

# Fort Bend Independent School District

## Ridgemont Elementary

### 2023-2024 Comprehensive Needs Assessment

Includes TEA Targeted Improvement Plan Requirements



# 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
Comprehensive Needs Assessment	2
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ridgemont Elementary opened in 1973 and serves predominantly Hispanic and economically disadvantaged families. Ridgemont is comprised of grades two through five. The Early Literacy Center (ELC), which shares part of the Ridgemont campus, consists of pre-kindergarten, kindergarten, and first grade. The student enrolment is somewhat below pre-Covid levels, however, we did maintain our numbers consistent enrolment throughout the years.

The student population is 68% Hispanic (a decrease from last year), 27% African American (an increase from last year), 4% White, and 1% Other ethnicities. The student body is 48% male and 52% female, with a low socio-economic status of 93% (an increase from last year). Our Emergent Bilingual population is 53% (Bilingual 48%, ESL 10%) and 15% of our students are served through special education. The teaching staff comprises of 100% Highly Qualified teachers and 100% of Highly Qualified paraprofessionals. There are two instructional coaches, four mentor teachers, three enrichment teachers, an ABL teacher/coach, 3 interventionists, and three special education teachers. Other paraprofessionals consist of two special education, one bilingual, one ELL compliance, and one CCC/ADA.

The 2022-24 school attendance rate was 93.69%. This is below district expectation of 96%.

### Demographics Strengths

There is very little change in our demographics from last year. Our staff members work hard to create a positive and welcoming environment for everyone. Every faculty member signed up for the challenges here and are all high quality personnel that want to be here. There is also a strong sense of family and community. Instruction is differentiated to meet the needs of the students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our AA students and SpEd students need to trend upwards to meeting sub group targets. **Root Cause:** A prior lack of focus on our sub groups since our goal was to raise our rating from a D.

**Problem Statement 2:** Our attendance rate is below the district goal of 96%. **Root Cause:** After COVID-19, attendance rates have been low since parents and students are not realizing the negative effects attendance have on students academics & behavior.

# Student Learning

## Student Learning Summary

On the 2022 TEA Accountability, Ridgemont got a rating of "B" based on Domain 2: student growth.

### 2023 STAAR Data

Math				
	DNM	Approaches	Meets	Masters
RME	32%	30%	27%	11%
3rd	30%	38%	29%	3%
4th	37%	25%	19%	19%
5th	28%	29%	34%	9%
Reading				
	DNM	Approaches	Meets	Masters
RME	29%	37%	23%	11%
3rd	37%	33%	23%	7%
4th	25%	43%	24%	8%
5th	25%	37%	21%	17%
Science				
	DNM	Approaches	Meets	Masters
5th	57%	29%	6%	8%

### 2023 MOY REN360 Data

Looking at the MOY "School Consolidated Data" from 2022 to 2023, we can see positive shifts in the percentage of students getting approaches or higher. Both reading and math had a 4% gain from 2022 to 2023 for the whole school.

	RME-RDG	2nd-RDG	3rd-RDG	4th-RDG	5th-RDG
2022	45%	47%	40%	51%	43%

	RME-RDG	2nd-RDG	3rd-RDG	4th-RDG	5th-RDG
2023	49%	37%	45%	60%	57%

	RME-MTH	2nd-MTH	3rd-MTH	4th-MTH	5th-MTH
2022	53%	42%	47%	66%	51%
2023	57%	49%	60%	51%	72%

All students can participate in curriculum-aligned field trips throughout the year. Budgets allow Ridgemont to purchase and utilize resources for all students.

### Student Learning Strengths

We achieved a "B" rating on State Accountability based on student growth. This is a jump from the "D" rating on 2019.

Math: We had 38% of our students get meets & masters in 4th grade reading. We had 34% of our students reach Meets in 5th grade reading

Reading: We had 75% of our students in 4th and 5th grade get approaches or higher.

Science: We had 43% of our students get approaches or higher. This is a growth from 2022 when we only had 35% students reaching approaches.

Additionally, we continue to focus on effective, targeted supplemental instructional materials to increase student achievement in all subject areas.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Data shows that students are lacking consistency with using literacy resources, applying their learning during assessments, and lacking reading stamina across grade levels. Lack of attendance is also a factor in students not being successful **Root Cause:** The change from virtual learning to face to face learning created difficulties in sustaining stamina for learning and academic growth as students continue to struggle with adjusting to longer school days, structured environments, and more social and collaborative learning.

**Problem Statement 2:** In order to continue growing students, we need more students to reach meets and masters in reading and math. **Root Cause:** Last year our students took STAAR Online for the first time. This may have had an impact on student performance in 4th and 5th grade especially since those students were used to taking the paper/pencil STAAR test.

**Problem Statement 3:** Our AA students and SpEd students need to trend upwards to meeting sub group targets. **Root Cause:** A prior lack of focus on our sub groups since our goal was to raise our rating from a D.

**Problem Statement 4:** We have about 43% of our students not reaching "approaches" on the Science STAAR test. **Root Cause:** Lack of exposure to science vocabulary and hands-on science experiments from Kinder - 4th grade.

# School Processes & Programs

## School Processes & Programs Summary

The staff is 100% highly qualified. 100% of ELA teachers are ESL certified. Teachers received feedback regarding their performance, verbally and writing from various support personnel and administrators.

For our students, we offer the following clubs and programs: Robotics & Coding, CODA (Violin), Inspire Girls (from Girls Scout), Safety Patrol, Honor Choir, Art Club, and National Elementary Honor Society,

## School Processes & Programs Strengths

Low staff turnover. New staff receives support from lead master teacher as well as grade level mentor teacher.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** More opportunities for staff to engage in peer observation and feedback cycle to continue to support student achievement needs. **Root Cause:** Due to schedule conflicts, teachers are unable to visit content peers.

# Perceptions

## Perceptions Summary

Instruction includes re-teaching and re-assessing in order to maximize students improvement. Through PLC meetings, teachers collaborate on developing plans and actions items to improve student achievement. This ongoing process is to ensure every student has the opportunity to make a year's growth on grade level TEKS. In addition, we look at every child (where they start), we assess, we flexibly group them and continue the cycle until the student has met mastery.

Through multiple forms of assessments (Countdown Series, Campus Interim Assessments, Unit Assessments), students that require additional instruction are targeted to attend after school tutorials. Resources and materials will be purchased to support instruction and student ownership of learning tools.

We used PLC meetings to get clarity on good learning intentions and success criteria. Master and mentor teachers also provide teachers with additional support sessions and model classrooms for peer observations.

A campus create survey was given to teachers at the end of the year. The items below are some key areas of need

- Reaching out to the community businesses etc.
- For students to take ownership, parents should attempt to be involved to help within the community.
- More community involvement/bringing in our community members to help
- Partnering with sponsors and with the community

## Perceptions Strengths

All decisions made at Ridgemont are based on current and trending data. Various teams such as PLC weekly data meetings, Student Support Staff, CBLT, Mentor/Master teachers, and ILT analyze the data and make the decisions with all members' feedback and input. PLC agenda items were targeted based on campus assessment data or CST feedback.

End of year campus survey results show that most teachers and staff feel that RME is a good place to work and learn. They also responded very highly the statement that RME has "clear goals for teaching and learning."

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Collaborate with families to develop strategies so parents know how to support student learning at home and thereby increasing parental involvement increases. **Root Cause:** We need better and multiple ways of communicating with our parents.