2021-2022 State of the School Report

River Oaks Elementary	

Principal Name	Stephanie Gust

I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	32.6	28.6	20.0		<5	
	CCR	22.1	19.6	15.0		<5	
Grade 4	GLP	26.4	29.2	14.3		15.4	
	CCR	12.5	12.5	7.1		7.7	
Grade 5	GLP	24.5	18.8	46.7		23.1	
	CCR	14.9	10.1	33.3		23.1	
School	GLP	27.8	24.9	26.5	50.0	13.9	5.6

	CCR	16.7	13.9	18.4	40.0	11.1	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	20.9	19.3	15.0		10.0	
	CCR	9.3	10.5	<5		<5	
Grade 4	GLP	15.5	14.9	7.1		7.7	
	CCR	9.9	6.4	7.1		7.7	
Grade 5	GLP	15.1	11.8	20.0		7.7	
	CCR	8.6	5.9	20.0		<5	
School	GLP	17.2	15.1	14.3	30.0	8.3	5.6
	CCR	9.2	7.6	8.2	20.0	<5	5.6

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	17.0	13.0	33.3		15.4	
	CCR	9.6	5.8	26.7		15.4	

EOG School Composite 2020-21	21.6
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase percent of students proficient in literacy by 10-15% from 27.8% GLP and 16.7% CCR. Increase percent proficient in math by 10% from 17.2% GLP and 9.2%CCR. (A2.04, B3.03)

Increase percent of students proficient in literacy by 10-15% from 27.8% GLP and 16.7% CCR. Increase percent proficient in math by 10% from 17.2% GLP and 9.2%CCR (A2.04, B3.03).

As a TSI school, we will work to close the achievement gap of our scholars by increasing the proficiency of our SWD subgroup by 15% in reading from 0%CCR and by 10% in math from 6.3%CCR (A4.01, A2.04).

III.   CHIEF CHALLENGES

- Attendance, Late Arrivals, and Early Dismissal- We currently are averaging around 91% daily attendance with a large amount of students arriving late and/or leaving early on a daily basis. Our current percent of students that are chronically absent is 32%.
- Staffing- vacancies that have no candidates (part time EC, TAs, and PreK TAs), teachers on extended leave and other daily absences with no substitutes pulls TAs from small group support and/or requires dispersal of classes.
- All grade levels are working with a Core Instruction plan due to the wide gaps in student knowledge and mastery of content. This coupled with the gaps accrued from the pandemic require large amounts of scaffolds and supports for scholars. The amount of material, pacing of the modules/topics, and the limited flexibility in these two things does not give enough time to provide the necessary scaffolds to allow students to access the material.

IV.   PLANS FOR THE YEAR: SIP ACTIONS

We have restructured our planning to incorporate on the spot PD, modeling, and unpacking of standards and curriculum. Data driven instructional planning has been intentionally added to identify areas of mastery and reteach with an intentional block of time scheduled to meet individual needs. The school has begun to develop a system to build teacher leadership through the Teacher Leader Pathway. A coaching model is being developed for all staff to receive individual coaching, feedback and support. The leadership team utilizes calibrated walkthroughs to align our understanding of the implementation of the core actions and next steps for staff development. In addition, we are utilizing morning meetings, Panorama data, and the addition of a BMT to support the SEL needs of our scholars as they return back to the school house.