

Fort Bend Independent School District

FBISD Early Literacy Center

2025-2026 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Ridgemont Early Literacy Center (RME-ELC) opened its doors in 2018, the center's program model follows an extended school year, a co-teaching model in all grade levels, and a wraparound approach to support family needs. RME-ELC provides innovative programming that supports the development of literacy and numeracy skills and socio-emotional growth for students from Pre-K3 through First grade.

The Center currently serves 410 ECSE, Prekindergarten, Kindergarten, and First-grade students in monolingual and bilingual One-Way Dual Language programs. The center also offers the innovative Fueling Brains Academy program that features two PreK 3 year-old classrooms with an approach designed around key brain-building blocks that strengthen focus, problem-solving, and memory skills.

The student population for the center is 29.51% African American, 67.07% Hispanic, 1.22% white, and 1.71% Multi-Racial. The student body is 48.78% male and 51.22% female, with 93.66% of students with low socioeconomic status. The ELC's emergent bilingual (EB) student population stands at 50.00%, where 46.10% percent participate in the OWDL program, and 3.66% participate in the English as a Second Language (ESL). The ELC serves 9.02% of students identified as having special needs. Students with special needs are supported through resource services with pullout and in-class support, and the Early Childhood Special Education Program (ECSE) is for students in Prek-3 and 4.

Students' average daily attendance rate is up from the previous year by 1.6% at 92.7%. There were no student disciplinary placements for the 2024-2025 school year.

In accordance with the Board-adopted Core Beliefs and Commitments, FBISD is committed to providing an educational system that will enable all students to reach their full potential. With that in mind, the Ridgemont Early Literacy Center serves as an innovative program that supports the academic needs of the Willowridge High School feeder pattern.

Demographics Strengths

The focus of Ridgemont Early Literacy Center is to develop literacy skills which will be achieved by providing intensive intervention through a balanced literacy approach delivered in a lower teacher-to-student ratio model for pre-kindergarten, kindergarten, and first-grade students. Pre-kindergarten students' general education and bilingual students are provided full-day programs, and kindergarten students from elementary schools within the Willowridge Feeder pattern are able to opt-in to this intensive literacy-based program. The Early Childhood Special Education program focuses on developing social-emotional and early literacy readiness skills for students aged three to four. The Fueling Brains Academy program features two PreK 3 year-old classrooms geared to strengthen focus, problem-solving, and memory skills.

Our diverse school staff composition, which reflects our student diversity allows students to experience unique perspectives that teach them respect and acceptance of others. We value students' diverse backgrounds and experiences and believe in building relationships with students and connecting learning to their unique backgrounds and experiences from an early age.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The current student attendance rate at our school has consistently been lower than the district average. This discrepancy in attendance is concerning, as it directly impacts student learning and long-term academic success, particularly for our youngest learners in early childhood education.

Root Cause: The primary underlying cause appears to be a lack of awareness among parents about the critical role early childhood education plays in a child's development and academic journey. As a result, many families may have a more relaxed or less urgent perspective on the importance of regular school attendance, especially at the early grades. This gap in understanding often leads to higher rates of absen

Student Learning

Student Learning Summary

Since its inception, the Ridgemont Early Literacy Center (RELC) has served as a foundational support system for Pre-K through 1st grade students in the Willowridge feeder pattern. With a strategic focus on early intervention and instructional excellence, RELC was designed to accelerate school readiness by equipping students with the critical literacy and numeracy skills necessary for long-term academic success. Through intentional programming, consistent assessment practices, and data-driven instruction, RELC continues to make a significant and measurable impact on the four elementary campuses it supports.

At the heart of our work lies a deep commitment to equity and growth. Our instructional model is built around meeting each student at their current level of development and guiding them toward meaningful academic progress. RELC educators employ a responsive, student-centered approach that prioritizes small-group differentiation, frequent formative assessments, and targeted instructional adjustments aligned to each student's unique needs.

This approach has yielded strong results, especially in Pre-Kindergarten,. These gains reflect the effectiveness of our early learning strategies and the power of intentional phonemic and mathematical concept development.

As students transition into Kindergarten and 1st grade, the data highlights both areas of continued success and emerging instructional needs. While bilingual students in Kindergarten showed steady improvement in decoding and oral reading fluency, overall grade-level performance declined—literacy dropped from 89% to 76%, and numeracy from 76% to 55%. In 1st grade, although 78% of students remained on track in numeracy, literacy outcomes plateaued at 62%, indicating a need for stronger comprehension supports and sustained vocabulary development.

Despite these challenges, RELC remains steadfast in its vision: to create a strong academic foundation that positions every student for success in upper elementary grades and beyond. We recognize that closing early achievement gaps requires not only strong Tier 1 instruction, but also aligned vertical planning, data-informed interventions, and culturally responsive teaching. As we look ahead, we remain committed to refining our practices, deepening our impact, and continuing to elevate student achievement for every learner we serve.

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Student Learning Strengths

Pre-Kindergarten (CLI Circle Data)

Strengths:

- **Phonological Awareness:** Increased from 82% (EOY 2023) to **93%** in EOY 2024 – a significant 11-point gain.
- **Numeracy:** Rose dramatically from 62% to **92%** – a **30-point** increase showing strong foundational math instruction.
- **Rote Counting, Number Naming, Shape Naming, and Counting Sets** also demonstrated strong performance trends, indicating comprehensive growth across math sub-domains.
- Gains were consistent across both monolingual and bilingual subgroups, showing equitable instructional impact.
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- **Kindergarten - MAP Scores**

Strengths:

- **Literacy:** Although overall literacy decreased from 89% to 76%, several skills like **Letter Naming** and **Decoding for Bilingual students** showed improvement over the year.
- **Fluency Scores:** The EOY Oral Reading Rate for bilingual students improved steadily BOY to EOY, reflecting developing fluency skills.
- **Consistent growth** was seen in some foundational skill sub-categories from BOY to MOY, particularly in **Phonological Awareness** and **High-Frequency Words** for bilingual students.
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- **1st Grade - MAP Scores**
- Strengths:

Numeracy: Although there was a decline, 78% of students ended on track, showing solid performance overall.

Monolingual Reading MAP Growth: Improved by EOY – suggesting reading stamina and comprehension are strengthening over time.

Bilingual Listening Comprehension and Decoding showed steady progress from BOY to EOY.

MAP Fluency and Oral Reading Rate: Both groups demonstrated notable fluency growth between MOY and EOY, reflecting effective reading instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Performance declined or stagnated in key academic areas as students progressed into Kindergarten and 1st grade. Kindergarten experienced a 21-point decrease in numeracy (from 76% to 55%) and a 13-point drop in literacy (from 89% to 76%) by the end of the year. First grade literacy remained nearly stagnant at 62% on track, with declines in math scores across both monolingual and bilingual subgroups

Root Cause: Tier 1 instruction is not consistently followed by targeted small group instruction that meets students at their instructional level, particularly for students who fall behind midyear.

School Processes & Programs

School Processes & Programs Summary

Ridgemont Early Literacy Center (RELC) offers a unique and innovative early childhood program designed to support the development of foundational literacy, numeracy, and social-emotional learning for students in Pre-Kindergarten through First Grade. Our comprehensive approach prioritizes both academic achievement and whole-child development, ensuring that students are well-prepared for continued success throughout their educational journey.

RELC's model is grounded in research-based practices and includes:

- **A low student-to-teacher ratio** that supports individualized instruction. Each classroom follows a co-teaching model with both a certified teacher and an instructional paraprofessional.
- **Targeted literacy support**, led by a campus-based Literacy Instructional Coach who facilitates Professional Learning Communities (PLCs), instructional coaching cycles, and on-site professional development to strengthen teacher practice and student outcomes.
- **Dual language programming**, now in its fifth year of implementation in Pre-K and Kindergarten, third year in First Grade. A dedicated Bilingual/ESL Specialist provides ongoing guidance, instructional modeling, and language development strategies to enhance bilingual instruction across classrooms.
- **Social-emotional learning (SEL) supports** embedded in the school culture. Administrators, counselors, pbis interventionist, teachers, and support staff work collaboratively to meet students' behavioral and emotional needs through guidance lessons, daily relationship-building, and positive behavior reinforcement systems.
- **Technology integration** across all classrooms with the use of SMART Boards to enhance interactive learning and lesson delivery.
- **Community and family partnerships** that extend learning beyond the classroom. RELC hosts parent education workshops, collaborates with Brighter Bites to promote nutrition and wellness, and provides afterschool academic enrichment programs to engage students and families.

School Processes & Programs Strengths

The following are school processes and program strengths that support high-quality early learning and student development:

School Processes at Ridgemont ELC

1. Co-Teaching Instructional Model

- Each classroom includes both a certified teacher and an instructional aide, ensuring a low student-to-teacher ratio and greater capacity for small-group support and individualized instruction.

2. Embedded Coaching and Professional Learning

- A campus-based **Literacy Instructional Coach** supports continuous improvement through PLCs, coaching cycles, and job-embedded professional development.
- A **Dual Language Specialist** provides targeted support to bilingual classrooms, guiding implementation and instructional alignment in dual language environments.

3. Tiered Behavior Support Framework (PBIS)

- The campus implements a shared PBIS system with RME using the "FAST" expectations (Friendly, Acceptable, Safe, Team Player) to promote a unified behavior culture across the site.

4. **Technology Integration in Instruction**

- Every classroom is equipped with a SMART Board to enhance lesson delivery and provide opportunities for interactive, technology-rich learning experiences.

5. **Parent and Community Engagement**

- RELC strengthens the home-school connection through parent education programs, nutrition partnerships (e.g., Brighter Bites), and afterschool academic engagement opportunities.

Program Strengths at Ridgemont ELC

1. **Early Literacy and Numeracy Focus**

- The curriculum is intentionally designed to target foundational reading and math skills in alignment with early childhood best practices, leading to strong performance outcomes in Pre-K.

2. **Dual Language Program Implementation**

- Now in its 5th year for Pre-K and Kindergarten and 2nd year for 1st grade, the dual language program offers robust bilingual instruction with growing instructional capacity and support.

3. **Social-Emotional Learning (SEL) Support**

- SEL is embedded in daily routines, with administrators, counselors, teachers, and staff collaborating to meet students' emotional and behavioral needs through guidance lessons and relationship-building strategies.

4. **Instructional Alignment and Capacity Building**

- The campus prioritizes aligned professional learning across grade levels, equipping teachers with the tools and training to implement consistent, developmentally appropriate instruction.

5. **Strong Pre-K Performance Outcomes**

- Data shows significant growth in Pre-Kindergarten in both phonological awareness (93% on track) and numeracy (92% on track), reflecting strong early instructional effectiveness.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inconsistent Implementation of Schoolwide Systems and Instructional Practices.

Root Cause: Frequent changes in campus leadership since 2018 have disrupted the continuity of systems, leading to inconsistent implementation of instructional practices and schoolwide expectations. This inconsistency has contributed to a lack of clarity among staff regarding expectations.

Perceptions

Perceptions Summary

At Ridgemont Early Literacy Center, families recognize and value the school's welcoming environment, dedicated staff, and commitment to early academic success. The majority of parents rate the school as excellent and express confidence in the safety, care, and support their children receive. Parents feel positively about the school's communication practices, access to technology, and opportunities for involvement, especially in events that support literacy and whole-child development.

However, the data also reveals areas where perceptions can be strengthened. While many families feel welcomed and informed, fewer feel actively involved in decision-making or fully aware of the programs, services, and learning expectations that shape their child's experience. There is also a call for clearer communication around bullying prevention, student engagement in meaningful learning, and how the school addresses individual student needs.

Overall, Ridgemont ELC is viewed as a nurturing and academically focused campus, and there is a shared desire among families for deeper collaboration, greater transparency, and stronger family-school partnerships that empower all students to thrive.

Perceptions Strengths

Ridgemont Early Literacy Center is recognized by families as a nurturing and supportive school environment, where students' well-being and academic success are prioritized. A significant majority of parents—59%—rated the overall quality of the school as “Excellent,” and 66% indicated they would recommend the school to others, reflecting high levels of satisfaction and trust. Families feel welcomed on campus and express appreciation for the respectful relationships fostered between staff and the school community. Parents also report feeling well-informed about their child's academic progress and behavior, indicating that the school maintains consistent communication regarding student performance.

Technology access and integration are another strength at Ridgemont ELC. Most families have high-speed internet access at home, and 91% reported satisfaction or high satisfaction with their child's access to technology at school. The school's efforts to support diverse student populations, including students in special education and English language development programs, were positively rated, with families noting satisfaction with academic and intervention services.

In terms of school leadership, most parents believe that administrators act with care, courtesy, and integrity. School staff are perceived as dedicated to student success, and safety is seen as a priority—with many parents expressing confidence in the enforcement of discipline and respectful interactions among staff and students. Additionally, families appreciate the availability of academic support programs and cultural diversity on campus, and they are especially enthusiastic about participating in events such as Family Fun Nights and Literacy Workshops, which reinforce the school's focus on early literacy and family engagement.

Overall, Ridgemont ELC is perceived as a welcoming, student-centered campus with a strong foundation in relationship-building, early academic support, and a positive school culture that promotes safety, inclusion, and family partnership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While Ridgemont Early Literacy Center is perceived positively by a majority of families, a significant portion of parents remain disengaged or unaware of core programs and opportunities to participate in decision-making, leading to inconsistent family-school partnerships and reduced impact of school initiatives.

Root Cause: Effective family engagement is foundational to student success in early literacy environments. The data indicates a disconnect between parent awareness and involvement, particularly in Title I programs and campus initiatives. Strengthening two-way communication, proactively using family input, and increasing transparency about student support (especially related to equity) will foster trust.

Priority Problem Statements


Goals







Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: Ridgemont Early Literacy Center will improve student outcomes by ensuring that 100% of Tier 1 instruction is followed by targeted, data-driven small group instruction at least 3 times per week in reading and math for all identified students. By January 2026, at least 80% of students receiving small group interventions will demonstrate progress toward grade-level benchmarks as measured by district assessments and progress monitoring tools (MAP Assessment, CLI Engage).

High Priority

Evaluation Data Sources: Lesson Plans with Small Group Plans
Walkthroughs & Observations (with look-fors)
Progress Monitoring Tools (CLI Engage, MAP Growth)
Student Assessment Data (BOY, MOY, EOY)
Small Group Documentation Logs

Strategy 1 Details		Reviews			
Strategy 1: Implement a Tier 1 + Tier 2 Instructional Framework that ensures all students receive high-quality core instruction (Tier 1) and that additional, targeted support (Tier 2) is provided to students who need it--without removing them from Tier 1 learning. The following steps will be taken: Use core curriculum with fidelity during Tier 1. Embed flexible small group time into the daily instructional schedule. Ensure that Tier 2 instruction is targeted, timely, and skill-specific. Strategy's Expected Result/Impact: Increased consistency in instructional delivery and responsiveness to student needs. Staff Responsible for Monitoring: Associate Principal Assistant Principal Literacy Coach		Formative			Summative
		Oct	Dec	Feb	June
		 Considerable			



Strategy 2 Details	Reviews			
Strategy 2: Use ongoing data to Identify student needs for small group instruction. Conduct data meetings to review student progress. Use assessment tools (e.g., CLI Engage, MAP) to form and adjust groups. Train staff on how to analyze data and determine appropriate instructional levels. Strategy's Expected Result/Impact: Small groups are fluid and accurately reflect student needs throughout the year. Staff Responsible for Monitoring: Associate Principal Assistant Principal Literacy Coach Interventionists Teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development on differentiation and small group instruction. The following steps will be taken: Offer PD focused on instructional strategies for small groups. Model small group lessons and provide coaching cycles. Strategy's Expected Result/Impact: Increased teacher capacity to deliver effective, responsive small group instruction. Staff Responsible for Monitoring: Literacy Coach Associate Principal Assistant Principal PLC Lead and Team Leaders	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: Ridgemont Early Literacy Center will strengthen family engagement by increasing parent awareness, input, and participation in Title I programs and campus initiatives. By May 2026, at least 80% of families will report feeling informed, included, and valued in decision-making and student support processes, as measured by parent surveys and participation data. The campus will implement at least three two-way communication strategies and host a minimum of four family engagement events aligned to academic and equity-focused priorities.

High Priority



Evaluation Data Sources: Title I Parent and Family Engagement Survey
 Parent Participation Logs
 Two-Way Communication Logs (Parent-Teacher Conference Forms)
 Parent Newsletters
 Title I Meeting Agendas and Minutes






Strategy 1 Details	Reviews			
Strategy 1: Implement three two-way communication tools (Parent Newsletter, Call-Outs, Emails) Strategy's Expected Result/Impact: Increased access to timely, translated communication. Improved parent understanding of academic and behavioral expectations. More parent-initiated communication. Staff Responsible for Monitoring: Associate Principal, Assistant Principal, Parent Educator, Title I Coordinator	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Host parent learning opportunities. Strategy's Expected Result/Impact: Empowers families to support learning at home. Clarifies campus processes for intervention and support. Promotes equitable access to academic strategies. Staff Responsible for Monitoring: Parent Educator	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Ridgemont ELC will implement a yearlong, comprehensive family engagement plan that supports student success by offering both academic and non-academic opportunities for families and children to connect with the school. Events will promote literacy, numeracy, SEL, and wellness--while also including interactive, fun activities for children to increase participation, build positive school associations, and celebrate learning.</p> <p>Strategy's Expected Result/Impact: Increased parent and student participation in school events.</p> <p>Strengthened home-school relationships.</p> <p>Improved parent understanding of academic strategies and student support systems.</p> <p>Greater student enthusiasm for learning and positive emotional connections with school.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principal Parent Educator Teachers Instructional Leadership Team Counselor PBIS Interventionist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: Ridgemont Early Literacy Center will ensure 100% of campus funds are allocated and expended in alignment with identified instructional priorities and the FBISD Strategic Plan. The campus will maintain compliance with all district budgeting procedures and conduct quarterly reviews of expenditures to ensure transparency and effective resource management.

Strategy 1 Details	Reviews			
Strategy 1: Conduct quarterly budget reviews with leadership team to assess alignment to strategic priorities. Strategy's Expected Result/Impact: Improved budget transparency and accountability. Early identification of budget discrepancies or misalignments. Increased alignment of financial decisions with instructional goals. Shared ownership of campus finances among leadership team members. Staff Responsible for Monitoring: Associate Principal Assistant Principal	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Utilize budget tracking tools to monitor expenditures and ensure transparency in financial decision-making. Strategy's Expected Result/Impact: Real-time access to budget balances and trends for informed decision-making. Prevention of overspending or underspending of campus funds. Improved accuracy and timeliness in budget reporting and compliance documentation. Staff Responsible for Monitoring: Associate Principal, Secretary	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Align all purchase requests with CIP goals and instructional needs, ensuring documentation supports strategic alignment. Strategy's Expected Result/Impact: Every dollar spent directly supports student learning and school improvement goals. Strengthened connection between instructional planning and financial decision-making. Streamlined approval process with clear justification for all purchases. Staff Responsible for Monitoring: Associate Principal, Assistant Principal, and Literacy Coach		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 4: Increase the percentage of students meeting or exceeding grade-level expectations in Foundational Skills and Oral Reading Fluency by ensuring that all students build a strong literacy foundation by focusing on phonological awareness, phonics, and oral reading fluency.

Performance Objective 1: By May 2026, the percentage of Kindergarten and 1st grade students performing at Meets or Exceeds on Foundational Skills (Phonological Awareness and Phonics/Word Recognition) and Oral Reading Fluency (Sentence Reading Fluency and Oral Reading Rate) on the MAP Reading Fluency assessment will increase from the current baseline levels of 21-32% to at least 55%.

High Priority

Evaluation Data Sources: MAP Reading Fluency (Fall, Winter, Spring); Foundational Skills reports (Phonological Awareness, Phonics/Word Recognition); Oral Reading Fluency reports (Sentence Reading Fluency, Oral Reading Rate, Accuracy)


Progress Monitoring Checks:



Teacher-collected data from small-group phonics instruction






Intervention Tracking Logs: Documentation of Tier II/III interventions (attendance, skill focus, mastery checks)

PLC Data Review Notes:

Evidence of team analysis of MAP reports, student work samples, and instructional adjustments

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier I Instructional Strategies</p> <p>Implement daily explicit phonics lessons using systematic phonics and phonological awareness routines (e.g., blending, segmenting, manipulating sounds).</p> <p>Incorporate fluency practice (choral reading, echo reading, repeated readings, partner reading) to build oral reading rate and accuracy.</p> <p>Embed listening comprehension and vocabulary instruction within read-alouds and shared reading to strengthen language comprehension.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate stronger letter-sound correspondence, blending/segmenting, and decoding skills, leading to fewer students in the "Below Expectation" range for Foundational Skills.</p> <p>Students' oral reading rate, accuracy, and prosody will improve, moving more students from "Approaching" to "Meets/Exceeds" on Sentence Reading Fluency.</p> <p>Students will expand receptive vocabulary and improve comprehension of grade-level texts, reducing the percentage of students flagged for language comprehension weaknesses.</p> <p>Instruction will become more consistent and cumulative, ensuring that phonological awareness - phonics - fluency progression is mastered campus-wide.</p> <p>Staff Responsible for Monitoring: Literacy Coach Associate Principal Assistant Principal Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
Strategy 2: Targeted Intervention & Small Groups Provide Tier II/III interventions for students scoring in the foundational skills level in MAP fluency, focusing on phonics mastery, decoding practice, and fluency passages. Utilize decodable texts and fluency passages aligned to student reading levels for daily small-group practice. Leverage bilingual supports (Spanish/English) for dual language students to strengthen transfer of foundational literacy skills. Strategy's Expected Result/Impact: Struggling students will close skill gaps faster, increasing the percentage of students who are at the Oral Reading level in the Winter and Spring MAP checkpoints. Students will build automaticity with decoding, directly improving oral reading fluency rates and accuracy. Emergent bilingual students will transfer foundational skills across languages more effectively, narrowing performance gaps between English and Spanish test groups. Staff Responsible for Monitoring: Associate Principal Assistant Principal Literacy Coach Teachers Interventionists (bilingual and monolingual) Classroom Teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Monitoring & Data-Driven Instruction Use PLC data meetings to analyze MAP reports, set grade-level action steps, and adjust instruction/interventions. Strategy's Expected Result/Impact: Teacher teams will use real-time MAP and classroom data to refine Tier I and interventions, resulting in more consistent student growth across classrooms/grade levels. Staff Responsible for Monitoring: Literacy Coach Assistant Principal Associate Principal Classroom Teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Professional Learning & Teacher Support Provide professional development on explicit phonics instruction and fluency-building routines. Conduct classroom observations and coaching cycles to monitor fidelity of foundational skills instruction and provide feedback. Share exemplar lessons and model small-group strategies during PLCs and coaching sessions. Strategy's Expected Result/Impact: Teachers will improve instructional quality and consistency, leading to stronger fidelity in Tier I lessons and better student outcomes. Teachers will feel more confident in delivering small-group and whole-group literacy instruction, resulting in higher student engagement and achievement. Staff Responsible for Monitoring: Literacy Coach Assistant Principal Associate Principal	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				