

Pflugerville Independent School District

River Oaks Elementary School

2023-2024 Board Approved



Board Approval Date: October 19, 2023

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

River Oaks Elementary is a Dual Language, Title I Schoolwide campus with a 79% Economically Disadvantaged rate and student enrollment of 400 students as of Fall 2023. River Oaks attendance rate for the 2022 - 2023 school year was 95%. The River Oaks staff comes together with a common goal: To create the ROES Family, which consists of businesses, the community, staff, students and their families. We will create this culture by planning family engagement activities, academic events to support students, as well as community events throughout the year.

Students

The data below shows that our student enrollment has decreased over the past 5 years.

Student Demographics - River Oaks Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	453	409	377	400	429
African American	14.3%	15.7%	18.0%	16.5%	17.1%
Hispanic	61.8%	60.6%	62.3%	60.5%	66.8%
White	13.2%	11.3%	10.9%	10.5%	7.9%
American Indian	0.2%	0.5%	0.5%	.5%	0.5%
Asian	8.2%	7.6%	6.1%	8.75%	5.3%
Pacific Islander	0.2%	0.2%	0.3%	.25%	0.0%
Two or More Races	2.0%	4.2%	1.9%	3.0%	2.4%

We will be providing PD for our parents and staff to help them recognize characteristics of gifted and talented students. This will help us increase our identification rate for GT students.

Student Special Program Identification/Participation - River Oaks Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	87.1%	81.5%	78.2%	79.1%	49.0%
Emergent Bilingual	51.5%	54.3%	52.3%	51.2%	40.4%
At-Risk	68.5%	79.7%	75.6%	81.7%	43.99%

Student Special Program Identification/Participation - River Oaks Elementary School (Source: TAPR & OnDataSuite)					
Special Education	11.2%	16.3%	14.9%	16.2%	13.7%
Gifted & Talented	3.3%	4.4%	6.4%	5.8%	5.1%
Dyslexia	2.0%	5.1%	7.6%	8.0%	3.9%
Section 504	3.9%	5.7%	8.6%	9.0%	3.4%
Immigrant	0.4%	8.8%	5.9%	8.5%	12.98%
Homeless	0.8%	2.2%	2.2%	2.9%	1.2%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	20.3%	26.3%	22.9%	not yet reported	not yet reported

Staff

Teacher demographics have stayed relatively consistent. However, our African American population continues to be under-represented in relationship to our student to teacher ratio.

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

Overall, data shows that we have fewer novice teachers on campus.

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

11-20 Years Experience	26.6%	18.8%	19.9%	24.3%	30.7%	
Over 20 Years Experience	9.1%	14.8%	19.8%	21.8%	23.0%	

Demographics Strengths

Our student demographics have remained consistent over the past 5 years. River Oaks has a low turnover rate of teachers. For the 23-24 school year, we have hired a new music, art, and 5th grade dual language teacher.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ROES enrollment continues to be below expected enrollment. **Root Cause:** Local charters are drawing neighborhood students, lack of school marketing, lack of community presence

Student Learning

Student Learning Summary

Update in December 2023

2022 Accountability Ratings

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

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		74	C
STAAR Performance	46	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	86	92	A
Relative Performance (Eco Dis: 79.2%)	46	81	B
Closing the Gaps	87	82	B

At ROES we will focus on closing the gaps in all areas with an emphasis on math performance at Meets Grade level or above across all student groups. For the 2022-2023 school year, ROES is no longer an ESF campus needing additional targeted support. However, based on 2022 Closing the Gaps for federal accountability, the All Students, African American, White, Asian, Continuously Enrolled, and Non-Continuously Enrolled student groups did not meet all targets.

2022 Closing the Gaps Outcomes

When evaluating STAAR performance across student groups in Closing the Gaps,

- In Reading, all Growth targets, and all Meets Grade Level or above targets for all student groups were met
- In Math, all Growth targets were met, through only half of the student group targets at Meets Grade Level performance were met
- Only 40% of the Student Success targets were met (the average performance for math, reading, and science STAAR tests combined) for all student groups.
- The English Language Proficiency Status target of 36% was exceeded with 39% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2022 compared to prior year

Student Group	Academic Achievement		Growth Status		English Language Proficiency	Student Success
	ELA/Reading	Mathematics	ELA/Reading	Mathematics		
% of Targets Met	75% (12 out of 16)		100% (8 out of 8)		100% (1 out of 1)	40% (4 out of 10)
All Students	✓	✗	✓	✓	n/a	✗
African American	✓	✗	n/a	n/a	n/a	✗
Hispanic	✓	✓	✓	✓	n/a	✓
White	n/a	n/a	n/a	n/a	n/a	✗
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	✗
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	✓	✓	✓	✓	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✓	n/a	n/a	✓	✓
Receiving Special Education Services	✓	✓	n/a	n/a	n/a	✓
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✗	✓	✓	n/a	✗
Non-Continuously Enrolled	✓	✗	n/a	n/a	n/a	✗

n/a: Indicates data reporting is not applicable for this group or minimum size requirements were not met.

STAAR Results

STAAR Student Outcome Data Trends							
Grade level	Subject tested	% at Meets Grade Level or Above				2023	Trend
		2018	2019	2021	2022		
3rd	Reading	32%	29%	24%	46%	48%	Increase
3rd	Math	29%	38%	6%	43%	29%	Significant Decrease
4th	Reading	35%	39%	37%	44%	58%	Significant Increase
4th	Math	39%	39%	27%	38%	32%	Decrease
5th	Reading	52%	43%	31%	45%	31%	Significant Decrease

5th	Math	50%	53%	24%	36%	32%	Decrease
5th	Science	42%	36%	10%	22%	18%	Decrease

ROES STAAR Results (Campus Snapshot, 1st & 2nd Admins (for 2019 & Prior), All Results w/exception of STAAR Alt-2)															
Mathematics	Grade 3					Grade 4					Grade 5				
	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023
Approaches	76	71	42	79	65	74	74	57	64	62	91	91	45	70	70
Meets	31	38	6	43	29	39	39	27	38	32	52	53	24	36	32
Masters	18	15	0	16	15	16	30	16	17	11	32	28	10	22	9
Reading/ELA	Grade 3					Grade 4					Grade 5				
	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023
Approaches	75	59	52	79	59	72	76	49	66	85	83	83	63	65	59
Meets	32	29	24	46	48	36	39	37	44	58	54	43	31	45	31
Masters	18	16	12	31	23	19	18	16	27	24	29	13	20	33	18
Science	Grade 5														
	2018	2019	2021	2022	2023										
Approaches	68	63	33	48	34										
Meets	44	36	10	22	18										
Masters	22	19	4	12	5										

PK-2nd Student Learning Outcomes for Reading & Math

The data below indicates student needs and helps identify areas for targeted instruction.

	EOY RSK! 22-23				
	Total Students	Emergent Literacy Score	Mathematics Score	Health and Wellness Score	Language and Communication Score
River Oaks Elementary	43	2.99	3.24	3.37	3.23
Economic Disadvantage	27	2.97	3.19	3.33	3.23
Asian	1	3	3	3.75	3.5
Black/African American	8	2.52	2.55	2.97	2.75
Hispanic	30	3.18	3.5	3.5	3.39
White	4	2.54	2.7	3.13	2.94
Currently Emergent Bilingual	20	2.22	2.49	2.63	2.46

Currently Emergent Bilingual	30	3.22	3.43	3.03	3.40
Special Ed Indicator	7	2.98	3.2	3.32	3.18

	EOY - TX-KEA Kinder 22-23																		
	Total Students	Vocabulary			Letter Names			Spelling			Spanish Vocabulary			Spanish Letter Names			Spanish Spelling		
		Support	Monitor	On Track	Support	Monitor	On Track	Support	Monitor	On Track	Support	Monitor	On Track	Support	Monitor	On Track	Support	Monitor	On Track
River Oaks Elementary	62	44.64%	3.57%	51.79%	46.43%	7.14%	46.43%	50%	7.14%	42.86%	3.70%	0%	96.30%	18.52%	7.41%	74.07%	11.11%	3.70%	85.19%
Economic Disadvantage	38	47.06%	0%	52.94%	50%	2.94%	47.06%	50%	11.76%	38.24%	6.67%	0%	93.33%	20%	13.33%	66.67%	6.67%	6.67%	86.67%
Asian	2	0%	0%	100%	0%	0%	100%	0%	0%	100%	%	%	%	%	%	%	%	%	%
Black/African American	10	0%	0%	100%	11.11%	11.11%	77.78%	22.22%	0%	77.78%	%	%	%	%	%	%	%	%	%
Hispanic	40	64.86%	5.41%	29.73%	64.86%	8.11%	27.03%	64.86%	8.11%	27.03%	3.70%	0%	96.30%	18.52%	7.41%	74.07%	11.11%	3.70%	85.19%
Two or More Races	3	0%	0%	100%	0%	0%	100%	0%	33.33%	66.67%	%	%	%	%	%	%	%	%	%
White	7	16.67%	0%	83.33%	16.67%	0%	83.33%	33.33%	0%	66.67%	%	%	%	%	%	%	%	%	%
Currently Emergent Bilingual	36	75.76%	3.03%	21.21%	75.76%	9.09%	15.15%	72.73%	6.06%	21.21%	3.70%	0%	96.30%	18.52%	7.41%	74.07%	11.11%	3.70%	85.19%
Special Ed Indicator	8	66.67%	0%	33.33%	66.67%	16.67%	16.67%	50%	16.67%	33.33%	25%	0%	75%	50%	0%	50%	25%	0%	75%

	EOY - TX-KEA Kinder 22-23						
	Total Students	Math			Spanish Math		
		Support	Monitor	On Track	Support	Monitor	On Track
River Oaks Elementary	62	46.43%	0%	53.57%	18.52%	3.70%	77.78%
Economic Disadvantage	38	50%	0%	50%	20%	0%	80%
Asian	2	0%	0%	100%	%	%	%
Black/African American	10	22.22%	0%	77.78%	%	%	%
Hispanic	40	62.16%	0%	37.84%	18.52%	3.70%	77.78%
Two or More Races	3	0%	0%	100%	%	%	%
White	7	16.67%	0%	83.33%	%	%	%
Currently Emergent Biling	36	69.70%	0%	30.30%	18.52%	3.70%	77.78%
Special Ed Indicator	8	50%	0%	50%	25%	0%	75%

1st grade data

	EOY TPRI 22-23				
	Total Students	Intervention			
		Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed
River Oaks Elementary	60	41.67%	11.67%	10%	36.67%
Economic Disadvantage	43	46.51%	13.95%	9.30%	30.23%
American Indian/Alaskan	1	0%	0%	0%	100%
Asian	2	0%	0%	0%	100%
Black/African American	8	0%	0%	37.50%	62.50%
Hispanic	38	57.89%	15.79%	7.89%	18.42%
Two or More Races	2	50%	0%	0%	50%
White	9	22.22%	11.11%	0%	66.67%
Currently Emergent Biling	33	66.67%	15.15%	3.03%	15.15%
Special Ed Indicator	5	40%	0%	20%	40%

1st grade Tejas Lee

	EOY Tejas LEE 22-23				
	Total Students	Intervention			
		Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed
River Oaks Elementary	27	29.63%	22.22%	3.70%	44.44%
Economic Disadvantage	19	26.32%	31.58%	5.26%	36.84%
Hispanic	27	29.63%	22.22%	3.70%	44.44%
Currently Emergent Bilingual	27	29.63%	22.22%	3.70%	44.44%
Special Ed Indicator	2	100%	0%	0%	0%

1st grade Math

	EOY STAR 360 Mathematics - Spanish 22-23				
	Total Students	Benchmark Level			
		Urgent Intervention	Intervention	On Watch	AtAbove Benchmark
River Oaks Elementary	26	11.54%	23.08%	0%	65.38%
Economic Disadvantage	19	5.26%	31.58%	0%	63.16%
American Indian/Alaskan	-	-	-	-	-
Asian	-	-	-	-	-
Black/African American	-	-	-	-	-
Hispanic	26	11.54%	23.08%	0%	65.38%
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
Currently Emergent Biling	26	11.54%	23.08%	0%	65.38%
Special Ed Indicator	2	50%	50%	0%	0%

	EOY STAR 360 Mathematics 22-23				
	Total Students	Benchmark Level			
		Urgent Intervention	Intervention	On Watch	AtAbove Benchmark
River Oaks Elementary	35	8.57%	11.43%	14.29%	65.71%
Economic Disadvantage	25	12%	16%	16%	56%
American Indian/Alaskan Native	1	0%	0%	0%	100%
Asian	2	0%	50%	50%	0%
Black/African American	9	11.11%	0%	11.11%	77.78%
Hispanic	12	0%	25%	8.33%	66.67%
Two or More Races	2	50%	0%	0%	50%
White	9	11.11%	0%	22.22%	66.67%
Currently Emergent Bilingual	7	14.29%	14.29%	42.86%	28.57%
Special Ed Indicator	2	0%	0%	0%	0%

Special Ed Indicator	3	0%	0%	33.33%	66.67%
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2nd grade TPRI

	EOY TPRI 22-23				
	Total Students	Intervention			
		Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed
River Oaks Elementary	71	38.03%	2.82%	9.86%	49.30%
Economic Disadvantage	37	29.73%	2.70%	10.81%	56.76%
Asian	7	0%	0%	14.29%	85.71%
Black/African American	10	40%	0%	10%	50%
Hispanic	39	51.28%	5.13%	10.26%	33.33%
Two or More Races	4	0%	0%	0%	100%
White	11	27.27%	0%	9.09%	63.64%
Currently Emergent Biling	44	50%	0%	11.36%	38.64%
Special Ed Indicator	13	46.15%	7.69%	7.69%	38.46%

2nd grade Tejas Lee

	EOY Tejas LEE 22-23				
	Total Students	Intervention			
		Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed
River Oaks Elementary	27	18.52%	0%	44.44%	37.04%
Economic Disadvantage	10	10%	0%	50%	40%
Hispanic	26	19.23%	0%	42.31%	38.46%
White	1	0%	0%	100%	0%
Currently Emergent Bilingual	27	18.52%	0%	44.44%	37.04%
Special Ed Indicator	8	12.50%	0%	75%	12.50%

2nd grade Math

EOY STAR 360 Mathematics 22-23	

	Total Students	Benchmark Level			
		Urgent Intervention	Intervention	On Watch	AtAbove Benchmark
River Oaks Elementary	71	15.49%	12.68%	7.04%	64.79%
Economic Disadvantage	37	16.22%	5.41%	8.11%	70.27%
Asian	7	0%	0%	0%	100%
Black/African American	10	20%	20%	0%	60%
Hispanic	39	15.38%	15.38%	7.69%	61.54%
Two or More Races	4	0%	0%	0%	100%
White	11	27.27%	9.09%	18.18%	45.45%
Currently Emergent Biling	44	15.91%	13.64%	6.82%	63.64%
Special Ed Indicator	13	7.69%	23.08%	0%	69.23%

Spring 2022 TELPAS Results (waiting on official 2023 results)

English Language Proficiency Status										
Target										36%
Target Met										Yes
TELPAS Progress Rate										39%
TELPAS Progress										46
TELPAS Total										119
Total Indicators										

Student Learning Strengths

- **Update in December 2023**
- For 2022 Accountability, River Oaks Elementary earned a B (89) compared to our B (87) rating from 2019.
- ROES earned five distinctions for Reading, Science, Comparative Academic Growth, Post Secondary Readiness and Comparative Closing the Gaps.
- In Reading, all Growth targets, and all Meets Grade Level or above targets for all student groups were met in Closing the Gaps
- In Math, all Growth targets across all student groups were met in Closing the Gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 54% of ROES 3rd grade students did not perform at Meets Grade Level on STAAR Reading. **Root Cause:** Students have not developed fluent reading skills and common reading strategies from PK-5th grade are not aligned.

Problem Statement 2 (Prioritized): 45% of ROES 3rd-5th grade students performed at Meets Grade Level on 2022 STAAR Math. **Root Cause:** Majority of students are displaying learning gaps with math concepts that prevent them from performing at grade level.

Problem Statement 3: Based on TsKEA and TPRI data, roughly 50% of K - 2nd grade students needed reading intervention. **Root Cause:** The curriculum did not support strong teaching practices and did not follow the proper phonological awareness continuum.

Problem Statement 4: Based on 2022 Closing the Gaps for federal accountability, the All Students, African American, White, Asian, Continuously Enrolled, and Non-Continuously Enrolled student groups did not meet all targets. **Root Cause:** Low attendance rates, and the inconsistency created by virtual learning caused students to received inconsistent instruction.

School Processes & Programs

School Processes & Programs Summary

River Oaks is a child-centered school where student and family needs are at the core of campus decision-making. Input is gathered from staff (CAAC, team leaders, academic cadres, PBIS cadre, and PLCs) and parents (PTO) to develop campus improvement plans.

All staff at River Oaks Elementary are certified teachers and highly effective. Teachers will be evaluated through The Texas Teacher Evaluation and Support System (T-TESS).

Weekly walkthroughs will also take place by administrators and instructional coach that will guide the direction of professional development and identify areas to support. Feedback and coaching will be our model in supporting teacher growth.

ROES continues to refine the Fundamental Five which includes basic strategies to increase learner engagement. At ROES, we have already become familiar with many of these strategies with our participation in the Seidlitz trainings for EL instructional strategies.

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

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

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

For the 2023-2024 school year, ROES will focus on Tier 1 instruction especially in Language Arts and Writing. While we will continue to strengthen Tier 1 instruction, interventionists will focus on supporting Tier 2 and Tier 3 instruction in the classroom.

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

According to the 2022-23 discipline referral data, there were 4 of the total 5 students with referrals that identify as a student with special education or 504 services which shows a dis-proportionality between students identified with special needs and students that are not identified under a special education or 504. ROES will continue to implement Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone, especially students with disabilities, to create the kinds of schools where all students are successful.

School Processes & Programs Strengths

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

- PLC time is built into the master schedule, within the school day.
- The master schedule was created to support/maximize instructional time in both general and special education classrooms.
- ROES staff & community are involved in the decision-making process through on-going involvement in the Campus Academic Advisory Council (CAAC). Staff members also participate in monthly faculty meetings, Professional Learning Community (PLC) meetings, and Grade Level Leaders and committee meetings.

- Every staff member at River Oaks values building relationships with one another, students and families.
- A wide range of experiences and backgrounds are represented among the ROES teaching staff.

The students and communities feeding into River Oaks Elementary are very diverse, which helps to provide a rich learning environment. We have built partnerships with local businesses such as General Motors (GM), Camp Gladiator, Easy Tiger, Orange Theory, and Iglesia Bautista Vida Nueva.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: River Oaks Elementary attendance rate was 94% during the 2022-2023 school year. **Root Cause:** We had excessive absences due to students being out sick and parents more cautious about symptoms similar to those of Covid.

Perceptions

Perceptions Summary

River Oaks Elementary has a positive school climate where individuals feel valued, cared for and respected as indicated by the 2022-2023 Upbeat campus staff survey results.

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

Perceptions Strengths

There is autonomy and trust within the teachers and leadership at the campus.

Overall, employees trust each other and support each other to improve their instructional practice.

A large population of our families feel that their children are safe at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the Campus Climate Survey, Professional Development is an area of growth. 20% of staff feel that professional development available to them does not improve their teaching or is a good use of their time. **Root Cause:** Professional development options offered by the district for BOY and throughout the school year did not meet the teachers needs. Student learning was affected due district trainings that were scheduled during instructional time for multiple subjects. Professional development on campus was limited due to not having necessary staff to analyze data and develop appropriate training.

Priority Problem Statements

Problem Statement 1: 54% of ROES 3rd grade students did not perform at Meets Grade Level on STAAR Reading.

Root Cause 1: Students have not developed fluent reading skills and common reading strategies from PK-5th grade are not aligned.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 45% of ROES 3rd-5th grade students performed at Meets Grade Level on 2022 STAAR Math.

Root Cause 2: Majority of students are displaying learning gaps with math concepts that prevent them from performing at grade level.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement 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

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: By May 2024, ROES will retain 90% of teaching staff for next school year improving from previous 5 years with a low retention rate.

High Priority

Evaluation Data Sources: Staff Roster

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

Performance Objective 1: By June 2024 at least 80% of students will score at the Approaches level, 50% at Meets Grade Level, and 20% at Masters Grade Level on the STAAR reading and math tests for all students and all student groups evaluated in Closing the Gaps.

The percent of Pre-K students that score on grade level or above in reading (emergent literacy) on the C-PALLS+ assessment, will increase to 30% by June 2024 and 33% by June 2025.

The percent of Kindergarten students that score on grade level or above in reading on the TX-KEA assessment, will increase to 52% by June 2024 and 53% by June 2025.

The percent of 1st-2nd grade students that score on grade level or above in reading on the TPRI, Tejas Lee will increase to 51% by June 2024 and 53% by June 2025.

The percent of 3rd grade students that score meets grade level or above on STAAR reading assessment will increase to 40% by June 2024 and 43% by June 2025.

The percent of Pre-K students that score on grade level or above in math on the C-PALLS+ assessment, will increase to 63% by June 2024 and 64% by June 2025.

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment, will increase to 37% by June 2024 and 40% by June 2025.

The percent of 1st-3rd grade students that score on grade level or above in math on the STAR360 assessment will increase to 63% by June 2024 and 64% by June 2025.

The percent of 3rd grade students that score meets grade level or above on STAAR math assessment will increase to 46% by June 2024 and 48% by June 2025.

Evaluation Data Sources: C-PALLS+, TPRI, Tejas LEE, TxKEA, Star360, STAAR

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

Performance Objective 2: By June 2024, 50% of Emergent Bilingual students in 1st-5th grade will increase their composite rating by at least one English proficiency level on TELPAS from the prior year.

Evaluation Data Sources: 2024 TELPAS

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

Performance Objective 1: By June 2024, ROES will provide school activities that will build and increase community and business partnerships by 10%.

Evaluation Data Sources: Sign-in logs

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

Performance Objective 2: By May 2024, ROES will increase the percentage of students in all student groups that score at the masters level on STAAR science test by 3%

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2023-2024 school year, River Oaks will increase our daily student attendance rate from 95% to 98%.

Evaluation Data Sources: We will monitor the number of students with excessive tardies and absences.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2024, 90% of survey respondents will indicate that ROES is a healthy, secure, inclusive and orderly environment by all ROES stakeholders.

Evaluation Data Sources: Climate survey data

Addendums

Early Childhood Literacy Plan Campus Goal - River Oaks ES

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 31% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31%	34%	37%	40%	43%

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	29%	n/a	n/a	n/a	n/a	n/a	n/a	24%	n/a	32%	33%	28%
2021	n/a	32%	n/a	n/a	n/a	n/a	n/a	n/a	27%	n/a	35%	36%	30%
2022	n/a	35%	n/a	n/a	n/a	n/a	n/a	n/a	30%	n/a	38%	39%	33%
2023	n/a	38%	n/a	n/a	n/a	n/a	n/a	n/a	33%	n/a	41%	42%	36%
2024	n/a	41%	n/a	n/a	n/a	n/a	n/a	n/a	36%	n/a	44%	45%	39%

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 - River Oaks ES

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 21% to 33% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
21%	24%	27%	30%	33%

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	21%	n/a	n/a	n/a	n/a	n/a	n/a	24%	n/a	22%	n/a	n/a
2021	n/a	24%	n/a	n/a	n/a	n/a	n/a	n/a	27%	n/a	25%	n/a	n/a
2022	n/a	27%	n/a	n/a	n/a	n/a	n/a	n/a	30%	n/a	28%	n/a	n/a
2023	n/a	30%	n/a	n/a	n/a	n/a	n/a	n/a	33%	n/a	31%	n/a	n/a
2024	n/a	33%	n/a	n/a	n/a	n/a	n/a	n/a	36%	n/a	34%	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"

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessments will increase from 49% to 53% by June 2024.

2020	2021	2022	2023	2024
49%	50%	51%	52%	53%

	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	45%	n/a	n/a	n/a	n/a	n/a	n/a	43%	n/a	44%	n/a	n/a
2021	n/a	46%	n/a	n/a	n/a	n/a	n/a	n/a	44%	n/a	45%	n/a	n/a
2022	n/a	47%	n/a	n/a	n/a	n/a	n/a	n/a	45%	n/a	46%	n/a	n/a
2023	n/a	48%	n/a	n/a	n/a	n/a	n/a	n/a	46%	n/a	47%	n/a	n/a
2024	n/a	49%	n/a	n/a	n/a	n/a	n/a	n/a	47%	n/a	48%	n/a	n/a

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

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 47% to 53% by June 2024.

2020	2021	2022	2023	2024
47%	48%	49%	51%	53%

	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	32%	49%	n/a	n/a	n/a	n/a	n/a	9%	43%	n/a	52%	n/a	n/a
2021	35%	50%	n/a	n/a	n/a	n/a	n/a	14%	45%	n/a	53%	n/a	n/a
2022	38%	51%	n/a	n/a	n/a	n/a	n/a	19%	47%	n/a	54%	n/a	n/a
2023	41%	52%	n/a	n/a	n/a	n/a	n/a	24%	49%	n/a	55%	n/a	n/a
2024	44%	53%	n/a	n/a	n/a	n/a	n/a	29%	51%	n/a	56%	n/a	n/a

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

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.

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 48% by June 2024.

2020	2021	2022	2023	2024
40%	42%	44%	46%	48%

	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	37%	n/a	n/a	n/a	n/a	n/a	n/a	34%	n/a	43%	45%	34%
2021	n/a	39%	n/a	n/a	n/a	n/a	n/a	n/a	36%	n/a	44%	46%	36%
2022	n/a	41%	n/a	n/a	n/a	n/a	n/a	n/a	38%	n/a	45%	47%	38%
2023	n/a	43%	n/a	n/a	n/a	n/a	n/a	n/a	40%	n/a	47%	49%	40%
2024	n/a	45%	n/a	n/a	n/a	n/a	n/a	n/a	42%	n/a	48%	51%	42%

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

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 60% to 64% by June 2024.

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

	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	57%	n/a	n/a	n/a	n/a	n/a	n/a	61%	n/a	59%	n/a	n/a
2021	n/a	58%	n/a	n/a	n/a	n/a	n/a	n/a	62%	n/a	60%	n/a	n/a
2022	n/a	59%	n/a	n/a	n/a	n/a	n/a	n/a	63%	n/a	61%	n/a	n/a
2023	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	64%	n/a	62%	n/a	n/a
2024	n/a	61%	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	63%	n/a	n/a

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

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessments will increase from 29% to 40% by June 2024.

2020	2021	2022	2023	2024
29%	31%	34%	37%	40%

	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	17%	n/a	n/a	n/a	n/a	n/a	n/a	22%	n/a	13%	n/a	n/a
2021	n/a	20%	n/a	n/a	n/a	n/a	n/a	n/a	25%	n/a	17%	n/a	n/a
2022	n/a	23%	n/a	n/a	n/a	n/a	n/a	n/a	28%	n/a	23%	n/a	n/a
2023	n/a	26%	n/a	n/a	n/a	n/a	n/a	n/a	31%	n/a	28%	n/a	n/a
2024	n/a	29%	n/a	n/a	n/a	n/a	n/a	n/a	34%	n/a	33%	n/a	n/a

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

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 60% to 64% by June 2024.

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

	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	59%	57%	n/a	n/a	n/a	n/a	n/a	18%	58%	n/a	57%	n/a	n/a
2021	60%	58%	n/a	n/a	n/a	n/a	n/a	23%	59%	n/a	58%	n/a	n/a
2022	61%	59%	n/a	n/a	n/a	n/a	n/a	28%	60%	n/a	59%	n/a	n/a
2023	62%	60%	n/a	n/a	n/a	n/a	n/a	33%	61%	n/a	60%	n/a	n/a
2024	63%	61%	n/a	n/a	n/a	n/a	n/a	38%	62%	n/a	61%	n/a	n/a

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

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 website

[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)