

# **Fort Bend Independent School District**

## **Ridgegate Elementary**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

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

**Ridgegate equips students with XXI Century Skills.**

## Vision

FBISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

**Ridgegate exists to prepare our students for a diverse changing world.**

## 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-mindedness - 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

At RGE, one of our most significant demographic strengths is the diversity present within our student body, faculty, staff, and families. This rich tapestry of backgrounds and perspectives enhances the educational experiences of our students, providing them with a broader understanding of the world and fostering an environment of inclusivity and respect. By embracing our differences, we are able to implement strategic approaches that not only maximize student learning but also enhance academic exposure and achievement across the board.

The involvement of RGE parents and the wider community plays a crucial role in the success of our students. This collaboration creates a supportive network that benefits our students, ensuring they have the resources and encouragement needed to thrive. Our community is united in its commitment to doing what is best for our students, working together to provide a nurturing and empowering educational environment.

We are dedicated to delivering a consistent message of building a community characterized by acceptance, persistence, diligence, and growth. This shared vision guides our efforts and inspires our students to strive for excellence, fostering a culture where every individual is encouraged to reach their full potential. Through this commitment, we aim to prepare our students not only for academic success but also for meaningful contributions to society.

RGE is a Title I campus that receives additional funding to support learning on the campus. Please see student demographic data below:

Female: 47.22%

Male: 52.78 %

\* Hispanic-Latino: 72.22%

\* African American: 24.54%

\* White: 2.08%

\* Two-or-more: 0.69%

RGE Percentage in Attendance Comparison Chart				
	Cumulative			
	2021-2022	2022-2023	2023-2024	2024-2025

RGE Percentage in Attendance Comparison Chart				
All Students	93%	93%	93%	94%
Ethnicity				
Hispanic/Latino	93%	93%	93%	94%
American Indian or Alaska Native	-	-	97%	99%
Asian	-	-	72%	81%
Black or African American	93%	94%	94%	94%
Native Hawaiian/Other Pacific Islander	-	94%	-	-
White	96%	96%	95%	96%
Two or More Races	95%	95%	92%	94%
Gender				
Male	92%	93%	93%	93%
Female	93%	93%	93%	94%
Grade				
Kindergarten	90%	90%	92%	92%
1st	92%	92%	92%	93%
2nd	92%	94%	93%	94%
3rd	93%	94%	93%	94%
4th	93%	93%	94%	94%
5th	95%	94%	93%	95%
Special Population				
At Risk	93%	93%	93%	94%
Early Reading Indicator	91%	92%	93%	93%
Economic Disadvantage	93%	93%	93%	94%
Emergent Bilingual	93%	93%	93%	94%
Foster Care	93%	94%	93%	92%
Gifted and Talented	94%	94%	94%	95%
Homeless Status	91%	93%	94%	94%

RGE Percentage in Attendance Comparison Chart				
Migratory	-	-	-	-
Military Connected	97%	92%	92%	94%
RDSPD	-	-	-	-
Section 504	88%	94%	96%	95%
Special Education	91%	91%	92%	93%
Unaccompanied Youth	93%	-	97%	97%

### Demographics Strengths

RGE demographic strengths are:

Student diversity

Certified staff

High staff retention

Moderate student mobility – Enrollment (463)

Optimal staff to student ratio

Cultural Proficiency

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our average daily attendance rate was 93.62% in 2024-25, which was below the district goal of 96%.

**Root Cause:** Attendance goals were not met due to inconsistent student engagement and limited implementation of targeted, school-based strategies to address avoidable absences. Strengthening school-based connections, communication, and engagement strategies can help reduce these attendance gaps.

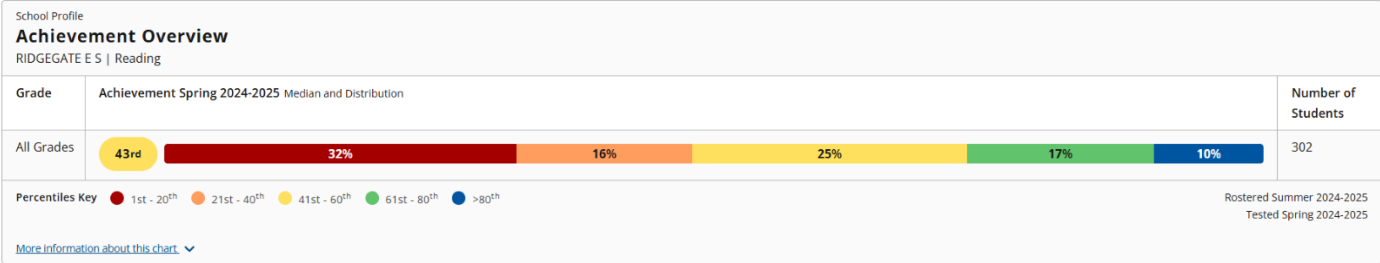
# Student Learning

## Student Learning Summary

RGE students show continued growth in reading, math, and science according to the NWEA MAP data. Tier 1 instruction, the implementation of small group instruction, RGE intervention hour, and data driven instructional practices have contributed to student academic growth. Increased student achievement is the key focus for this upcoming school year.

### ELAR English

#### RIDGEGATE E S



School Profile

**Achievement by Grade**  
RIDGEGATE E S | Reading

Percentiles Key

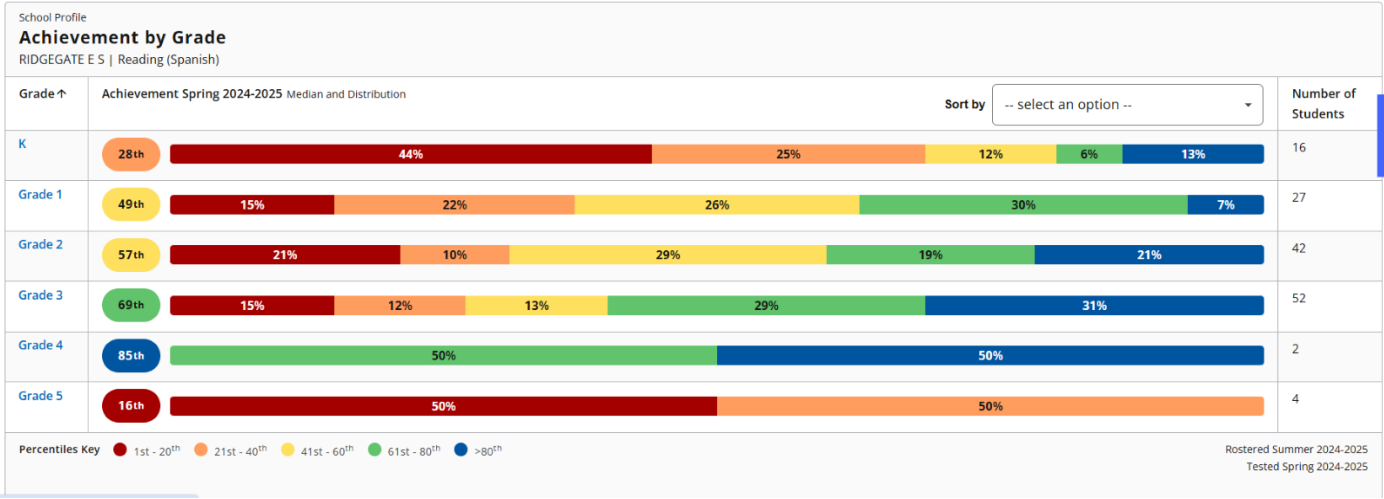
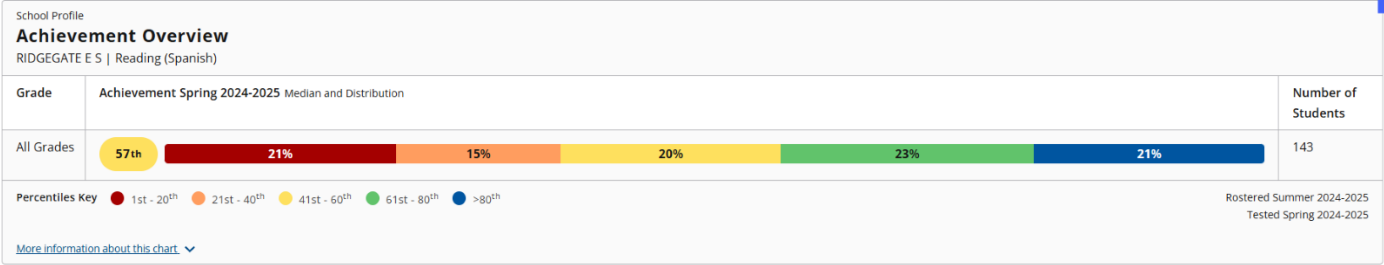
1st - 20<sup>th</sup> 21st - 40<sup>th</sup> 41st - 60<sup>th</sup> 61st - 80<sup>th</sup> >80<sup>th</sup>

Rostered Summer 2024-2025  
Tested Spring 2024-2025

[More information about this chart](#)

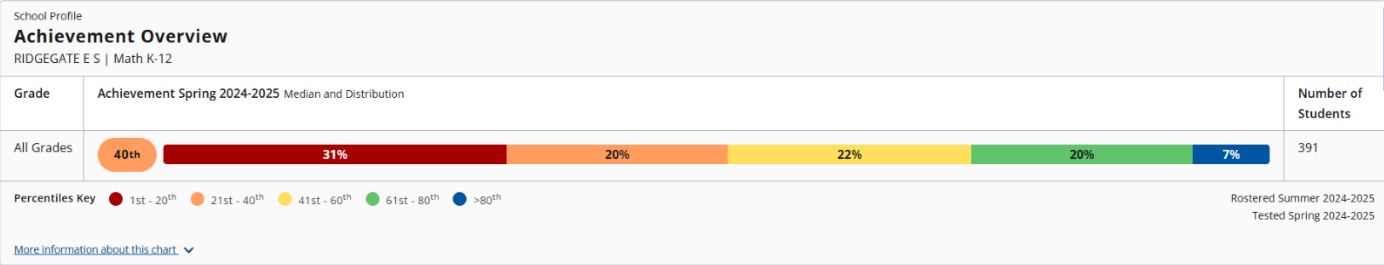
### ELAR Spanish

RIDGEGATE E S

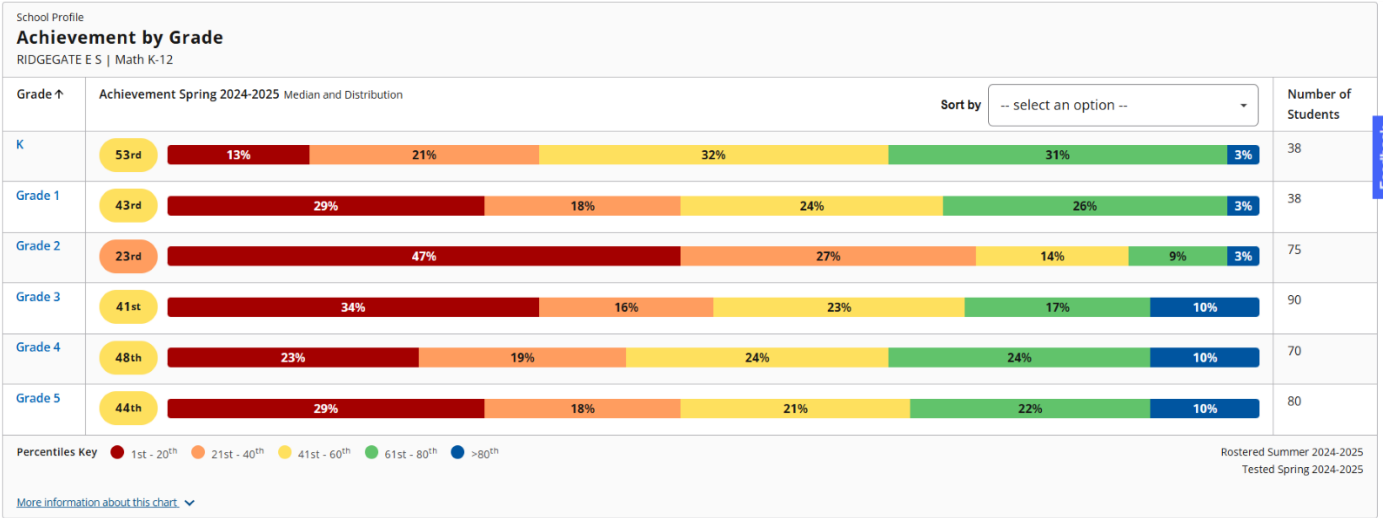


Math

RIDGEGATE E S

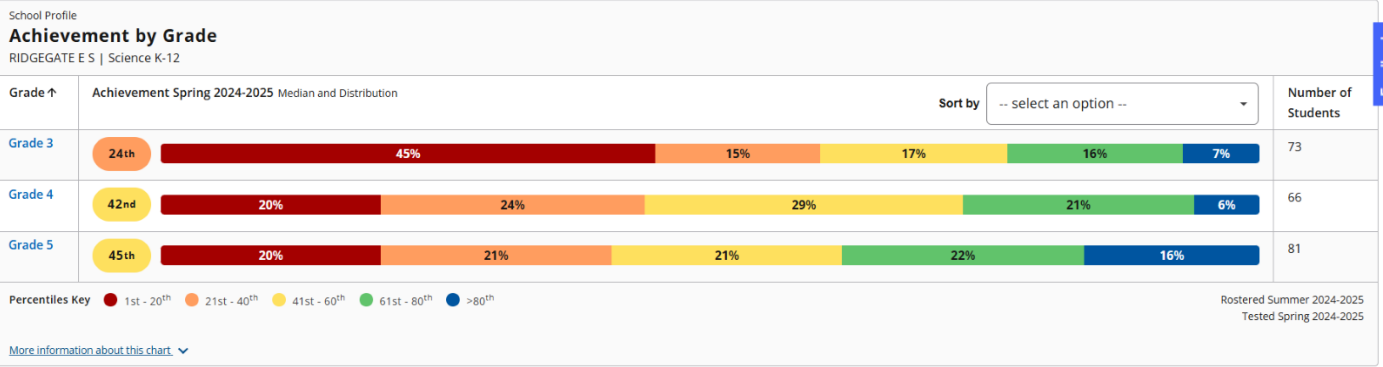
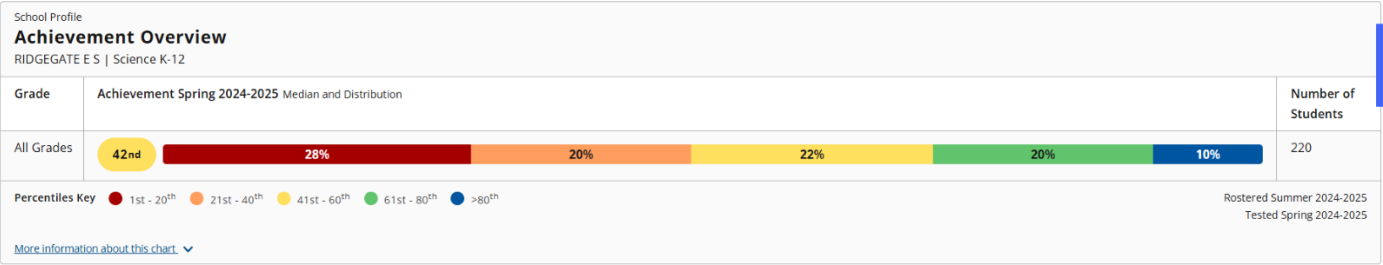






Science

RIDGEGATE E S



## Student Learning Strengths

RGE Student learning Strengths:

- NWEA MAP data shows increase in proficiency levels in Math & Reading
- We're in an upward growth trend for Reading & Math
- K/2 teachers implemented guided reading
- K/2 small group instruction
- Increase/maintain academic growth on universal screeners
- Reading % has increased from the beginning of the year to May in At/Above benchmark.
- Grade 4 highest overall district growth in reading
- Student Support Team (SST) more effective with monitoring student interventions and next step actions to support student growth
- SPED department more effective with moving forward with referrals (increase sped)
- Science instruction focused on an increase in science lab usage.
- Increase GT student percentage
- Consistent use of math instructional online intervention systems (IXL, Dreambox)
- Student attendance growth
- CST data reflects curriculum alignment and opportunities for authentic learning experiences

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students in math, reading and science are not showing sufficient achievement from BOY to EOY on district and campus assessments.

**Root Cause:** Students transitioning from year to year, rigor of Tier 1 instruction, missing instruction, gaps in foundational skills.

**Problem Statement 2:** Multiple data sources for EOY including NWEA MAP, DLAs, STAAR and campus assessments show a need to build teacher capacity in instructional strategies to support and grow more Sped, EL, At-Risk, and other student demographics.

**Root Cause:** Teachers are not utilizing time management strategies for continued professional growth and collaboration needed to address rigor of standards, lesson differentiation, and practice instructional strategies needed to support all learners.

**Problem Statement 3:** Multiple data sources for MOY & EOY including NWEA MAP, DLAs and campus assessments show that our students have insufficient foundational skills in literacy and numeracy.

**Root Cause:** Effective and consistent Tier 1 instruction, especially guided reading, and small groups are needed in every classroom.

**Problem Statement 4:** As a campus we need to make strides to increase student achievement in meets and masters on the universal screener NWEA MAP and STAAR. We also need to increase the reading and math fluency of students before they exit grades K-2.

**Root Cause:** Students transitioning from year to year, rigor of Tier 1 instruction, missing instruction, gaps in foundational skills. Consistent practice, resources and structures for reading and math fluency are needed.

# School Processes & Programs

## School Processes & Programs Summary

The area of focus for Ridgeway was Clarity of Content. Teachers engaged in PLCs to strengthen their understanding in Tier I instruction with campus and district support. Teachers focused on targeted assessments, data-driven instructional practices, small group instruction, and targeted interventions. Teachers collaborated and addressed rigor of standards, lesson differentiation, and practice instructional strategies needed to support Sped, EL, At-Risk, and other student demographics.

Teachers and staff are making gains in implementing highly effective Tier I instruction by aligning the content and pedagogical knowledge derived from PLCs and PD opportunities with the learner experience. While strides have been made, there is a need for less dependence on student growth and more focus on student achievement.

## School Processes & Programs Strengths

School Processes and Programs Strengths:

Effective presenters during PD's & PLC's

Coaching cycles with coaches

Coaches provide optional planning days

Interventionists and grade level liaisons provide supports

Mentors provided to new teachers/teachers new to grade level

Materials & resources available & provided

Improved use of DDI protocols to grow students academically

Some teachers are proficient in content knowledge

Some teachers have a positive mindset as it relates as it relates to culture & climate x

Celebration and acknowledgement of student academic success

Active participation in clubs and campus programs

Active participate in after school activities/tutorials (weekdays & Saturdays)

Increased the number of activities for parents to attend via the Parent Education Center

Increase parent attendance in activities

Parents in attendance for CPAC meeting

Increase in parent volunteers

Increased community partnerships

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers do not consistently apply and utilize learning from PLC into the classroom.

**Root Cause:** Insufficient team collaboration beyond PLC. Veteran mentality and teacher buy-in that "my way" produces results based on past experiences; growth mindset needed. Instructional apprentice had a lack of content knowledge and time commitment to learning and analyzing how to adjust instruction to meet student needs.

**Problem Statement 2:** There is a need for more parental involvement in academic and extracurricular settings. To increase parent involvement, there is a need to make efforts to

Combine academic events w/social events while increasing teacher & staff communication frequency of events through various mediums.

**Root Cause:** Parents work and students being reared in economically disadvantaged non-traditional family structures (i.e. aunt, uncle, grandparents, adopted guardian). Parents attend "fun events" & not "curriculum / resources" events.

**Problem Statement 3:** Teachers are not adjusting their mindset to the demands and rigor of content instruction needed to support all demographics of students.

**Root Cause:** Students transitioning from year to year, rigor of Tier 1 instruction, missing instruction, gaps in foundational skills.

# Perceptions

## Perceptions Summary

The school climate survey demonstrates that RGE continues to make parent and family engagement a priority. The results of the survey show that parents are satisfied with communications about their children's school environment. According to them, the school is safe and provides a warm environment for students to thrive. Parent education opportunities will be improved to ensure parents are informed about the academic learning that is taking place so that they can help their child at home beyond the school day.

## Perceptions Strengths

- 89% high learning standards
- 85% schoolwork meaningful
- 94% parents feel students are safe
- 92% Discipline is enforced fairly
- 92% kept informed about what child is learning
- 92% child excited to come to school
- 92% parents are encouraged to volunteer, serve on committees & attend school/district activities
- 94% school respects and values input from families
- 92% school uses input from families
- 91% feel welcome in school
- 96% overall satisfied w/quality of school
- Communication from school/district
- Parents in attendance for CPAC meeting
- Increase in parent volunteers
- Increased community partnerships

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 10% of parents do not feel well informed about what their child is learning

**Root Cause:** Timely paper communication, various communication methods needed, Systems for communication needed

**Problem Statement 2:** There's a need to increase positive relationships and communications that will contribute to increasing engagement and building well-rounded students in every classroom.

**Root Cause:** Inconsistent PBIS implementation, everyone is not speaking the same language, & limited communication by all staff.

**Problem Statement 3:** The PBIS behavior expectations, 'Ranger Way' need to be explicitly taught, internalized, monitored, and consistently implemented by all staff.

**Root Cause:** Behavior systems are not consistently used by staff. Teachers are not utilizing the campus behavior matrix with fidelity.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends



**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** By May 2026, 65% of all students in grades 3rd - 5th will grow at least 1.5 years in reading as indicated by NWEA Map Growth Measures.

**Evaluation Data Sources:** NWEA Map (MOY and EOY Reports)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will work on explicit skills during small group instruction. <b>Strategy's Expected Result/Impact:</b> Increase student mastery of TEKS. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches.	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> K-2 teachers will analyze NWEA fluency data to identify student needs and provide targeted small group instruction to strengthen reading fluency. <b>Strategy's Expected Result/Impact:</b> A focused approach will help close fluency gaps and build a stronger foundation for reading comprehension. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Instructional Coaches.	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus will engage in weekly collaborative PLT meetings to analyze data and adjust student groups as needed. <b>Strategy's Expected Result/Impact:</b> Weekly collaborative PLT meetings will foster data-driven decision-making, ensuring timely adjustments to student groupings and instructional strategies. This will increase targeted support for all learners, resulting in more responsive and effective teaching. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Instructional Coaches.	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Principal, Assistant Principal and ILT will perform weekly small group checks for implementation and alignment to priorities. <b>Strategy's Expected Result/Impact:</b> Student growth. <b>Staff Responsible for Monitoring:</b> Principal, AP and ILT	Formative			Summative
	Oct	Dec	Feb	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

**Performance Objective 2:** By May 2026, 55% of all students in grades 3rd - 5th will grow at least 1.5 years in math as indicated by NWEA Map Growth Measures.





**Evaluation Data Sources:** NWEA Map (MOY and EOY Reports)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that staff is using CRA model as demonstrated through At-Bats and No/Show Charts coupled with coaching from instructional coaches. <b>Strategy's Expected Result/Impact:</b> This will strengthen teachers' instructional delivery, promote conceptual understanding in mathematics, and increase student mastery of grade-level standards. <b>Staff Responsible for Monitoring:</b> Principal, AP and Coaches	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will engage in weekly collaborative PLT meetings to analyze data and adjust student groups as needed. <b>Strategy's Expected Result/Impact:</b> Weekly collaborative PLT meetings will foster data-driven decision-making, ensuring timely adjustments to student groupings and instructional strategies. This will increase targeted support for all learners, resulting in more responsive and effective teaching. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Instructional Coaches.	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Admin team will conduct 5x5, along with tress walkthroughs and ensure that CRA model is being followed with fidelity. <b>Strategy's Expected Result/Impact:</b> Student performance on formative and summative math assessments will demonstrate measurable growth, for students meeting or exceeding grade-level expectations. <b>Staff Responsible for Monitoring:</b> Principal, AP and Coaches.	Formative			Summative
	Oct	Dec	Feb	June
<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:** By May 2026, RGE will increase student, parent, and community engagement in campus events by 5% as measured by sign in sheets and logs that is documented through the Parent Educator.





**Evaluation Data Sources:** Engagement Survey Results, Stakeholder Participation Rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement monthly student-led service projects through Service Sentinels Initiative that highlight student learning and talents, fostering a sense of ownership and pride in the school community. <b>Strategy's Expected Result/Impact:</b> Increase student leadership skills, strengthen connections between the school and community, and enhance student pride in their contributions. <b>Staff Responsible for Monitoring:</b> Principal, AP, ILT and Teachers.	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Meet with parents quarterly through Cafe Con Carlos (Coffee with the Principal) that engages parents with open communication with the principal. Increase social media presence that will strengthen relationships with families and community partners. <b>Strategy's Expected Result/Impact:</b> This strategy will create more consistent, transparent, and accessible communication between the school and families. These efforts will strengthen trust, encourage greater parent participation in campus activities, and build stronger partnerships with community stakeholders, ultimately leading to increased support for student success. <b>Staff Responsible for Monitoring:</b> Campus Admin and ILT.	Formative			Summative
	Oct	Dec	Feb	June
<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 2:** By May 2026 RGE will improve student behavior by implementing student ownership of behavior practices, PBIS, and other behavior supports as evidenced through a 5% decrease in discipline infractions.

**Evaluation Data Sources:** Skyward discipline reports. Review schoolwide discipline infraction log and counselor referral log.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide tiered behavioral interventions, including small-group social-emotional learning sessions, mentorship programs, and restorative practices, to address recurring behavior concerns and equip students with conflict resolution and self-management skills through the school counselor and district PBIS support team. <b>Strategy's Expected Result/Impact:</b> This will equip students with the skills needed to manage emotions, resolve conflicts, and make positive choices. <b>Staff Responsible for Monitoring:</b> Campus Admin	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to implement a campus-wide Positive Behavioral Interventions and Supports (PBIS) framework that includes clearly defined expectations, student-led goal setting, and recognition systems to encourage positive behaviors and increase student accountability. <b>Strategy's Expected Result/Impact:</b> This will increase student ownership of behavior, reinforce positive conduct, and create a consistent culture of respect and responsibility. <b>Staff Responsible for Monitoring:</b> Campus admin and teachers.	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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:** By May 2026, Ridgeway Elementary will demonstrate fiscal responsibility by ensuring 100% of campus expenditures align with the district's strategic plan and campus priorities.

**Evaluation Data Sources:** Weekly budget reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meeting with EA weekly. <b>Strategy's Expected Result/Impact:</b> Alignment to district's goal and funds will be properly used. <b>Staff Responsible for Monitoring:</b> Principal and Executive Assistant	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Meet with CPAC Team quarterly and share budget allocation of funds specifically related to student growth and achievement. <b>Strategy's Expected Result/Impact:</b> Ensure transparency for all stakeholders. <b>Staff Responsible for Monitoring:</b> Principal and Executive Assistant.	Formative			Summative
	Oct	Dec	Feb	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

# Addendums



LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
116 RIDGEGATE	RIDGEGATE	RIDGEGATE	TEACHER MATH INTRVN ELEM T1	0.5	LUCAS	EMERSON	1 30		116	A	PRINCIPAL ELEM
116 RIDGEGATE	RIDGEGATE	RIDGEGATE	TEACHER ACTION BASED LEARNING	1	JOHNSON	TRACY	1 30		116	A	PRINCIPAL ELEM
116 RIDGEGATE	RIDGEGATE	RIDGEGATE	TEACHER LIT INTRVN	1	ADDAI	KEON	1 30		116	A	PRINCIPAL ELEM