

Houston Independent School District

228 River Oaks Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 14, 2021
Public Presentation Date: September 15, 2021

Mission Statement

River Oaks Elementary School develops extraordinary learners through an International Baccalaureate Primary Years Programme of Inquiry so that children may explore and think for themselves in real-life contexts.

Vision

We envision providing students with authentic learning experiences within a transdisciplinary framework. We teach conceptually and afford students agency through choice, voice and ownership. For our early learners, we view play as the primary driver of inquiry, and we recognize that children are born naturally curious.

Value Statement

Core Values

All learners:

- have the right to develop their gifts and talents,
- benefit from project-based learning that fosters creativity and innovation; and
- deserve enrichment opportunities that stimulate intellectual, physical, and creative growth.

The learning community:

- plays a vital role in the success of our school;
- thrives in a culture of mutual respect; and
- embodies the ten attributes of the IB Learner Profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2021

Needs Assessment Overview

River Oaks Elementary maintained Met Standard in 2020 in Student Achievement (STAAR Performance), School Progress (Academic Growth, Relative Performance), and Closing the Gaps due to the global pandemic. Additionally, ROE qualified for the following distinctions: ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. The overall scaled score was 97.

The campus size was approximately 650 students in kindergarten through 5th grade and has now encountered a dramatic decline in enrollment at 586 students at the start of the 2021 school year. The Student Achievement Scaled Score was 95, and the School Progress Scaled Score was 91. The Closing the Gaps Scaled Score was 100.

Our school wide attendance Rate was 99% last year as students who met the remote criteria were counted RA - present. Elementary has had great success with students meeting proficiency and commended standards on state assessments in previous years. Our inquiry this year will focus on the academic growth of all students through focused differentiation that engages all students in above-grade level rigor and provides targeted support as needed in order to increase our performance in the Meets and Masters categories.

River Oaks Elementary is a unique campus with unique needs. As a Vanguard Magnet and Neighborhood Zoned school combined, there is a wide range of academic abilities and needs. Performance on the state assessment has always been strong, so to understand the real needs of the campus, it is important to take a very close look. Differentiation and inquiry-based instruction is at the heart of ROE. Ensuring that students are met where they are, regardless of how high or how low that might be, is what ensures growth for all students.

For the 2020-2021 school year, it was important to identify not only the areas of need, but also the best approach to take to address those needs. Analysis and growth of the virtual students as compared to the in-person students across grade levels was identified as the primary need on the campus. Additionally, bridging the divide between the social and emotional needs of these students and the best practice approaches in the classroom as supported by the new REthink Ed curriculum was identified as a second need. Attendance and safety will continue to be an area of need for the foreseeable future. Finally, meeting the needs of our special education students, particularly those students being diagnosed with Autism and our students with dyslexia served under 504 and through RtI/IAT, are the final areas of identified need.

Demographics

Demographics Summary

Our students consist of those residing in the attendance zone and those students across the city that apply and are accepted into our Vanguard Program for the GT. Of the students currently enrolled, 46% are female, 54% are male, 35.2% are Asian, 4.7% are AA, 15.1% are H, 35.4% are W and 9.6% are multi-racial. 7.4% of our students are Economically Disadvantaged, 8.6% are EL and 18.5% are AR. We have a 3.5% mobility rate, and our discipline suspensions are <0. Approximately 67% of our students are GT. 6.2% of our students qualify for Section 504, 4% have dyslexia and 4.9% qualify for special education services. All teachers hold IB, ESL, GT and elementary certifications and 100% of teachers are Highly Qualified. Our student teacher ratio is 22:1 in grades K-4 and 25:1 in grade 5. With virtual learning as an option last year, our attendance rate was at an all time high of 99%. A decrease in attendance is anticipated this year, due to Covid and parents not participating in the TOL.

In 2011, ROE established a TREK program for students with Autism. TREK is a continuum of support that requires collaboration between special education teachers and general education teachers to provide supports to students with Autism Spectrum Disorder. Students receive specially designed instruction that utilizes structured teaching strategies, applied behavioral principals to increase socially significant behaviors, research-based strategies such as visual supports, routines, schedules and organization, positive behavior supports and reinforcement to provide extrinsic and intrinsic motivation, and access to general education based on a students' Individual Education Plan.

ROE has a very active Parent Teacher Organization (PTO), whose goals include: fostering better understanding of the learning process through communication between parents/guardians and faculty, helping to meet the needs of all students through cooperation between family and school, supporting the school through volunteer and financial assistance, and promoting gifted and talented education. The PTO is free to all parents and guardians of ROE students, faculty members and professional staff.

Demographics Strengths

In 2010, the principal integrated the school where GT and neighborhood students were afforded the same access to the IBPYP and GT standards. As a result, all students are afforded an opportunity for self-directed learning, thinking, research, and communication skills. All of our students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom. We allow our students to exhibit high-performance capability in an intellectual, creative, or artistic area; possess an unusual capacity for leadership; and excel in a specific academic field (Texas Education Code [§29.121](#)).

This model is considered a strength as the evidence shows tremendous growth in unidentified GT students reading and math abilities. Our students enter kindergarten 50% identified GT and 50% unidentified GT, and they matriculate to middle school 90% GT and 10% unidentified. This data presents that students can and will meet high expectations of learning, if afforded the same opportunity as their GT peers. Our Everyday Mathematics curriculum and trained teachers in mathematics are evidence that our students are able to perform at 89% 5th grade meets and 79% masters performance on STAAR.

Our families are dedicated to public education, and they know how to advocate for their children. The majority of parents have advanced degrees, and they are supportive of the school. They spend countless hours volunteering to support students and teachers. They understand the importance of a positive climate and culture and recognize that happy teachers produce happy children who look forward to learning. As a result, our families consistently stay engaged all six years at ROE and our mobility rate is <4%. Our parent and faculty partnership also contribute to our positive discipline data.

Student Learning

Student Learning Summary

River Oaks Elementary maintained Met Standard in 2020 in Student Achievement (STAAR Performance), School Progress (Academic Growth, Relative Performance), and Closing the Gaps due to the global pandemic. Additionally, ROE qualified for the following distinctions: ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. The overall scaled score was 97.

Our overall student STAAR participation rate declined in 2019 from 99% to 84% in 2021 due to Covid - 19 and remote learning options. Our sub-populations that count for ROE include: Asian, Hispanic, White, Eco Dis and EL. All students in these subpops met Target Goals of 86% when the overall target was 44%. Our English Learners met English Language Proficiency Target Goals of 36% at 70%. All students in these subpops met Student Achievement Goals scoring 79% when the target was set at 47%. When ROE is compared to the state, our students significantly scored above the state. From 2019 to 2021, the state declined in all areas except for 5th grade reading (increase by 1%). ROE students performed above the state in all areas, which resulted in 100% for Closing the Gaps.

Our Ren360 data allows us to place students into Tier I, II, III intervention groups, and provide small groups specifically focused on foundational skills. Our benchmark data is not an accurate prediction of student performance on STAAR as we follow the scope of the TEKS not the sequence of lesson plans on the HUB. However, teachers are able to use the data to inform their instruction.

Student Learning Strengths

Since we are an IB PYP school, the HISD School Guidelines allow us a curriculum waiver. As a result, our students have access to Everyday Mathematics curriculum, which is purchased by our PTO. This curriculum is a spiraling curriculum, and students are exposed to supporting and readiness TEKS throughout all grade levels.

Our students consistently perform higher in math than reading. For reading, our students are introduced to phonographics in kindergarten, and they have access to a balanced reading program. All students are expected to engage in our IIM research curriculum, Daily 5 and Cafe methods. By exposing all students to an advanced curriculum, our students are able to perform above the state in all STAAR tested subjects.

Noted **strengths** include the following:

From 2019 to 2021, an increase in 3rd grade reading Meets performance occurred by 12% points.

From 2019 to 2021, an increase in 3rd grade math Meets performance occurred by 2% points.

From 2019 to 2021, an increase in 4th grade writing Meets performance occurred by 1% point.

ROE continued to perform consistently above the state in all areas. See 2021 comparison between ROE and Texas below:

In 2021 in Grade 3 READING, ROE students scored 89% Meets and 70% Masters in Reading; whereas, the state scored 38% Meets and 19% Masters.

In 2021 in Grade 3 MATH, ROE students scored 81% Meets and 57% Masters in Math; whereas, the state scored 30% Meets and 14% Masters.

In 2021 in Grade 4 READING, ROE students scored 81% Meets and 58% Masters in Reading; whereas, the state scored 36% Meets and 18% Masters.

In 2021 in Grade 4 MATH, ROE students scored 77% Meets and 68% Masters in Math; whereas, the state scored 35% Meets and 21% Masters.

In 2021 in Grade 4 WRITING, ROE students scored 79% Meets and 61% Masters in Writing; whereas, the state scored 26% Meets and 8% Masters.

In 2021 in Grade 5 SCIENCE, ROE students scored 67% Meets and 37% Masters in Science; whereas, the state scored 30% Meets and 12% Masters.

In 2021 in Grade 5 READING, ROE students scored 89% Meets and 79% Masters in Reading; whereas, the state scored 45% Meets and 30% Masters.

In 2021 in Grade 5 MATH, ROE students scored 89% Meets and 77% Masters in Math; whereas, the state scored 43% Meets and 24% Masters.

As a result, ROE carries academic distinctions in all areas except for Grade 5 science.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): From 2019-2021, a decrease in 5th grade math Meets performance occurred of 7% points **Root Cause:** Teachers did not have access to virtual students 100% of the time in order to teach them the required standards.

Problem of Practice 2 (Prioritized): From 2019-2021, an decrease in 5th grade reading occurred of 9% points. **Root Cause:** Teachers did not have access to virtual students 100% of the time in order to teach them the required standards.

School Processes & Programs

School Processes & Programs Summary

Serving as a Vanguard Magnet School, approximately 67% of our students are identified as gifted and talented. Our rigorous curriculum is designed for varying levels of academic achievement and our primary tool for instructional delivery is the International Baccalaureate Primary Years Programme (IB PYP) framework. Our school is proud to be the only school in HISD to offer both a Vanguard Magnet and an IB curriculum.

River Oaks was one of three schools to become the first authorized IBPYP schools in the state of Texas. The complex program ensures that our students are exposed to advanced level thinking through inquiry instruction and questioning skills. The components of the program also include a learner profile, learning the concept of international mindedness through understanding others' differences, common assessment techniques, and action - the concept of taking responsibility and making a difference. Our students learn increasingly advanced skills in these areas and the culmination of their learning is the fifth grade "Exhibition". Exhibition requires students to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems.

Our strong science program utilizes a hands-on, in lab, get dirty, make mistakes approach that allows our students to learn at the highest levels. All 1st-5th grade students attend the school's science lab as well as receive instruction through the classroom. Kinder students attend the inquiry lab where we believe play is the primary driver of inquiry, and we recognize that children are born naturally curious. IB units of inquiry focus a great deal on science objectives and our teachers use a number of supplemental materials, including hands-on science FOSS kits to teach more isolated skills.

ROE implements a guided reading program that is based on the idea that students should be instructed based at their current reading level. After assessments are done, staff members communicate to parents the level of the student in the area of independent and instructional reading, considering fluency and comprehension, as well as accuracy and expanded vocabulary. Our approach to spelling is also developmental and differentiated for instructional levels.

River Oaks has chosen to utilize EveryDay Math as the primary instructional math program. This program includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Teachers provide additional supplements such as Everyday Counts, Go Math, Mountain Math, and others as needed by individual students. Technological support comes through Every Day Math, Imagine Math, and a variety of educational math websites. Common formative and summative assessments help guide teachers in their instructional practice and allow parents to be informed of student progress.

Our students learn much in the area of social studies through PYP unit planners. In addition, objectives not covered in IB planners are taught in each grade level based on our district and state guidelines. American History, Global Geography, and connections to current local, national and world events are easily viewed at our school.

All students attend Spanish, Art, Science and P.E. Physical activity on other days is a minimum of 30 minutes per day. In addition, students have on-going access to laptops via multiple mobile labs, ipads, and classroom computers. 4th and 5th grades are 1:1 (device:student). Students also have the support of a nurse, literacy coaches, Special Education faculty, assistant principal/IB coordinator, and magnet/GT coordinator. Fourth and Fifth graders participate once a week in elective classes consisting of choir, student leadership, athletics, Spanish club, book club, art club and teacher assistants.

Prior to 2010, only Gifted and Talented magnet students were afforded GT certified teachers, while neighborhood students received the IB Primary Years Programme. The IBPYP recognized that IB was beneficial to all students; and therefore, River Oaks Elementary students were integrated. Over the next three years, GT teachers were trained in IB practices. Also, IB teachers became Gifted and Talented certified. Over the next three years, the principal required all teachers to have all three certifications so that classes could be balanced.

School Processes & Programs Strengths

In order to provide all students with access to a Highly Qualified teacher, all of our teachers are trained in IB and hold ESL and Gifted and Talented certifications. This way, every teacher can teach every child. We have a heterogenous model where Vanguard Magnet, zoned students, English Learners, and students with special needs all attend instruction within the same classroom. We do not have separate pull-outs for GT instruction as every summative task is inquiry and performance based. As a result, all students receive equitable access to the very best instructional, researched based practices. This model has proven to close the achievement gap between gifted and unidentified gifted students. We see this upward trend specifically in 3rd grade reading year after year. Most recently, our third graders improved the Meets performance by 12% points from 2019-2021.

In alignment with the IBPYP, ROE finds innovative ways to teach the whole child even with limited resources. Since ROE has limited staffing resources, the school depends largely on parent volunteers who are experts in a variety of subject areas. These volunteers serve on exhibition panels as well as mentors to our 5th grade students. We also have parents who volunteer to teach music, support our science lab and literacy programs and serve in the library.

Our PTO allocates \$20,000 annually to support staff training for teachers. Teachers have continued to participate in IB online training even during the pandemic. Our PTO further supports field experiences for each grade level and our TREK program. All field experiences are aligned with our IB Unit Planners.

Perceptions

Perceptions Summary

Having opened its doors in 1929 in the heart of River Oaks, River Oaks Elementary (ROE) boasts a rich history as an exceptional educational institution. We serve approximately 600 culturally and economically diverse students in grades K-5. Although ROE has approximately 35% of students designated as white, ROE is thought of as an affluent, homogenous school. This is quite the contrary. Our student population is a mirror image of our diverse city with families migrating to us from around the world.

Collectively, we believe that all students have a right to develop their gifts and talents. Our parents care deeply about education, and they are invested in their children's futures. We do have families residing in our zone who prefer a smaller class size or religious education, and those families opt for a private school education nearby our school.

Our neighboring competitors are T.H. Rogers, West University, St. John's School and River Oaks Baptist. Since we do not have enough neighborhood families attending ROE, we attract students from all over Houston through our Vanguard Magnet application and admissions process.

Our zoned families choose our school, because we offer a memorable childhood experience, a school close to home, timely, friendly and responsive customer service, a sense of community with an established reputation, and an advanced curriculum embedded in the IBPYP framework.

Our magnet families choose our school because we offer challenging teachers, access to a free education, peace of mind and advanced academics centered around best practices for gifted and talented students.

Perceptions Strengths

Our families report that not only does ROE provide a competitive, rigorous curriculum, but we also allow our students to have fun. Parents report that their children are happy, and they love the community feel of our school. As a result, we have a very active and engaged PTO with parents and community members who are willing to invest in our school monetarily and by volunteering.

Priority Problems of Practice

Problem of Practice 1: From 2019-2021, a decrease in 5th grade math Meets performance occurred of 7% points

Root Cause 1: Teachers did not have access to virtual students 100% of the time in order to teach them the required standards.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: From 2019-2021, an decrease in 5th grade reading occurred of 9% points.

Root Cause 2: Teachers did not have access to virtual students 100% of the time in order to teach them the required standards.

Problem of Practice 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure 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

Board Goals

Revised/Approved: September 13, 2021

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR The percentage of all students performing at or above grade level in reading as measured by the Masters Grade Level Standard on STAAR will increase 5 percentage points from 69% in spring 2019 to 74% in spring 2024.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement reading academy with fidelity.

Strategy's Expected Result/Impact: Students in K - 1 will show growth from BOY to MOY on KTEA subtests.

Staff Responsible for Monitoring: Teachers, Principal

Action Steps: Teachers will attend Reading Academy trainings, teachers collaborate and create lesson plans that incorporate the Reading Academy strategies, Administrator will coach and provide feedback to teachers.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Stipend for Teachers - 1993000000 - General Fund - Department Budgets - 6400 - Other Operating Expenses - \$4,200





Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement the district's Literacy by 3 systematic approach to guided reading through the key components - phonics/word study, guiding reading, small group instruction, sustained reading, read aloud lessons and writing instructions.

Strategy's Expected Result/Impact: Students in 2`-3 will show growth from BOY to MOY on Ren360 Reading.

Staff Responsible for Monitoring: Teachers, principal

Action Steps: Set IAT Calendar, assessment calendar and PD Calendars to align with the Master Calendar
 Communicate to teachers the formative assessment calendar and provide PD in August
 Teachers communicate to parents and students the BOY purpose and schedule
 Teachers administer the BOY, MOY and EOYs during small group instruction

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: The percent of 4th - 5th grade students reading at or above grade level will increase from BOY to MOY by 10% and from MOY to EOY by 15% as measured by Ren 360. Evaluation Data Sources: Progress Monitoring Data, IL&L Reports, Running Record Scholastic Booklets, Formative assessments, MOY and BOY Screener reports HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Implement small group and individualized based on student needs as determined by the data. Small groups through MS Teams/Dyslexia Therapists

Strategy's Expected Result/Impact: Students in 4-5 will show growth from BOY to MOY on Ren360 Reading.

Staff Responsible for Monitoring: Homeroom Teachers
 Lindsey Macomber/IAT Coordinator & Dyslexia Therapist
 Anna Williamson/Dyslexia Therapist

Action Steps: Students disaggregate the data from the BOY Screener
 Teachers identify Tier 2 and Tier 3 students
 Teachers complete RTI paperwork and inform the IAT Committee
 Teachers administer differentiated lessons during small group and 1:1 instruction
 Continue to progress monitor and adjust plan every two weeks as needed

TEA Priorities: Build a foundation of reading and math

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH The percentage of all students performing at or above grade level in math as measured by the Masters Grade Level Standard on STAAR will increase 5 percentage points from 67% in spring 2019 to 72% in spring 2024.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percent of K-1 students scoring at or above grade level in math will increase from BOY to MOY by 10% and from MOY to EOY by 15% as measured by Ren 360/KTEA. Evaluation Data Sources: Ren360/KTEA HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement research-based effective and systematic instructional practices in mathematics grades K-2 that they can use to help students develop problem-solving skills and a strong foundation of number sense and fluency.

Strategy's Expected Result/Impact: Growth from BOY to MOY
Growth from MOY to EOY

Staff Responsible for Monitoring: Teachers, Principal

Action Steps: Schedule Math PD with Imagine Learning and provide scheduled webinar sessions to teachers
Provide class rosters to students and provide time for teachers to set goals with students within the school day

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percent of 2-3 students scoring at or above grade level in math will increase from BOY to MOY by 10% and from MOY to EOY by 15% as measured by Ren 360/KTEA. Evaluation Data Sources: Imagine Learning Progress Reports, MOY Formative Assessments, STAAR Release Scores HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 3rd grade students participate in a minimum of 30 Imagine Math lessons. Students set individual goals and track their own progress.





Strategy's Expected Result/Impact: Growth from BOY to EOY in Ren360 math assessments

Staff Responsible for Monitoring: Bryant Johnson, Core Teachers

Action Steps: Students access Imagine Learning and familiarize themselves with the content
Students set goals.

Students set time in their schedules to log on to Imagine Learning and complete a minimum of 30 math lessons to achieve Think 30 status.

TEA Priorities: Build a foundation of reading and math

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: The percent of 4-5 grade students scoring at or above grade level in math will increase from BOY to MOY by 10% and from MOY to EOY by 15% as measured by Ren 360/KTEA. Evaluation Data Sources: Imagine math reports and MOY/EOY Ren360 data; formative assessments in Everyday Math HB3 Board Goal		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Strategy 1: Implement research-based effective and systematic instructional practices in mathematics grades 3-5 that they can use to help students develop problem-solving skills, mathematical fluency and understanding.

Strategy's Expected Result/Impact: Growth from BOY to EOY in Ren360 math assessments

Staff Responsible for Monitoring: Principal, Assistant Principal

Action Steps: Schedule Math PD with Imagine Learning and provide scheduled webinar sessions to teachers
Provide class rosters to students and provide time for teachers to set goals with students within the school day

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS The percentage of all students performing at or above grade level in Science as measured by the Masters Grade Level Standard on STAAR will increase 5 percentage points from 37% in spring 2019 to 42% in spring 2024.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 75% of 5th graders will meet BOY targets in order to matriculate to middle school. Evaluation Data Sources: BOY Ren360 Reports	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will analyze and use benchmark data to inform instruction and differentiate targeted TEKS for students.

Strategy's Expected Result/Impact: Teachers participate in PD

Staff Responsible for Monitoring: Bryant Johnson

Action Steps: Teachers meet in weekly PLCs and share PD knowledge.

Teachers administer the BOY/MOY in virtual small groups

Teachers meet in PLC to disaggregate data on BOY/MOY report

TEA Priorities: Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 90% of 5th graders will meet MOY targets in order to matriculate to middle school. Evaluation Data Sources: RTI letters to families with intervention plans listed Small group intervention lesson plans	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Teachers will analyze and use benchmark data to inform instruction and differentiate targeted TEKS for students. Teachers meet with IAT to share RTI data and make changes to small group interventions.

Strategy's Expected Result/Impact: Teachers make decisions regarding small group and individualized support for 5th grade students.

Staff Responsible for Monitoring: Lindsey Macomber, IAT Coordinator

Action Steps: Teachers meet with IAT coordinator every 3 weeks to monitor and assess data. Students move Tiers I, II & III based on progress monitoring data.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of 5th graders will meet EOY criteria in order to matriculate to middle school. Evaluation Data Sources: STAAR data, promotion standards	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers will continue to analyze and use benchmark data to inform instruction and differentiate targeted TEKS for students. Teachers meet with IAT to share RTI data and make changes to small group interventions.

Strategy's Expected Result/Impact: Students in Tiers II/III show growth on formative assessments.

Staff Responsible for Monitoring: 5th grade teachers, Principal

Action Steps: Teachers meet with IAT coordinator every 3 weeks to monitor and assess data. Students move Tiers I, II & III based on progress monitoring data.

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS During the 2021-2022 school year, the percentage of all K-5th grade students (Special Education) reading at or above grade level will increase by 5% (BOY as a baseline) as measured by the EOY Ren360 Universal Screener.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of K-5th students (Sped) will participate in the BOY Universal Screener as indicated in their IEP Evaluation Data Sources: BOY Universal Screener Report HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Administer the BOY Universal Screener Assessment to K-5th graders

Strategy's Expected Result/Impact: Obtain baseline data and create small group interventions based on students' IEPs to produce growth towards IEP goals

Staff Responsible for Monitoring: Ashleigh Gay, Case Manager
Aminata Ojore, Sped. Department Chair





Action Steps: Set IAT Calendar to align with the Master Calendar
the formative assessment calendar and provide PD in August
Teachers communicate to parents and students the BOY purpose and schedule instruction

Communicate to teachers

Teachers administer the BOY during small group

TEA Priorities: Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of K-5th Sped teachers will record progress weekly in Easy IEP Evaluation Data Sources: Progress Monitoring Data, Ren360 Reports, Running Records, Annual ARDS, Easy IEP HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Update IEP goals in order to make ARD committee decisions

Strategy's Expected Result/Impact: ARD decisions place students in the LRE, so they have access to grade level TEKS based instruction.

Staff Responsible for Monitoring: Ashleigh Gay, Case Manager
Aminata Ojore, Sped. Department Chair

Action Steps: Teachers document progress in Easy IEP

Teachers complete progress monitoring paperwork

Teachers administer differentiated lessons during small group and 1:1 instruction

Continue to progress monitor and adjust plan every two weeks as needed

TEA Priorities: Build a foundation of reading and math

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE During the 2021-2022 school year, average daily attendance will increase from 1st 6wks attendance rate of 96% to 98% by the EOY (2% as measured by ADA documentation).

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Students will attend at least 90% of their classes to receive credit and be promoted. Evaluation Data Sources: Attendance daily reports in collaboration with TOL and Virtual Academy documentation	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: The attendance team will locate absent students and work to engage them by the end of the school day in order to be counted present.

Strategy's Expected Result/Impact: ROE's attendance rate will be 98% by the end of the year.

Staff Responsible for Monitoring: Keri Fovargue, Principal

Action Steps: Establish a routine to help students be more successful in their learning.

Provide an appropriate learning space for the students when possible.

Communicate any instructional needs to the campus such as a lack of technology

Consistently monitor campus and district communication

Maintain communication with teachers as needed.

TEA Priorities: Improve low-performing schools

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE During the 2021-2022 school year, the number of students suspended will maintain less than 0.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of students will not be suspended in or out of school Evaluation Data Sources: Discipline referrals, PEIMS data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Monitor student social emotional learning needs through regularly scheduled IAT meetings.

Strategy's Expected Result/Impact: Students will utilize replacement behaviors for inappropriate behaviors.





Staff Responsible for Monitoring: Keri Fovargue, Principal

Action Steps: Realign job responsibilities among administrative staff.

Utilize Wrap Around Specialist

Engage students in ReThink Ed curriculum

TEA Priorities: Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of Tier III students will be supported through the IAT Committee Evaluation Data Sources: Decrease in office referrals; increase in positive reports home to parents by teacher (anecdotal data, emails)	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Teachers follow through with TADS IPDP plan I-10

Strategy's Expected Result/Impact: Decrease in office referrals for Level I and II behaviors

Staff Responsible for Monitoring: Keri Fovargue, Principal

Action Steps: Set IAT Calendar to align with the Master Calendar

Communicate to teachers the SEL expectations and provide PD in August

Teachers communicate to parents and students the purpose of SEL strategies and Rethink ED

Teachers conduct daily lessons using the IB PYP Learner Profile, Attitudes and Key/Related Concepts and Approaches to Learning

TEA Priorities: Recruit, support, retain teachers and principals

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION During the 2021-2022 school year, 100% of students will complete the E-Rate Safety Compliance Course no later than December 2021.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: Principal will submit E-Rate compliance form with 100% completion to E-Rate department. Evaluation Data Sources: E-Rate Certified Form by Principal		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 1: The teachers will oversee the completion of E-Rate safety student courses.

Strategy's Expected Result/Impact: The Campus will be 100% E-Rate Compliant

Staff Responsible for Monitoring: Bryant Johnson, Assistant Principal

Action Steps: Teachers will promote, provide time and monitor completion of E-Rate Compliance form.
Principal will submit E-Rate Compliance form to E-Rate department.

TEA Priorities: Recruit, support, retain teachers and principals

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION During the 2021-2022 school year, the percentage of all K-5th grade students (Special Education) participating in math at or above grade level will increase by 5% (BOY as a baseline) as measured by the EOY Ren360 Universal Screener.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: K - 5th grade teachers participate in Imagine Learning PD. Evaluation Data Sources: Imagine Learning Progress Reports, TADS PL 1,2,3 HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Schedule Math PD with Imagine Learning and provide scheduled webinar sessions to teachers

Strategy's Expected Result/Impact: Students in Special Education will have access to Imagine Learning and grade level curriculum through their Special Education and General Education teachers

Staff Responsible for Monitoring: Ms. Gay - Sped. Case Manager
Ms. Ojore - Sped. Department Chair

Action Steps: Students access Imagine Learning and familiarize themselves with the content
Students set goals.
ARD committees ensure time for Accelerated Learning/TEKS Based instruction embedded into student IEPS
Provide class rosters and provide time for teachers to set goals with students within the school day

TEA Priorities: Build a foundation of reading and math

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.
During the 2021-2022 school year, the number of GT zoned students will increase by 10% in kindergarten (from 50% to 60%).

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: Provide opportunity for assessment and qualification for all unidentified GT students on campus Evaluation Data Sources: GT Matrix, Vanguard applications and GT testing rosters		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 1: Schedule parent meeting and assistance on paperwork and process

Strategy's Expected Result/Impact: Increase # of identified gifted students at ROE

Staff Responsible for Monitoring: Erin Van Pelt, Magnet Coordinator

Action Steps: Identify students who are unidentified GT

Contact parents to notify eligibility for testing

Schedule virtual parent meeting

Conduct meeting

Explain application process

Parents complete and submit applications

Process applications

Schedule testing site and schedule, review of data, notification to parents, teachers

TEA Priorities: Build a foundation of reading and math

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

During the 2021-2022 school year, ROE will have 100% participation in the Parent Teacher Organization.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of parents will participate in the PTO. Evaluation Data Sources: Membership roster in Membership Toolkit	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: 100% of volunteer positions will be filled for each event and assignment

Strategy's Expected Result/Impact: 100% of parents feel welcome at school and mobility rate remains less than 3%

Staff Responsible for Monitoring: Keri Fovargue, Principal
Daniel Manriquez, Wraparound Specialists

Action Steps: Utilize MTK for all school-wide events to encourage participation.
Advertise through Room Parents, Grade Level Reps and Social Media and Communications
Appoint a board member to serve as Volunteer Coordinator for recruitment; Presence at Meet the Teacher, New Parent Orientation, Open House





TEA Priorities: Recruit, support, retain teachers and principals

Board Goal 5: N/A - Additional Campus Goals**Goal 7: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Dr. Cheryl Fullmer Estimated number of students to be screened: 590 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Dr. Cheryl Fullmer Estimated number of students to be screened: 440 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Dr. Cheryl Fullmer Estimated number of students to be screened: 440 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Cheryl Fullmer Estimated number of students to be screened: 330 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Dr. Cheryl Fullmer Number of AEDs on campus: 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

State Compensatory

Budget for 228 River Oaks Elementary School

Total SCE Funds: \$20,275.58

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Our SCE funds support our dyslexia program by funding a Certified Academic Language Therapist, and she teaches students all day as the dyslexia teacher of record. The \$19 remaining dollars in general supplies purchase raised paper for the classroom.

Personnel for 228 River Oaks Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Williamson	Coach, Literacy -ES	1
Linsey Macomber	Tchr, Spcist	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

River Oaks Elementary does not qualify as a Title I Campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

Explaining the Science Distinction

Texas Education Agency – Parent User Friendly Site

<https://txschools.gov/>

Accountability system is fairly new. It has been in place for two years. We stayed exactly the same on the overall score even though we increased +2 under the Student Progress Measure.

- Science is a single measure
- Third quartile is unusual for ROE
- 10-15 students needed to miss no more than four questions on the test
- Measure was 52 to score in the first quartile for the distinction
- We were at 39% (with such a small population of 110 students – you must put the data in context)

TEA Accountability - ROE	2018	2019
Overall	97	97
Student Achievement	95	95
Student Progress	91	93

Closing the Gap	100	100
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Campus Funding Summary

1993000000 - General Fund - Department Budgets						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Stipend for Teachers	6400 - Other Operating Expenses	\$4,200.00
Sub-Total						\$4,200.00
Grand Total						\$4,200.00

Addendums

2021-2022 Professional Development Plan*

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	Campus – Based Virtual In-Person	<p>Updates, expectations, goals & TADS for 2021-2022 TT_ 2021-22 TADS Annual Teacher Update Training PPT_ FOR ADMINISTRATORS and the OneSource course# is 1456027</p> <p>Engaging in the Enhanced PYP - Differentiating Inquiry Across the POI Part I (GT Credit – 3 Hrs.)</p> <p>Team Planning Sessions: Work on IB planner for the first unit of inquiry and an interactive inquiry board. Additionally, meet with Specialists to incorporate them into the unit.</p>	PD Calendar, OneSource registration, certificate, MY IB Resources, IB Coordinator, IB Units of Inquiry, IB POI	<p>ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 3 percentage points from 77% in spring 2019 to 80% in spring 2024.</p> <p>SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. During the 2021-2022 school year, the number of GT zoned students will increase by 10% in kindergarten (from 50% to 60%).</p> <p>SCHOOL PROGRESS During the 2021-2022 school year, 100% of 5th graders will matriculate to middle school by successfully meeting the HB4545 Accelerated Learning Initiative in reading and math. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain which measures graduates' preparedness for college, the workforce, or the military.</p>

Aug. 17	Campus Based In-Person	RTI, Dyslexia Services, IAT, 504 Incorporating Writing Break Out groups (K-2 and 3-5) <ul style="list-style-type: none"> • Expectations, strategies, and differentiation (agency) • Be ready to share with the whole group Clevertouch Training Team Planning: Work on incorporating writing into each subject within the planner	RTI/IAT/Dyslexia Coordinators, IAT Plans, Section 504 Plans, Grade Level Teams and Lesson Plans, MY IB, IB Coordinator, Café, PD Master Schedule, Clevertouch Trainer, Funding for trainer provided by the PTO	ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 3 percentage points from 77% in spring 2019 to 80% in spring 2024.
Aug. 18	Campus Based Virtual	Teacher Prep-Day – Compliance Courses	Technology, Compliance Certificates, OneSource Me	MANDATED HEALTH SERVICES The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.
Aug. 19	District Based Virtual	HISD PD Day <ul style="list-style-type: none"> • Academic PD (ALL K-5 Teachers) 8:00AM to 11:30AM • Job Alike Sessions AND/OR Choice Sessions 12:15 PM to 1:45 PM AND 2:15 PM to 3:45 PM • Reading Academy (All First Grade Teachers and Mr. Johnson) 12:15 PM to 3:45 PM 	Technology, Registrations completed through OneSource Me and Sched, Reading Academy Coach, Mr. Johnson, Tech Support, Time, and Space	ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 3 percentage points from 77% in spring 2019 to 80% in spring 2024.
Aug. 20	Campus Based In-Person	Strategies for incorporating writing into all subjects (vertical groups) Pre-planner meetings with Mr. Johnson and/or Team Planning Kinder 8:30 AM 1st 9:15 AM 2nd 9:45 AM 3rd 10:15 AM	PD Calendar, technology, OneSource registration, certificate, MY IB Resources, IB Coordinator, IB Units of Inquiry, IB POI	SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. During the 2021-2022 school year, the number of GT zoned students will increase by 10% in kindergarten (from 50% to 60%).

		<p>4th 10:45 AM 5th 11:15 AM</p> <p>Engaging in the Enhanced PYP - Differentiating Inquiry Across the POI Part II (GT Credit – 3 Hrs.)</p> <p>Team Planning Sessions: Work on IB planner for the first unit of inquiry and an interactive inquiry board. Additionally, meet with Specialists to incorporate them into the unit.</p> <p>Individual/Partner Sessions: Cross check POI and Unit Planners across grade levels using vertical partners, if applicable.</p>		<p>SCHOOL PROGRESS During the 2021-2022 school year, 100% of 5th graders will matriculate to middle school by successfully meeting the HB4545 Accelerated Learning Initiative in reading and math. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain which measures graduates' preparedness for college, the workforce, or the military.</p>
Sept. 17	Campus Based In- Person	<p>Gifted Education Plans Renzulli – Student Profile HB3 Reading Academy – 1st Grade Math Academy – 2nd & 3rd Grade</p>	<p>Technology, Access to HISD Connect and Renzulli, Mr. Johnson, GT Coordinator, GEP and Renzulli ToT, Canvas for Academics</p>	<p>ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 3 percentage points from 77% in spring 2019 to 80% in spring 2024.</p> <p>MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 3 percentage points from 79% in spring 2019 to 82% in spring 2024.</p>
Oct. 4	Comp Day	Compliance Courses Completed	Technology, Certificates	<p>MANDATED HEALTH SERVICES The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision</p>

				Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.
Feb. 21	Campus Based In-Person	IB Self-Study	IB Coordinator, MY IB, Common Drive with IB resources	SCHOOL PROGRESS During the 2021-2022 school year, 100% of 5th graders will matriculate to middle school by successfully meeting the HB4545 Accelerated Learning Initiative in reading and math. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain which measures graduates' preparedness for college, the workforce, or the military.

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

SIP APPROVAL 2021-2022

School Name and Campus #: RIVER OAKS ELEMENTARY #228

Principal Name: Keri Fovargue

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/15/2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Principal

Date

Signatures below indicate review and approval of this document.

PTO/PTA or other Parent Representative

Date

SDMC Teacher Representative

Date

School Support Officer/Lead Principal

Date

Area Office Superintendent

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date