

Fort Bend Independent School District
FBISD Early Literacy Center
2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

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

Our Mission

The Ridgemont Early Literacy Center will collaborate with the community to provide students with a safe, engaging and supportive learning environment that fosters the wellness of all students by;

Building meaningful relationships with all stakeholders
Provide intensive data-driven intervention through a Balanced Literacy Approach
Empowering families and sparking community pride

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#). [En Español](#)

Our Vision

Growing Readers into Leaders
Beyond what they can imagine!

Value Statement

The Ridgemont Early Literacy Center and Early Intervention Academy provides innovative programming that supports the development of literacy skills and socio-emotional growth for students from Pre-K through First grade. The center is a multi-service learning center where children and families grow together as a community of learners.

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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 May 2025, Ridgemont Early Literacy Center will improve the effectiveness of literacy and numeracy instruction through the implementation of curriculum alignment, student ownership of learning practices, and targeted interventions as evidenced by the indicators of success.

HB3 Goal

Indicators of Success: Formative Indicators of Success:

- *By October, December, and February, increase the percentage of classrooms aligned to the instructional model by 10% as evidenced by campus CST and walkthrough data
- *By October, December, and February, increase the alignment to campus focus for small group instruction/targeted interventions to 80% as evidenced by campus walkthrough data
- * Increasing teachers' usage of small group data binders to collect progress monitoring data and using it to deliver Targeted Intervention as evidenced by data collected
- * Increase student growth on MAP performance by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, Special Education, GT) from BOY to MOY.





Summative Indicators of Success:

- * By June 2025, increase percentages of students meeting "On Track" from BOY to EOY in the CLI assessment by 15%
- * By June 2025, increase percentages of students meeting "At/Above" from BOY to EOY TXKEA Math by 15%
- * By June 2025, increase percentages of students meeting "At/Above" from BOY to EOY on NWEA MAP testing in each subject area and grade level by 15%.

Strategy 1 Details	Reviews			
<p>Strategy 1: During content planning and in PLCs, teachers will analyze student data and adjust lesson plans that include rubrics or checklists aligned to the rigor of the curriculum to respond to their own student's academic needs.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and learning Increase teacher efficacy Continue timely and effective Child Find practices</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 5 - School Processes & Programs 5</p> <p>Funding Sources: Funding for hands-on experiences and exposure - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend a series of campus-based and external math and ELAR professional learning opportunities (such as: revisiting the MATH/ELAR Instructional Model, A Deep Dive into the Four IM Components, and the Effective Use of math manipulatives) and engage in collaborative conversations regarding suggested PLC next steps and the desired teacher/student actions.</p> <p>ELC teachers will attend RICE and/or Region IV PDs that will help develop students' oral language and vocabulary as a foundation for early reading skills.</p> <p>Strategy's Expected Result/Impact: Frequency and quality of implementation as evidenced through classroom observations NWEA MAP - Proficiency and Growth Index Measures</p> <p>Staff Responsible for Monitoring: Administrators and instructional coaches.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 5 - School Processes & Programs 5</p> <p>Funding Sources: RICE and/or Region IV PDs - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
<p>Strategy 3: At-risk students including all subpopulation groups in Kindergarten and First grade will receive direct Tier II and Tier III Literacy and math and behavioral interventions to alleviate achievement gaps based on district benchmark assessments.</p> <p>Strategy's Expected Result/Impact: Increase the number of students demonstrating growth at or above the benchmark as measured by: Renaissance 360 Early Literacy Assessment Benchmark at the middle and end of the school year. Kinder Math: TXKEA at the middle and end of the school year. Kinder and 1st: BAS/ SEL at the middle and end of the school year.</p> <p>Staff Responsible for Monitoring: Teachers, Math Interventionists, Literacy Interventionists, Instructional Coaches and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 3 - Perceptions 1 Funding Sources: Intervention resources and materials, staff to support strategy - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The Early Literacy Center will establish developmentally appropriate workstations that are aligned to students needs based on Universal Screeners and formative assessments data that includes exemplars for students.</p> <p>Strategy's Expected Result/Impact: Increase proficiency of students' performance on district assessments. Campus Support walkthroughs feedback. Campus Learning Walks</p> <p>Staff Responsible for Monitoring: Coaches, Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: Materials to build Station Activities - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Hire Instructional coach to assist with planning and alignment and interventionist to give additional intervention opportunities for students. Strategy's Expected Result/Impact: Increased alignment in instruction, and decreased students performing below grade level. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 3 - Student Learning 2, 5 - School Processes & Programs 5 Funding Sources: Instructional Coach and interventionist - 211 Title I-A - \$259,137	Formative			Summative
	Oct	Dec	Feb	June

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors Root Cause: Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.
Problem Statement 3: Kindergarten Scores show only about half (55%) of students are going to First grade level on level in Math. Root Cause: Instruction in alignment with math standards, assessments, and rigor.
Student Learning
Problem Statement 1: Students in the Willowridge High School feeder pattern have lagged significantly in foundational literacy and numeracy development. Root Cause: Students in our feeder pattern have less high-quantity and high-quality language experience and lack exposure to real-world experiences to make academic connections. There are undiagnosed disabilities and limited academic structure in many households.
Problem Statement 2: : Continuous decline of growth and achievement from pre-kindergarten to first grade Root Cause: Our pre-kindergarten has a vital component of developing oral language and focuses on early literacy developmental practices to support learning. The K and 1st-grade teachers' focus on the curriculum's alignment, leads to a diminished emphasis on early literacy developmental practices and skills.
Problem Statement 3: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors Root Cause: Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.

Student Learning

Problem Statement 5: Kindergarten Scores show only about half (55%) of students are going to First grade level on level in Math. **Root Cause:** Instruction in alignment with math standards, assessments, and rigor.

School Processes & Programs

Problem Statement 3: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors **Root Cause:** Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.

Problem Statement 5: Kindergarten Scores show only about half (55%) of students are going to First grade level on level in Math. **Root Cause:** Instruction in alignment with math standards, assessments, and rigor.

Perceptions

Problem Statement 1: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors **Root Cause:** Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.

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

Performance Objective 1: By May 2025, Ridgemont Early Literacy Center will improve student ownership of behaviors, by providing effective professional learning and monitoring around the descriptors of the FBISD Student Ownership of Behavior Framework and PBIS as evidenced through the campus discipline indicators.





Indicators of Success: Formative Indicators of Success:

- *By October, December, and February, increase the percentage of classrooms aligned to the instructional model (Math/Reading) by 10% as evidenced by campus CST and walkthrough data
- *By October, December, and February, increase the alignment to campus focus for student ownership of behavior to 80% as evidenced by campus walkthrough data
- * Increasing teachers' usage of guidelines for success and using them to redirect behavior
- * Increase TFI Walkthrough results on student knowledge of School wide Expectations to 60% By December
- * Learning walks will evidence an increase in classroom PBIS implementation by 15% each quarter.
- * Number of behavior tracking form entries will be decreased by 10% each quarter.
- * Professional development opportunities around PBIS implementation will be available to teachers at least once every quarter.

Summative Indicators of Success:

- *By June 2025, increase percentages of understandings School Wide expectations to 80%
- *At least 75% of teachers will be implementing PBIS expectations effectively by the end of the year.
- * Behavior tracking form entries will be reduced by 15% from the previous year.

Strategy 1 Details	Reviews			
Strategy 1: Ridgemont ELC will create and implement the use of a sensory room where students with challenging behaviors will have opportunities to learn how to self regulate through the use of different sensory pathways and calm down tools. Strategy's Expected Result/Impact: Increase in the number of positive behavioral supports and awards for students exhibiting the Learner Characteristics. Staff Responsible for Monitoring: Administrators, PBIS Interventionist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 1 Funding Sources: Materials for sensory room - 211 Title I-A	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: All students will utilize the school (indoors and outdoors) learning environment to extend academic and social emotional learning through opportunities of play; such as having sensory pathways, opportunities to build on oral language development, allowing students to collaborate and problem solve through real world experiences like Literacy Night, STEM night, and field trips. Engagement in dramatic play experiences while enhancing relationships with their teachers, parents and peers through interactive and educational play. Strategy's Expected Result/Impact: Increase in the number of positive behavioral supports and awards for students exhibiting the Learner Characteristics. Increase the percentage of the students and staff attendance rating at the end of the year. Staff Responsible for Monitoring: Administrators, teachers, and support staff Title I: 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 3 - Perceptions 1 Funding Sources: - 211 Title I-A	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Engage staff in the training and creation of a campus wide PBIS matrix. Strategy's Expected Result/Impact: Disciplinary data (behavior tracking form entries) will be reduced by at least 10% from 2023-24 school year. Staff Responsible for Monitoring: PBIS Committee Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors Root Cause: Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.

Student Learning

Problem Statement 1: Students in the Willowridge High School feeder pattern have lagged significantly in foundational literacy and numeracy development. **Root Cause:** Students in our feeder pattern have less high-quantity and high-quality language experience and lack exposure to real-world experiences to make academic connections. There are undiagnosed disabilities and limited academic structure in many households.

Problem Statement 3: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors **Root Cause:** Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.

School Processes & Programs

Problem Statement 3: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors **Root Cause:** Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.

Perceptions

Problem Statement 1: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors **Root Cause:** Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.

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

Performance Objective 2: Ridgemont ELC will hire a PBIS Interventionist to explicitly teach appropriate behaviors in the school and classroom settings.

HB3 Goal

Indicators of Success: Decrease in Skyward behavioral referrals
Increase disruptive students' time in class

Strategy 1 Details		Reviews			
Strategy 1: Hire PBIS Interventionist Strategy's Expected Result/Impact: Decreased student behaviors Increased implementation of PBIS Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 1 Funding Sources: PBIS Interventionist - 211 Title I-A - \$75,415		Formative			Summative
		Oct	Dec	Feb	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors Root Cause: Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.
Student Learning
Problem Statement 3: Although parents feel students' academic needs are being met, and recognize positive relationships between the staff and the children, they expressed a need for more parental involvement and socio-emotional and physical activities for the children to help with student behaviors Root Cause: Our students were preschool aged when the COVID pandemic began. During this time fewer students were introduced to institutionalized child care (i.e. commercial daycare) reducing students early exposure to group peer social settings resulting in increased students behavioral challenges.

School Processes & Programs

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Perceptions

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

Performance Objective 3: By June 2025, Ridgemont ELC will increase student attendance rates by ensuring daily/weekly communication with parents and student incentives as demonstrated by the indicators of success.

- Indicators of Success:** Formative Indicators of Success
- 1. Number of classes with perfect attendance will increase by 5% by the end of each week.
 - 2. Increase end-of-year district attendance rates by .3% each quarter.

Summative Indicators of Success

Increase end-of-year district attendance rates by 1% from last year's.

Strategy 1 Details	Reviews			
Strategy 1: Communicate attendance expectations with parents via Blackboard, Class Dojo, individual phone calls and/or skyward. Strategy's Expected Result/Impact: Maintain attendance percentage at 95% or above. Staff Responsible for Monitoring: Admin, ADA, parent educator Title I: 2.6 Funding Sources: Rewards for Attendance Incentives - 211 Title I-A	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct attendance committee meetings on a regular basis monthly to identify factors contributing to lower than expected attendance rates and implementing necessary interventions. Strategy's Expected Result/Impact: Maintain attendance percentage at 95% or above. Staff Responsible for Monitoring: Admin, ADA, Teachers, Parent Educators Title I: 2.6	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Continue student attendance incentive programs, including PBIS Incentive parties, and announcement recognition. Strategy's Expected Result/Impact: Maintain attendance percentage at 95% or above. Staff Responsible for Monitoring: Admin, ADA, Teachers, Parent Educators Title I: 2.6 Funding Sources: Rewards for attendance incentives. - 211 Title I-A	Formative			Summative
	Oct	Dec	Feb	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue





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 2025, Ridgemont ELC 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 the overall growth of parental engagement as evidenced by the Indicator of Success.

Indicators of Success: By June 2025, the number of parents attending Parent classes will increase by 25%

Strategy 1 Details	Reviews			
<p>Strategy 1: The parent educator will provide periodic classes to parents with a focus on targeting areas of growth as it pertains to assisting their individual child with social-emotional and academic learning at home, the importance of attendance, and parenting sessions.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents and community members participation data at the end of the school year. Increase the attendance percentage rate to school. Increase in the number of positive behavioral supports to awards for students exhibiting the Learner Characteristics. Add FRED to increase literacy at home. Provide parents information to participate in school events such as school events,Dojo,Brighter Bites. Provide parent training sessions on the importance of attendance with ADA. Provide parent night focused on behavior.</p> <p>Staff Responsible for Monitoring: Family & Community Educator and Dean of Instruction</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: Office supplies, materials, books - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing parent education classes and opportunities for them to engage in school events and programs. Strategy's Expected Result/Impact: By increasing parental involvement (both on campus and at home), our student achievement data will continue its upward trajectory. Staff Responsible for Monitoring: Parent Educator and Administration Title I: 4.2	Formative			Summative
	Oct	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

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