Pflugerville Independent School District

Riojas Elementary School

2026-2027

Accountability Rating: B



Mission Statement

Riojas Elementary seeks to foster a love of learning and help our students reach their full potential.

Vision

Riojas Elementary promotes rigorous learning in a positive and nurturing environment where children are the highest priority.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Riojas Elementary is a Pflugerville ISD campus set in the middle of the Avalon neighborhood on the East side of the 130 Toll Road. We serve mostly the Avalon neighbors in our school community, a recent adjustment with the opening of a new elementary campus that serves former Riojas students. Our zone does not currently have new homes in progress. While we have been a fast growing campus in previous years, our growth has evened out and we are sustaining our enrollment at about 750 students. We are an EE-5th grade campus with 2 ECSE classes and three PreK classes, including an early childhood speech program, PALS. We previously hosted a Spanish Immersion program with one class of students at each grade level, but the Dual Language program has enhanced this opportunity bringing multiple classes for Spanish and English learners at each grade level, serving emergent bilingual students from this side of our district. Our campus survey data shows great parent participation and support of our students and teachers. Our campus is still larger than its capacity, but we will only house 4 classrooms in our outdoor portable buildings. Our projected enrollment for 2026-27 school year is 741 students.

Student Group Information

From the opening of Riojas Elementary in 2010 with 447 students to the Spring of 2025 with approximately 750 students, our school has had similar demographic data. Increases have occurred in the number of Hispanic and two or more race ethnicities. Notable increases have occurred in the number of students participating in the Emergent Bilingual and Dyslexia program services. The Economically Disadvantaged student group has been consistent at about 25%. Data also reveals an increase in At-Risk students. Attendance rates have hovered around 97% in pre-COVID years, however currently we have decreased to a rate of approximately 95.6% and chronic absenteeism has decreased in the past years as well. Over the past 5 years, our TAPR data showed that our staff population did not match our student population in ethnicity groups. Riojas has a culturally diverse population, and our staff welcomes and appreciates the diverse population of our neighborhood.

Riojas Elementary School (Source: TAPR)

Riojas Elementary Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Students	881	873	896	738	748	738
Hispanic-Latino	40.8%	41.7%	42.2%	45.5%	45.8%	46.5%
Asian	10.7%	10.5%	12.4%	11.7%	11.2%	11%
Black	8.97%	8.3%	8.9%	7.6%	7.7%	6.9%
White	33.8%	33.6%	30.6%	29.1%	29%	30.4%
American Indian - Alaska Native	0.5%	0.5%	0.6%	0.5%	.5%	0.4%
Native Hawaiian - Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More	5.3%	5.5%	5.4%	5.6%	5.6%	4.9%
Dyslexia	2.7%	3.7%	3.4%	3.1%	3.7%	5.1%

Riojas Elementary Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Gifted and Talented	7.95%	6.1%	7.6%	7.1%	7%	8.4%
Section 504	7.4%	6.3%	6.6%	5.96%	6.7%	6.8%
Special Education (SPED)	7.4%	8.4%	9.0%	9.6%	10.3%	12.6%
Emergent Bilingual (EB)	20.5%	26.0%	27.5%	32.7%	33%	34.0%
Title I Homeless	0.6%	1.6%	0.7%	0.8%	0.8%	1.1%
At-Risk	41.7%	52.5%	46.5%	37.9%	53%	54.6%
Economic Disadvantage Total	23.95%	26.8%	25.7%	20.9%	27%	25.2%
Immigrant	0.6%	1.8%	2.6%	4.1%	3.4%	4.9%
Migrant	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	5.3%	10.85%	9.6%	8.06%	9.2%	8.1%

Discipline Information

Our campus behavior expectations have been a focus for several years at Riojas Elementary. We have noticed a lack of consistency from staff enforcing expectations as well as a lack of consistency between grade levels. We have decreased overall office visits for two consecutive years. Restorative practices are at the center of our campus expectations and we continue to support staff new to our campus with this implementation. We have seen a sharp decrease in the number of office visits for the 2025-26 school year, going from 223 to 80.

Staff Information

Teacher retention at RES remains strong. Our staff has a high level of experience, with 40% of staff having more than 11 years of experience. We have been fortunate with strong hiring through recent years. Most of our teachers have designations for the Teacher Incentive Allotment.

Teacher Demographics - Riojas Elementary School (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Teachers	61.3	63.1	57.7	50.7	49.6
African American	0.0%	3.2%	1.7%	2.0%	2.0%
Hispanic	39.2%	35.2%	36.4%	37.5%	35.3%
White	59.2%	58.4%	60.!%	58.6%	60.7%
American Indian	0.0%	0.0%	0%	0%	0.0%
Asian	0.0%	1.6%	0%	0%	0.0%

Teacher Demographics - Riojas Elementary School (Source: TAPR)					
Pacific Islander	0.0%	0.0%	0%	0%	0.0%
Two or More Races	1.6%	1.6%	1.7%	2.0%	2.0%

Teachers by Years of Experience - Riojas Elementary School (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	4.8%	4.9%	6.9%	0%	5.5%
1-5 Years Experience	11.4%	19.0%	19.9%	25.6%	16.1%
6-10 Years Experience	26.1%	25.5%	22.5%	19.7%	17.1%
11-20 Years Experience	47.3%	36.9%	31.2%	35.5%	46.9%
Over 20 Years Experience	10.3%	13.6%	19.5%	19.1%	14.3%

Demographics Strengths

The following areas have been identified as Demographic strengths:

- Cultural diversity of students
- Community support of campus
- Teacher retention
- Teacher diversity growth

Problem Statements Identifying Demographics Needs

Problem Statement 1: Riojas students are experiencing a high volume of "micro-tardiness" (arriving just a few minutes late), disrupting the start of the instructional day.
Root Cause: There is a misalignment between school scheduling and family perception (proximity paradox); specifically, the early 7:20 AM arrival time is undermined by a lack of parental urgency and the convenience of living nearby, which creates a "buffer illusion" where families underestimate the time required for a punctual transition into the classroom.

Problem Statement 2: Riojas is struggling to expand its volunteer base, placing an unsustainable burden on staff and a small, recurring group of parents.
Root Cause: The exclusive culture of the volunteer group creates a perceived barrier to entry for other families. This lack of inclusivity prevents the school from building the community trust and diverse support network necessary to improve student engagement and alleviate staff workload.

Student Learning

Student Learning Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**87**	**B**	
Student Achievement		**91**	**A**	**70%**
STAAR Performance	63	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**81**	**B**	**0%**
Academic Growth	67	75	C	
Relative Performance (Eco Dis: 28.7%)		81	B	✓
Closing the Gaps	**54**	**77**	**C**	**30%**

2026 Accountability Ratings

Missed Closing the Gaps Targets

- Math Achievement: High Focus
- Reading Growth: High Focus
- Math Growth: All, Hispanic, Asian, High Focus
- Student Success: Asian

After reviewing the recent data from Riojas Elementary, including STAAR data, district assessments, common assessments, benchmark and Interim assessments, observations and classroom visits, the following trends are evident.

- Students are making progress and achievement scores are increasing in almost all areas at all grade levels.
- Gaps are still evident between the all student group and Black, Hispanic and Economically Disadvantaged student groups.
- Growth scores are impeding our overall performance and ratings.

The instructional leadership team has been working through the last two years to model, support and transfer ownership of data analysis and data driven instructional planning to the grade level teachers. Teams have focused on planning for individual student needs based on data. Common assessments and data analysis have become more systematized and efficient.

Riojas teams will continue to focus on student data through our PLC process, with special attention to student groups and individual student growth. Small group instruction with classroom tiered and targeted support will be impactful as we approach improving our student group data in Math. Expected strategies for written responses, hands on learning, high

level questioning and peer to peer communication continue to be the core foundational learning protocols, as well as closely monitoring growth of individual students. PLC teams will continue to utilize individualized PLC protocols to support the effective planning for each PLC. We will also use the district processes for the PLC cycle that will be rolled out this year.

STAAR Trend Data

Riojas ES	STAAR 2021			STAAR 2022			STAAR 2023			STAAR 2024			STAAR 2025			STAAR 2026
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	
3rd Reading	87	50	32	89	68	46	86	72	42	91	81	58	93	79	41	
3rd Math	75	46	24	82	59	38	80	64	40	92	69	40	88	71	39	
4th Reading	74	50	20	88	64	37	83	67	38	88	64	40	92	78	47	
4th Math	71	42	25	71	48	26	77	50	28	72	52	30	83	65	35	
5th Reading	85	60	40	87	63	45	91	77	45	91	67	46	90	79	50	
5th Math	84	58	34	79	30	8	86	60	20	84	57	25	86	62	35	
5th Science	80	48	16	66	30	11	70	30	10	61	31	10	78	45	21	

End of Year STAR 360 Reading Data (2nd-5th) at State Benchmark

	2024	2025
Masters Grade Level	39.7	41
Meets Grade Level	20.1	34
Approaches Grade Level	19.6	16
Did Not Meet	20.6	9

End of Year STAR 360 Math Data (1st-5th) at state benchmark

	2024	2025
Masters Grade Level	37.2	38.7
Meets Grade Level	19.8	28.4
Approaches Grade Level	25.1	21.3
Did Not Meet	17.8	11.6

STAR 360 Average Growth Scores

Grade	Reading 2024	Reading 2025	Math 2024	Math 2025
2nd	58	68	56	62
3rd	72	74	82	91
4th	63	68	52	67
5th	62	62	64	60
1st	NA	NA	53	59

2025 TX-KEA Data - Kindergarten

Kindergarten TX-KEA				
	On Track		Monitor/Support	
	BOY	EOY	BOY	EOY
Reading - Spelling	60	69	40	31
Math	55	77	45	23

1st Grade and 2nd Grade TPRI

Reading: TPRI 2024-25		
	% Developed	% Still Developing

Reading: TPRI 2024-25				
	BOY	EOY	BOY	EOY
1st Grade	42	77	58	23
2nd Grade	63	88	37	12

Student Learning Strengths

The following areas have been identified as student academic achievement strengths:

- Reading STAAR scores
- Reading, Math and Science growth scores
- Math STAAR scores
- Primary Reading and Math scores show high levels of growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A need at Riojas is vertical alignment in multiple subjects (Science, Math, ELA & Writing).
Root Cause: A lack of systematic vertical alignment across Science, Math, ELA, and Writing has resulted in inconsistent instructional gaps and a lack of curricular continuity, preventing teachers from accurately bridging student progress between grade levels and hindering students' ability to master grade-level TEKS.

Problem Statement 2: A need at Riojas is consistent intervention for bubble kids or struggling learners in the classroom.
Root Cause: A prioritized focus on the lowest-performing students and behavioral management has inadvertently caused "bubble" learners (students approaching grade level performance) to be overlooked, creating a lack of consistent classroom intervention that prevents these students from achieving the incremental growth needed to reach grade-level proficiency and boost overall campus achievement scores.

Problem Statement 3: A need at Riojas is specific training and support for Bluebonnet math curriculum implementation.
Root Cause: The absence of foundational training and dedicated time for lesson internalization prior to the launch of the Bluebonnet math curriculum could create staff who are unprepared to facilitate its specialized components, creating a risk that low teacher confidence will lead to inconsistent implementation and prevent students from achieving the deep mathematical mastery the curriculum intends.

School Processes & Programs

School Processes & Programs Summary

Programs and Procedures

Riojas Elementary utilizes the professional learning community framework to plan instruction, analyze data and incorporate professional learning. The experience level of the staff creates a sound instructional environment with an attitude of helping students be successful at high levels. We utilize a PLC calendar with weekly meetings and data analysis meetings scheduled to follow our assessment schedule. Open weeks are adapted to include instructional planning conversations and professional learning targeting campus goals. We have integrated unit planning into our calendar where teams dissect the district curriculum documents, analyze assessments and internalize lesson plans. We have all grade levels self-contained teaching all content areas except for the departmentalization at 3rd, 4th and 5th grade. Our intervention and Special Education teams are supporting students with inclusion and pull out programs with targeted instruction and good communication with general education staff. Our intervention and special education teams will be working on continuing to communicate with general education staff at a higher frequency. The instructional focus and professional development opportunities have been strong tier one strategies, especially in reading, incorporating a campus wide system for responding to reading. In math, we have will begin the implementation of a new curriculum tool (Bluebonnet Math). Reading and Math instruction will include intentional progress monitoring and exit tickets to inform whole group and small group instruction. Consistent language for behavior expectations is a priority. We continue growth and learning as a staff in our daily routines, implementing high yield strategies across all content areas and improving our collaborative planning.

Riojas team leaders represent each grade level, special areas, Dual Language and Special Education/Intervention staff members. Team Leaders collaborate and communicate the needs and interests of their representative groups, making decisions throughout the school year while focusing on proactive planning for future needs. Monthly meetings are held as well as summer planning sessions.

Professional Learning has focused on small group instruction, hands on instruction in math, writing across content, and consistent strategies across grade levels in reading and math. Last year's professional learning was targeted at grade levels groups and vertical discussions to target key standards and consistency of vocabulary and strategies. This year's focus will be similar with a focus on math instruction, exit tickets and our new WIN time.

Common assessments will be given throughout the school year in a timely schedule aligned to the curriculum. We have included growth and achievement progress monitoring and will continue data talks with team and individual data meetings for analysis of year long growth. Staff have implemented the use of data sheets for tracking individual student data and small group instruction. HB1416 plans for accelerated instruction include small group instruction in class by TIA designated teachers.

Personnel

We are very proud of our staff retention at Riojas. We work as a campus team for all hiring, involving team members and others on the interview committee, and looking for highly effective, experienced candidates. Staff retention continues to be a priority with the admin team considering job satisfaction, personal enjoyment, effective feedback, and frequent praise as avenues for success in this area. Riojas administrators utilize the TTESS evaluation tool and promote the growth and learning aspect of this process.

Opportunities for Students

Traditionally, Riojas students participate in programs such as the following: Second Step Social Skills Curriculum, extra-curricular clubs and UIL groups. We have field trips to support community learning. We will continue to bring in extra programming such as guest speakers and performers. Academic and cultural fairs, as well as PTO supported family events are frequent with monthly events.

Other Procedures

The campus priority of consistent behavior language has been supported through ongoing recognition of utilization and the PBIS committee. Our campus has embraced restorative practices with green strategies and treatment agreements as our foundation for strong relationships between students and staff. Our referral data shows a sharp decrease in office visits this year from over 200 office referrals to 80 for the 25-26 school year. The master schedule will be adjusted to maximize learning blocks and minimize transitions and lost

instructional time and include a single campus wide WIN time. Safety plans are updated annually and drills are completed as required. Our accelerated instruction plan includes the utilization of our large population of TIA teaching staff. Students needs and accelerated instruction can happen inside the classroom, in small group instruction, with our highly qualified classroom teaching staff.

School Processes & Programs Strengths

The following areas have been identified as School Processes and Programs strengths:

- RES has a designated time for collaboration through using PLC to plan instruction, analyze data and provide professional learning.
- Professional development, vertical alignment discussions, teacher input for agendas and training and individualization of grade level PLCs
- Retention of staff with positive culture and climate

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for consistent behavior expectations across grade levels and systems for reinforcement.
Root Cause: The absence of standardized behavioral systems and a unified reinforcement framework across grade levels has led to inconsistent boundaries for students, who often lack structure at home; this fragmentation prevents staff from leveraging the predictability and high expectations that naturally reduce behavioral incidents and streamline campus-wide management.

Problem Statement 2: Riojas need a focused approach to all things and create a filter for what we do and don't do.
Root Cause: The absence of a defined strategic filter for campus initiatives has led to fragmented efforts and staff stress, preventing the prioritization of essential needs; without a focused approach to eliminate non-essential tasks, the campus lacks the efficiency and operational "breathing room" required to foster staff well-being and drive higher student achievement.

Problem Statement 3: Riojas needs a process to support all learners and communicate needs of a student with all staff who work with that child.
Root Cause: Without a unified information loop, the school cannot provide the predictable social-emotional support and coordinated interventions required for students to feel safe, cared for, and capable of meeting high academic expectations.

Perceptions

Perceptions Summary

Riojas Patriots have a strong sense of community and a core belief that our students will be very successful. Some staff have been a part of the campus since it opened. The size of the student population has grown over the past years, however, our population is expected to maintain at approximately 750 students.

Staff Survey

Autonomy, Parent/Teacher Communication and Satisfaction/Purpose were scored highly in our staff satisfaction survey. The overall Spring campus score from Upbeat was 73% favorable, a decrease from last year of 2%. Scores decreased in most categories, with notable decreases in Instructional Leadership, Appreciation and Safety. Some categories maintained a satisfactory level such as Principal/Teacher Trust and Self-Efficacy.

Professional Development dropped by 2% in the spring 2024 to spring 2025 comparison period. Professional learning was offered as a self-selected peer learning model. A variety of topics aligned to our campus goals were available and staff made diverse groups to work on their goals together. The upcoming year will be a different model due to the needs assessment and our goals for vertical alignment.

School Safety, Instructional Leadership and Appreciation were also points of conversation for the coming school year during our needs assessment. These areas saw decreases and have a significant impact on many areas across our campus. Our target areas will be Safety, Staff Appreciation, and Instructional Leadership.

Perceptions Strengths

The following areas have been identified as Perceptions strengths:

- Satisfaction and Purpose
- Parent-Teacher Communication
- Autonomy

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Riojas students are struggling to form and maintain positive peer relationships, resulting in social conflicts that impede learning and diminish the school's culture of safety and empathy.
Root Cause: There is a systemic lack of protected time and vertical consistency for explicit social-emotional instruction. Without a unified, school-wide framework to model empathy and problem-solving at every grade level, students lack the foundational "soft skills" necessary to resolve peer conflicts independently and maintain a focused, respectful learning environment.

Problem Statement 2: Riojas is currently under-resourced, lacking the necessary support staff to safely and effectively manage the high volume of students, families, and personnel on campus.

Root Cause: The school's current staffing allocation model is misaligned with its actual population size, creating a disproportionate workload that exceeds human capacity. This structural deficit prevents the staff from meeting critical safety, behavioral, and socio-emotional standards, as the volume of "triage" tasks leaves no room for proactive student support, instructional coaching or achievement analysis

Goals

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

Performance Objective 1: Throughout the 2026-2027 school year, RES will provide specific PROFESSIONAL DEVELOPMENT which will support employees, increase effective teaching, and promote confidence of staff as evidenced through TTESS observation data.

High Priority

Evaluation Data Sources: The measure of impact will be determined through walkthrough and observation data, achievement scores, and formal and informal qualitative surveys.
Upbeat Survey scores for Professional Development will increase from 73% positive ratings to 78%.
Upbeat Survey scores for Appreciation will increase from 71% to 79%.

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, so that all student groups will meet all Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Math Academic Growth from 61% to 71%
-Approaches from 83% to 90%
-Meets from 63% to 70%
-Masters from 33% to 50%

KPM Math On Track 90%
Star360 Math %At or Above District Benchmark EOY [1st-95%, 2nd-90%, 3rd-90%, 4th-90%, 5th-90%]

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 71% in June 2026 to 72% by June 2027 and to 75% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports, EOY Assessment results

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, so that all student groups will meet all Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 74% to 75%
-Approaches from 87% to 90%
-Meets from 78% to 80%
-Masters from 49% to 50%

TX-KEA Reading On Track 90%
TPRI [1st, 2nd] On Level 90%
Tejas LEE Reading No Intervention Needed [1st-75%, 2nd-70%]

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 79% in June 2026 to 83% by June 2027 and to 87% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports, EOY Assessment results

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 STAAR SCIENCE tests across grade 5 for all student groups to meet all Closing the Gaps Student Success targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Approaches from 80% to 86%
-Meets from 49% to 54%
-Masters from 17% to 30%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: POSITIVE BEHAVIOR SYSTEMS
Throughout the 2026-2027 school year, RES staff will build and utilize a consistent language of learning for behavior expectations across all grade levels and classrooms, communicating staff, student and parent expectations. Results will help maintain an appropriate number of office visits at around 80.

Evaluation Data Sources: The measure of impact will be determined through analysis of discipline data.

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

Performance Objective 2: VIOLENCE PREVENTION/INTERVENTION & COORDINATED SCHOOL HEALTH
During 2026-2027, RES staff will ensure student and staff SOCIAL EMOTIONAL LEARNING (SEL) and WELLNESS is supported and will provide Coordinated School Health for students through physical activity. Success will be measured with an increase on the staff survey in Self-Efficacy (I feel successful at supporting my students' social-emotional development.) from 89 to 92.

Evaluation Data Sources: The measure of impact will be determined through analysis of staff and parent survey data (Upbeat).

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

Performance Objective 3: During 2026-2027, RES staff will ensure PARENT PARTNERSHIPS are supported and strengthened, showing strong communication on our communication logs.

Evaluation Data Sources: The measure of impact will be determined through analysis of staff and parent survey data with an increase from 89 to 92 on the Upbeat survey.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: The Riojas 2027 A-F campus ACCOUNTABILITY RATING for overall and each domain will improve from the 2026 year as described in Goal 2 of the Campus Plan.
-Overall Rating will increase to an A
-Domain 1 Rating will maintain at an A
-Domain 2 Rating will improve from B to A
-Domain 3 Rating will improve from a C to an A

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During 2026-2027, RES will increase our student ATTENDANCE rate from 94.9% (24-25 TAPR, 23-24 data) to 96% and decrease our chronic absenteeism from 8.8% to 8%.

Evaluation Data Sources: The measure of impact will be determined through analysis of attendance data.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: SAFETY
Throughout the 2026-2027 school year, RES will empower students and staff through providing clear procedures for campus safety as well as clear and consistent expectations for behavior. Success will be measured with an increase on the staff survey in School Safety from 80 to 85.

Evaluation Data Sources: The measure of impact will be determined through the analysis of staff survey data.

Plan Notes

LOCAL IMPROVEMENT PLAN (LIP)

School Improvement Strategy

Riojas Elementary is collaborating with Sustain Ed as part of the LIFT Grant to support the strong implementation of HQIM, Bluebonnet Math.

Monitoring of Plan Implementation

Campus staff and leadership will monitor campus progress through data analysis and progress monitoring of student goals on class data sheets.

In addition, campus teams will collaborate weekly in PLC meetings which will include module and lesson internalization, progress monitoring and student work analysis.

Lastly, campus leadership will provide ongoing feedback through frequent weekly walkthroughs and observations of instruction, as well as professional learning provided during PLC meetings.

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.

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

Growth Increase and Student Performance Increase in Reading and Math

Academic Growth Status											
RLA 2026 Target	**64%**	**59%**	**62%**	**68%**	**62%**	**80%**	**62%**	**67%**	**61%**		
RLA Next Interim Target (2027-28 through 2031-32)	**74%**	**69%**	**72%**	**77%**	**72%**	**85%**	**72%**	**76%**	**71%**		
RLA Long Term Target (2037-38)	**94%**	**89%**	**92%**	**95%**	**92%**	**95%**	**92%**	**95%**	**91%**		
Points Earned for Accountability Rating	**3**	**3**	**3**						**0**		
Points Evaluated for Federal School Improvement	3	3	3	3		0		3	0		
2026 Academic Growth Score	74%	83%	63%	87%	-	78%	-	70%	59%		
2026 Growth Points	150.00	10.75	61.25	53.00	-	18.00	-	7.00	54.00		
2026 Total Tests	204	13	97	61	-	23	-	10	92		
2025 Academic Growth Score	79%	80%	76%	83%	--	84%	-	67%	68%		
Mathematics 2026 Target	**69%**	**61%**	**68%**	**74%**	**69%**	**88%**	**70%**	**71%**	**66%**		
Mathematics Next Interim Target (2027-28 through 2031-32)	**78%**	**71%**	**77%**	**81%**	**78%**	**90%**	**78%**	**79%**	**76%**		
Mathematics Long Term Target (2037-38)	**95%**	**91%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
Points Earned for Accountability Rating	**0**	**3**	**0**						**0**		
Points Evaluated for Federal School Improvement	0	3	0	3		0		0	0		
2026 Academic Growth Score	61%	63%	51%	75%	-	66%	-	55%	43%		
2026 Growth Points	123.75	8.25	49.75	45.00	-	15.25	-	5.50	39.25		
2026 Total Tests	203	13	97	60	-	23	-	10	92		
2025 Academic Growth Score	75%	70%	72%	78%	--	84%	-	73%	66%		
Total Points										**12**	**32**

Reading Language Arts - English		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	88% / 76% / 54%	90% / 75% / 50%
Grade 4	88% / 74% / 34%	90% / 75% / 40%
Grade 5	91% / 82% / 63%	90% / 75% / 63%

Reading Language Arts - Spanish		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	67% / 11% / 11%	72% / 21% / 14%
Grade 4	62% / 46% / 15%	72% / 51% / 20%
Grade 5	83% / 33% / 0%	86% / 42% / 10%

Math		
Grade / Course	**2026 Baseline**	**Campus Finalized 26-27 Leading Indicator**
Grade 3	85% / 66% / 44%	90% / 75% / 44%
Grade 4	75% / 55% / 23%	90% / 70% / 30%
Grade 5	87% / 64% / 31%	90% / 70% / 34%

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 - Riojas ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 81% in Spring 2024 to 87% 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	
81%	82%	83%	84%	85%	86%	87%	
Outcomes	79%	71%					

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)	73%	73%	96%	n/a	91%	n/a	n/a	n/a	52%	n/a	62%	n/a	n/a
2024-2025	75%	75%	96%	n/a	91%	n/a	n/a	n/a	58%	n/a	67%	n/a	n/a
Outcomes: 2024-2025	n/a	75%	86%	n/a	71%	n/a	n/a	n/a	76%	n/a	63%	n/a	n/a
2025-2026	79%	79%	96%	n/a	91%	n/a	n/a	n/a	68%	n/a	72%	n/a	n/a
Outcomes: 2025-2026	n/a	61%	88%	n/a	92%	n/a	n/a	n/a	41%	n/a	48%	n/a	n/a
2026-2027	81%	81%	96%	n/a	91%	n/a	n/a	n/a	75%	n/a	77%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	83%	83%	97%	n/a	92%	n/a	n/a	n/a	79%	n/a	80%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	85%	85%	97%	n/a	92%	n/a	n/a	n/a	83%	n/a	83%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	87%	87%	97%	n/a	92%	n/a	n/a	n/a	87%	n/a	87%	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 - Riojas 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	55%	33%					

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	18%	n/a	n/a	42%	n/a	n/a	n/a	5%	n/a	27%	n/a	n/a
2024-2025	n/a	20%	n/a	n/a	40%	n/a	n/a	n/a	10%	n/a	30%	n/a	n/a
Outcomes: 2024-2025	n/a	50%	n/a	n/a	58%	n/a	n/a	n/a	40%	n/a	56%	n/a	n/a
2025-2026	n/a	25%	n/a	n/a	43%	n/a	n/a	n/a	20%	n/a	33%	n/a	n/a
Outcomes: 2025-2026	n/a	29%	n/a	n/a	n/a	n/a	n/a	n/a	17%	n/a	32%	n/a	n/a
2026-2027	n/a	30%	n/a	n/a	45%	n/a	n/a	n/a	30%	n/a	35%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	40%	n/a	n/a	50%	n/a	n/a	n/a	40%	n/a	40%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	50%	n/a	n/a	55%	n/a	n/a	n/a	50%	n/a	50%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	n/a	n/a	60%	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 - Riojas ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 52% in Spring 2024 to 65% 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	
52%	54%	56%	58%	60%	63%	65%	
Outcomes	57%	76%					

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)	64%	42%	67%	n/a	n/a	n/a	n/a	n/a	43%	n/a	39%	n/a	n/a
2024-2025	64%	44%	67%	n/a	n/a	n/a	n/a	n/a	45%	n/a	43%	n/a	n/a
Outcomes: 2024-2025	n/a	50%	56%	n/a	n/a	n/a	n/a	n/a	50%	n/a	62%	n/a	n/a
2025-2026	64%	46%	67%	n/a	n/a	n/a	n/a	n/a	48%	n/a	45%	n/a	n/a
Outcomes: 2025-2026	90%	68%	79%	n/a	n/a	n/a	n/a	n/a	75%	n/a	70%	n/a	n/a
2026-2027	64%	50%	67%	n/a	n/a	n/a	n/a	n/a	50%	n/a	50%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	65%	53%	68%	n/a	n/a	n/a	n/a	n/a	55%	n/a	55%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	60%	68%	n/a	n/a	n/a	n/a	n/a	58%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	65%	65%	68%	n/a	n/a	n/a	n/a	n/a	65%	n/a	65%	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 - Riojas 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 73% 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	
73%	74%	75%	76%	77%	78%	80%	
Outcomes	70%	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)	64%	64%	87%	n/a	87%	n/a	72%	25%	50%	n/a	56%	n/a	n/a
2024-2025	70%	70%	87%	n/a	87%	n/a	73%	40%	55%	n/a	60%	n/a	n/a
Outcomes: 2024-2025	73%	63%	75%	n/a	81%	n/a	88%	25%	53%	n/a	59%	n/a	n/a
2025-2026	73%	74%	87%	n/a	87%	n/a	74%	50%	60%	n/a	65%	n/a	n/a
Outcomes: 2025-2026	58%	56%	78%	n/a	88%	n/a	90%	31%	43%	n/a	55%	n/a	n/a
2026-2027	76%	78%	87%	n/a	87%	n/a	75%	60%	65%	n/a	70%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	77%	78%	87%	n/a	87%	n/a	76%	70%	70%	n/a	75%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	79%	87%	n/a	87%	n/a	77%	75%	75%	n/a	78%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	80%	80%	87%	n/a	87%	n/a	80%	80%	80%	n/a	80%	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 - Riojas ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 69% in Spring 2024 to 75% 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
69%	70%	71%	72%	73%	74%	75%
Outcomes	71%	66%				

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%	60%	85%	n/a	82%	n/a	n/a	n/a	35%	n/a	43%	n/a	n/a
2024-2025	60%	63%	85%	n/a	82%	n/a	n/a	n/a	38%	n/a	45%	n/a	n/a
Outcomes: 2024-2025	n/a	58%	89%	n/a	57%	n/a	n/a	n/a	59%	n/a	54%	n/a	n/a
2025-2026	65%	68%	85%	n/a	83%	n/a	n/a	n/a	40%	n/a	48%	n/a	n/a
Outcomes: 2025-2026	n/a	57%	81%	n/a	75%	n/a	n/a	n/a	34%	n/a	39%	n/a	n/a
2026-2027	70%	70%	85%	n/a	83%	n/a	n/a	n/a	45%	n/a	53%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	72%	72%	85%	n/a	84%	n/a	n/a	n/a	50%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	74%	74%	85%	n/a	84%	n/a	n/a	n/a	70%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	75%	75%	85%	n/a	85%	n/a	n/a	n/a	85%	n/a	85%	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 - Riojas ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 88% in Spring 2024 to 90% 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
88%	88%	88%	88%	89%	89%	90%
Outcomes	83%	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	82%	n/a	n/a	100%	n/a	n/a	n/a	77%	n/a	88%	n/a	n/a
2024-2025	n/a	84%	n/a	n/a	100%	n/a	n/a	n/a	78%	n/a	88%	n/a	n/a
Outcomes: 2024-2025	n/a	83%	n/a	n/a	75%	n/a	n/a	n/a	73%	n/a	81%	n/a	n/a
2025-2026	n/a	86%	n/a	n/a	100%	n/a	n/a	n/a	80%	n/a	88%	n/a	n/a
Outcomes: 2025-2026	n/a	88%	n/a	n/a	n/a	n/a	n/a	n/a	17%	n/a	32%	n/a	n/a
2026-2027	n/a	88%	n/a	n/a	100%	n/a	n/a	n/a	82%	n/a	88%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	88%	n/a	n/a	100%	n/a	n/a	n/a	84%	n/a	90%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	90%	n/a	n/a	100%	n/a	n/a	n/a	88%	n/a	90%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	90%	n/a	n/a	100%	n/a	n/a	n/a	90%	n/a	90%	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 - Riojas ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 73% 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
73%	75%	76%	77%	78%	79%	80%
Outcomes	83%	93%				

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)	72%	74%	72%	n/a	n/a	n/a	n/a	n/a	63%	n/a	75%	n/a	n/a
2024-2025	74%	74%	74%	n/a	n/a	n/a	n/a	n/a	74%	n/a	75%	n/a	n/a
Outcomes: 2024-2025	n/a	75%	91%	n/a	n/a	n/a	n/a	n/a	78%	n/a	84%	n/a	n/a
2025-2026	75%	75%	75%	n/a	n/a	n/a	n/a	n/a	75%	n/a	76%	n/a	n/a
Outcomes: 2025-2026	100%	89%	94%	n/a	n/a	n/a	n/a	n/a	88%	n/a	86%	n/a	n/a
2026-2027	76%	76%	76%	n/a	n/a	n/a	n/a	n/a	76%	n/a	78%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	77%	77%	77%	n/a	n/a	n/a	n/a	n/a	77%	n/a	78%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	78%	78%	n/a	n/a	n/a	n/a	n/a	78%	n/a	79%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	80%	80%	80%	n/a	n/a	n/a	n/a	n/a	80%	n/a	80%	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 - Riojas 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 79% 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
79%	79%	79%	79%	79%	80%	80%
Outcomes	75%	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)	68%	72%	91%	n/a	79%	n/a	94%	54%	64%	n/a	60%	n/a	n/a
2024-2025	70%	74%	91%	n/a	79%	n/a	94%	65%	65%	n/a	65%	n/a	n/a
Outcomes: 2024-2025	77%	67%	85%	n/a	75%	n/a	94%	55%	61%	n/a	69%	n/a	n/a
2025-2026	74%	74%	91%	n/a	79%	n/a	94%	70%	70%	n/a	70%	n/a	n/a
Outcomes: 2025-2026	69%	65%	83%	n/a	86%	n/a	80%	37%	55%	n/a	66%	n/a	n/a
2026-2027	75%	76%	91%	n/a	79%	n/a	94%	75%	75%	n/a	75%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	77%	76%	91%	n/a	80%	n/a	94%	76%	76%	n/a	76%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	78%	91%	n/a	80%	n/a	94%	78%	78%	n/a	78%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	80%	80%	91%	n/a	80%	n/a	94%	80%	80%	n/a	80%	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