Fort Bend Independent School District

Ridgegate Elementary

2019-2020 Improvement Plan

Accountability Rating: B

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-mindness - 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

For the 2018-2019 school year, the spring PEIMS reported the following data:

Total: 689

Kindergarten Grade[102] 14.68%

1st Grade[108] 15.54%

2nd Grade[118] 16.8%

3rd Grade[112] 16.12%

4th Grade[119] 17.12%

5th Grade[136] 19.57%

The demographics are as follows:

Gender		
Female	[337]	48.49%
Male	[358]	51.51%
Ethnicity		
Hispanic-Latino	[467]	67.19%
Race		
American Indian - Alaskan Native	[2]	0.29%
Asian	[3]	0.43%
Black - African American	[202]	29.06%

Gender

Native Hawaiian - Pacific Islander 2   0.29%

White   11   1.58%

Two-or-More   8   1.15%

Also, the Special Services, Student progams, and Homelessness data distribute in the following manner:

Special Services (2018 - 2019 Summer PEIMS file loaded 05/29/2019) Count Percent

Instructional Settings

	Count	Percent
Speech Therapy	49	7.03%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	30	4.30%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	38	5.45%
Full-Time Early Childhood	2	0.29%
Mainstream	35	5.02%

Student by Program (2018 - 2019 Summer PEIMS file loaded 05/29/2019)	Count	Percent
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	614	88.35%
Reduced Lunch Participation	42	6.04%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	3	0.43%
Special Education (SPED)	99	14.24%
Title I Participation	695	100.00%
Pregnancy Related Services	0	0.00%
Homeless Statuses		
Homeless Status Total	17	2.45%
Shelter	3	0.43%
Doubled Up	13	1.87%
Unsheltered	0	0.00%
Hotel/Motel	1	0.14%

ther Student Information (2018 - 2019 Summer PEIMS file loaded 05/29/2019)	Count	Percent
Economically Disadvantaged	656	94.39%
Title I Homeless	0	0.00%
Limited English Proficient (LEP)	367	52.81%
Migrant	0	0.00%
Military Connected	0	0.00%
Foster Care	8	1.15%
Section 504	37	5.32%
Intervention Indicator	206	29.64%
Unaccompanied Youth	4	0.58%
IGC Reviewed	0	0.00%

RGE has a leadership team comprised of the Principal, Assistant Principal, Math Coach, CCC, ESL Support person, and counselor. We also have 2 LIT's, one Bilingual LIT and a Math specialist. We have 4 enrichment teacher and we are allocated to have an ABL position for the 2019-2020 school year. There

are 31 classrooom teachers, 16 of which are bilingual.

Demographics Strengths

The main demographic strength at RGE is its diverse population that brings different experiences and approaches to the school.

The diverse faculty and staff are committed to see the community growing and becoming stronger. The Bilingual/ ESL teachers in every grade level make the school experience accessible to those who need it.

Student Academic Achievement

Student Academic Achievement Summary

-Formal and informal student assessment data was analyzed and used to develop small groups, Tier III interventions, and after school tutorials for 3rd-5th grade in the subjects of Reading/Writing/Math and Science.

-3rd-5th grade level teams implemented a STAAR spiral review plan targeting priority TEKS.

-Instructional coaches and teachers collaborated and analyzed data to drive instruction.

-Tracking and evaluating student data from the programs: Ren 360 and Education Galaxy in Reading and Math.

Student Academic Achievement Strengths

Student Academic Achievement Strengths are due to:

-Implementation of structured, focused, Data-Driven PLC's.

-Instructional coaches strategically planned lessons with teachers.

-Teachers and students were supported by math and reading interventionist/coaches.

-Strategic planning of STAAR spiral review of priority TEKS.

-After school and Saturday Tutorials were offered and highly encouraged to students in 3rd-5th grade in the subjects of Reading/Writing/Math and Science.

-Use of the Education Galaxy online program that targets Tier II and Tier III students.

School Processes & Programs

School Processes & Programs Summary

Teachers at Ridgegate Elementary meet regularly to ensure that lesson plans are in alignment with the district curriculum and the Texas Essential Knowledge and Skils for their grade level. All teachers implement small group instruction in both reading, writing, and mathematics. Differentiation will be commonly practiced during whole and small group instruction through the use of SIOP strategies. We will focus on providing instruction that allows students to have hands on and exploratory learning.

Teachers will administer all district and state assessments including Renaissance 360, universal screening, STAAR testing for reading, math, writing, and science in grades 3-5, and TELPAS for English Learners and Learning Assessments for all grade levels.

Instructional data will be viewed and analyzed by teachers, specialists, and administrators as part of our campus Responsive Instruction (RTI) Plan. We are implementing a Responsive Instruction Data Wall, which will be reviewed and updated monthly during PLC. In addition, the administration and Responsive Instructional Team will meet with teachers individually to anyalyze documentation to implement Tier 2 and 3 instruction.

Ranger Roundup is an academic intervention/enrichment period, in which specific campus skills are enriched and/ or remidiated for students Kindergarten through Fifth. Ranger Roundup provides students addidtional time daily to close gaps or extend their learning. The campus will also collaborate with district coordinators/facilliators in regard to behavioral supports as it may influence acadmic performances.

School Processes & Programs Strengths

An overall strength was the consistent support from school business partners throughout the year. The support was given in resources for students and staff. Ridgate fostered business partnerships with: Mosaic Community Church, Achieve Fort Bend County, and Houston Coffee and Cars.

Perceptions

Perceptions Summary

Ridgegate is well-known in the community and has been open since 1979. During the 2018-2019 school year, Ridgegate Elementary served a population of 94.39% of the students in the Economically Disadvantaged category. In an effort to effectively serve this population, many programs and initiatives were offered on campus such as Girl's Club, Broadcast Club, Good News, Girl/Boy's Scout Program, and Choir. We provided breakfast for late-comers through the Grab and Go Program, extra food for the weekend through BackPack Buddies, and glasses sponsored from the Lions club.

The results from the Parent Survey indicated the following:

-79% of respondents are satisfied of the overall qualiy of their child's school.

-85% of respondents believe that RGE provides high learning standards for all learners and set high expectations for all students

Perceptions Strengths

Overall strengths identified from the 2019 FBISD Campus Quality Survey of Parents are as follows:

-93% of respondents are kept informed about their child's behavior

-93% are kept informed about their child's grades and academic progress.

-Teachers give helpful feedback about student work

-There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.

-Students in this school are treated fairly regardless of their race, culture, religon, sexual orientation, gender, or disabilities.

-The school is safe and secure.

-Respondents feel that school leaders are available when they have a concern.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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

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

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: June 03, 2019

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to FBISD curriculum.

Performance Objective 1: By May 2020, all students will demonstrate a year's academic growth. Growth will monitored and measured through weekly data analysis and student data trackers, results of campus benchmarks, district learning assessments, and state level academic reports. This will be accomplished by implementing systems such as observations of mentor teacher, increasing opportunities for co-teaching with instructional coaches to improve Tier 1 instruction, utilizing CHAMPS in classrooms, implementing the PLC cycle and Aggressive Monitoring that focus on academic growth for all student groups.

> **Evaluation Data Source(s) 1:** Interim Assessments
> Ren360
> CFA's
> State Assessments-STAAR/TELPAS- passing and growth rates
> District Learning Assessments
> Weekly Checkpoints
> Student Data Tracker
> Tier 2 and Tier 3 Intervention Log
> Education Galaxy
> Structured PLCs
>
> **Summative Evaluation 1:**

Strategy Description	ELEMENTS
1) Teachers will collaborate with interventionist/coach-es in grade level and vertical teams utilizing schoology to increase Tier 1 instruction in proficiency levels. Content-based vertical teams will collaborate at least four times during the school year to identify gaps, student misconceptions, and analyze low performed TEKS from assessments.	2.4, 2.5, 2.6
2) The Data-Driven PLC meetings will be structured to analyze student data, create instructional action plans, and track student growth in the core subjects of reading, writing, math, and science.	2.4, 2.5, 2.6

Strategy Description	ELEMENTS
3) Instructional Coaches will utilize student data and observational data to support classroom teachers in the improvement of Tier 1 instructional practices in the areas of rigor implementation, TEKS alignment and relevance.	2.4, 2.5, 2.6
4) Professional learning topics will support and equip teachers with methods to implement writing across curriculum.	2.5, 2.6
5) Instructional resources will be purchased with Title-1 funds in order to further enrich student achievement.	2.6

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 1: By May 2020, Ridgegate will establish a positive growth mind-set by implementing individualized student data trackers to promote student ownership of their learning and foster communication regarding their progress.

    Evaluation Data Source(s) 1: CST Walks
District learning assessments
Campus assessments
Student Data Trackers

    Summative Evaluation 1:

Strategy Description	ELEMENTS
1) A campus-wide implementation of student data trackers to track and monitor interim assessments, common assessments, and/or other assessments to	2.4, 2.5, 2.6
2) Teacher and student will establish data talks and set individualized academic goals.	2.4, 2.5, 2.6

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 2: RGE will initiate actions towards establishing a rigorous student based Formative Assessment continuum that tightly aligns with instructional practices and includes a cycle of performance review, student progress monitoring and student goal setting in an scaffold progression that supports student learning.

> **Evaluation Data Source(s) 2:** Lesson Plans
> Formative Assessments
> Student Rubrics
> Students performance outcomes
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> **Summative Evaluation 2:**

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 3: RGE will initiate actions towards strengthening our PLC systems utilizing various PLC protocols that will consistently provide systems that (1) identify strengths and weaknesses of students and (2) create instructional Tier 1 action plans to address those strengths and weaknesses.

> **Evaluation Data Source(s) 3:** Lesson Plans
> PLC protocols documentation
> Student Academic Growth indicators
>
> **Summative Evaluation 3:**

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

Performance Objective 1: By May 2020, Ridgegate Elementary will ensure that all students will have access to high quality instruction by implementing the SIOP model along with strong and effective communication plans. This ensures all students are engaged in guided discourse about how to best support them.

Evaluation Data Source(s) 1: Aggressive Monitoring Form
Data Trackers
Formal/Informal Observations
CST walk data
District Learning Assessment data
REN 360 data
TELPAS
STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS
1) Sentence stems will be visible, differentiated, and accessible for all students to use during guided discourse.	2.4, 2.5, 2.6
2) Teachers will implement a vocabulary rich classroom environment with the use of an interactive word wall.	2.4, 2.5, 2.6

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objective 1: RGE will create a system that supports the SEL of students and provides them with the tools to drive their behavior and become self accountable for their decision making process

Evaluation Data Source(s) 1: PBIS Implementation Records
Discipline Data
Counselor's logs and documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS
1) RGE will implement an Action Based Learning class to engage all learners and support their learning.	2.4, 2.5, 2.6
2) RGE teachers will consistently implement CHAMPS in the classroom to provide a more systematic learning environment.	2.4, 2.5