

Pflugerville Independent School District

Ruth Barron Elementary

2023-2024 Board Approved



Board Approval Date: October 19, 2023

Mission Statement

The mission of Ruth Barron Elementary is to grow our leaders of tomorrow to their fullest potential. We will do this by creating a culture of high academic expectations (growth mind set), a rigorous curriculum through the PLC process, relevant learning experiences, embracing our diversity, creating strong relationships with our students and community that will result in the success of every child. Simply put, "lo que se dice, se hace" ("that which you say, you do").

Vision

Our students are...

- Brave, confident learners who practice continual self-development (growth mind set).
- Empathetic learners who respond to others' needs and feel safe, both physically and emotionally.
- Have Integrity and are positive role models.
- Resilient and problem solvers who communicate clearly, work well independently and as team member, and never gives up.
- Self Aware to set personal goals and to achieve their full potential.
- Prepare all students for a collegial or professional experiences.

Value Statement

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: PfISD will recruit, support, and retain teachers and principals.	15
Goal 2: PfISD will build a foundation of reading and math.	15
Goal 3: PfISD will connect high school to career and college.	17
Goal 4: PfISD will improve low performing schools.	17
Addendums	18

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Ruth Barron Elementary is a Title I, Dual Language (English-Spanish) EE-5th grade campus in Pflugerville ISD. As of October 6, 2023, the current enrollment at RBES is 532 students, which is a of about 23 students increase from the prior school year at this time. RBES students' race/ethnicities are comprised of the following:

Student Demographics - Ruth Barron Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	642	573	571	509	532
African American	7.5%	9.6%	8.9%	11.8%	10.9%
Hispanic	80.5%	77.3%	75.5%	72.3%	72.98%
White	7.0%	7.2%	8.8%	9.4%	9.5%
American Indian	0.2%	0.2%	0.4%	0.2%	0.0%
Asian	2.3%	3.3%	4.0%	4.1%	4.0%
Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.2%
Two or More Races	2.5%	2.4%	2.5%	1.96%	2.4%

Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	78.5%	75.9%	77.1%	76.2%	49.8%
Emergent Bilingual	61.7%	58.3%	59.2%	58.9%	50.6%
At-Risk	80.7%	77.3%	82.7%	84.7%	52.6%
Special Education	14.6%	15.4%	16.6%	17.9%	17.9%
Gifted & Talented	2.2%	2.4%	3.3%	6.3%	5.0%
Dyslexia	2.3%	3.0%	3.2%	2.2%	2.0%

Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & OnDataSuite)					
Section 504	5.5%	5.9%	6.1%	3.9%	3.2%
Immigrant	5.5%	4.7%	3.5%	4.7%	4.8%
Homeless	0.2%	1.2%	0.9%	1.4%	0.0%
Migrant	0.0%	0.0%	0.0%	0.0%	1.2%
Campus Mobility Rate	12.7%	9.3%	11.0%	not yet reported	Not yet reported

Staff

Teacher demographics are more closely following student ratios as of 2023-2024.

Teacher Demographics - Ruth Barron Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2023-2024 School Source
Total Teachers	52.6	50.2	46.9	48.1	40
African American	7.6%	8.0%	6.4%	4.2%	10%
Hispanic	56.1%	55.8%	61.4%	47.8%	52%
White	34.4%	34.2%	32.2%	46.0%	37%
American Indian	0.0%	0.0%	0.0%	0.0%	0
Asian	0.0%	0.0%	0.0%	0.0%	1%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0
Two or More Races	1.9%	2.0%	0.0%	2.1%	0

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

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

Demographics Strengths

Our teacher demographics are more closely following the schools demographics with an increase of African American teachers and over all staff. Ruth Barron Elementary is a diverse campus community. Students have opportunities to participate in several cultural events such as Hispanic Heritage Month activities, Black History Month activities, Cinco de Mayo presentations, as well as other multicultural events and presentations. These activities provide students with multiple opportunities to learn about different cultures and to gain an appreciation for diversity. The campus has a strong dual language program, which includes a two-way program, where English speaking students learn Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs. **Root Cause:** Teachers need training on effective differentiation to better address the diverse needs of many of our students.

Problem Statement 2 (Prioritized): Our population requires qualified bilingual staff members for appropriate instruction and supports. **Root Cause:** Each year it is a challenge to find qualified certified bilingual applicants to fill vacancies.

Student Learning

Student Learning Summary

The table below gives a multi-year glance at overall student achievement at the Approaches level of performance as measured by STAAR, Grades 3-5:

STAAR Test	2018-2019	2020-2021	2021-2022	2022-2023
Reading	76%	48%	62%	67%
Math	88%	35%	62%	66%
Writing	82%	29%		
Science	78%	38%	36%	38%

Passing percentages by grade level STAAR results for the year 2022-2023

STAAR TEST	3rd grade 2022-2023	4th grade 2022-2023	5th grade 2022-2023
Reading	55%	76%	71%
Math	52%	74%	73%

TELPAS Composite Scores for 2022-2023 school year.

TELPAS Composite Ratings	Beginning	Intermediate	Advanced	Advanced High	Average Score 1-4
K-2nd	47	34	9	10	1.8
3rd- 5th	10	47	31	12	2.5
Kinder	66	17	6	11	1.7
1st	35	39	10	16	2.0
2nd	35	52	13	0	1.8
3rd	13	45	30	11	2.4
4th	5	49	32	15	2.4
5th	11	48	32	9	2.6

Beginning of the Year Reading Screeners BOY and End of the Year EOY for 1st-2nd grade 2022-2023

2022-2023	Significant Intervention Needed		Moderate Intervention Needed		Possible Intervention Needed		No intervention Needed	
1st grade	BOY TPRI 56%	EOY TPRI 22%	BOY TPRI 8%	EOY TPRI 20%	BOY TPRI 19%	EOY TPRI 28%	BOY TPRI 17%	EOY TPRI 30%
	BOY Tejas LEE 69%	EOY Tejas LEE 6%	BOY Tejas LEE 12%	EOY Tejas LEE 14%	BOY Tejas LEE 8%	EOY Tejas LEE 22%	BOY Tejas LEE 8%	EOY Tejas LEE 59%
2nd grade	BOY TPRI 56%	EOY TPRI 25%	BOY TPRI 8%	EOY TPRI 12%	BOY TPRI 19%	EOY TPRI 23%	BOY TPRI 17%	EOY TPRI 40%
	BOY Tejas LEE 28%	EOY Tejas LEE 8%	BOY Tejas LEE 17%	EOY Tejas LEE 0%	BOY Tejas LEE 36%	EOY Tejas LEE 56%	BOY Tejas LEE 19%	EOY Tejas LEE 39%

Math Screeners for 1st and 2nd grade Beginning of the Year BOY and End of the Year EOY Math 360 scores 2022-2023

Math 360 Screeners	Urgent Intervention		Intervention		On Watch		At or Above Benchmark	
1st grade	BOY 17%	EOY 14%	BOY 7%	EOY 11%	BOY 20%	EOY 11%	BOY 57%	EOY 64%
2nd grade	BOY 20%	EOY 19%	BOY 27%	EOY 16%	BOY 20%	EOY 7%	BOY 33%	EOY 57%

Student Learning Strengths

- In Math, our 4th and 5th grade scores continue to grow closer to prepandemic percentages as our scores were in the 70% or higher in approaches. For our 3rd grade Math scores those students are showing strong rebound of growth as many had been affected by the pandemic and began they year trying to catch up to from missed educational oppurtunies.
- In Reading, our 4th and 5th grade scores conitnue to grow closer to prepandemic percentages in the 70% or higher in approaches. For our 3rd grade Reading scores those students are showing strong rebound of growth as many had been affected by the pandemic and began they year trying to catch up to from missed educational oppurtunies.
- Our TELPAS composite scores are showing students progressively growing from the early grade levels to the upper grade levels.
- Our 1st and 2nd grade screeners also continue to show progressive growth in Reading more than Math, but stil progression in both subjects.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2022 our 3rd grade students STAAR test scores were signigically lower than those of 4th and 5th grade. **Root Cause:** There has been inconsistency in the implementation of PLC practices and intentional progress monitoring and all teachers will continue to be trained in best practices of Math workshop, Readers workshop, pulling of groups and the implementation in the classroom.

Problem Statement 2: SPED Academic Achievement goals for Math and Reading, still needs to be monitored. **Root Cause:** Additional academic strategy support is needed for our teachers working with our SPED student group, and a system for holding consistent SPED PLCs is needed.

School Processes & Programs

School Processes & Programs Summary

Ruth Barron follows the curriculum created by Pflugerville ISD. District common assessments are given once a semester in all core subject areas. Additionally, the campus gives two common assessments per core area each semester. The common assessments are given to measure the progress of students and to check for TEKS mastery. Data from these assessments are used to drive instruction and provide teachers with information on meeting the needs of all students.

For the 2022-23 school year, RBES has hired only 1 new teacher to the profession.

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

The school has partnered with a local church that sponsors activities such as Backpack Friends and Thanksgiving meals. All communication from the school is in English and Spanish; this includes even posts to our school's Facebook.

Ruth Barron has a wealth of technology which includes smart boards in all classrooms, a computer lab, iPad carts for grades PreK-1st, and individual Chromebooks for students in grades 2-5.

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

PLC development is a focus this year.

School Processes & Programs Strengths

Curriculum and Instruction:

- There is an aligned, viable curriculum in place. During weekly PLCs, teachers examine instructional practices and student data.
- The campus has five interventionists to provide interventions at a Tier 2 level of RtI.
- All classroom teachers are ESL certified and most also have a GT certification.

100% of the teachers and paraprofessionals meet the highly qualified requirements and parents are aware of the highly qualified status of all teachers. All staff receives ongoing and sustained professional development that is aligned with the goals of the district and Campus Improvement Plan. Teachers are provided a viable curriculum that is aligned with student needs and the TEKS.

Ruth Barron teachers have the opportunity to serve on district committees to help make revisions to the curriculum and to district assessments.

Parent/Community Involvement:

- Parents and community members are included as decision makers in a broad spectrum of school decisions by their participation on the school's Campus Academic Advisory Council (CAAC).
- Strong parental support and attendance at Parent Nights (Literacy, Math, Science), Fall Festival, Family Movie Night, etc.
- School/Parent communication through Friday Folders, Facebook, etc.

- Improved parent participation in the school's PTO
- Improvement in the number of consistent parent volunteers

Students have many opportunities to use technology in meaningful ways in the classroom. Additionally, our campus has received iPads for all classrooms PK- 1st grade and each grade level, 2nd-5th received a laptop cart. As observed during walkthroughs and classroom observations, students are interacting with technology on a daily basis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are in the development phase of rebuilding our PLC grade meetings as PLC meetings and their function have been misunderstood. **Root Cause:** Although protocols were in place to leverage PLC meetings to the maximum, we need to continue to adhere to protocol and accountability for each other in meetings. Administration will attend all PLCs to ensure proper protocols are being followed with fidelity.

Problem Statement 2: With the addition of new staff members, there is always a need to get those individuals up to date on all of the systems at the district/campus level. **Root Cause:** There is not a system for on-demand technology training of new staff members. The campus will create a system or meetings in which new hires can ask questions or have their needs met.

Problem Statement 3 (Prioritized): Although the numbers of parents signed up as volunteers has increased, we still need to increase consistency in ensuring that all visitors and volunteers have signed in to the Raptor system before proceeding past the office. We will continue to encourage more parents to be involved with the school. We need to make sure we teach our community to sign into Skyward. **Root Cause:** We will continue to work on recruiting parents to be volunteers or to take on leadership roles, we will begin having those support meeting with parents that we were not able to have during COVID. Coffee mornings with parents with parents, and training sessions at school to educate parents to enter Skyward.

Problem Statement 4: Our campus is technology rich, we must create systems to address the management of the hardware, troubleshooting of software issues, and monitoring of student use. **Root Cause:** There are no systems in place to address management of hardware or student usage. There is no one on campus specially trained to troubleshoot software issues.

Perceptions

Perceptions Summary

Data from the Spring 2023 Upbeat Survey Opportunity for growth:

- I feel prepared to engage in conversations about racism and other forms of discrimination with my students. 66% decreased by 10%
- Administrators at my school let me know when I'm doing great work. 69% decreased by 6%

Perceptions Strengths

Teachers are willing to sponsor extra-curricular activities such as Recycling Club, UIL, Math Pentathlon, Chess Club, Garden Club, Soccer Club, Music Club, Science Club, Student Council

Data from the Spring 2023 Upbeat Survey Strengths:

Parents at my school have confidence in teachers. 91% up 11% from the year before

The principal at my school uses data to monitor students' progress. 94%

Teachers at my school trust each other. 94% up 16% from the year before

The workload expected of teachers at my school is reasonable. 84% up 27% from the year before

I feel successful at supporting my students' academic development. 94%

Teachers have influence over hiring of professional staff. 94% up 23% from the year before

The diversity of the teachers at my school is representative of the diversity of our students. 94% up 21% from the year before

I can see myself teaching at my school for at least the next year. 94% up 10% from the year before

Teachers at my school strive to help all students feel like they belong. 97% up 4% from the year before

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 69% percent of my teacher feel they have been appreciated that they are doing a great work. **Root Cause:** Make sure there are enough systems to recognize teachers.

Priority Problem Statements

Problem Statement 1: Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs.

Root Cause 1: Teachers need training on effective differentiation to better address the diverse needs of many of our students.

Problem Statement 1 Areas: Demographics

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

Root Cause 2: Each year it is a challenge to find qualified certified bilingual applicants to fill vacancies.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Although the numbers of parents signed up as volunteers has increased, we still need to increase consistency in ensuring that all visitors and volunteers have signed in to the Raptor system before proceeding past the office. We will continue to encourage more parents to be involved with the school. We need to make sure we teach our community to sign into Skyward.

Root Cause 3: We will continue to work on recruiting parents to be volunteers or to take on leadership roles, we will begin having those support meeting with parents that we were not able to have during COVID. Coffee mornings with parents with parents, and training sessions at school to educate parents to enter Skyward.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: By June 2024, Ruth Barron ES teacher turnover rate will decrease from 15% or more to 10% or less.

Evaluation Data Sources: Turnover rate is reduced

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

Performance Objective 2: In 2023-2024 school year all teachers will be implementing the district curriculum measured by passing rates of district assessments of 70% or more and by documentation in teacher lesson plans .

Evaluation Data Sources: Lesson Plans, Walkthrough data, Grade level and District Assessments

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

Performance Objective 3: During the 2023-2024 school year, 100% of teachers will implement Fundamental 5 strategies.

Evaluation Data Sources: Walkthrough data, Grade level and District Assessments

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

Performance Objective 1: 70% of students in all student groups will meet or exceed the STAAR Approaches Level of performance and at least 40% will achieve the Meets Grade Level standard of performance and 8% will achieve Masters Level in Reading. All student groups will meet reading growth targets as measured by STAAR. By May 2024, 76% of all students will be at or above grade level reading based on EOY screeners.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Results

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

Performance Objective 2: 70% of students in all student groups will meet or exceed the STAAR Approaches Level and at least 40% will achieve the Meets Grade Level standard of performance in Math and 8% will achieve Masters Level in Math. All student groups will meet math growth targets as measured by STAAR.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Results

All student groups will meet 2024 Closing the Gaps.

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

Performance Objective 3: 60% of students in all student groups will meet or exceed the STAAR Approaches level and 30% will achieve the Meets Grade Level standard of performing in Science and 8% will achieve Masters Level in Science.

HB3 Goal

Evaluation Data Sources: Lesson plans, Data from Science benchmarks.

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

Performance Objective 4: The percent of PreK students that score on grade level or above in math on the C-PALLS+ assessment will increase to 75% by June 2024.

85% of Kindergarten students will score On-Track in Math on the TX-KEA by June 2024.

The percent of 1st and 2nd grade students that score on grade level or above in math on the Star 360 Mathematics assessments will increase to 70% by June 2024.

We are intentionally trying to exceed our HB3 goals.

HB3 Goal

Evaluation Data Sources: 2024 C-PALLS+, TX-KEA, TPRI, and Tejas LEE data

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

Performance Objective 5: The percentage of PreK students that score on grade level or above in Reading (Emergent Literacy) on the C-PALLS+ assessment will increase to 60% by June 2024.

75% of Kindergarten students will score On-Track in 6 of 7 subtests in Reading on the TX-KEA by June 2024.

The percent of 1st and 2nd grade students that score on grade level or above in Reading on the TPRI and Tejas LEE will increase to 70% by June 2024.

We are intentionally trying to exceed our HB3 goals.

HB3 Goal

Evaluation Data Sources: 2024 C-PALLS+, TX-KEA, TPRI, and Tejas LEE data

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

Performance Objective 1: By the end of the 2024 school year, office referrals will decrease by 10% compared to the prior year.

Evaluation Data Sources: Office referral rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2024, 80% of Panorama survey respondents will indicate that RBES is a healthy, secure, and orderly environment for students, staff, families, and communities.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: 100% of students in grades 2-5 will have data folders to monitor their goals.

Evaluation Data Sources: Data folders with goals set

Addendums