

Fort Bend Independent School District

Ridgemont Elementary

2025-2026 Goals/Performance Objectives/Strategies



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: Ridgemont Elementary staff exists to engage, equip, and empower our students to excellence in academic achievement in an equitable and safe learning environment.

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: By providing a learning environment that fosters engagement, equity, empowerment, the integration of the FBISD Profile of a Graduate descriptors, Ridgemont Elementary will be recognized as a top performing urban elementary school in the state of Texas.

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.

Table of Contents

Fort Bend ISD Mission: Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine. 2

Goals 4

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 4

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. 12


Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 16



Goals







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

Performance Objective 1: By June 2026, 70% of RME students in grades 4 and 5 will grow at least one and a half years in reading as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: NWEA MAP Growth

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage in professional development to strengthen explicit direct teach, specifically the use of aggressive monitoring. Teachers will apply this in during instructional delivery, with evidence monitored through PLTs and classroom walkthroughs and aggressive monitoring checklist. Strategy's Expected Result/Impact: Students will demonstrate stronger mastery of grade-level standards in literacy and math. Staff Responsible for Monitoring: Admin, ILT, Teachers, Guiding Coalition Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will collaborate in professional learning teams to plan and deliver Tier I instruction by working through the four PLC questions--what we want students to learn, how we will know they have learned it, how we will respond when they have not learned it, and how we will extend learning for those who have mastered it.</p> <p>Strategy's Expected Result/Impact: Teachers will use the PLC process to design aligned lessons, monitor learning, and adjust instruction based on student needs. Students will receive targeted support and enrichment that improves achievement in literacy and math.</p> <p>Staff Responsible for Monitoring: Teachers, ILT, Admin</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiate the process and product for gifted and talented students as defined in their GT learning plan in order to provide opportunities for student growth.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Admin, Teachers, GT Liaisons, ILT</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement targeted Accelerated Instruction (AI) for students who did not meet grade-level standards on STAAR by providing the required hours of supplemental instruction in math and reading, delivered in small groups during intervention/enrichment blocks. state approved technology programs, and tutorials.</p> <p>Strategy's Expected Result/Impact: Students receiving accelerated instruction will demonstrate measurable growth in targeted skills.</p> <p>Staff Responsible for Monitoring: Teachers, ILT, Admin</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials for accelerated instruction - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide targeted language development and content support for Emergent Bilingual students by: Integrating sheltered instruction strategies (visuals, sentence stems, vocabulary routines, think-alouds) into daily lessons across all content areas.</p> <p>Delivering small-group intervention and push-in/pull-out support focused on both academic vocabulary and comprehension, guided by TELPAS and MAP data.</p> <p>Strategy's Expected Result/Impact: EB students will show one or more proficiency level gains on TELPAS by May 2026.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, ILT</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Funding Sources: Instructional materials for EB students - 211 Title I-A</p>	Formative			Summative
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	 <p>Some Progress</p>			
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Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, the percentage of students in grade 5 that will score approaches or higher on the Science STAAR Assessment will increase from 49% to 57%, as measured by STAAR 2026.

Evaluation Data Sources: STAAR, NWEA MAP STAAR Projections

Strategy 1 Details	Reviews			
Strategy 1: Integrate cross-curricular connections with reading and math to strengthen critical thinking, data interpretation, and vocabulary skills related to science content. Strategy's Expected Result/Impact: Students will apply reading and math skills within science content, improving their ability to think critically, interpret data, and use academic vocabulary accurately. This will lead to stronger performance across multiple subject areas. Staff Responsible for Monitoring: Teachers, ILT, Admini Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Science Instructional Materials - 211 Title I-A	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use formative assessments (exit tickets, quick checks, and quizzes) during reading lessons to: * Identify student proficiency of the lesson's learning intention and success criteria. * Inform instructional decisions the same day (e.g., reteach during closing, adjust guided practice, regroup students for small group work). Strategy's Expected Result/Impact: Teachers will identify learning gaps in real time and modify instruction to address them. Students will receive timely support, leading to increased mastery of grade-level standards. Staff Responsible for Monitoring: Teachers, Interventionists, ILT, Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
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No Progress



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

Performance Objective 3: By May 2026, RME will increase the percentage of students scoring at meets/or above from 35% to 45% and masters from 12% to 22% in reading, as measured by STAAR 2026.

Evaluation Data Sources: STAAR, NWEA MAP STAAR Projections

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers engage in structured content planning meetings and PLTs to internalize lessons, annotate pacing/ vocabulary, and identify which problems/tasks are modeled and which are student practice.</p> <p>Strategy's Expected Result/Impact: When Tier 1 instruction is strong, fewer students fall into intervention, and enrichment opportunities allow more students to reach Meets and Masters.</p> <p>Staff Responsible for Monitoring: Admin, coaches, teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: RLA instructional Materials - 211 Title I-A, Part-time RLA Interventionist - 211 Title I-A</p>	Formative			Summative
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Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 4: By June 2026, 70% of RME students in grades 4 and 5 will grow at least one and a half years in math as indicated by NWEA Map Growth Measures.


Evaluation Data Sources: NWEA Map Growth





Strategy 1 Details	Reviews			
Strategy 1: Strengthen math outcomes by embedding daily small-group instruction driven by formative assessment and MAP data. Teachers will use exit tickets and checkpoint tasks to identify student needs, regroup for targeted instruction, and track progress during weekly PLCs. Strategy's Expected Result/Impact: Increase percentage of students growing on MAP math. Staff Responsible for Monitoring: Teachers, ILT, Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 5: By May 2026, RME will increase the percentage of students scoring at meets/or above from 35% to 45% and masters from 15% to 25% in math, as measured by STAAR 2026.

Evaluation Data Sources: Formative: Exit tickets, Grade Level CFA, Campus Assessments
Summative: NWEA Map Growth, District Learning Assessments, STAAR



Strategy 1 Details	Reviews			
Strategy 1: Teachers will use formative assessments (exit tickets, quick checks, and quizzes) during reading lessons to: * Identify student mastery of the lesson's learning intention and success criteria. * Inform instructional decisions the same day (e.g., reteach during closing, adjust guided practice, regroup students for small group work). Strategy's Expected Result/Impact: Increase the percentage of students scoring at meets/or above on STAAR math Staff Responsible for Monitoring: Teachers, Admin, ILT Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Math Instructional Resources - 211 Title I-A, Part-time Math Interventionist - 211 Title I-A	Formative			Summative
	Oct	Dec	Feb	June
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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: By May 2026, RME will increase the overall staff, student, and community satisfaction with the campus from 80% to 85%, as evidenced by the district's annual culture and climate survey.

Evaluation Data Sources: Parents and staff perceptions survey, TPAC meeting discussions






Strategy 1 Details	Reviews			
Strategy 1: Implement consistent two-way communication systems by: 1. Families: Using monthly newsletters, ClassDojo/Remind, and parent surveys to share updates and gather feedback on campus initiatives. 2. Staff: Share communication to staff via emails, staff huddles, faculty meetings, and the campus weekly newsletter. Strategy's Expected Result/Impact: Builds trust, ensures stakeholders feel heard, and allows leadership to adjust in real time. Staff Responsible for Monitoring: Admin, ILT, Teachers, Front Office Staff Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Increase parental involvement by encouraging participation in parent education classes led by the campus parent educator, focused on supporting student learning at home, navigating school systems, and building family-school partnerships. Strategy's Expected Result/Impact: Increase parental involvement at school Staff Responsible for Monitoring: Parent Educator, Admin, Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Promote coordinated health and wellness by integrating daily movement and brain breaks in classrooms, reinforcing healthy habits through PE and counselor lessons, and increasing participation by communicating wellness tips to families via newsletters, ClassDojo, and parent educator classes.</p> <p>Strategy's Expected Result/Impact: Increase their awareness and practice of healthy habits</p> <p>Staff Responsible for Monitoring: PE Coach, Nurse, Admin, ILT, Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
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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 2: By May 2026, RME will increase overall student engagement by raising student attendance from 94 to 95%, as evidenced by the weekly campus attendance reports.






Evaluation Data Sources: Campus and district attendance reports.

Strategy 1 Details		Reviews			
Strategy 1: Create a proactive attendance system by: - Communicating weekly attendance updates to families through ClassDojo, Remind, and phone calls. - Tracking & Supporting absences with a tiered process: teachers make first contact, ADA monitors patterns, and administrators hold conferences for repeated absences. - Recognizing strong or improved attendance with weekly shout-outs, bulletin boards, and monthly incentives. Strategy's Expected Result/Impact: Increase campus attendance rates. Staff Responsible for Monitoring: ADA Clerk, Teachers, Administrators Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
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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 3: By May 2026, RME will increase the overall student satisfaction with the campus from 78% to 88%, as evidenced by students indicating they feel safe at school on the District Student Engagement Survey.







Evaluation Data Sources: District Student Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Promote campus-wide safety and positive relationships by: - Teaching and reinforcing the FAST Matrix and behavior expectations daily. - Supporting students through a tiered system with reteach, SEL groups, and restorative conversations. - Recognizing positive behavior with shout-outs, PBIS rewards, and assemblies. Strategy's Expected Result/Impact: Increase the percentage of students feeling safe at school. Staff Responsible for Monitoring: Teachers, Admin, - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
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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: By June 2026, RME will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the district's strategic plan and campus priorities.

Evaluation Data Sources: Budget Reports, Agendas with EA to discuss budget expenditures.

Strategy 1 Details	Reviews			
Strategy 1: Establish a monthly budget review process with leadership and key staff to ensure expenditures align with district goals and campus priorities. Strategy's Expected Result/Impact: Creates accountability, builds trust with stakeholders, and ensures that resources are maximized for teaching and learning. Staff Responsible for Monitoring: Admin, Executive Assistant Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: The campus will regularly monitor spending, engage key stakeholders in budget planning discussions, and maximize the use of available resources to support instructional programs, professional development, and student achievement. Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
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