

Port Neches-Groves Independent School District
Ridgewood Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Ridgewood Elementary School is to provide the climate and educational program that will satisfy our high expectations for both student achievement and behavior. We believe that all students can learn, and to this end we offer a diversity of school programs to help each child develop to his or her potential.

Vision

"Striving for Excellence"

Core Beliefs

Desired Student Behaviors:

- Exhibit a positive self-image and physical well being
- Exhibit respect for self, others, and the environment
- Be self-directed, independent, life-long learners
- Demonstrate problem solving and decision making skills
- Demonstrate proficiency in communication and academic skills
- Deomstrate an appreciation for our American heritage, demographic ideals, and multicultural richness
- Accept responsibility and be a positive contribution to society

Comprehensive Needs Assessment

Needs Assessment Overview

The perception of Ridgewood Elementary is extremely positive. Ridgewood has a strong reputation of hiring highly qualified staff members that do a tremendous job of developing positive relationships with stakeholders. Through the recruitment of these highly qualified employees, Ridgewood has an above average attendance rate. Ridgewood students are excited to be a part of their teacher's classroom.

With a growing ESL population, Ridgewood is constantly working to meet the needs of the ever growing diverse population. Ridgewood does not have staff members that speak languages other than English. We are constantly looking at new trainings and strategies to help offset this problem. We are striving to meet the needs of both students and parent.

Ridgewood teachers understand the importance of technology while educating today's student. Our teachers utilize technology resources in all aspects of teaching and learning.

Ridgewood also has a multitude of programs, and data is the driving force for our curriculum and instruction. Campus benchmarking is analyzed and used to ensure we are meeting the progress needs of our students.

Demographics

Demographics Summary

Ridgewood Elementary is located in Port Neches and serves half of the city of Port Neches' students. Woodcrest Elementary is our partner school that serves the other half of the community. Our students are in grades kindergarten through 3rd grade. Our current TAPR data shows the ethnic distribution as 4.2% African American, 18.6% Hispanic, 62.3% White, and 12.2% Asian. 26.4% of our students are identified as Economically Disadvantaged. 9.3% of our students are indentified as English Language Learners. Our campus has a mobility rate of 8.5%. Ridgewood Elementary serves approximately 425 students.

Demographics Strengths

- Our campus attendance rate is above the district and state average at 96.8%
- All demographic groups had an attendance rate at or above 95%
- Our ESL campus teacher is a great benefit along with the ESL Newcomer teacher in meeting the needs of our English as a Second Language students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ridgewood continues to work to overcome the language barrier when communicate with the families of our students. **Root Cause:** We do not have staff members that speak languages other than English. Our student population also speaks multiple languages, which makes having a translator on hand for that specific language difficult.

Problem Statement 2: Ridgewood strives to continue teaching awareness of varied demographics on our campus. **Root Cause:** Teachers often forget the difficulty parents experience at home trying to translate and stay informed with homework, events, etc when English is not the primary language.

Problem Statement 3: Our ESL population continues to grow, and with that meeting their needs in the classroom continues to be a challenge. **Root Cause:** Teachers do not have the skill set often needed to serve ELL students. Additional resources and training are always needed to ensure their success.

Student Academic Achievement

Student Academic Achievement Summary

Ridgewood Elementary prides itself on our strong student achievement. Our students continuously out perform our district, region, and state scores. Our campus believes in academic excellence for all of our students.

Student Academic Achievement Strengths

- STAAR Percent at Phase-in Satisfactory Standard or Above for Reading -
- STAAR Percent at Phase-in Satisfactory Standard or Above for Math -
- STAAR Percent at Postsecondary Readiness Standard for Reading -
- STAAR Percent at Postsecondary Readiness Standard for Math -
- STAAR Percent at Advanced Standard for Reading -
- STAAR Percent at Advanced Standard for Math -
- Campus Distinctions:

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Strive to continue for LEP students to show progress from TELPAS to STAAR **Root Cause:** Students are still mastering the language and the skill of test taking. STAAR's level of rigor is often difficult for them to show the progress we expect.

Problem Statement 2: Strive to continue to make the best educational decisions for Special Education students. **Root Cause:** We face difficulty in getting our special education to perform at the rigor expected on STAAR and also meet their academic needs where they are functioning.

Problem Statement 3: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness **Root Cause:** Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

School Processes & Programs

School Processes & Programs Summary

Ridgewood Elementary has a strong reputation of hiring and recruiting the best, highly qualified staff members. Providing high quality staff development and training for our faculty members is always a priority.

Data from student performance is a driving force for our curriculum and instruction. Campus benchmarking is used to ensure alignment in meeting the progress needs of our students.

Ridgewood Elementary understands the importance of technology when educating our students. Our teachers utilize technology resources in all aspects of teaching and learning.

School Processes & Programs Strengths

- technology lead teachers assist the needs of campus teachers throughout the school year
- Istation, Star Reading, and Star Math are used at the Beginning, Middle, and End of Year to monitor progress and needs of our students
- All classroom teachers have an ipad assigned to them along with an ipad cart that rotates weekly between classrooms
- All classroom teachers have a sphero for interactive coding and instruction
- Supplemental programs such as Saxon Phonics (K & 1), Brain Pop, United Streaming, Mimeo boards, and document cameras are used to enhance learning in the classroom
- Grade level teachers share common conference time daily to allow for grade level planning and collaboration
- utilize campus technology paraprofessional in assisting students and teachers
- utilize district help desk to trouble shoot technology issues
- All interactive learning devices including mimeo and document cameras are utilized
- Provide school counseling to all students at Ridgewood, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: High quality staff development is needed throughout the year. **Root Cause:** Teachers need time to look at student progress and reflect and adjust as needed.

Problem Statement 2: Teachers do not utilize aligned lesson plan techniques. **Root Cause:** The district allows the teachers to follow their own lesson plan

model.

Problem Statement 3: Google is not utilized to the depth it could be for individual student use and collaboration. **Root Cause:** Teachers are still uncomfortable with the many uses of Google docs, etc.

Perceptions

Perceptions Summary

Ridgewood Elementary has a special school climate that is hard to explain without experiencing it first hand. Many of our parents attended our school and are graduates of our school district. There is a strong sense of pride in our school district that is carried from generation to generation. Our school focuses on the six pillars of character and the importance of being a kid for character.

A parent involvement survey is sent home every year. Ridgewood Elementary results show that there is a great deal of parent involvement in our school and parents come to events in large numbers. Remind is also used to keep parents informed on campus happenings through text messages.

Our campus motto is "Striving for Excellence" and that motto is carried over into everything we do at Ridgewood Elementary. Our goal is to meet the social and academic needs of every student that passes through our doors. We also pride ourself on working with parents that are experiencing difficulties in raising their child and setting boundaries. Kids for Character is evident in everything we do.

Perceptions Strengths

- low discipline issues
- strong character program
- strong PTA with well attended meetings and school programs
- all staff has completed safety training and a campus safety plan is in place and practices
- Provide support and assistance to grandparents that are raising grandchildren to ensure success
- translators are provided for parent meetings as needed
- Principal newsletter is sent home every month to keep parents informed on school happenings
- Parent conferences are held in the fall and spring
- perceived as parent friendly and approachable campus
- Parents respond positively to our yearly parent survey stating the school makes them feel welcome, the PTA is an active and effective part of the school, they are aware of what their child is learning, and the school uses a variety of ways to inform them about school events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was mixed responses on the parent survey in regards to wanting more opportunities to be involved at school. **Root Cause:** Specific information is not disseminated regarding ways to be involved.

Problem Statement 2: There was mixed responses on the parent survey in regards to asking their opinions on the school and its programs. **Root Cause:** We do not often ask about opinions on specific programs or the school other than the parent survey.

Problem Statement 3: Skyward Family Access is not utilized at our grade level like older grades. **Root Cause:** Parents receive student work daily so they don't see the need to access the online gradebook.

Problem Statement 4: It is often difficult to reach out to ethnically diverse parents to encourage them to be involved on our campus. **Root Cause:** The language barrier causes them to often feel uncomfortable.

Problem Statement 5: Stay vigilant and aware of campus safety. **Root Cause:** Ridgewood is an older campus is safety is always a concern.

Problem Statement 6: A rise in students that lack social skills. **Root Cause:** Lack of education in the home at an early age.

Problem Statement 7: Working parents feel there is not enough volunteer/meeting opportunities for them. **Root Cause:** Having meetings at any time are difficult. We have tried meetings at both times and the after school meetings were poorly attended.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 1: Third grade student groups will score at or above the state, region, and district averages as measured by STAAR in all subjects and grades tested.

Evaluation Data Source(s) 1: STAAR data, TELPAS results, PBMAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide remedial instruction for identified students.	Principal/Counselor	Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions.			
Problem Statements: Student Achievement 3 Funding Sources: 199 - General Fund - \$0.00					
					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness Root Cause 3: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 2: By May 2018, 90% of kindergarten, first, second, and third grade students will be reading at or above grade level.

Evaluation Data Source(s) 2: ISIP, Star Reading, Star Early Literacy, and STAAR Reading results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide remedial instruction for identified students	Principal/Counselor	Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions.			
	Problem Statements: Student Achievement 3 Funding Sources: 199 - General Fund - \$0.00				

Performance Objective 2 Problem Statements:


Student Achievement
Problem Statement 3: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness Root Cause 3: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 3: Maintain the elementary Gifted/Talented program and the district G/T participation percentage at the 5% target percentage.

Evaluation Data Source(s) 3: AEIS, PEIMS G/T Report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Ensure that teachers in the gifted and talented program have completed the required 30 hours of training and provide campus support for six hour update training for trained GT teachers and administrators.	Principal/GT Teacher	Teachers will receive the needed hours for G/T to be within compliance. Evidence: Training certificates			
	Problem Statements: Student Achievement 3 Funding Sources: 199 - General Fund - \$0.00				
2) Utilized district matrices and qualification criteria to identify gifted and talented students.	Counselor	District criteria will determine qualified students for the G/T program. Evidence: Utilization of district matrices			
	Problem Statements: Student Achievement 3 Funding Sources: 199 - General Fund - \$0.00				
					

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 3: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness Root Cause 3: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 4: Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review, and Dismissal (ARD) Committee meetings and will demonstrate success on their IEP's.

Evaluation Data Source(s) 4: Six-weeks progress reports, PBMAS LRE indicator, IEPs

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Serve as a case manager to oversee the curriculum and progress of identified students	Counselor Principal Teacher Program specialist	Student progress and growth will be monitored. Evidence: Campus will utilize testing data to identify student needs.			
Problem Statements: Student Achievement 2					
					

Performance Objective 4 Problem Statements:

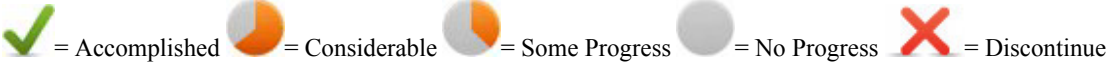
Student Achievement
Problem Statement 2: Strive to continue to make the best educational decisions for Special Education students. Root Cause 2: We face difficulty in getting our special education to perform at the rigor expected on STAAR and also meet their academic needs where they are functioning.

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 5: 60% or more of the ELL population will reach or exceed the accountability system safeguard passing requirement in both math and reading.

Evaluation Data Source(s) 5: STAAR Reports, System Safeguard Report

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Utilize campus ESL teacher to provide as a resource and liaison for ESL students and campus teachers.	Principal	ESL specialist will give support to teachers for ESL student performance on benchmark testing, TELPAS, STAAR. and report card performance. Evidence: Testing data will documented and analyzed.			
	Problem Statements: Student Achievement 1 - Demographics 1, 3 Funding Sources: 199 - General Fund - \$0.00				
					

Performance Objective 5 Problem Statements:


Student Achievement
Problem Statement 1: Strive to continue for LEP students to show progress from TELPAS to STAAR Root Cause 1: Students are still mastering the language and the skill of test taking. STAAR's level of rigor is often difficult for them to show the progress we expect.
Demographics
Problem Statement 1: Ridgewood continues to work to overcome the language barrier when communicate with the families of our students. Root Cause 1: We do not have staff members that speak languages other than English. Our student population also speaks multiple languages, which makes having a translator on hand for that specific language difficult.
Problem Statement 3: Our ESL population continues to grow, and with that meeting their needs in the classroom continues to be a challenge. Root Cause 3: Teachers do not have the skill set often needed to serve ELL students. Additional resources and training are always needed to ensure their success.

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 6: The District's general ed programs will provide needed services and support for programs such as Section 504, dyslexia, and RtI.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Serve as a case manager to oversee the curriculum and progress of identified students	Counselor Principal Teacher Program Specialist	Student progress and growth will be monitored. Evidence: Campus will utilize testing data to identify student needs.			
Problem Statements: Student Achievement 3					
					

Performance Objective 6 Problem Statements:


Student Achievement
Problem Statement 3: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness Root Cause 3: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 7: By May 2018, 90% of kindergarten, first, second, and third grade students will be performing at or above grade level in math.

Evaluation Data Source(s) 7: Star Early Literacy, Star Math, and STAAR Math results

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide remedial instruction for identified students.	Principal/Counselor	Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions as well identify students at risk.			
		Problem Statements: Student Achievement 3 Funding Sources: 199 - General Fund - \$0.00			
					

Performance Objective 7 Problem Statements:


Student Achievement
Problem Statement 3: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness Root Cause 3: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 8: Students will be provided opportunities to be physically active throughout the day.

Evaluation Data Source(s) 8: PE and Recess Schedules

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Schedule for 30 minutes of PE everyday along with 20 minutes of recess	Principal Teachers	Students will have 30 minutes of PE and 20 minutes of recess every day. Evidence: Master Schedule			
Funding Sources: 199 - General Fund - \$0.00					
2) The importance of a healthy lifestyle will be covered with students through the CATCH (Coordinated School Health Program) as directed by the district SHAC.	Principal PE Teachers	Physical Education teacher will utilize a variety of lessons to stress the importance of a healthy lifestyle.			
Problem Statements: Student Achievement 3					
Funding Sources: 199 - General Fund - \$0.00					
					

Performance Objective 8 Problem Statements:


Student Achievement
Problem Statement 3: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness Root Cause 3: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Goal 2: Ridgewood will establish and maintain programs to encourage higher attendance.

Performance Objective 1: The attendance rate for all students will increase to 96.8%.

Evaluation Data Source(s) 1: AEIS, PEIMS Summer Submission Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Recognize students with perfect attendance each six weeks	Principal	Attendance rewards will increase student attendance. Evidence: Attendance reports will be run each six weeks.			
	Problem Statements: Student Achievement 1, 2, 3				
2) Maintain close communication with parents to stress and encourage higher attendance through phone calls and attendance letters.	Principal	Parental Communication will increase student attendance. Evidence: Attendance reports will be run each six weeks.			
	Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 199 - General Fund - \$0.00				
					

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Strive to continue for LEP students to show progress from TELPAS to STAAR Root Cause 1: Students are still mastering the language and the skill of test taking. STAAR's level of rigor is often difficult for them to show the progress we expect.
Problem Statement 2: Strive to continue to make the best educational decisions for Special Education students. Root Cause 2: We face difficulty in getting our special education to perform at the rigor expected on STAAR and also meet their academic needs where they are functioning.
Problem Statement 3: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness Root Cause 3: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 1: Ridgewood faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: PDEpress evaluations, attendance rosters, security audits

Summative Evaluation 1:

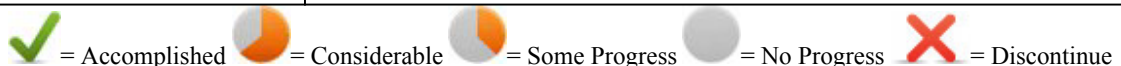
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Teachers will wear identification badges at all times.	Principals	Teachers wearing badges is in line with the district safety and security protocol.			
Funding Sources: 199 - General Fund - \$0.00					
2) All visitors will enter through the front doors and sign in at the office. They will be issued a badge for access to areas on campus.	Office Clerk Principal All staff	Front office will scan the identification of all visitors to Ridgewood.			
Funding Sources: 199 - General Fund - \$0.00					
3) Selected staff members will be CIP trained	Principal	Staff members seected will be well versed in CIP and understand what is needed in an emergency situation.			
Funding Sources: 199 - General Fund - \$0.00					
4) Implement strategies in the classroom to run, lock, fight in the case of an armed intruder	Teacher	Training will be conducted with students and staff to ensure the correct protocols will be followed in an emergency situation.			
Funding Sources: 199 - General Fund - \$0.00					
5) Campus cameras will be used to monitor safety and campus access	Principal	Office personnel will be able to monitor the entire campus from a centralized location.			
Funding Sources: 199 - General Fund - \$0.00					
6) Safety drills will be conducted throughout the year and documented.	Principal	Students and staff will understand what is expected of them in an emergency situation.			
Funding Sources: 199 - General Fund - \$0.00					
					

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 2: Administration and staff will establish and consistently enforce school and district rules.

Evaluation Data Source(s) 2: PExpress evaluations, sign-in sheets, Student Code of Conduct, Skyward Discipline Reports

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Classroom and school rules will be established and posted.	Classroom teachers Principal	Students will understand what's expected of them. Evidence: Fewer discipline referrals			
Funding Sources: 199 - General Fund - \$0.00					
2) Staff will recognize hard work, good character, and positive recognition	All staff	Students will be sent to the principal for the brag board for excellence in behavior or academics.			
Funding Sources: 199 - General Fund - \$0.00					
3) Communicate rules and procedures to students, parents, and the community by providing the Student Code of Conduct and Handbook online from the campus website.	Principal	Staff, parents, and students will understand the rules of this district as well as resource to utilize when they have a question.			
Funding Sources: 199 - General Fund - \$0.00					
4) In the classroom and through counselor classes, students will be taught how to understand and recognize behavior that is considered bullying	Teacher Counselor	Students will strive to eliminate negative or mean actions towards other students. Evidence: Less reported incidents of bullying.			
Funding Sources: 199 - General Fund - \$0.00					
					

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 3: By September 1 of the current school year, 100% of employees working in specific designated assignments will receive current CPR, AED, and concussion training.

Evaluation Data Source(s) 3: PDExpress attendance rosters

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Maintain current rosters of CPR certified personnel. Always look to see if campus is well covered or if additional staff are needed to be trained.	Principal	We will continue to have the required amount of personnel CPR certified.			
					

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 4: By the end of the school year, 100% nurses will be trained to teach CPR.

Evaluation Data Source(s) 4: Certification records

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Maintain current date on nurse certification and provide timely opportunity for recertification	Principal	Nurse certification			
					

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 5: Ridgewood will be involved the district's School Health Advisory Committee for the current school year.

Evaluation Data Source(s) 5: Sign-in sheets; minutes of meetings; board agenda

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Implement health and CATCH program during PE classes. Participate in all Fitnessgram testing.	Principal PE Teacher	The PE teacher will implement the CATCH program as well as Fitnessgram. Evidence: Lesson plans			
					

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 6: Provide Character and drug education to all students.

Evaluation Data Source(s) 6: Student Understanding

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide bi-monthly counseling classes that include Eddie Eagle program on gun safety, personal safety, conflict resolution, character education, suicide prevention, tobacco use, violence prevention, and red ribbon week.	Counselor	Students will have a better understanding of these topics.			
	Funding Sources: 199 - General Fund - \$0.00				
2) Contract with additional counseling personnel to provide mentoring for identified students.		Students identified will receive the counseling services they need.			
	Funding Sources: Title IV - \$1,360.00				
					

Goal 4: All Ridgewood teachers will be provided high-quality professional development.

Performance Objective 1: 100% of instructional staff and administrators will be offered high-quality professional development opportunities.

Evaluation Data Source(s) 1: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes


Summative Evaluation 1:

Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 1: Increase parental involvement of all parents including underrepresented populations and special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 1: Webpages, Remind texts, parent involvement survey

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Use Remind, campus website, and newsletter to inform parents	Principal	These social media applications will keep parents and stakeholders aware of upcoming campus activities.			
					

Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 2: Increase the number of school/business partnerships.

Evaluation Data Source(s) 2: Documented partnership activities, NCLB PNP Report

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Compile yearly needs early in the year and reach out to community partners.	Principal	This will ensure all community stakeholders help to take an active role in our school.			
	Funding Sources: 199 - General Fund - \$0.00				
					

Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 3: Campus committees will meet the required number of times during the year.

Evaluation Data Source(s) 3: Sign-in sheets; minutes of meetings; websites

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Committee requirements will be reviewed to ensure compliance.	Principal	We will make sure we have the correct number of meetings for the school year. Evidence: Sign in sheets.			
					

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 1: During the current school year, 100% of campuses and the district will maintain an active governance structure to direct, sustain, and communicate excellence in all functions of the campus/district.

Evaluation Data Source(s) 1: Campus and district CIC/DEIC minutes, sign-in sheets, Plan4Learning

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) The Campus Improvement Committee will meet three times a year. The representatives on the committee will represent all aspects of the staff and community.	Principal	CIC committee will work to address the needs of the school. Evidence: Sign in sheets and agendas			
	Funding Sources: 199 - General Fund - \$0.00				
					

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 2: During the current school year, Ridgewood will recruit, retain, and develop a 100% qualified staff in the academic core subject areas that proactively engages students for success.

Evaluation Data Source(s) 2: Personnel files

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Attract and retain highly qualified teachers, including those with ESL certification	Principal	All Ridgewood teachers will be certified in their subject/grade level. Evidence: Teacher certifications			
Funding Sources: 199 - General Fund - \$0.00					

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 3: During the current school year, Ridgewood will provide meals to all students through the Texas Department of Agriculture's National School Lunch and Breakfast programs.

Evaluation Data Source(s) 3: Monthly free and reduced percentage reports

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Free/Reduced Lunch forms will be sent home with every student and available online or in the office. When account balances get high, parents will be contacted about the opportunity to apply for free/reduced services.	Principal Cafeteria Manager	Communication with parents will help ensure low cafeteria balances % on free/reduced lunch			
					

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 4: Ridgewood has and will continue to strive to be an advocate for all foster children of the campus and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Foster children will be identified and proper district personnel contacted to make sure all policies and procedures are followed.	Principal Enrollment Secretary	Following federal, state, and district guidelines will help meet the needs of foster students.			
					

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: During the current school year, Ridgewood will request technology services required to implement all district initiatives.

Evaluation Data Source(s) 1: Service/ticket database, minutes of BYOD meetings, network reports, TTF agendas and meeting minutes.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) The Technology teacher will oversee the needs of the campus and submit request in a uniform and timely manner.	Principal Tech Teacher	The technology teacher will report of ticket needs			
Funding Sources: 199 - General Fund - \$0.00					
					

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: Ridgewood students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Source(s) 2: K-5 technology booklets submitted by teachers, STaR Chart data, course selection guide, Learning.com reports (K-8).

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Utilize the teacher ipad and ipad cart in daily technology classroom instruction	Principal Technology teacher	Technology will aid the teacher in reaching the learning needs of the students. Evidence: walk throughs			
	Funding Sources: 199 - General Fund - \$0.00				
2) Teachers will complete the required technology applications for their grade level with the assistance of the technology paraprofessional	Principal	Teachers will move towards technology integration with support from the technology paraprofessional. Evidence: Walk throughs			
	Funding Sources: 255 - Title II-A/TPTR - \$0.00				
					

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 3: Ridgewood faculty, staff, and administration will demonstrate mastery of technology competencies.

Evaluation Data Source(s) 3: Sign-in sheets of training

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Utilize lead teachers to push out useful information during the fall and spring semester to keep teachers abreast of the latest technology that impacts student learning.	Principal	Lead teachers will support teachers with new learning strategies with teachers utilizing technology. Evidence:Lead teacher documentation			
					

State Compensatory

Budget for Ridgewood Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6112 75 103 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
199 11 6119 00 103 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$271,737.00
199 11 6122 75 103 0 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6129 00 103 0 24 0 00	6129 Salaries or Wages for Support Personnel	\$20,101.00
199 11 6141 00 103 0 24 0 00	6141 Social Security/Medicare	\$4,026.00
199 11 6141 75 103 0 24 0 00	6141 Social Security/Medicare	\$70.00
199 11 6142 00 103 0 24 0 00	6142 Group Health and Life Insurance	\$14,349.00
199 11 6144 00 103 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$20,610.00
199 11 6145 00 103 0 24 0 00	6145 Unemployment Compensation	\$179.00
199 11 6146 00 103 0 24 0 00	6146 Teacher Retirement/TRS Care	\$8,248.00
199 11 6149 00 103 0 24 0 00	6149 Employee Benefits	\$1,660.00
6100 Subtotal:		\$346,480.00
6300 Supplies and Services		
199 11 6399 00 103 0 24 0 00	6399 General Supplies	\$525.00
6300 Subtotal:		\$525.00

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	5	1			\$0.00
1	7	1			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	6	1			\$0.00
5	2	1			\$0.00
6	1	1			\$0.00
6	2	1			\$0.00
7	1	1			\$0.00

7	2	1			\$0.00
Sub-Total					\$0.00
255 - Title II-A/TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	2			\$0.00
Sub-Total					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	2			\$1,360.00
Sub-Total					\$1,360.00
Grand Total					\$1,360.00

Addendums

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Julie Gauthier	Principal Julie Gauthier
Classroom Teacher	Jodi Reeves	K Teacher Jodi Reeves
Classroom Teacher	Lori Halbert	1st Grade Teacher Lori Halbert
Classroom Teacher	Jana Harper	2nd Grade Teacher Jana Harper
Classroom Teacher	Angie Melancon	3rd grade teacher/DEI rep Angie Melancon
Paraprofessional	Randi Sticker	Sp. Ed. Aide Randi Sticker
Classroom Teacher	Stephanie Cole	Sp. Ed. Teacher Stephanie Cole
Parent	Jill Bond	jdbond102616@gmail.com Jill Bond
Parent	Courtney Dews	Parent Courtney Dews
Business Representative	Deanna Frankens	Business Deanna Frankens
Technology	April Ryan	Technology April Ryan

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Julie Gauthier	Principal <i>Julie Gauthier</i>
Classroom Teacher	Jodi Reeves	K Teacher <i>Jodi Reeves</i>
Classroom Teacher	Lori Halbert	1st Grade Teacher <i>Lori Halbert</i>
Classroom Teacher	Jana Harper	2nd Grade Teacher <i>Jana Harper</i>
Classroom Teacher	Angie Melancon	3rd grade teacher/DEI rep <i>Angie Melancon</i>
Paraprofessional	Randi Sticker	Sp. Ed. Aide <i>Randi Sticker</i>
Classroom Teacher	Stephanie Cole	Sp. Ed. Teacher <i>Stephanie Cole</i>
Parent	Jill Bond	<i>jdbond102616@gmail.com</i> <i>Jill Bond</i>
Parent	Courtney Dews	Parent <i>Courtney Dews</i>
Business Representative	Deanna Frankens	Business <i>Deanna Frankens</i>
Technology	April Ryan	Technology <i>April Ryan</i>