

Fort Bend Independent School District
Ridgegate Elementary
2023-2024 Campus Improvement Plan



Mission Statement

FBISD exist to inspire and equip all students to pursue futures beyond what they can imagine.

Ridgegate exists to prepare our students for a diverse changing world by instilling in them knowledge, critical thinking skills, and a respect for the values of honesty, perseverance, and compassion.

Vision

FBISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Ridgegate educates long life learners and leaders that are equipped with XXI century skills.

Value Statement

At Ridgegate we value:

- Positivism - We remain positive and proactive in all our interactions. We leave them smiling! We laugh together!
- Work Ethic - We work hard and stay calm. Whatever it takes!
- We Love Our Students - Kids come first in all our decision-making!
- Respectful Relationships - We truly care! Students, staff and parents don't care how much you know until they know how much you care!
- Open-mindedness - We are open to change. We are open to risk taking. We are open to innovation. We consider all perspectives.

We value laughter, energy, and a positive attitude with our students and teammates. Learning should be fun!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

RGE's most relevant demographic strength is our diverse population amongst students, faculty , staff, and families. This diversity enriches the learning expereinces of our students. RGE embraces our differences and takes strategic approaches to maximize student learning and academic exposure and achievement. RGE parents and community are strongly involved and students benefit from this collaboration. Together as a whole, our community strives to always do what is best for our students. We seek to deliver the common message of building a community of acceptance, persistence, diligence, and growth.

Student Total		
Early Education Grade		
Kindergarten Grade		
1st Grade		
2nd Grade		
3rd Grade		
4th Grade		
5th Grade		

Gender		
Female	217	48.33%
Male	232	51.67%
Ethnicity		
Hispanic-Latino	319	71.05%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	122	27.17%
Native Hawaiian - Pacific Islander	0	0.00%
White	2	0.45%
Two-or-More	6	1.34%

Dyslexia	26	5.79%
Gifted and Talented	4	0.89%
Regional Day School Program for the Deaf	1	0.22%

Regional Day School Program for the Deaf	1	0.22%
Section 504	5	1.11%
Special Education (SPED)	76	16.93%
Bilingual/ESL		
Emergent Bilingual (EB)	254	56.57%
Bilingual	200	44.54%
English as a Second Language (ESL)	28	6.24%
Alternative Bilingual Language Program	14	3.12%
Alternative ESL Language Program	7	1.56%
Title I Part A		
Schoolwide Program	449	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

At-Risk	274	61.02%
Foster Care	4	0.89%
IEP Continuer	0	0.00%
Immigrant	10	2.23%
Intervention Indicator	52	11.58%
Migrant	0	0.00%
Military Connected	7	1.56%
Transfer In Students	0	0%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	440	98.00%
Free Meals	400	89.09%
Reduced-Price Meals	13	2.90%
Other Economic Disadvantage	27	6.01%
Homeless and Unaccompanied Youth		
Homeless Status Total	8	1.78%
Shelter	0	0.00%
Doubled Up	7	1.56%
Unsheltered	0	0.00%
Hotel/Motel	1	0.22%
Not Unaccompanied Youth	8	1.78%
Is Unaccompanied Youth	0	0.00%

Primary Disabilities

No Disability	0	0.00%
Orthopedic impairment	1	1.32%
Other health impairment	4	5.26%
Auditory impairment	1	1.32%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	19	25.00%
Emotional disturbance	5	6.58%
Learning disability	24	31.58%
Speech impairment	6	7.89%
Autism	16	21.05%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

Instructional Settings

Speech Therapy	8	10.53%
Homebound	1	1.32%
Hospital Class	0	0.00%
Mainstream	27	35.53%
Resource Room	8	10.53%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	32	42.11%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Demographics Strengths

RGE demographic strengths are:

- Student diversity
- High staff retention

- Moderate student mobility – Enrollment (449)
- Optimal staff to student ratio
- Cultural Proficiency

Problem Statements Identifying Demographics Needs

Problem Statement 1: RGE shows noticeable disparity rate of attendance for specific Special Education programs and the Newcomer population versus other students on campus.

Root Cause: The root cause of this problem can be traced to the challenging academic and socio-emotional specific support needs for those students.

Student Learning

Student Learning Summary

	Component Score	Scale Score	Letter
Domain I: Student Achievement		65	NF
STAAR Performance	38	65	
CCMR			
Graduation Rate			
Domain II: School Progress		92	
Part A: Academic Growth	86	92	
Part B: Relative Performance (Eco Dis: 93.8%)	38	72	
Domain III: Closing the Gaps	83	79	
Overall Scaled Score			
Overall Rating			

2022 - 2023 Student Achievement for (079907116) RIDGEGATE EL

Calculated on September 11th, 2023

Details Behind the Score

	Raw Score	Scaled Score	Weight % of Score	Weighted Points
STAAR Performance	42	71	100%	71
Using STAAR Performance (100%) As your Score				71
Student Achievement Domain Rating				C

Score

C

71 out of 100

STAAR for 2022 - 2023

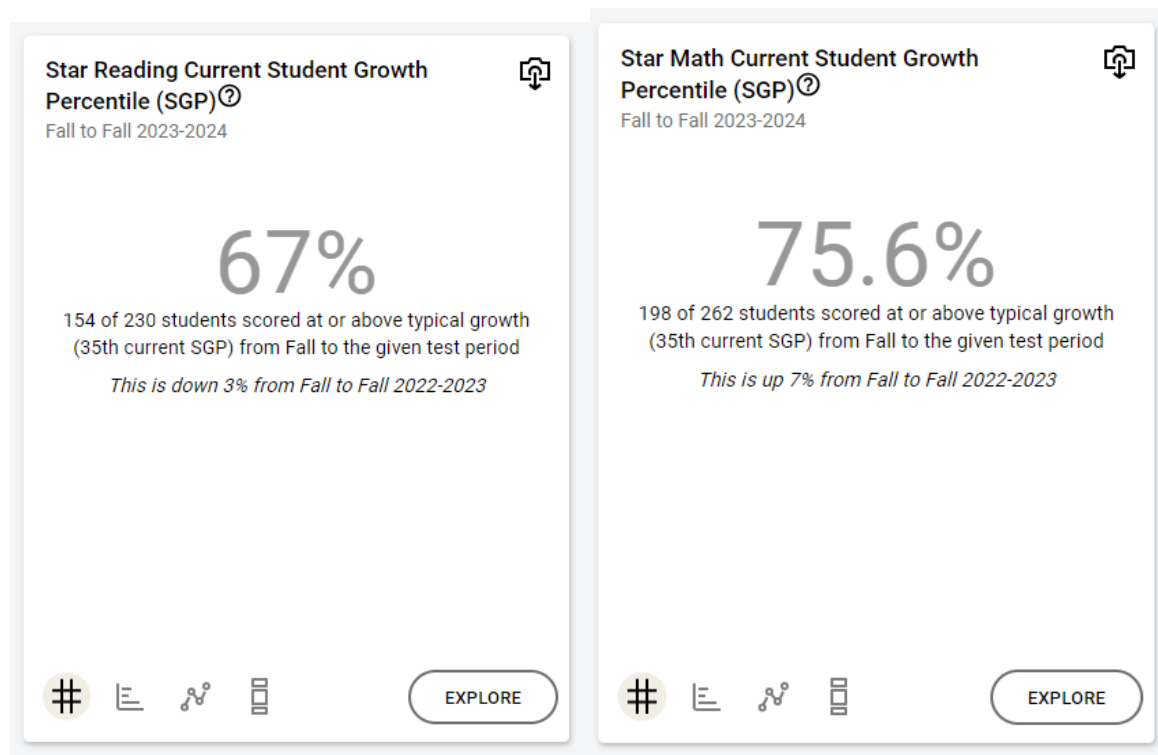
School Progress - Summary for 2022 - 2023												Calculated on September 11th, 2023 at 7:31AM				
	Domain II-A (Academic Growth)					District Proportion		Domain II-B (Relative Performance)			District Proportion			Final Scoring		District
	Mathematics	ELA/Reading	ELA/Reading & Mathematics	Rating	Weight	Points	Eco Disc	STAAR (CCMR)	Rating	Weight	Points	Campus Scale Score	Campus Score	Enrollment		
District																
Elementary Schools																
(079907116) - Ridgeway EL	79%	68%	73%	76%	0.4%	0.3	98%	80%	80%	0.4%	0.3	80	B	262		
* Did not meet minimum size criteria to included in Overall Ratings or AEA Campus																

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	22	32	68.8	30.0	20.6
Growth or Graduation: Chosen Component (Academic Growth Status)	12	32	37.5	50.0	18.8
English Language Proficiency	4	4	100.0	10.0	10.0

School Quality or Student Success: Chosen Component (STAAR Component Only)	11	16	68.8	10.0	6.9
Closing the Gaps Domain Raw Score					56
Closing the Gaps Domain Scale Score					83
Closing the Gaps Domain Letter Score					B

(079907116) - Ridgeway EL							
Student Achievement	71		80			80.9	B
School Progress, Part A	76	80		70%	56		
School Progress, Part B	80						
Closing the Gaps	83			30%	24.9		

REN 360 FALL TO FALL



Student Learning Strengths

Student Learning data shows the following:

- Our End of the Year Ren360 report for 22-23 school year states that our students in reading show an 71% student growth and 76% in math.
- CST walks show high levels of Rigor, Scope and Sequence alignment and FBISD Instructional Model.
- STAAR results for Spring 2023 are at the present moment not available yet but preliminary raw scores seem to show growth in both reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Even though significant growth is observed, RGE's student analysis data reflected (Ren360 and campus SFA's) indicate the need to close the achievement gap amongst the different populations on campus for ELAR/SLAR, Math and Science. **Root Cause:** The root cause and of the need for this problem statement is the comparative specific instructional challenges that our students face. This yields to differences in results in the core subjects of reading, writing, science, and math.

Problem Statement 2: Our classroom observations and walkthroughs indicate a need to progress along the continuum of student ownership practices and strategic assessment. Checklists, rubrics, feedback protocols, and targeted assessments need to be aligned to yield growth in these practices. **Root Cause:** The root cause for this problem statement is teacher centered instruction that is heavily based on teacher lead classroom activities rather than student-driven practices and experiences to allow students to make connections and support learning.

Problem Statement 3: RGE's collection of data indicate a need to promote consistent implementation of PBIS strategies and positive student interactions to help deescalate classroom interruptions and promote student learning. Enrichment activities and community involvement are necessary to promote positive campus climate. **Root Cause:** The root cause of this problem statement is the need for consistency on activities that go beyond the academic experience.

School Processes & Programs

School Processes & Programs Summary

The areas of focus for Ridgeway for this year will continue to be Clarity of Content. Teachers are working in PLCs and strengthening their understanding in Tier I instruction. Teachers will also focus on targeted assessment.

School Processes & Programs Strengths

As identified through walkthroughs/documentation shown in PLCs and District walks, teachers continue to show:

- Ability to provide appropriate levels of difficulty that challenge students academically.
- Appropriate instructional approaches by individual as needed.
- Capacity to adjust lesson context to make it more targeted based on the prior knowledge of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: RGE has recruited new teachers and teachers that are new to the grade level. Thus, there is a need for those teachers (along with veteran ones) to have an understanding/clarity on their content area through a dynamic PLC atmosphere. **Root Cause:** The root cause of this problem statement is the need to adapt to new instructional challenges and to develop new professionals able promote clarity of content across all grade levels and content areas. There is a need to foster the abilities create consistent aligned lessons and instructional experiences.

Perceptions

Perceptions Summary

RGE continues to demonstrate a positive culture and climate. We foster a culture that values the differences that all staff members and students bring to the table. At RGE we value and honor the input of all stakeholders from our community.

Perceptions Strengths

Based on climate surveys that pertain to campus administration, staff and community value the support that administration exhibits on a consistent basis. The findings for our climate survey include:

- Faculty & Staff, along with students, have a strong sense of belonging.
- Staff members exhibit high expectations to work in concert in PLC's to develop student centered lessons.
- The school community demonstrates consistent habits whereby staff and students work in unison to promote ownership of behavior and professional responsibilities.
- Staff shows strong adherence to campus organizational systems.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our RGE's culture and climate surveys indicate a need to continue to reach out to the community to establish two way communication system. **Root Cause:** The root cause of this problem statement is the need to continue to the campus compact within each grade level and provide a more meaningful systematic way of parents to provide feedback on a consistent basis.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Emergent Bilingual (EB) /non-EB 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

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
- Study of best practices
- Other additional data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2024, Ridgeway will increase the effectiveness of literacy instruction by using PLCs to drive curriculum implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicators of Success

Indicators of Success: Formative Indicators of Success



1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 5% each quarter, as observed in ELA classrooms through calibrated walkthroughs.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in ELA classrooms by 5% as observed through calibrated walkthroughs.
3. From BOY to MOY, increased student growth on the Early Literacy and Reading REN360 test at/above benchmark performance level by 5% for each student group (Ethnicity, Economically Disadvantaged, English Learners, and Special Education).
4. By December 2024, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, service projects).



Summative Indicators of Success







1. By June 2024, increase percentages of students meeting SGP in literacy to 75%.
2. By June 2024, increase performance on STAAR Domain 1 to 66%.
3. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in ELA classrooms by 5% as observed through calibrated walkthroughs.
4. By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects).

SMART Indicator of Success

By May 2024, RGE will increase the percentage of students showing growth in literacy on Ren360 from 71.3% to 75%

Strategy 1 Details	Reviews			
<p>Strategy 1: During content planning and in PLCs, teachers will use assessment support materials such as All in Learning and resources to test specific skills to create checkpoints and assessments to assess student learning with the support of the literacy and math coach and interventionists.</p> <p>Strategy's Expected Result/Impact: By June 2024, RGE will increase the effectiveness of literacy instruction by using effective Tier 1 instruction and targeted interventions as evidenced by 80% of students showing SGP of .8 or above across the school in Ren360 from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Dr. Rivas C. Lewis A. Zamora A. Richards-Machoka</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze campus data to discuss trends seen, next steps such as reteach Tier 1 whole instruction or create an intervention plan for tiered instruction. Teachers will collaborate with one another, with the literacy and math coach, and with the interventionist, specialists, ABL teacher on strategies and ideas on TEK mastery to support students and provide differentiated instruction including field trips and project-based opportunities for GT , EL and all students.</p> <p>After-school tutorials will be offered to students to assist with low performed skills. Digital resources/platforms will be used to assess ongoing progress levels as well as to support instruction. Accelerated instruction will be provided to students to support student growth in literacy.</p> <p>Assessment creation software and other instructional support consumables and teaching materials will be used to support Tier 1, 2, and 3 to students to help with differentiated instruction.</p> <p>Strategy's Expected Result/Impact: By June 2024, RGE will increase the effectiveness of literacy instruction by using effective Tier 1 instruction and targeted interventions as evidenced by 80% of students showing SGP of .8 or above across the school in Ren360 from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Dr. Rivas C. Lewis A. Zamora A. Richards-Machoka</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet in PLCs and attend campus PDs to support teacher knowledge and implementation of evidence-based practices based on the Science of Teaching Reading . Teachers will be using supplemental literacy resources to help with phonemic awareness, phonics instruction and reading skills to further promote academic achievement in the primary levels. The literacy coach will be supporting with the implementation of this learning.</p> <p>Strategy's Expected Result/Impact: By June 2024, RGE will increase the effectiveness of literacy instruction by using effective Tier 1 instruction and targeted interventions as evidenced by 80% of students showing SGP of .8 or above across the school in Ren360 from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Dr. Marta Rivas Carlos Lewis Aleida Zamora A. Machoka Literacy Interventionist Teachers Bilingual Specialist Dyslexia Teacher</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2024, Ridgeway will increase the effectiveness of math instruction by using PLCs to drive curriculum implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicator of Success

Indicators of Success: Formative Indicators of Success



1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 5% each quarter, as observed in Math classrooms through calibrated walkthroughs.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in Math classrooms by 5% as observed through calibrated walkthroughs.
3. From BOY to MOY, increased student growth on the Math REN360 test at/above benchmark performance level by 5% for each student group (Ethnicity, Economically Disadvantaged, English Learners, and Special Education).
4. By December 2024, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, service projects).

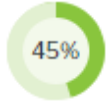





Summative Indicators of Success

1. By June 2024, increase percentages of students meeting SGP in math to 80%.
2. By June 2024, increase performance on STAAR Domain 1 to 66%.
3. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in Math classrooms by 5% as observed through calibrated walkthroughs.
4. By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects).

SMART Indicator of Success

By May 2024, RGE will increase the percentage of students showing growth in math on Ren360 from 76% to 80%.

Strategy 1 Details	Reviews			
<p>Strategy 1: During content planning and in PLCs, teachers will use assessment teacher support materials such All in Learning and Education Galaxy to create checkpoints, assessments to assess student learning with the support of the literacy and math coach, interventionists, and specialists.</p> <p>Strategy's Expected Result/Impact: By June 2024, RGE will increase the effectiveness of Math instruction by using effective Tier 1 instruction and targeted interventions as evidenced by 80% of students showing SGP of .8 or above across the school in Ren360 from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Dr. Rivas C. Lewis A. Zamora A. Machoka</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Thereafter, teachers will analyze campus SFAs and/or assessments and discuss trends seen, next steps such as reteach Tier 1 whole instruction or create an intervention plan for tiered instruction, and collaborate with one another, math and reading coach, interventionists, and with the specialists, ABL teacher on strategies and ideas on TEK mastery to support students and provide differentiated instruction including project-based opportunities for GT students.</p> <p>After-school tutorials will be offered to reteach low performed skills to students. Accelerated instruction will be provided to students to support student growth in math . Dreambox and Get More Math will be used to assess ongoing progress levels as well as to support instruction.</p> <p>Assessment creation software and other instructional support consumable and instructional materials will be used to support Tier 1, 2, and 3 students and to help with differentiation.</p> <p>Strategy's Expected Result/Impact: By June 2024, RGE will increase the effectiveness of Math instruction by using effective Tier 1 instruction and targeted interventions as evidenced by 80% of students showing SGP of .8 or above across the school in Ren360 from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Dr. Rivas C. Lewis A. Zamora A. Machoka</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	June
				
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Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

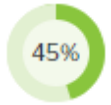
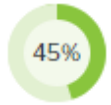
Performance Objective 3: By June 2024, Ridgeway will increase the effectiveness of Science instruction by using PLCs to drive curriculum implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicator of Success



Indicators of Success: Formative Indicators of Success







1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 3% each quarter, as observed in Science classrooms.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in Science classrooms from 65%-70%.
3. From SFA#1 to SFA#3 increased student growth on the Science SFA at the meets benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education)
4. December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, service projects).

Summative Indicators of Success

1. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in Science classrooms from 80%-85%.
2. From BOY to EOY, increase of implementation of rubric, checklists, protocols for discussion and goal setting as observed in science classrooms from 65% to 75%.
3. By May 2024, increase performance on STAAR meets grade level performance in science from 40% to 48%
4. By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects)

Strategy 1 Details	Reviews			
<p>Strategy 1: During content planning and in PLCs, teachers will use assessment teacher support materials such as All in Learning and Education Galaxy to create checkpoints, and resources to test specific skills to assess student learning with the assistance of the literacy and math instructional coach, interventionists, and specialists.</p> <p>Strategy's Expected Result/Impact: Indicator of Success: By June 2024, RGE will increase the effectiveness of science instruction by using effective Tier 1 instruction and targeted interventions as evidenced by an overall growth of ten percentual points from 5th Grade Science BOY Education Galaxy Pre Assessment to 5th Grade Science EOY Education Galaxy Post Assessment.</p> <p>Staff Responsible for Monitoring: Dr. Rivas</p> <p>C. Lewis</p> <p>A. Zamora</p> <p>A. Machoka</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Thereafter, teachers will analyze campus SFAs and/or assessments and discuss trends seen, next steps such as reteach Tier 1 whole instruction; building on students' background knowledge in science through experiential learning; create an intervention plan for tiered instruction, and collaborate with one another, literacy and math coach , interventionists, and with the specialists, ABL teacher on strategies and ideas on TEK mastery to support students and provide differentiated instruction including project-based opportunities for GT students.</p> <p>After-school tutorials will be offered to reteach low performed skills to students. Digital platforms will be used to assess ongoing progress levels as well as to support instruction.</p> <p>Assessment creation software and other instructional support consumable and instructional materials will be used to support Tier 1, 2, and 3 students and to help with differentiation.</p> <p>Strategy's Expected Result/Impact: Indicator of Success: By June 2024, RGE will increase the effectiveness of science instruction by using effective Tier 1 instruction and targeted interventions as evidenced by an overall growth of ten percentual points from 5th Grade Science BOY Education Galaxy Pre Assessment to 5th Grade Science EOY Education Galaxy Post Assessment.</p> <p>Staff Responsible for Monitoring: Dr. Rivas</p> <p>C. Lewis</p> <p>A. Zamora</p> <p>A. Machoka</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will engage in student-centered activities through the use of music, total body movement, interactive field trip experiences, and art to help support student clarity on low performed TEKS with the assistance of the literacy and math instructional coach, interventionists, specialists, ABL teacher and fine arts department.</p> <p>Action based learning connections will be utilized through music to help student internalize and build connections of science concepts.</p> <p>Quaver Ed will be utilized as a resource to provide students opportunities to engage and internalize science content through movement, music and various games.</p> <p>Students will be provided learning opportunities, hands on experiences through field trips and campus engaging activities.</p> <p>Strategy's Expected Result/Impact: Indicator of Success: By June 2024, RGE will increase the effectiveness of science instruction by using effective Tier 1 instruction and targeted interventions as evidenced by an overall growth of ten percentual points from 5th Grade Science BOY Education Galaxy Pre Assessment to 5th Grade Science EOY Education Galaxy Post Assessment.</p> <p>Staff Responsible for Monitoring: Dr. Rivas</p> <p>C. Lewis</p> <p>A. Zamora</p> <p>A. Machoka</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

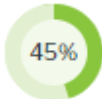

Performance Objective 1: By June 2024, Ridgeway will have increased the number of Community Engagement opportunities through a variety of ongoing options for communication, mentoring, and parent classes that will result in overall growth of parental participation as evidenced by the Indicator of Success.







Indicators of Success: Formative Indicators of Success

- 1. Increase attendance in parent education classes by 3% as indicated by sign in sheets from BOY to MOY
- 2. Increase the number of engagement participants in our monthly Coffee with the Principal monthly meetings by 3% from the BOY to the MOY.

Summative Indicator of Success

- 1. By June 2024 we will increase the percentages of parent attendance as indicated in parent education classes sign in sheets from BOY to EOY from 10 parents to 18 parents.
- 2. By June 2024 we will increase the number of engagement participants in our monthly Coffee with the Principal monthly meetings by the average of 15 parents to 35 parents by the end of the year.

Strategy 1 Details	Reviews			
Strategy 1: Provide structured workshops for parents to engage in face to face/online classes: ESL, Computer Literacy Strategy's Expected Result/Impact: By June 2023, RGE will have increased the Community Engagement through the ongoing offering of parent face to face/online classes for ESL, and Computer Literacy as demonstrated by a growth of 10% in the attendance to said programs. Staff Responsible for Monitoring: Dr. Rivas C. Lewis A. Zamora A. Machoka Adelakun Juana Lopez Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: Start workshops for parents and students -reading and math support Strategy's Expected Result/Impact: By June 2024, RGE will have increased the Community Engagement through the ongoing offering of parent face to face/online classes for ESL, and Computer Literacy as demonstrated by a growth of 10% in the attendance to said programs. Staff Responsible for Monitoring: Dr. Rivas C. Lewis A. Zamora A. Machoka Adelakun Juana Lopez Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Ridgeway Elementary

Total SCE Funds: \$7,385.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Specialist). Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALEIDA ZAMORA	LITERACY INSTRUCTIONAL COACH	TITLE 1	1.0
Anesta Richards-Machoka	MATH INSTRUCTIONAL COACH	TITLE 1	1.0
CRYSTAL DELAMORA	LITERACY INTERVENTIONIST TEACHER	TITLE I	.5
EMERSON LUCAS	MATH INTERVENTIONIST TEACHER	TITLE 1	.5