Pflugerville Independent School District

Riojas Elementary School

2023-2024 Board Approved

Board Approval Date: October 19, 2023

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.

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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 the Avalon neighbors in our school community, an adjustment this year with the opening of a new elementary campus that will serve approximately 150 former Riojas students. We are a fast growing area of the district with many new homes being built in our surrounding neighborhoods each year. Our current zone does not currently have new home building. The diversity of our community and the numbers of students in our enrollment is continuously increasing, but at a slower rate than in previous years. 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. We will transition to a completely 2-way program this school year. 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 2023-24 school year is 758 students.

Student Group Information

From the opening of Riojas Elementary in 2010 with 447 students to the Spring of 2023 with approximately 930 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 as well as the Economically Disadvantaged student group. 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%. Over the past 5 years, our TAPR data showed that our staff population did not match our student population in ethnicity groups. We have made strong gains in this area which will show on future reports. Riojas has a culturally diverse population, and our staff welcomes and appreciates the diverse population of our neighborhood.

Riojas Elementary Data	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Students	789	881	873	896	738
Hispanic-Latino	29.9%	40.8%	41.7%	42.2%	45.5%
Asian	11.2%	10.7%	10.5%	12.4%	11.7%
Black	11.2%	8.97%	8.3%	8.9%	7.6%
White	40.3%	33.8%	33.6%	30.6%	29.1%
American Indian - Alaska Native	0.5%	0.5%	0.5%	0.6%	0.5%
Native Hawaiian - Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More	6.97%	5.3%	5.5%	5.4%	5.6%
Dyslexia	2.7%	2.7%	3.7%	3.4%	3.1%

Riojas Elementary Data	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Gifted and Talented	7.98%	7.95%	6.1%	7.6%	7.1%
Section 504	7.5%	7.4%	6.3%	6.6%	5.96%
Special Education (SPED)	7.5%	7.4%	8.4%	9.0%	9.6%
Emergent Bilingual (EB)	9.8%	20.5%	26.0%	27.5%	32.7%
Title I Homeless	0.1%	0.6%	1.6%	0.7%	0.8%
At-Risk	36.8%	41.7%	52.5%	46.5%	37.9%
Economic Disadvantage Total	19.4%	23.95%	26.8%	25.7%	20.9%
Immigrant	0.5%	0.6%	1.8%	2.6%	4.1%
Migrant	0.0%	0.7%	0.0%	0.0%	0.0%
Campus Mobility Rate	7.6%	5.3%	9.6%	not yet reported	not yet reported

Staff Information

Teacher retention at RES remains strong. However, with approximately 11% of our students in the African American student group and 10% in the Asian group, there is still a need for African American and Asian staff members. Our staff has a high level of experience, with 46% of staff having more than 11 years of experience. We have been fortunate with strong hiring even through the 2022-23 hiring season.

Teacher Demographics - Riojas Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Teachers	44.4	45.6	45.2	61.3	63.1
African American	0.0%	0.0%	0.0%	0.0%	3.2%
Hispanic	27.0%	27.9%	28.8%	39.2%	35.2%
White	70.7%	69.9%	69.0%	59.2%	58.4%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	1.6%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	2.3%	2.2%	2.2%	1.6%	1.6%

Teachers by Years of Experience - Riojas Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Teachers by Years of Experience - Riojas Elementary School (Source: TAPR)					
Beginning Teachers	2.3%	0.0%	2.2%	4.8%	4.9%
1-5 Years Experience	20.2%	15.0%	8.8%	11.4%	19.0%
6-10 Years Experience	24.9%	30.2%	22.1%	26.1%	25.5%
11-20 Years Experience	43.1%	46.1%	57.7%	47.3%	36.9%
Over 20 Years Experience	9.5%	8.8%	9.2%	10.3%	13.6%

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 (Prioritized): Riojas student attendance is below expected levels.   **Root Cause:** Riojas needs to communicate the value of attendance as well as student and campus attendance goals.

Problem Statement 2 (Prioritized): Riojas staff demographic representation does not match the student demographic representation.   **Root Cause:** Intentional strategies for hiring staff that align to our student population and bring diverse representation to campus need to be continued.

Student Learning

Student Learning Summary

2022 Accountability Ratings

Riojas ES received an overall accountability rating of C for student performance on STAAR testing in the 2021-2022 school year.

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 growth 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.

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 has 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 and Reading.

STAAR Trend Data

Riojas ES	STAAR 2021			STAAR 2022			STAAR 2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd Reading	87	50	32	89	68	46	86	72	42
3rd Math	75	46	24	82	59	38	80	64	40
4th Reading	74	50	20	88	64	37	83	67	38
4th Math	71	42	25	71	48	26	77	50	28
5th Reading	85	60	40	87	63	45	91	77	45
5th Math	84	58	34	79	30	8	86	60	20
5th Science	80	48	16	66	30	11	70	30	10

Student Learning Strengths

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

- Reading STAAR scores
- Reading growth and STAAR scores
- Math STAAR scores
- Primary Reading and Math scores show high levels of growth
- Growth Scores for all grades, all subject

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Riojas teachers do not have a consistent tool for planning and documenting progress in small group instruction. **Root Cause:** Riojas teachers need professional learning and consistent resources to support planning intentional small group instruction for reading/writing and math.

Problem Statement 2 (Prioritized): Student performance tracking is not consistent across grade levels. **Root Cause:** Riojas needs a consistent progress monitoring tool to follow a student from grade level to grade level.

Problem Statement 3 (Prioritized): Science labs are not happening on a consistent level. **Root Cause:** Riojas needs to allocate planning time, vertical discussion and resources for science instruction.

Problem Statement 4 (Prioritized): RES data indicates a lack of growth across some student groups including the Asian, Hispanic, and African American. **Root Cause:** RES staff need to utilize an ongoing process to monitor growth and track progress for individual students within the school year.

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, plan common assessments and design lesson plans. We have all grade levels self-contained teaching all content areas except for the departmentalization at 4th and 5th grade. We will add the departmentalization of 3rd grade this year. 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 team 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 math, including the re-implementation of manipulatives and hands on learning approaches. Reading instruction has included intentional progress monitoring. Consistent language for behavior expectations is a priority, as well as daily small group instruction in reading, writing and math. 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, and consistent strategies across grade levels in reading and math. We will focus more on math and science this year.

Common and district assessments have decreased in frequency through this year. We have included growth and achievement progress monitoring at mid term and 9 week intervals with team and individual data meetings for analysis. Staff have implemented the use of data sheets for tracking individual student data and small group instruction.

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 and diverse 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, Girlstart, Coding Club, Extra-curricular clubs and UIL groups. We have reinstated field trips to support community learning and many before and after school clubs. We also 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 referral data shows a decrease in office visits with primary grades showing the highest numbers and the highest reason is aggressive behavior. The master schedule is monitored and adjusted as needed to maximize learning blocks and minimize transitions and lost instructional time. Safety plans are updated annually and drills are completed as required.

School Processes & Programs Strengths

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

- Consistent behavior language and the implementation of Safe, Respectful, Responsible expectations

- RES has a designated time for collaboration through using PLC to plan instruction, analyze data and provide professional learning.

- Professional development: vertical alignment discussions and teacher input for topics

- Retention of staff with positive culture and climate

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Riojas does not have enough positive behavior reinforcement. **Root Cause:** Staff need resources and clear expectations for using positive reinforcement systems.

Problem Statement 2 (Prioritized): Riojas does not always have meaningful PLC times. **Root Cause:** PLC teams need to intentionally pre-plan the PLC schedule before each 9 weeks.

Problem Statement 3 (Prioritized): The PLC cycle is inconsistent across the grade levels and teams do not spend enough time discussing the needs of student groups, planning intervention or analyzing the data from assessments. **Root Cause:** Grade Level teams at Riojas Elementary School need to implement a consistent campus protocol and campus agenda tool in order to address and include each of the PLC components.

Perceptions

Perceptions Summary

Riojas Patriots have a strong sense of community and a core belief that our students will be very successful. Many 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 will adjust with the opening of a new elementary campus. Our student enrollment is expected to be approximately 750 students.

Staff Survey

Parent Teacher Communication, Satisfaction and Purpose, Evaluation and Instructional Leadership were scored highly in our staff satisfaction survey. The overall Spring campus score from Upbeat was 68% favorable, approximately the same as last year. We had 93% participation from the All Staff category. Scores increased in almost every category with notable increases in work/life balance and self efficacy. Our target areas of staff appreciation decreased by 3 points and professional development continues to be an area of need with a decrease of 1 point. Staff reviewed the report and have identified the next areas of focus to be School Safety and Order, Professional Development and Staff Appreciation. We will also pay close attention to Teacher Voice and Leadership and Principal Teacher Trust.

Student and Family Survey

Our student survey results that were gathered at the end of the 2022-2023 school year using Panorama indicated strength in Culture of Learning gaining 9 points. The survey indicated the areas to improve would include growth mindset and classroom belonging. In 2022-2023, we had a focus on school wide behavior expectations as well as building relationships and supporting family partnerships. The family survey showed an increase of 23 points for School Climate, however Family Engagement continues to be a need with a very low score.

Perceptions Strengths

The following areas have been identified as Perceptions strengths:

- Satisfaction and Purpose

- Parent-Teacher Communication

- Instructional Leadership

- School Climate

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Riojas students are not attending school with the frequency needed. **Root Cause:** Students need to feel a sense of belonging and develop grit as well as growth mindset.

Problem Statement 2 (Prioritized): Riojas does not have enough parent involvement. **Root Cause:** All staff are not communicating varied opportunities for volunteering across the campus.

Problem Statement 3 (Prioritized): Riojas teachers and staff do not volunteer to lead initiatives.   **Root Cause:** Staff need clear expectations to be successful with leading.

Problem Statement 4 (Prioritized): Our staff survey climate data indicates a need in the area of professional development.   **Root Cause:** RES needs to provide campus requested and required professional development, focusing on small group instruction and hands on learning within the context of Targeted Instruction and Data Driven Instruction.

Problem Statement 5 (Prioritized): Our climate data indicates a need in the area of staff appreciation.   **Root Cause:** Leadership, parents and staff colleagues need more opportunities to share each others accomplishments and strengths, being recognized for growth and success.

Problem Statement 6 (Prioritized): Our climate data indicates a need in the area of school safety and order.   **Root Cause:** RES staff need to support consistency in student behavior expectations and implementation of positive behavior support systems.

Priority Problem Statements

Problem Statement 1: Riojas student attendance is below expected levels.

Root Cause 1: Riojas needs to communicate the value of attendance as well as student and campus attendance goals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Riojas staff demographic representation does not match the student demographic representation.

Root Cause 2: Intentional strategies for hiring staff that align to our student population and bring diverse representation to campus need to be continued.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Riojas students are not attending school with the frequency needed.

Root Cause 3: Students need to feel a sense of belonging and develop grit as well as growth mindset.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Riojas teachers and staff do not volunteer to lead initiatives.

Root Cause 4: Staff need clear expectations to be successful with leading.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Riojas does not have enough positive behavior reinforcement.

Root Cause 5: Staff need resources and clear expectations for using positive reinforcement systems.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Riojas does not always have meaningful PLC times.

Root Cause 6: PLC teams need to intentionally pre-plan the PLC schedule before each 9 weeks.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Our staff survey climate data indicates a need in the area of professional development.

Root Cause 7: RES needs to provide campus requested and required professional development, focusing on small group instruction and hands on learning within the context of Targeted Instruction and Data Driven Instruction.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our climate data indicates a need in the area of school safety and order.

Root Cause 8: RES staff need to support consistency in student behavior expectations and implementation of positive behavior support systems.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Science labs are not happening on a consistent level.

Root Cause 9: Riojas needs to allocate planning time, vertical discussion and resources for science instruction.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Student performance tracking is not consistent across grade levels.

Root Cause 10: Riojas needs a consistent progress monitoring tool to follow a student from grade level to grade level.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Riojas teachers do not have a consistent tool for planning and documenting progress in small group instruction.

Root Cause 11: Riojas teachers need professional learning and consistent resources to support planning intentional small group instruction for reading/writing and math.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Riojas does not have enough parent involvement.

Root Cause 12: All staff are not communicating varied opportunities for volunteering across the campus.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Our climate data indicates a need in the area of staff appreciation.

Root Cause 13: Leadership, parents and staff colleagues need more opportunities to share each others accomplishments and strengths, being recognized for growth and success.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: RES data indicates a lack of growth across some student groups including the Asian, Hispanic, and African American.

Root Cause 14: RES staff need to utilize an ongoing process to monitor growth and track progress for individual students within the school year.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: The PLC cycle is inconsistent across the grade levels and teams do not spend enough time discussing the needs of student groups, planning intervention or analyzing the data from assessments.

Root Cause 15: Grade Level teams at Riojas Elementary School need to implement a consistent campus protocol and campus agenda tool in order to address and include each of the PLC components.

Problem Statement 15 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

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

Performance Objective 1: Throughout the 2023-2024 school year, RES will provide specific PROFESSIONAL DEVELOPMENT which will support employees, increase effective teaching, and promote confidence of staff as evidenced by an increase in Reading & Math STAAR results of 2% or more (at each level - Approaches, Meets, Masters).

High Priority

Evaluation Data Sources: The measure of impact will be determined through walkthrough data, achievement scores, and formal and informal qualitative surveys.

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

Performance Objective 2: Throughout the 2023-2024 school year, RES will ACKNOWLEDGE STRENGTHS AND SUCCESS of staff as well as provide opportunities for staff to build relationships with each other. The staff will show higher rates of satisfaction as evidenced by a 3% or more increase on the Staff Climate survey.

Evaluation Data Sources: The measure of impact will be determined through analysis of climate and culture survey data.

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

Performance Objective 1: During the 2023-2024 school year, RES staff will implement TARGETED INSTRUCTION through intentional planning and the use of campus expected high impact strategies to increase the effectiveness of instruction across all content areas. Campus Walkthrough data will show target levels in each category. Achievement data will show increases in STAAR and Star 360 scores, TX-KEA, TPRI, Tejas LEE from BOY to EOY.

High Priority

Evaluation Data Sources: The measure of impact will be determined through the analysis of walkthrough and achievement data (STAAR, Star360, TX-KEA, TPRI, Tejas LEE). Asian, Hispanic, African American student group data will meet Federal and State accountability targets.

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

Performance Objective 2: During 2023-2024, RES staff will engage in DATA DRIVEN INSTRUCTIONAL PRACTICES in order to guide instructional

decisions, increasing overall student achievement in each content. Data sources will be analyzed in a cyclical process following the assessment calendar established by the district, including short cycle assessments, benchmark assessments, 9-week assessments, interim assessments and previous STAAR assessments.

High Priority

Evaluation Data Sources: The measure of impact will be determined through the analysis of walkthrough and achievement data (STAAR, Star360, TX-KEA, TPRI, Tejas LEE). Asian, Hispanic, African American student group data will meet Federal and State accountability targets.

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

Performance Objective 3: HB3 - Early Childhood: In order to meet the requirements of HB3 Early Literacy Goals, RES PreK through 3rd grade teachers will:
- implement the use of individual student data portfolios
- utilize small group instruction with targeted goals for individual students
- participate in regularly scheduled data analysis meetings with administrators
- complete Reading Academies by 2023.

These will assist with tracking progress of students at, above and below performance levels in Reading and Math.
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase to 75% by June 2024.
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 70% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: TPRI, Tejas LEE, Star360, STAAR, TX-KEA

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

Performance Objective 1: POSITIVE BEHAVIOR SYSTEMS
Throughout the 2023-2024 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, resulting in a decreased number of office visits (<300).

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: During 2023-2024, RES staff will ensure student and staff SOCIAL EMOTIONAL LEARNING (SEL) and WELLNESS is

supported. Success will be measured with an increase on the staff survey in Diversity (goal 88) and Belonging (goal 80) .

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 2023-2024, RES staff will ensure PARENT PARTNERSHIPS are supported and strengthened, showing increased communication on our communication logs and increased participation on volunteer sign ups.

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During 2023-2024, RES will increase our student ATTENDANCE rate to 96%.

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 2: SAFETY & STAFF DIVERSITY
Throughout the 2023-2024 school year, RES will empower students and staff through providing clear procedures for campus safety and maintaining high quality hiring processes. Success will be measured with an increase on the staff survey in School Safety (goal 77) and Diversity (goal 88).

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

Addendums

Early Childhood Literacy Plan Campus Goal - Riojas ES

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 66% to 69% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
66%	66%	67%	68%	69%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	**64%**	**70%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**66%**	n/a
2021	n/a	**64%**	**70%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**66%**	n/a
2022	n/a	**65%**	**71%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**67%**	n/a
2023	n/a	**66%**	**72%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**68%**	n/a
2024	n/a	**67%**	**73%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**69%**	n/a

Data Source: TAPR 2018-19 Campus STAAR Performance Report - Grade 3 Reading at Meets Grade Level or Above - Campus accountability subset

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Riojas

The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase from 57% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
57%	57%	58%	59%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Emergent Literacy Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Riojas

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 84% to 87% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
84%	84%	85%	86%	87%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	**77%**	**88%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	**78%**	**88%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	**79%**	**89%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	**80%**	**90%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	**81%**	**91%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: MOY Star Early Literacy At/Above Benchmark level averaged with TejasLEE Band 1 or 2 levels pulled for Eduphoria - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Riojas

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Tejas LEE, Star 360, and STAAR Reading assessments will increase from 78% to 81% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
78%	78%	79%	80%	81%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**81%**	**70%**	**80%**	n/a	**77%**	n/a	n/a	n/a	**64%**	n/a	**77%**	n/a	n/a
2021	**81%**	**71%**	**80%**	n/a	**77%**	n/a	n/a	n/a	**65%**	n/a	**77%**	n/a	n/a
2022	**82%**	**72%**	**81%**	n/a	**78%**	n/a	n/a	n/a	**66%**	n/a	**78%**	n/a	n/a
2023	**83%**	**74%**	**82%**	n/a	**79%**	n/a	n/a	n/a	**68%**	n/a	**79%**	n/a	n/a
2024	**84%**	**76%**	**83%**	n/a	**80%**	n/a	n/a	n/a	**70%**	n/a	**80%**	n/a	n/a

Data Source: Eduphoria - Grade 3 Reading STAAR, Eng & Sp versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Reading, all students tested - Grade 1 & 2 MOY TejasLEE, all students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

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 65% to 68% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
65%	65%	66%	67%	68%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	**64%**	**67%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	**64%**	**67%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	**65%**	**68%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	**66%**	**69%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	**67%**	**70%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: TAPR 2018-19 Campus STAAR Performance Report - Grade 3 Mathematics at Meets Grade Level or Above - Campus accountability subset

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Riojas

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 56% to 59% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
56%	56%	57%	58%	59%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Mathematics Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Riojas

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 65% to 68% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
65%	65%	66%	67%	68%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	**56%**	**66%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	**56%**	**66%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	**57%**	**67%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	**59%**	**68%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	**61%**	**69%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Data Source: MOY Star Early Literacy (Early Numeracy) averaged with TEMI-PM levels pulled for Eduphoria - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Riojas

The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase from 82% to 85% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
82%	82%	83%	84%	85%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**76%**	**79%**	**81%**	n/a	**92%**	n/a	n/a	**68%**	**71%**	n/a	**87%**	n/a	n/a
2021	**76%**	**79%**	**81%**	n/a	**92%**	n/a	n/a	**69%**	**71%**	n/a	**87%**	n/a	n/a
2022	**77%**	**80%**	**82%**	n/a	**92%**	n/a	n/a	**70%**	**72%**	n/a	**88%**	n/a	n/a
2023	**78%**	**81%**	**83%**	n/a	**93%**	n/a	n/a	**72%**	**74%**	n/a	**89%**	n/a	n/a
2024	**79%**	**82%**	**84%**	n/a	**93%**	n/a	n/a	**74%**	**76%**	n/a	**90%**	n/a	n/a

Data Source: Eduphoria - Grade 3 Math STAAR, Eng & Sp versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Math, all students tested - Grade 1 TEMP-PM, all students tested (2nd Grade did not take the TEMI-PM. They took Star 360 in English for Math) (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

EC Math Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

Policies, Procedures, and Requirements

Bullying Prevention – page 33

Coordinated Health Program

Disciplinary Alternative Education Program (DAEP) campus wesbsite

Disciplinary Alternative Education Program (DAEP) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

Dropout Prevention – PACE

Dyslexia Treatment Program

Title I, Part C Migrant

Pregnancy Related Services – page 6

Post-Secondary Preparedness

Recruiting Teachers & Paraprofessionals

Sexual Abuse & Maltreatment of Children – page 61

Student Welfare: Crisis Intervention Programs & Training – page 70

Student Welfare: Discipline/Conflict/Violence Management – page 47

Texas Behavior Support Initiative (TBSI)

Technology Integration

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

Security Officer

Police Department Positions (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)