

**Leander Independent School District**  
**River Ridge Elementary**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25% Student Progress  
Top 25% Closing Performance Gaps



# Mission Statement

## Vision

**Students will exit our system with the same passion for learning they had when they entered,**

**without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

River Ridge Elementary is a school of approximately 815 students. Each grade level averages six classrooms. 1.5% of our students are economically disadvantaged, 2% of our students receive LEP services, 8% receive Special education services, and 30% receive gifted and talented services through our QUEST program. River Ridge employs 46 teachers, 13 paraprofessionals, 1 counselor, 1 nurse, and 2 administrators.

River Ridge received to distinction designations:

- Closing Achievement Gaps
- Student Progress

### Demographics Strengths

#### Economically Disadvantaged Students

- 89% (8/9) of economically disadvantaged students met standard on Reading STAAR.
- 100% (2/2) of economically disadvantaged students met standard on Writing STAAR.
- Percentage of economically disadvantaged students scoring level III (advanced) on all STAAR tests increased from 8% (13-14) to 23% (14-15).
- The gap between economically disadvantaged and non-economically disadvantaged students on STAAR performance in reading, writing and science continues to improve (a negative percentage implies there is a negative gap, thus economically disadvantaged students are outperforming non-economically disadvantaged).
  - Writing -7.6%
  - Science -7.5%
  - Reading improved from 19.3% (13-14) to 9.1% in 2014-15

### Special Education

- 100% of Special Education students met standard on STAAR writing

- The percentage of special education students who met standard on Reading and Writing STAAR tests increased from 2013-14 to 2014-15
  - Reading 68% - 89%
  - Writing 42% - 80%

## **Demographics Needs**

### **Special Education**

- Less than 15% of special education students scored in the Level III (advanced) category on all STAAR tests
- Percentage of special education students meeting standard on Science STAAR decreased from 67% (2013-14) to 33% in 2014-15.

### **Economically Disadvantaged**

- Gap between economically disadvantaged and non-socioeconomically disadvantaged students who scored Level III (advanced) has increased in both Writing and Science STAAR.
  - 18% (13-14) to 24% (14-15)
  - 24% (13-14) to 25% (14-15)

## **Student Achievement**

### **Student Achievement Summary**

In general, student achievement at River Ridge is high. Effective intervention systems are in place to support struggling learners as well as challenge for higher achieving students. Additionally, gifted and talented instruction takes place through our QUEST program. Struggling students are identified and monitored through our Response to Intervention (RtI) processes, and interventions are provided through small group and individual or one-on-one learning opportunities during class time as well as flex time provided for each student.

### **Student Achievement Strengths**

- 88.7% of second graders are "at or above" reading level with 65% of those students performing in the "above" reading level
- 95% of third graders met standard on Reading STAAR with 45% scoring in the "advanced" category
- 95% of fourth graders met standard on Reading STAAR with 48% scoring in the "advanced" category
- 97% of fifth graders met standard on Reading STAAR with 61% scoring in the "advanced" category
- 93% of fourth graders met standard on Reading STAAR
- 93% of fifth graders met standard on Reading STAAR with 45% scoring in the "advanced" category
- Percentage of students scoring in the advanced range on all STAAR tests has risen each year with 40.5% of students scoring in this category.

### **Student Achievement Needs**

- Percentage of students scoring "advanced" on the science and writing STAAR tests have increased to their highest rates, yet less than 25% of fourth and fifth grade students have scored advanced on these tests.
- Decrease in percentage of students reading at or above grade level from 2013-14 in Kindergarten (95%-93%), First (89%-88%), Third (84%-79%) and Fourth (90%-86%)

## **School Culture and Climate**

### **School Culture and Climate Summary**

River Ridge continues to maintain a positive school culture and climate. Students report feeling safe in their classroom and on campus. Anti-bullying activities (trainings) continue leading to a "No Place for Hate" designation. These strategies have helped to keep the discipline / student infraction rate extremely low. Along with these measures, River Ridge has met and exceeded the district goals for both percentage of students with healthy BMI and attendance.

### **School Culture and Climate Strengths**

- Average yearly attendance has been greater than 96% for all six years of operation
- 94% of students feel safe in their classroom
- 94.5% of students feel they have adults on campus who will listen and respond to their needs / concerns.
- 95% of parents report River Ridge provides a safe learning environment
- 95% of parents report River Ridge encourages parent / community involvement
- 98% of faculty / staff report that River Ridge is known for the quality of service provided
- 91% of faculty /staff report that there are sufficient procedures to ensure employee safety

### **School Culture and Climate Needs**

- 75% of parents report that their child receiving the support needed for enrichment / advancement when appropriate.
- 80% of students report that they feel challenged to learn as much as they can in class.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

River Ridge continues to provide access to a guaranteed and viable curriculum by using the district-provided curriculum documents to collaboratively plan for learning. Based on assessment data, PLC meetings, and perception data from both students, parents and, teacher the "problem of practice" at River Ridge will continue to address rigorous learning for students. Campus meetings / trainings enable professional conversations and collaboration to address this "problem of practice," while incorporating the district's seven student learning behaviors. River Ridge staff have identified and will focus on two behaviors: "learning targets" and "providing challenge" to increase the effectiveness of the instruction provided by all staff.

### **Curriculum, Instruction, and Assessment Strengths**

- 97.6 % of students report they understand what they are learning in class and why it's important
- 87% of students were observed or reported engaging in discourse with other students in multiple settings where discourse is focused on ideas, thinking, reasoning, and using strategies aligned to the learning target (reported through SLB "walk-through" data).
- Over 61% of RRDG students are participating in a learning experience that develops understanding of the learning target at proficient levels (as reported through SLB "walk-through" data)
- 90% of students reported being excited and actively participating in class learning activities.

### **Curriculum, Instruction, and Assessment Needs**

- 80.8% of students report feeling challenged to learn as much as they can in class.
- 75% of parents report that their child receiving the support needed for enrichment / advancement when appropriate.
- 45% of students were observed or reported engaging in discourse with other students in multiple settings where discourse is focused on ideas, thinking, reasoning, and using strategies aligned to the learning target at a proficient level (reported through SLB "walk-through" data).
- 11% of students reported that they disagree or strongly disagree with the statement "I interact with other students to help me learn more."



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Family and Community remain a strength at River Ridge. Positive relationships and partnerships are built and maintained through a "customer service" mentality held by River Ridge staff. Families and community partnerships support the students and classrooms through volunteer opportunities provided by teachers, PTA, Watch D.O.G.S, and the "Literacy Partners" program supported throughout the district.

### **Family and Community Involvement Strengths**

- Strong volunteer and PTA involvement
- Opportunities for high school and middle students to volunteer: PALS, Ready Set Teach, band & choir performances, classroom readers / volunteers
- Over 5500 volunteer hours logged by campus systems
- 95% of parents believe the campus provides a safe supportive learning environment
- 95% of parents reported the campus encourages parent / community involvement

### **Family and Community Involvement Needs**

- 105 parents responded to 2015 parent survey
- 72% of parents reported that the campus provides opportunities to enrich the parent's knowledge to best assist their student with their academic and social-emotional needs.

# Technology

## Technology Summary

All instructional staff participated in the Educate Ignite training during 2014-15, and all students learned about "digital citizenship." All instructional staff utilize a classroom and / or a group website that is regularly updated to share information with stakeholders and communicate with families. Many teachers utilize technology and digital strategies to enhance learning opportunities, track and monitor student learning, and share learning opportunities with both students and families.

## Technology Strengths

- All staff participated in technology training
- 86% of staff report using the latest technology to communicate and interact.
- 62% of students report using the Internet at least a few times per week for school work.

## Technology Needs

- 74% of staff report that computer systems enable them to easily and quickly find the information they need.
- 49% of students report using their Google account at least a few times per week.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Community and student engagement rating data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**






- Communications data
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** 90% of K-2 students will read at or above grade level as measured by the EOY DRA. If 90% has been met, grade level will increase by 1.5% annually.


**Summative Evaluation:** Performance Objective will be measured by DRA. 2015 - Kinder 93%, First 88%, Second 89%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Monthly Principal / PLC meetings to collect, review and analyze performance data by grade-level teams.	Principal, Assistant Principal, I.C., Teachers	Meeting agendas and notes, along with data from local, district, and state assessments.			
Funding Sources: 199 - General Funds					
2) Monthly RtI meeting will continue to focus on specific "identified" students struggling academically and behaviorally. Emphasis to be placed on students coded as economically disadvantaged.	Principal, Assistant Principal, I.C., teachers	RtI agendas, meeting notes, and progress monitoring notes.			
Funding Sources: 199 - General Funds					
3) Teachers will analyze reading performance data from common assessments, district benchmarks, and state assessments to plan for recurring common themes or specific problem areas.	Principal, Assistant Principal, I.C., teachers	Planning meeting agendas and notes.			
Funding Sources: 199 - General Funds					
4) Students will set and track academic goals based upon classroom and district reading assessment data.	Principal, Assistant Principal, I.C., Teachers, Students	Student data notebooks			
Funding Sources: 199 - General Funds					
5) Administration will provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, Asst. Principal, I.C., Technology Teacher Leader, teachers	Meeting agendas & notes			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** River Ridge will increase the percentage of students scoring "advanced" (Level III) on STAAR reading assessments by 3% annually.






**Summative Evaluation:** Performance Objective will be measured by STAAR. 2015 - Third 45%, Fourth 48%, Fifth 61%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Monthly Principal / PLC meetings to collect, review and analyze performance data by grade-level teams.	Principal, Assistant Principal, I.C., Teachers	Meeting agendas and notes, along with data from local, district, and state assessments.			
Funding Sources: 199 - General Funds					
2) Monthly RtI meeting will continue to focus on specific "identified" students struggling academically and behaviorally. Emphasis to be placed on students coded as economically disadvantaged.	Principal, Assistant Principal, I.C., teachers	RtI agendas, meeting notes, and progress monitoring notes.			
Funding Sources: 199 - General Funds					
3) Teachers will analyze reading performance data from common assessments, district benchmarks, and state assessments to plan for recurring common themes or specific problem areas.	Principal, Assistant Principal, I.C., teachers	Planning meeting agendas and notes.			
Funding Sources: 199 - General Funds					
4) Students will set and track academic goals based upon classroom and district reading assessment data.	Principal, Assistant Principal, I.C., Teachers, Students	Student data notebooks			
Funding Sources: 199 - General Funds					
5) Administration will provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, Assistant Principal, I.C., Technology Teacher Leader, Teachers	Meeting Agendas & notes			
Funding Sources: 199 - General Funds					
					

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** River Ridge will increase the percentage of students scoring "advanced" (Level III) on STAAR math assessments by at least 5% annually.


**Summative Evaluation:** Performance Objective will be measured by STAAR math assessments. 2015 - Third 37%, Fourth 37%, Fifth 54%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Monthly Principal / PLC meetings to collect, review and analyze math performance data by grade-level teams.	Principal, Assistant Principal, I.C., teachers	PLC agendas, performance data from common assessments, DRA, TPRI, benchmarks, and state assessments.			
Funding Sources: 199 - General Funds					
2) Monthly RtI meeting will continue to focus on specific "identified" students struggling academically and behaviorally. Emphasis to be placed on students coded as economically disadvantaged.	Principal, Assistant Principal, I.C., teachers	RtI agendas, meeting notes, and progress monitoring notes.			
Funding Sources: 199 - General Funds					
3) Teachers will analyze math performance data from common assessments, district benchmarks, and state assessments to plan for recurring common themes or specific problem areas.	Principal, Assistant Principal, I.C., teachers	Planning meeting agendas and notes.			
Funding Sources: 199 - General Funds					
4) Students will set and track academic goals based upon classroom and district math assessment data.	Principal, Assistant Principal, I.C., teachers, students	Student data notebooks			
Funding Sources: 199 - General Funds					
5) Administration will provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, Assistant Principal, I.C., Technology Teacher Leader, teachers	Meeting Agendas & Notes			
Funding Sources: 199 - General Funds					
6) River Ridge will host a STAAR / accountability information sessions for parents and interested community members.	Principal, Assistant Principal	Meeting Agendas & Notes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

### Goal 3: Student Learning Behaviors: Students own their learning

**Performance Objective 1:** River Ridge students will show an annual 2% increase when answering "agree" or "strongly agree" when answering the following student survey questions: SLB 3 "I feel challenged to learn as much as I can in class" and SLB 5 "I interact with other students to help me learn more."

**Summative Evaluation:** Performance Objective will be measured by LISD student survey. 2015 - SLB 3: 80.8%; SLB 5: 88.2%






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Scheduled times (Principal/PLC Meetings - once / quarter) used to review current and historic SLB data.	Principal, Assistant Principal, I.C., Teachers	Data collected from learning walks and PLC meeting agendas.			
Funding Sources: 199 - General Funds					
2) Scheduled "Learning Walks" to collect SLB data.	Principal, Assistant Principal, I.C., teachers	Learning walk data, district SLB data collection / analysis			
Funding Sources: 199 - General Funds					
3) Staff development provided to examine campus problem statement to improve or identify classroom "look-fors" regarding student discourse and challenge.	Principal, Assistant Principal, I.C., Teachers	Staff Development notes, campus "look-fors"			
Funding Sources: 199 - General Funds					
4) Instructional Leadership Team will model strategies with technology to assist teachers with facilitating student ownership in the classroom.	Principal, Asst. Principal, I.C., Technology Teacher Leader	Google classroom; meeting agendas			
Funding Sources: 199 - General Funds					
5) River Ridge will host academic / curriculum, information sessions for parents & interested community members. (Examples include, "Science Night," Grade-level curriculum nights, PTA information meetings)	Principal, Assistant Principal, I.C., Teachers	Meeting agendas & notes			
Funding Sources: 199 - General Funds					
					



## Goal 4: Whole Student: Students are healthy, safe and engaged






**Performance Objective 1:** River Ridge students will show an annual 2% increase when answering "strongly agree" when answering the following student survey questions: "I feel safe in my classroom" and I feel safe outside of my classroom but on campus.

**Summative Evaluation:** Performance Objective will be measured by LISD Student Survey. 2015 - "Classroom" 69%; "Campus" 63%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Establish the actions a student should take to obtain assistance and intervention in response to bullying.	Student Support Services, CAPP Coordinator, Campus personnel	Number of outcries of bullying; student training dates			
Funding Sources: 199 - General Funds					
2) Establish procedures for reporting and investigating an allegation of bullying.	Student Support Services	Outlined in flowcharts, checklists, manuals; student training dates			
Funding Sources: 199 - General Funds					
3) Establish procedures to support a victim of bullying.	Director of Counseling, CAPP Coordinator	Lesson Plans, student training dates			
Funding Sources: 199 - General Funds					
4) Establish procedures to support a victim of bullying.	Director of Counseling, CAPP Coordinator	Lesson Plans, student training dates			
Funding Sources: 199 - General Funds					
5) Lessons concerning ethical principles	Principal, school counselors, classroom teachers	Lesson plans, student involvement in and knowledge of using the ethical principles, student and staff feedback			
Funding Sources: 199 - General Funds					
6) Re-application and lessons associated with "No Place for Hate"	Principal, Assistant Principal, Counselor, teachers	Agendas, lesson plans, and meeting notes			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 4: Whole Student:** Students are healthy, safe and engaged


**Performance Objective 2:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 4:** Whole Student: Students are healthy, safe and engaged

**Performance Objective 3:** River Ridge will increase the attendance rate by .5% annually.

**Summative Evaluation:** Performance Objective will be measured by "end of year" cumulative attendance rate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) River Ridge will communicate importance of daily attendance and connection to accountability distinction designations with all stake holders.	Principal, Assistant Principal, Teachers	Meeting agendas & notes; Communication messages (RRDG Insider messages, PTA agendas, notes, and email messages)			
	Funding Sources: 199 - General Funds				
2) River Ridge Teachers will communicate the importance of attendance with students and parents.	Teachers	Lesson plans, teacher websites / newsletters & correspondence			
	Funding Sources: 199 - General Funds				
3) Utilization of A2A attendance tracking and communication system.	Assistant Principal, Registrar, Teachers	Parent correspondence, parent conference notes			
	Funding Sources: 199 - General Funds				
4) Quarterly review of staff and student attendance with faculty.	Principal, Assistant Principal, Teachers	Faculty Meeting Agendas & Notes			
	Funding Sources: 199 - General Funds				
					

# Addendums

**123 RIVER RIDGE ELEMENTARY**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: JAMES ROSE

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
52	11.2	8	2	0

Grade	Total	%
EE	3	0.4%
KG	94	12.1%
01	127	16.3%
02	132	16.9%
03	136	17.5%
04	133	17.1%
05	154	19.8%
<b>Campus Total</b>	<b>779</b>	

Ethnicity		
ASIAN	99	12.7%
BLACK	4	0.5%
HISPANIC/LATINO	84	10.8%
TWO OR MORE RACES (MULTI)	34	4.4%
HAWAIIAN OR PACIFIC ISLANDER	1	0.1%
WHITE	557	71.5%

Gender		
FEMALE	373	47.9%
MALE	406	52.1%

Economically Disadvantaged		
N	768	98.6%
Y	11	1.4%

Gifted and Talented		
N	540	69.3%
Y	239	30.7%

Students with Disabilities		
N	719	92.3%
Y	60	7.7%

English Language Learners		
N	763	97.9%
Y	16	2.1%

At Risk Students		
N	555	71.2%
Y	224	28.8%

Students in Bilingual Program		
N	779	100.0%

Students in ESL program		
N	764	98.1%
Y	15	1.9%

RRDG (123)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>Student Learning Behaviors</b>	Plan for intervention / challenge  Collaboration (Student)	RRDG students will show an annual 2% increase when answering "agree" or "strongly agree" when answering the following student survey questions: SLB 3 "I feel challenged to learn as much as I can in class" and SLB 5 "I interact with other students to help me learn more." (2013 & 2014 Data: SLB 3-87.9, 89.9 -- SLB 5-89.3, 91.9)	Did not meet goal: 2015: SLB 3 - 80.8% SLB 5 - 88.2%	Continue staff work with rigorous learning and extend conversation to students
<b>Eliminating the Achievement Gap</b>	Student ownership of learning  Plan for intervention / challenge	River Ridge will increase the percentage of students scoring "advanced" (level III) on STAAR math assessments by at least 5% annually. (2014 3rd 29%, 4th 43%, 5th 21%)	Due to change in TEKS, 2015 math scores will be the new baseline for this goal. 3rd-37%, 4th-37%, 5th-54%	Continue staff work with rigorous learning and extend conversation to students
<b>College and Career Readiness</b>	Data analysis and goal setting	90% of K-2 students will read at or above grade level as measured by the EOY DRA. If 90% has been met, grade level will increase by 1.5% annually. (2014 -- Kinder 95%, First 89%, 2nd 85%)	Did not meet goal: 2015: Kinder-93%, First-88%, Second-89%	Continue staff work with rigorous learning and extend conversation to students
	Plan for intervention / challenge	River Ridge will increase the percentage of students scoring "advanced" (level III) on STAAR reading assessments by 3% annually. (2014 -- 3rd 40%, 4th 49%, 5th 48%)	Did not meet goal: 2015: Third-45% (met goal), Fourth-48%, Fifth-61% (met goal)	Continue staff work with rigorous learning and extend conversation to students
<b>Focus on Whole Student</b>	Supportive learning environment  Supportive learning environment	RRDG students will show an annual 2% increase when answering "strongly agree" when answering the following student survey questions: "I feel safe in my classroom" and "I feel safe outside of my classroom but on campus. (2014 -- "Safe in class" 82.1% strongly agree, "Safe on campus 70.5% strongly agree.) -- River Ridge will fulfill the requirements necessary to earn the "No Place for Hate" designation by the spring of 2015	Did not meet goal: 2015 "Strongly Agree": Safe in class-69.3%, Safe on campus 62.7%	Staff and students will continue C2 meetings, classroom trainings, as well as continue work to keep "no place for hate" designation.