - At BOY 39% of 2nd grade students scored At/Above benchmark on the Star360 Math assessment. At EOY, the percentage of students who scored At/Above benchmark increased 25%.
3rd grade - At BOY 40% of 3rd grade students scored At/Above benchmark on the Star360 Math assessment. At EOY, the percentage of students who scored At/Above benchmark increased by 10%

Spanish
1st grade - At BOY 80% of 1st grade students scored At/Above benchmark on the Star360 Math Assessment. At EOY, the percentage of students who scored At/Above benchmark increased by 12%.
2nd grade - At BOY 90% of 2nd grade students scored At/Above benchmark on the Star360 Math assessment. At EOY, the percentage of students who scored At/Above benchmark increased

3%.

Student Learning Strengths

- ROES students made goals based on previous data and tracked their assessment data throughout the year.
- Attendance rate increased from 93.7% in 2024-2025 to 94% in 2025-2026 school year.
- ROES teachers were tutoring Kindergarten - 5th grade students in reading and math for the 25-26 school year.
- Enrichment activities were available for all students every Friday morning during the 2nd and 3rd nine weeks of the 25-26 school year.
- PSST meetings were held monthly to identify struggling students and provide supports.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 55% of ROES students did not perform at Meets Grade Level on STAAR Reading 2026.
Root Cause: Students have not developed fluent reading skills, comprehension skills, and common reading strategies from PK-5th grade are not aligned.

Problem Statement 2: 61% of ROES 3rd-5th grade students did not perform at Meets Grade Level on the 2026 STAAR Math.
Root Cause: Majority of students are displaying learning gaps with math concepts that prevent them from performing at grade level.

Problem Statement 3: In 2025 Accountability, the All Students, Hispanic, and High Focus student groups did not meet the math targets for Meets Grade Level or Above performance, with only 43% of All Students at Meets. Academic Growth in Math was missed for the same student groups with only 65% of All Students making growth.
Root Cause: Low attendance rates and below grade level rigor caused students to received inconsistent instruction. Teachers need more training on how to differentiate and scaffold within small groups and strengthen the rigor in tier 1 instruction for Math.

Problem Statement 4: Although Chromebooks have been added for grades 2-5, we currently have only one device for every two students. This limits our ability to fully integrate technology into core instruction, especially compared to the goals set for the 2025-26 school year.
Root Cause: The district has an insufficient amount of funds to purchase adequate amounts of Chromebooks so that every student would have a device checked-out to them.

Problem Statement 5: The Closing the Gaps target for Achieving English Language Proficiency was missed with only 46% of Emergent Bilingual Students making progress in at least 2 domains in the TELPAS assessment from the prior year.
Root Cause: Students lack Tier 3/ remediation support in Spanish and ESL strategies. There is an influx of students from the Middle East as well as Central and South America.

School Processes & Programs

School Processes & Programs Summary

River Oaks is a child-centered school where student and family needs are at the core of campus decision-making. Input is gathered from staff (CAAC, grade level leaders leaders, academic teams, Culture & Climate Committee, and PLCs) and parents (PTO) to develop campus improvement plans.

All staff at River Oaks Elementary are certified teachers and highly effective. Teachers will be evaluated through The Texas Teacher Evaluation and Support System (T-TESS). Weekly walkthroughs will also take place by administrators and instructional coach that will guide the direction of professional development and identify areas to support. Feedback and coaching will be our model in supporting teacher growth.

ROES continues to refine its use of the Fundamental Five—core instructional practices designed to boost student engagement and classroom effectiveness. Instruction is grounded in research-based instructional strategies(RBIS) tailored to meet the diverse academic needs of all learners. At ROES, we have already become familiar with many of these strategies with our participation in the Seidlitz trainings for EL instructional strategies.

Assessments of student learning are both formative and summative. We follow a district-wide assessment plan to schedule benchmark assessments, progress monitoring, skills inventories, and STAAR preparation. Data is compiled in a web-based site where teachers and administrators can sift and analyze relevant data to guide instruction and professional development.

We implement RtI with considerable precision and collaboration between classroom teachers, intervention, Sped teachers, and campus administrators. We identify students through benchmark data, formative assessments, previous year's progress, and teacher referrals.

We have continued to include dedicated intervention/small group time in our master schedule across the campus to align with HB 1416. Students will receive HB 1416 accelerated instruction from one dedicated teacher. This allows opportunities for these students to also receive Tier 3 intervention from campus interventionists.

For the 2026-2027 school year, ROES will focus on Tier l instruction, especially in Math. While we will continue to strengthen Tier 1 instruction, interventionists will focus on supporting Tier 3 instruction in small groups.

ROES will be focusing on increasing student achievement through the Fundamental 5, Seidlitz, RBIS, and EL strategies for best practices this school year.

The Average Daily Attendance (ADA) rate at ROES was at 94% for the 2025-26 school year, which is below the district's ADA rate. Our chronic absenteeism rate was at 20.2% for the 25-26 school year. River Oaks has implemented attendance initiatives such as donuts, dance, and extra recess for the the class with perfect attendance. We continue to work with Everyday Labs, an institute that provides analytical reports relating to attendance as well as training to to use the data and research-based strategies to reduce chronic absenteeism. Also, attendance improvement has become a goal for the ROES Culture and Climate Team. .

According to the 2024-25 discipline referral data, there was a disproportionate amount of Black/African American students with referrals. ROES had 31 total referrals. Out of the 27 referrals, 21 of them were students that were identified as Black/African American students. ROES will continue to implement Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support students to create the kinds of schools where all students are successful.

School Processes & Programs Strengths

ROES has identified best practices to include PLCs, using data-driven instruction (DDI), Structured Literacy, Seidlitz strategies and the Fundamental 5 strategies that increase learner engagement.

- Teachers, District & Campus Instructional Coach's and administrator meet every Thursday for PLC.
- The master schedule was created to support/maximize instructional time (inclusing Bluebonnet) in both general and special education classrooms.
- ROES staff & community are involved in the decision-making process through on-going involvement in the Campus Academic Advisory Council (CAAC). Staff members also participate in monthly faculty meetings, weekly Professional Learning Community (PLC) meetings, and Grade Level Leaders and committee meetings.
- Every staff member at River Oaks values building relationships with one another, students and families.
- A wide range of experiences and backgrounds are represented among the ROES teaching staff.

The students and communities feeding into River Oaks Elementary are very diverse, which helps to provide a rich learning environment. We have built partnerships with local businesses such as Avance, Seedling Mentors, Peas Program, and HelpTxTeachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: River Oaks Elementary's Chronic Absenteeism rate was 20% for the 2025-2026 school year.
Root Cause: Excessive absences are due to student illnesses and family transportation issues.

Perceptions

Perceptions Summary

River Oaks Elementary has a positive school climate where individuals feel valued, cared for and respected as indicated by the **Spring 2025-2026** Upbeat campus staff survey results. All the categories below had a positive score with over 90% of the staff at ROES.

- Teachers building trusting relationships with parent
- Parents have confidence in teachers
- Teachers having appropriate discretion over what they teach in their classes
- Principal at the school looks out for the well being of teachers
- Teachers are recognized publicly when they do outstanding work.
- Teachers at school help each other improve their instructional practice
- Administrators assess teachers' instruction accurately
- There are opportunities for teachers to take on leadership roles at this school
- The school is a welcoming community for newly hired teachers
- The school is a place that supports teachers' mental well being
- Staff members have someone they can turn to at the school when they are having a difficult time
- There is a sense of belonging at the school
- Staff members care for one another
- Diversity/Equity/Inclusion/Cultural Competence/Care and Commitment/Student Engagement/Satisfaction and Purpose

Perceptions Strengths

Teachers feel supported by campus leadership and empowered with professional autonomy, including appropriate discretion in instructional decision-making. There is a strong sense of community and belonging, with staff consistently recognizing one another’s contributions and helping each other grow in their instructional practice. New teachers are welcomed into a positive, inclusive environment where mental well-being is prioritized, and every staff member has someone they can turn to during challenging times. Families trust that their children are safe and supported, and they express confidence in the care and professionalism of our teachers. The campus climate reflects a deep commitment to equity, inclusion, and meaningful relationships—with students, families, and one another.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the Campus Climate Survey, professional development was our lowest domain.
Root Cause: Professional development is front-loaded at the start of the year but lacks consistency and relevance throughout, often failing to meet teachers' varying experience levels and instructional needs.

Problem Statement 2: Based on low completion of school documents (i.e. lunch application forms, nurse's permission forms, intent to return forms), parent involvement with the campus is low.

Root Cause: Families have unreliable access to technology or lack of digital literacy, language barriers to understand all the forms, and unclear communication about the importance of completing forms, the deadlines, or the process.

Goals

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

Performance Objective 1: By May 2027, ROES will retain 90% of teaching staff for next school year limiting teacher turnover.

High Priority

Evaluation Data Sources: Staff Roster, HR Reports

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:
(Based on projected preliminary results)
-Math Academic Growth from 55% to 65%
-Approaches from 51% to 70%
-Meets from 39% to 50%
-Masters from 19% to 26%

To meet HB Early Childhood Math Goals: The percent of 3rd grade students scoring at Meets Grade level or above on STAAR Math will increase from % in June 2026 to 49% in June 2027 and to 60% by June 2030.

HB3 Goal

Evaluation Data Sources: KPM Star360, STAAR Math results, Accountability results

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

Performance Objective 2: By June 2027, 45% of Emergent Bilingual students in grades 1-5 will increase their TELPAS English proficiency composite rating by at least one level, meeting the Closing the Gaps target. This target reflects the required performance level compared to the previous year's rate of 51%

Evaluation Data Sources: TELPAS results, Accountability reports

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

Performance Objective 3: 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:
-Reading Academic Growth from (waiting on results)
-Approaches from 68% to 78%
-Meets from 45% to 55%
-Masters from 25% to 35%

To meet HB Early Childhood Literacy Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from in June 2026 to 46% by June 2027 and to 60% by June 2030.

HB3 Goal

Evaluation Data Sources: C-PALLS+, TPRI, Tejas LEE, KPM, Star360, 2025 STAAR RLA results, Accountability results

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

Performance Objective 4: 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 23% to 33%
-Meets from 10% to 20%
-Masters from 1% to 10%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: By June 2027, ROES will provide school activities that will build and increase community and business partnerships by 1 more from 9 partnerships including PTO.

Evaluation Data Sources: Sign-in logs

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: River Oaks 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 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: STAAR Results, Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027 school year, River Oaks will increase our daily student attendance rate from 94% to 99% and decrease our chronic absenteeism from 20% to 15%.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: ROES will implement a Coordinated School Health program with a minimum of two activities in each area of fitness and social/emotional learning in order to promote well-rounded students.

Evaluation Data Sources: FitnessGram, Student Surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2027, ROES referrals will be more proportionate to the campus demographics. There will be a reduction in total disciplinary referrals from 27 in the prior year.

Evaluation Data Sources: Disproportionality of referrals will decrease, overall decrease in referrals

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: ROES will organize academic and enrichment events to create an increase in parent and student engagement and student academic outcomes.

Evaluation Data Sources: Participation rates, improved academic outcomes

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP)

School Improvement Strategy

River Oaks is collaborating with Sustain Ed as part of the LIFT grant and using Bluebonnet Math for HQIM.

Monitoring of Plan Implementation

Campus leadership will monitor plans through lesson internalization PLCs on Monday afternoons. Campus staff and leadership will monitor student data through grade-level PLCs on Thursdays focusing on Exit Tickets and Campus Assessments using the Student Work Analysis (DDI) protocol template.

The district will monitor implementation of the Local Improvement Plan through the existing School Improvement support structure. Monitoring will focus on both implementation of the identified improvement strategy and evidence of its impact on student outcomes.

District monitoring will include Campus Support Team meetings, a review of student performance data, and coaching by School Improvement staff. Effective Schools Facilitators and/or District Instructional Coaches will provide differentiated support based on campus need and will communicate implementation progress, barriers, and needed adjustments to district and campus leadership.

The district will review evidence of implementation and student progress each quarter to determine whether the strategy is being implemented as intended and whether adjustments to the plan or level of district support are necessary.

Additional District Actions if Implementation is Unsuccessful

If monitoring indicates that the improvement strategy is not being implemented with fidelity or is not producing sufficient progress toward identified student performance goals, the district and campus will identify the underlying barrier and adjust the improvement approach.

Additional district actions may include increasing the frequency or intensity of coaching and Campus Support Team monitoring, providing targeted professional learning or technical assistance, and assigning additional district staff or external support providers..

Reallocation of Resources

The campus will receive grant-funded support for implementation of Bluebonnet Learning, the district's adopted math curriculum. Through this district-wide initiative, Sustain Ed provides weekly, job-embedded coaching to support effective curriculum implementation and strengthen instructional leadership practices.

Campus leadership is conducting weekly observations independently and alongside Sustain Ed to provide timely feedback to teachers and following up with future observations.

The district will prioritize and reallocate resources to campuses identified for school improvement based on demonstrated need. Identified campuses will receive differentiated support from Effective Schools Facilitators and District Instructional Coaches, campus-based coaching and support, leadership development and professional learning, and access to district and external technical assistance aligned to the campus improvement strategy.

The district will also prioritize time and staffing capacity for identified campuses through differentiated Campus Support Team meeting frequency, district leadership involvement,

protected time for campus leadership teams to engage in data analysis and improvement planning, and coordination of district initiatives and external supports to reduce duplication and maximize time available for implementation.

When additional resources are needed to successfully implement the improvement strategy, the district will identify and direct available grant, federal, state, or local resources to address the identified need.

Student Performance Goals

Reading Language Arts - English		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	56% / 29% / 12%	72% / 37% / 18%
Grade 4	73% / 47% / 18%	85% / 56% / 26%
Grade 5	76% / 61% / 46%	86% / 71% /46%
Reading Language Arts - Spanish		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	58% / 19% / 8%	73% / 33% / 16%
Grade 4	60% / 44% / 28%	80% / 55% / 30%
Grade 5	77% / 42% / 15%	86% / 55% / 25%

Math		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	40% / 29% / 13%	67% / 37% / 18%
Grade 4	48% / 37% / 18%	70% / 39% / 20%
Grade 5	64% / 44% / 18%	81% / 52% / 26%

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 Improvement Plan:

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 - River Oaks ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 35% 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
35%	40%	46%	50%	55%	58%	60%
Outcomes	35%	26%				

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	30%	n/a	n/a	n/a	n/a	n/a	21%	29%	n/a	32%	n/a	n/a
2024-2025	n/a	34%	n/a	n/a	n/a	n/a	n/a	26%	35%	n/a	37%	n/a	n/a
Outcomes: 2024-2025	n/a	31%	n/a	n/a	n/a	n/a	n/a	24%	30%	n/a	18%	n/a	n/a
2025-2026	n/a	39%	n/a	n/a	n/a	n/a	n/a	29%	38%	n/a	40%	n/a	n/a
Outcomes: 2025-2026	n/a	26%	n/a	n/a	n/a	n/a	n/a	5%	24%	n/a	29%	n/a	n/a
2026-2027	n/a	43%	n/a	n/a	n/a	n/a	n/a	33%	41%	n/a	43%	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	52%	n/a	n/a	n/a	n/a	n/a	41%	49%	n/a	51%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	55%	n/a	n/a	n/a	n/a	n/a	45%	52%	n/a	54%	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 - River Oaks ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 24% 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
24%	30%	36%	42%	48%	54%	60%
Outcomes	24%	38%				

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	19%	n/a	n/a	n/a	n/a	n/a	n/a	23%	n/a	20%	n/a	n/a
2024-2025	n/a	25%	n/a	n/a	n/a	n/a	n/a	n/a	29%	n/a	26%	n/a	n/a
Outcomes: 2024-2025	n/a	27%	n/a	n/a	n/a	n/a	n/a	n/a	24%	n/a	27%	n/a	n/a
2025-2026	n/a	31%	n/a	n/a	n/a	n/a	n/a	n/a	35%	n/a	32%	n/a	n/a
Outcomes: 2025-2026	n/a	48%	n/a	n/a	n/a	n/a	n/a	n/a	40%	n/a	47%	n/a	n/a
2026-2027	n/a	37%	n/a	n/a	n/a	n/a	n/a	n/a	41%	n/a	38%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	43%	n/a	n/a	n/a	n/a	n/a	n/a	47%	n/a	44%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	49%	n/a	n/a	n/a	n/a	n/a	n/a	53%	n/a	50%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	55%	n/a	n/a	n/a	n/a	n/a	n/a	59%	n/a	56%	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 - River Oaks ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 53% 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	
53%	54%	55%	56%	57%	58%	60%	
Outcomes	28%	36%					

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)	36%	57%	n/a	n/a	n/a	n/a	n/a	36%	52%	n/a	49%	n/a	n/a
2024-2025	37%	58%	n/a	n/a	n/a	n/a	n/a	37%	53%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	25%	30%	n/a	n/a	n/a	n/a	n/a	n/a	27%	n/a	30%	n/a	n/a
2025-2026	38%	59%	n/a	n/a	n/a	n/a	n/a	38%	54%	n/a	51%	n/a	n/a
Outcomes: 2025-2026	n/a	44%	n/a	n/a	n/a	n/a	n/a	n/a	34%	n/a	38%	n/a	n/a
2026-2027	39%	60%	n/a	n/a	n/a	n/a	n/a	39%	55%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	40%	60%	n/a	n/a	n/a	n/a	n/a	40%	56%	n/a	53%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	41%	60%	n/a	n/a	n/a	n/a	n/a	41%	57%	n/a	54%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	42%	60%	n/a	n/a	n/a	n/a	n/a	42%	58%	n/a	55%	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 - River Oaks 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 40% 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	
40%	43%	46%	49%	52%	55%	60%	
Outcomes	51%	46%					

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)	45%	38%	41%	n/a	n/a	n/a	n/a	32%	37%	n/a	35%	n/a	n/a
2024-2025	48%	41%	44%	n/a	n/a	n/a	n/a	35%	40%	n/a	38%	n/a	n/a
Outcomes: 2024-2025	53%	49%	63%	n/a	n/a	n/a	n/a	29%	48%	n/a	41%	n/a	n/a
2025-2026	51%	44%	47%	n/a	n/a	n/a	n/a	38%	41%	n/a	41%	n/a	n/a
Outcomes: 2025-2026	37%	45%	58%	n/a	n/a	n/a	n/a	20%	43%	n/a	43%	n/a	n/a
2026-2027	54%	47%	50%	n/a	n/a	n/a	n/a	41%	44%	n/a	44%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	57%	50%	53%	n/a	n/a	n/a	n/a	44%	47%	n/a	47%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	60%	53%	56%	n/a	n/a	n/a	n/a	47%	50%	n/a	50%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	56%	59%	n/a	n/a	n/a	n/a	50%	53%	n/a	53%	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 - River Oaks ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 37% 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	
37%	43%	49%	54%	58%	59%	60%	
Outcomes	32%	29%					

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	38%	n/a	n/a	n/a	n/a	n/a	21%	33%	n/a	40%	n/a	n/a
2024-2025	n/a	42%	n/a	n/a	n/a	n/a	n/a	25%	37%	n/a	45%	n/a	n/a
Outcomes: 2024-2025	n/a	24%	n/a	n/a	n/a	n/a	n/a	24%	26%	n/a	11%	n/a	n/a
2025-2026	n/a	46%	n/a	n/a	n/a	n/a	n/a	29%	40%	n/a	48%	n/a	n/a
Outcomes: 2025-2026	n/a	29%	n/a	n/a	n/a	n/a	n/a	15%	29%	n/a	31%	n/a	n/a
2026-2027	n/a	50%	n/a	n/a	n/a	n/a	n/a	35%	45%	n/a	51%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	53%	n/a	n/a	n/a	n/a	n/a	41%	50%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	56%	n/a	n/a	n/a	n/a	n/a	45%	53%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	n/a	n/a	n/a	50%	58%	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 - River Oaks ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 96% in Spring 2024 to 100% 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	
96%	97%	97%	98%	98%	99%	100%	
Outcomes	79%	90%					

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	95%	n/a	100%	n/a	n/a
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
Outcomes: 2024-2025	n/a	83%	n/a	n/a	n/a	n/a	n/a	n/a	78%	n/a	80%	n/a	n/a
2025-2026	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	97%	n/a	100%	n/a	n/a
Outcomes: 2025-2026	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	89%	n/a	92%	n/a	n/a
2026-2027	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	98%	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	98%	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	99%	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 - River Oaks ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 64% in Spring 2024 to 80% 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	
64%	66%	68%	70%	72%	76%	80%	
Outcomes	54%	68%					

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)	55%	66%	n/a	n/a	n/a	n/a	n/a	55%	61%	n/a	57%	n/a	n/a
2024-2025	57%	68%	n/a	n/a	n/a	n/a	n/a	57%	63%	n/a	59%	n/a	n/a
Outcomes: 2024-2025	25%	58%	n/a	n/a	n/a	n/a	n/a	n/a	53%	n/a	58%	n/a	n/a
2025-2026	59%	70%	n/a	n/a	n/a	n/a	n/a	59%	65%	n/a	61%	n/a	n/a
Outcomes: 2025-2026	n/a	67%	n/a	n/a	n/a	n/a	n/a	n/a	58%	n/a	68%	n/a	n/a
2026-2027	61%	72%	n/a	n/a	n/a	n/a	n/a	61%	67%	n/a	63%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	63%	74%	n/a	n/a	n/a	n/a	n/a	63%	69%	n/a	65%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	76%	n/a	n/a	n/a	n/a	n/a	65%	71%	n/a	67%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	67%	70%	n/a	n/a	n/a	n/a	n/a	67%	73%	n/a	69%	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 - River Oaks 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 48% 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	
48%	50%	52%	54%	56%	58%	60%	
Outcomes	63%	61%					

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%	50%	57%	n/a	n/a	n/a	n/a	35%	43%	n/a	47%	n/a	n/a
2024-2025	37%	52%	59%	n/a	n/a	n/a	n/a	37%	45%	n/a	49%	n/a	n/a
Outcomes: 2024-2025	63%	64%	61%	n/a	n/a	n/a	n/a	44%	61%	n/a	59%	n/a	n/a
2025-2026	39%	54%	61%	n/a	n/a	n/a	n/a	39%	47%	n/a	51%	n/a	n/a
Outcomes: 2025-2026	30%	66%	66%	n/a	n/a	n/a	n/a	30%	58%	n/a	65%	n/a	n/a
2026-2027	41%	56%	63%	n/a	n/a	n/a	n/a	41%	49%	n/a	53%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	43%	58%	65%	n/a	n/a	n/a	n/a	43%	51%	n/a	55%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	45%	60%	67%	n/a	n/a	n/a	n/a	45%	53%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	47%	62%	69%	n/a	n/a	n/a	n/a	47%	55%	n/a	59%	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