

Fort Bend Independent School District

Ridgemont Elementary

2017-2018 Formative Review with Notes

Accountability Rating: Improvement Required



Mission Statement

Fort Bend ISD Mission: Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Ridgemont Elementary Mission: Our mission is to build a foundation of meaningful relationships through mutual respect by implementing reflective, responsive, data-driven, and research-based instruction for a differentiated classroom, which will ensure that our students reach their full potential.

Vision

Fort Bend ISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Ridgemont Elementary Vision: At Ridgemont Elementary, our vision is to provide quality education in a safe, supportive environment to empower life-long learners who are productive citizens in our community.

Value Statement

At Ridgemont Elementary we want students to be in positions to lead quality lives filled with meaning as well as accomplishment. This means, TEKS proficiency is expected for all students in each subject area and development of strong character.

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Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success. . 14



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. 20


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









Performance Objective 1: By March 2018, we will close the achievement gap and increase performance rates of African American students by increasing the percentage of students who Exceed the Progress Measure by at least 10% through focusing on Data Driven Instruction (DDI) and Positive Behavior Interventions and Support (PBIS).

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 1) Ridgemont Elementary staff will utilize Positive Behavior Interventions and Supports (PBIS) strategies school wide in order to decrease office referrals for continuous level 1 and level 2 offenses by 50% from last year. During 3 different times of the day and in 3 different locations, teachers will utilize the PBIS Rewards App to track student points that can be used to earn classroom rewards, school store rewards or entrance to special events which will be held four times this school year. Restorative Discipline coach will plan social and academic circles for teachers to use twice a week.	Administrators, PBIS Committee, classroom teachers, Restorative Discipline Coach	Teachers received PBIS training August 3 and 4 and they will be observed utilizing the school wide behavior positive supports and there will be at least a 20% increase in students participating in the four interval celebrations throughout the year. In each homeroom class, 80% of students will earn their 45 PBIS rewards points a week. Points can be earned by these school-wide behaviors: "Be Safe, Be Kind, and Be Responsible." 3 points can be earned during 3 different times a day in 3 different locations. There will be more than a 50% decrease monthly in the gap between the African American and Hispanic students' discipline referrals. Daily average student attendance will be at least 97% each week.	December 	Discipline data is considerable progress from last year. The majority of the teachers are using the Rewards App. Students are purchasing items from the school store. Teachers are implementing classroom rewards as well.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) During each grading period, in conjunction with the checkpoint for observation and feedback, the Relay Team will review cumulative student data. During this time, the Relay Team and Facilitator RtI will also evaluate the effectiveness that Action Plans have had on student achievement by reviewing the data of students who received targeted remediation on certain priority standards.	Relay Team, Facilitator RtI	In the Student Achievement domain, closing the performance gap will be met with a score of at least 5% above the state target. At least 70% of all students in all content areas will be on track to meet or exceed progress measure. On the reassessment, 100% of students who were targeted for reteach/intervention based on their score will increase by at least 10% on identified priority Readiness Standards.	December 	The reassessments will occur the 19th and 20th of December.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 3) During each grading period, the Relay Team and teachers will disaggregate interim assessment data by student and compare actual performance to the predicted performance. The team will also analyze district learning assessments and identify the trends and/or growth opportunities. The Relay Team, teachers, interventionists, and Facilitator RtI will identify gaps in the data and create plans to address these gaps.	Administrators, Relay Team, teachers, Interventionist, Facilitator RtI	All students will score at least 70% or higher on all interim assessments. The percentage passing for African American students will be the same compared to Hispanic students and/or increase to same or more throughout the year. A 20% increase in students mastering the learning objectives as seen on interval campus-based assessments. On the reassessment, 100% of students who were targeted for reteach/intervention their score will increase by at least 10% or more on identified priority TEKS according to state standards.	December 	The teachers made predictions. We will need to add the prediction piece into our template. The district learning assessments are occurring now. The data will be analyzed as it comes in.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	


System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 4) By November 30, 2017, the Relay Team will conduct an audit of their coaching and feedback given to teachers from the second 9 weeks. The Relay Team will evaluate coaching and feedback to ensure they are: high leverage, bite-sized, understandable, linked to teacher's data driven instruction goals/PD goals, measurable, observable, and practicable. The Relay Team will review the follow-up and subsequent coaching and feedback in order to identify where teachers fall on the Rigor and Management Trajectory.	Relay Team coaches	For the coaching and feedback action steps that do not meet the exemplary criteria, teams will practice rewriting those coaching and feedback and will reach a consensus on the "best" coaching and feedback. At least 75% of teachers who are being coached will be at level 3 or higher on the Rigor and Management Trajectory.	December	
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 5) By the end of the first school semester, a Mentor Teacher from each grade, K-5, will be videotaped teaching a lesson using one of the strategies from the book, "Engaging Students In Poverty In Mind: Practical Strategies for Raising Achievement." Teachers in grades K-5 will score the level of student engagement using a rubric. During PLCs, the team will discuss the level of engagement utilizing the Peer Coaching Relay Model to provide peer feedback and promote growth and student achievement. All teachers will complete a reflection sheet how they can maximize student engagement and continue to adjust their teaching practices.	Classroom teachers, Master teachers	Teachers will be able to refine their current practices related to student engagement, by reviewing videos of themselves, discussing next steps, and receiving feedback from colleagues during PLC. As teachers refine their practice, Master teachers will provide support through coaching and observation.	December 	Relay team has handed out cameras so recordings can happen this week and next week.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	


System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 6) By May 2018, teachers and Relay team will analyze cumulative Interim Assessment data, STAAR 2018 data, and End of Year Universal Screener data by teacher and identify correlation between student progress and teacher progress. This data will be used to determine teacher development, campus professional development for the next year, and students who need additional evaluation.	Relay Team, classroom teachers	In the Student Achievement domain, closing the performance gap will be met with a score of at least 5% above the state target. At least 70% of all students in all content areas will be on track to meet or exceed progress measure. On the reassessment, 70% of students who were targeted for reteach/intervention will increase their score by 10% or more on identified priority Readiness Standards.	December 	Interim Assessments and Ren 360 data have been analyzed to develop PD around aggressive monitoring and learning and success criterion.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 7) Ridgemont will implement the "All In" mentoring program. Participating mentors will include district personnel and community members. The "All In" program purpose is to provide mentoring and targeted academic support to students in grades 3-5.	Administrators, parent educator	At least 70% of students grades 3-5 in reading and math will be on track to meet or exceed progress measure on reading and math STAAR. The percentage of students who meet performance standards will increase by at least 15% in all student groups in writing and science objectives as assessed by STAAR. Students will show progress on the learning progressions in the area of writing, revising, and editing.	December 	The "All In" mentoring program started Monday November 6 and continues through December.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>				



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 2018, the percentage of students who Met or Exceeded the Progress Measure for all students assessed by STAAR will increase from 55% to 70% for reading and math by focusing math instruction on recognizing and utilizing multiple representations of data and by focusing reading instruction on making inferences.









Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 1) Starting in October 2017, once a month we will have a parent engagement workshop, which will focus on what children should be learning in English language arts and mathematics in each grade with the priority Readiness Standards, activities that parents can do at home to support their child's learning, methods for helping parents build stronger relationships with their child's teacher. We also focus on tips for planning for college and career readiness. The parent educator will offer a 10 week Bilingual Family Literacy class in the morning and in the evening.	Parent Center Coordinator, Strategic Planner, Administrator	The percentage of parents that will attend the Bilingual Family Literacy will increase by more than 50% in the morning and evening sessions. Students of parents that consistently participated in the classes' will have reading levels that increase by 1 or more levels by the end of the 10 week session.	December 	Sign-in sheets, agendas.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) By October 30, 2017, the Relay Team will train teachers and support staff on key elements of Data Driven Instruction (Assessment, Planning, Analyzing Data, Analyzing Student Work) and Observation/Feedback (Real-time Feedback, Implementation of Action Steps, Implementing Feedback by Planning and Practicing for the Action Step).</p> <p>Teachers will be trained to use their data to create flexible groups based on Readiness, Learning Styles, and Multiple Intelligence. Students who need targeted intervention will be tracked for progress and/or lack of progress. The Facilitator RtI will work with the teacher and the interventionist to create and monitor the Individualized Intervention Plan.</p>	Relay Team, teachers, Facilitator RtI, Interventionist, Support staff	100% of teachers K-5 and support staff will be trained on Data Driven Instruction, Observation, and Feedback and will have the opportunity to practice key elements related to these systems. Teachers will reflect upon their current levels of implementation and their progress on their Relay Action Plans. Teachers will be able to make ongoing adjustments as needed. Reteach plans using flexible grouping will increase students' proficiency level by more than 10 points on interim assessments when compared to the reassessment/retest.	December 	Teachers have been trained and monitored. Flexible groups are just getting started.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 3) Teacher teams will create four assessments throughout the year for grades 2-5 in ELA and math. Before planning for assessments or lessons, the priority standards are deconstructed and what students need to be able to know/do is established. The end goal assessment is analyzed for 1) the rigor at which standards are assessed; 2) the various ways that standards are assessed; and, 3) What students need to know/be able to do in order to demonstrate mastery on each question. High-quality assessment questions are created--they mirror the depth and complexity at which the standard is assessed on the end goal test and incorrect answers illuminate conceptual misunderstanding.	Administrators, Relay Team, classroom teachers, Support staff	Data Driven Instruction (DDI): 100% of assessment questions vetted through the Interim Assessment review document (a relay protocol that evaluates assessment questions for content, rigor, and college-ready expectations) to ensure alignment between how teachers are assessing students and how students will be assessed on their end goal assessment. Ensuring this alignment will enable the campus to collect valid reliable data.	December 	We have followed the Interim Assessment calendar...are on track
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 4) Within two weeks after taking an Interim Assessment (during the months of October, December, January, and March), students will track their own academic progress utilizing individualized tracking sheets in their data binders. They will reflect on their data and generate an individualized action plan to accelerate their progress. The teacher and student action plans will drive interventions and reteach.	Classroom teachers	At least 70% of students grades 3-5 in reading and math will be on track to meet or exceed progress measure on reading and math STAAR. On the interim reassessment, 100% of students who were targeted for reteach/intervention will increase their score on identified priority standards.	December 	The students are using tracking sheets to track their own data. They share their strengths and are able to identify the reason for their errors.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 5) By March 9, 2018, 10 targeted teachers (Kindergarten- 1, First-1, Second-2, Fourth-4, and Fifth-3) will receive weekly feedback from assigned coaches on successful implementation of the Rigor and Management Trajectory.	Relay coaches	On the Rigor and Management Trajectory, 75% of teachers being coached will complete at least Phase 3. Based on the coaching audit, 100% of teachers will have shown growth on the Rigor and Management Trajectory. Campus Based Interim assessments (grades 3-5) and Universal Screener data (K-1) will increase by at least 10% over time in the areas of reading and math.	December 	After attending recent Relay training the Relay Coaches are becoming more proficient with offering immediate feedback.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) By April 13, 2018, the Relay Team will participate in summer, fall, and spring Relay Training, delivered by TEA, and read corresponding anchor texts (Leverage Leadership, Driven by Data, Get Better Faster).	Relay Team	100% of Relay Team Members will engage in the Relay Training, read required texts, and present the Relay learning, coaching, observation, and feedback to 100% of 3rd through 5th grade staff during teacher in-service. Coaches will practice identifying the highest leverage "next steps of growth" (during an observation) and then create a measurable, observable, practicable action step that the teacher can accomplish in 7 days. Relay Team Members will be able to refine their current practices by reviewing videos of themselves delivering feedback.	December 	We are on schedule in participating in Relay training.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	



System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 7) Provide ongoing, targeted, data driven after school tutorials.	Tutorial coordinator, teachers, support staff	At least 70% of students grades 3-5 in reading and math will be on track to meet or exceed progress measure on reading and math STAAR.	December 	We have followed our data driven tutorial plan.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 8) Ridgemont will implement the "All In" mentoring program. Participating mentors will include district personnel and community members. The "All In" program purpose is to provide mentoring and targeted academic support to students in grades 3-5.	Administrators, parent educator	At least 70% of students grades 3-5 in reading and math will be on track to meet or exceed progress measure on reading and math STAAR. The percentage of students who meet performance standards will increase by at least 15% in all student groups in writing and science objectives as assessed by STAAR. Students will show progress on the learning progressions in the area of writing, revising, and editing.	December 	The "All In" mentoring program started Monday November 6 and continues through December.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>				



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 2018, the percentage of students who meet the passing standard on science and writing STAAR assessments will increase in all student groups by at least 15% by incorporating cross-curricular vertical alignment planning and instruction in all content areas in K-5.



Summative Evaluation 1: Some progress made toward meeting Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) The Relay Team coaches will participate in summer, fall, and spring Relay Training and read corresponding anchor texts (Leverage Leadership, Driven by Data, Get Better Faster) with a focus on coaching and feedback.	Relay Team	Coaches will practice identifying the highest leverage "next steps of growth" (during an observation) and then create measurable, observable, practicable plans of action that the teacher, who is being coached, can accomplish in 7 days. Relay Team coaches will be able to refine their current practices by reviewing videos of themselves delivering feedback.	December	We are on schedule in participating in Relay training.
				
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) The Relay Team will participate in Summer, Fall, and Spring Relay Training, delivered by TEA, and read corresponding anchor texts (Leverage Leadership, Driven by Data, Get Better Faster) with a focus on Data Driven Instruction (DDI) PLCs.	Relay Team	The Relay Team will lead data driven PLCs in grades K-5 covering the following topics: data analysis, assessment creation, action planning, and lesson planning. 100% of the Relay Team will be able to refine their current practices by reviewing videos of themselves leading these data meetings. Additionally, the Relay Team will have time to reflect upon their current levels of implementation and their progress on their data team action plans. The Relay Team will be able to make adjustments, as needed.	December 	Technical issues have kept us from the video coaching leading DDI, however immediate feedback is provided after every PLC.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 3) Teacher teams will create four assessments throughout the year (October, December, January, and March); writing for grade 4 and science for grade 5. Before planning for interim assessments or lessons, the priority standards are deconstructed and what students need to be able to know/do is established. The end goal assessment is analyzed for 1) the rigor at which standards are assessed; 2) the various ways that standards are assessed; and, 3) What students need to know/be able to do in order to demonstrate mastery on each question. High-quality assessment questions are created--they mirror the depth and complexity at which the standard is assessed on the end goal test and incorrect answers illuminate conceptual misunderstanding.	Relay Team, classroom teachers	Data Driven Instruction (DDI): 100% of assessment questions vetted through the Interim Assessment review document (a relay protocol that evaluates assessment questions for content, rigor, and college-ready expectations) to ensure that there is alignment between how teachers are assessing students and how students will be assessed on their end goal assessment. Such alignment will enable the campus to collect valid reliable data.	December 	Teachers are involved in assessment creation. All interim assessments to date have been reviewed through the Relay Review Process.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 4) Within two weeks after taking an Interim Assessment (during the months of October, December, January, and March), students will track their own academic progress utilizing individualized tracking sheets in their data binders. They will reflect on their data and generate an individualized action plan to accelerate their progress. The teacher and student action plans will drive interventions and reteach.	Classroom teachers	On science interim assessments, at least 65% of all 5th grade students will score at least 66% on identified priority standards. On the reassessment, 100% of students who were targeted for reteach/intervention will increase their score on the identified priority standards. On writing interim assessments, at least 65% of all 4th grade students will score at least 66% on identified priority standards. On the reassessment, 100% of students who were targeted for reteach/intervention will increase their score on the identified priority standards.	December 	The students are tracking their own data within the week. They share their strengths and are able to identify the reason for their errors.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 5) By October 30, 2017, the Relay Team will train teachers on key elements of Data Driven Instruction (Assessment, Planning, Analyzing Data, Analyzing Student Work) and Observation/Feedback (Real-time Feedback, Implementation of Action Steps, Implementing Feedback by Planning and Practicing for the Action Step). Teachers in grades 2-5 will be trained to use their data to create effective reteach plans that include flexible groups based on Readiness, Learning Styles, and Multiple Intelligence. Students who need targeted intervention will be tracked for progress and/or lack of progress. the Facilitator RtI will work with the teacher and the interventionist to create and monitor the Individualized Intervention Plan.	Relay Team, Facilitator RtI, Interventionist, Support staff	100% of teachers in 2-5 will be trained on Data Driven Instruction, Observation, and Feedback and will have the opportunity to practice key elements related to the aforementioned concepts. Teachers will reflect upon their current levels of implementation and their progress on their Relay Action Plans. Teachers will make adjustments as needed. Effective reteach plans will increase students proficiency level by more than 10 points on the reassessed objectives when compared to the interim assessments.	December 	Teachers have been trained and monitored. Flexible groups are just getting started.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) Starting October 2017, ELA/writing teachers in grades K-5 will receive focused writing training on revising and editing skills. 100% of those trained teachers will include specific writing strategies and activities that reinforce revising and editing skills. All other classroom teachers, including enrichment, will incorporate writing across the curriculum with specific writing concepts.	Relay Team, Literacy Teacher, administrators, Facilitator RtI	The percentage of students who meet performance standards will increase by at least 15% in all student groups in writing objectives as assessed by STAAR. Students will show progress on the learning progressions in the area of writing, revising, and editing.	December 	Region 4 has been giving professional development to writing teachers.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 6 7) Starting in October 2017, science teachers in grades K-5 will be trained to use the 5E model to plan for science instruction that is differentiated based on the needs of students. In 5th grade, a diagnostic assessment will be administered before the end of the first grading period. The DDI model will be used to plan for effective TIER I instruction, reteaching, and interventions. Students will go to the science lab two times per week for intervention using STEM scopes and Motivation Science.	Science teachers, administrators, Facilitator RtI	On science interim assessments, at least 65% of all 5th grade students will score at least 66% on identified priority standards. On the reassessment, 100% of students who were targeted for reteach/intervention will increase their score on the identified priority standards.	December 	We are currently working on gathering materials.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	


System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 8) By March 9, 2018, 10 targeted teachers (Kindergarten- 1, First-1, Second-2, Fourth-4, and Fifth-3) will receive weekly feedback from assigned coaches on successful implementation of the Rigor and Management Trajectory.	Relay Team	On the Rigor and Management Trajectory, 75% of teachers being coached will complete at least Phase 3. Based on the coaching audit, 100% of teachers will have shown growth on the Rigor and Management Trajectory. At least 70% of all students in all content areas will be on track to meet or exceed progress measure. On the reassessment, 70% of students who were targeted for reteach/intervention their score will increase at least 10% or more on identified priority standards according to state standards.	December 	After attending recent Relay training the Relay Coaches are becoming more proficient with offering immediate feedback.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 9) Provide ongoing, targeted, data driven after school tutorials.	Tutorial coordinator, teachers, support staff	The percentage of students who meet performance standards will increase by at least 15% in all student groups in writing objectives as assessed by STAAR. Students will show progress on the learning progressions in the area of writing, revising, and editing.	December 	This first round of tutorials targeted reading and math.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	



<div>System Safeguard Strategy</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 5</div> <div>10) Ridgemont will implement the "All In" mentoring program. Participating mentors will include district personnel and community members. The "All In" program purpose is to provide mentoring and targeted academic support to students in grades 3-5.</div>	Administrators, parent educator	At least 70% of students grades 3-5 in reading and math will be on track to meet or exceed progress measure on reading and math STAAR. The percentage of students who meet performance standards will increase by at least 15% in all student groups in writing and science objectives as assessed by STAAR. Students will show progress on the learning progressions in the area of writing, revising, and editing.	December	The "All In" mentoring program started Monday November 6 and continues through December.
				
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>				



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: By May 2018, decrease combined ISS and OSS student suspensions by at least 50% through focusing on Positive Behavior Intervention and Supports (PBIS).

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 1) All campus staff hired prior to August 2nd received 2 days of PBIS training from Region 4 and created grade level and school-wide behavior matrices to be utilized daily to improve student behavior and student achievement. After the foundational training, any new staff to the campus will receive ongoing training from the PBIS Team, Relay coaches, one-on-one from the Restorative Discipline coach, and through quarterly site visits by the Region 4 consultants.	PBIS Team, administrators, attendance committee	100% of teachers will use effective management strategies to promote positive behaviors and build positive cultures within their classroom and throughout the campus. The campus support team will see a 10% increase in positive support behaviors as observed and measured on the Classroom Environment and Cultural Rubric in Schoology.	December 	Discipline data is considerable progress from last year. The majority of the teachers are using the Rewards App. Students are purchasing items from the school store. Teachers are implementing classroom rewards as well.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) Ridgemont Elementary staff will utilize Positive Behavior Interventions and Supports (PBIS) strategies school-wide daily in order to decrease office referrals for continuous level 1 and level 2 offenses.	PBIS Committee, classroom teachers	There will be more than a 50% decrease in the gap between the African American and Hispanic students' discipline referrals. With an overall 25% decrease in physical aggression related discipline referrals for the 2017-2018 school year compared to the 2016-2017 school year.	December 	Discipline data is considerable progress from last year. Teachers are implementing classroom rewards as well.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy PBMAS Critical Success Factors CSF 4 CSF 6 3) During 3 different times of the day and in 3 different locations, teachers will utilize the PBIS Rewards App to track student points that can be used to earn classroom rewards, school store rewards or entrance to special events, which will be held four times this school year. Restorative Discipline coach will plan social and academic circles for teachers to use twice a week. By 3:00, each child will receive a point for being in school.	PBIS team, classroom teachers, culture and climate committee, attendance committee, Restorative Discipline coach, social worker	Teachers will be observed utilizing the school wide behavior positive supports and there will be a 20% increase in students participating in the four interval celebrations throughout the year. In each homeroom class, at least 80% of students will earn their 45 points a week. Points can be earned by these school-wide behaviors: "Be Safe, Be Responsible, and Be Respectful." 3 points can be earned during 3 different times of the day in 3 different locations. There will be more than a 50% decrease in the gap between the African American and Hispanic students' discipline referrals. Daily average student attendance will be at least 97% each week.	December 	Students are purchasing items from the school store. The celebrations are in the planning stages. Student attendance averages vary among grades. PBIS meets regularly to plan events.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 4) By the end of the first school semester, a Mentor Teacher from each grade, K-5, will be videotaped teaching a lesson using one of the strategies from the book, "Engaging Students In Poverty In Mind: Practical Strategies for Raising Achievement." Teachers in grades K-5 will score the level of student engagement using a rubric. During PLCs, the team will discuss the level of engagement utilizing the Peer Coaching Relay Model to provide peer feedback and promote growth and student achievement. All teachers will complete a reflection sheet how they can maximize student engagement and continue to adjust their teaching practices.	Classroom teachers, Master teachers	Teachers will be able to refine their current practices related to student engagement, by reviewing videos of themselves, discussing next steps, and receiving feedback from colleagues during PLC. As teachers refine their practice, Master teachers will provide support through coaching and observation.	December 	Relay team has handed out cameras so recordings can happen this week and next week.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 5) Beginning October 2017, the counselors and parent educator will hold monthly interactive parent meetings (Counselor's Corner) to communicate and discuss information such as transition from pre-K to kindergarten and 5th grade to middle school. In addition to transition, the Counselor's Corner assists the parents with how they can help their child with the current curriculum taught and in preparation for assessments.	Counselors, parent educator, teachers	Parents will gain knowledge on how to assist their child at home with homework, prepare their child for assessments, and prepare their child for transitions.	December 	Counselor Corner has occurred. Transition events are in planning stages.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 6) Weekly grade level newsletters will be sent home to parents sharing instructional areas of focus with additional curricular resources for home use, upcoming major assignments with due dates and upcoming campus events.	Administrators, classroom teachers	Parents will be able to assist their child at home and will be aware of upcoming events.	December 	Campus and grade level newsletters are sent to parents.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 7) Ridgemont will implement the "All In" mentoring program. Participating mentors will include district personnel and community members. The "All In" program purpose is to provide mentoring and targeted academic support to students in grades 3-5.	Administrators, parent educator	At least 70% of students grades 3-5 in reading and math will be on track to meet or exceed progress measure on reading and math STAAR. The percentage of students who meet performance standards will increase by at least 15% in all student groups in writing and science objectives as assessed by STAAR. Students will show progress on the learning progressions in the area of writing, revising, and editing.	December 	The "All In" mentoring program started Monday November 6 and continues through December.
			February	
			April	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>				