

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 156 - Ridglea Hills ES

Principal: Cotton, Crenesha

Executive Director: Xavier Sanchez

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 95.8
Special Education: 10.5
Dual Language/ESL: 6.8
Gifted and Talented: 13.8

Career and Technology: 0
Percentage of at-risk students: 52.9
Percentage of English Language (EL) students: 7
Percentage of economically disadvantage students: 39.9

2019-2020 Campus Site-Based Committee

Name	Role
Crenesha Cotton	Principal
Connie Streiff	Parent
Noelle Hulén	Teacher
Ellen Starr	District Level Staff
Rachel Harris	Parent
Curby Alexander	Parent
Monique Gillaspay	Teacher
Claudia Raya	Teacher
Glenn Cureton	District Employee Relations Council Representative
Chris Holbert	Community Representative
Matrail Rogers	Campus Non-Teacher Professional
Stephanie Johnson	Business Representative
Meredith Andersen	Teacher
John Wyatt	Teacher
Lori Blakley	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Ridglea Hills ES. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 82	84 - Met Standard
Domain 2: School Progress 82	
Domain 3: Closing The Gaps 89	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 1
Academic Achievement in English Language Arts/Reading: 1	
Top 25 Percent: Comparative Academic Growth: 1	

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Low mobility rates, overall high achievement.	1. Increase all subgroups to grow by 1-2 years or more by meeting the approaches, meets, and masters level of state assessments in reading, writing, math, and science in grades 3-5.	1. Highly consistent and engaging instruction to meet the needs of all students in college and career readiness.
	2.		2. Social, emotional, academic supports to students through RTI & PBIS.
	3.	2.	3. Alignment of instructional expectations in all grade levels and contents.
	4.	3.	4. Increasing teacher capacity to meet the needs of diverse learners in the learning community.
	5.	4.	5.
	6.	5.	6.
		6.	7.
Student Achievement	1. In regards to student achievement for reading, math, science, our achievement gap is slowly closing among all subgroups in areas of reading, math, and writing.	1. Increase meeting the approaches, meets, and masters level of state assessments in reading, writing, math, and science in grades 3-5/in all content areas. Specifically focusing on Math in grades 4th and 5th grade.	8.
	2. All student groups based on Domain 1 of STAAR data increased from 2017/18 school year to 2018/19.		9.
	3.	2. Areas of improvement across all grade levels and contents, specifically in math, reading, writing, and science in grades 3-5 need to increase in meets and masters levels for African American students. Student performance will increase through higher understanding of the Data Analyst and PLC Process and will be evidenced via agenda review and classroom implantation.	10.
	4.		
	5.	3. Student performance will increase through higher understanding of the Data Analyst and PLC Process and will be evidenced via agenda review and classroom implantation. Data Analyst will be hired and will need a colored printer, data binders, and a computer as resources to be utilized as part of his/her job duties.	
	6.		
		4.	
	5.		
	6.		

School Culture and Climate	1.	95-100% of staff and students feel safe and nurtured as valued stakeholders in our learning community.	1.	Transitioning new students into the current school community.
	2.		2.	
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
Staff Quality/ Professional Development	1.	95% or higher attendance rate for teachers and staff.	1.	Provide professional development so teachers and staff can vertically align in all content areas.
	2.		2.	
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
Curriculum, Instruction, and Assessment	1.	Regular Data & Team Meetings to discuss student performance and ways to implement best practices by modifying and adapting instruction to meet diverse classroom needs.	1.	Provide academic support for all students for Tier II and III students by providing interventions through tutoring by hiring a full time data analyst to meet the identified needs.
	2.		2.	
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
Family and Community Involvement	1.	Strong active PTA, 100% of all stakeholders are PTA members.	1.	Working with our family community specialist and PTA to create social and academic opportunities for members to become more involved in working with identified students and their families that need additional supports in areas of academics and socialization among their peers.
	2.		2.	
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	

School Context and Organization

1.	45 Minute grade level planning teams for data, PLC, and team meeting in grades EEC-5th grade are built into teachers' weekly schedules.	1.	Ensure fidelity to Achieve 3000, Smarty Ants, TEKS best practices in following the curriculum during classroom instruction.
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 156 - Ridglea Hills ES

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.	90.29	58.25	35.92	60	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	(Achievement) Commitment to engage all grade levels in vertical planning for weekly PLCs to review data, monitor student progress and action steps to be implemented to increase student achievement in reading.	Agendas from PLCs, Progress PCP data, and studying student work by Sept. 30, 2019. Tutoring programs will be implemented for push in and/or after school to start Sept. 19, 2019 for identified students based on specific data in reading and math. Administrator will monitor tutorials through coaching/feedback with teachers and student conferences to be held throughout the year.	Teacher(s)		Local (Basic Allotment)			
2	Conduct PLCs on reading strategies in using best practices to utilize in the classrooms. Instructional team will provide coaching feedback weekly to instructional staff to increase student achievement in literacy.	Higher data analyst with Title I funds. Instructional coach will be provided by the district. Leadership team will analyze data, conduct instructional rounds/learning walks and provide individual feedback. Teachers will monitor best practices that work after strategies have been implemented to increase students academic growth in reading. Supplies and materials will be provided.	Instructional Leadership		Title I	58,000		
3	Teachers will use acceleration time within instructional schedule to provide differentiation based on students' tiers of reading with . Ex: sggr, project base assignments, etc.	Evidence of sggr time block on their schedule, interim assessment data, and benchmarks. Follow up with documented meetings through coaching, walkthroughs, and feedback evidence.	Teacher(s)		Local (Basic Allotment)			
4	Teachers will implement Achieve 3000 and MAP by ensuring time on the computer is done twice a week and students average activity score is 75% or higher.	Evidence monitoring lessons to ensure that teachers are completing lessons by the time specified. School leadership will review the Leadership Edition of Achieve 3000 to and MAP to insure students are completing lessons and making the documented growth by teacher.	Teacher(s)		Local (Basic Allotment)			

5	Administration will monitor the implementation of the new Pearson Curriculum by utilizing professional development plan snapshot Literacy Quick Start Guide for the 2019-2020 school year. Supplies will be provided for PD sessions.	Through walkthrough alignment and coaching feedback documentation, instructional leadership team will monitor the following for each month: August - Curriculum Resource Overview Sept.- Achieve/Literacy Data Tracking. Oct. - PLCs Student Work, Data. Nov. SGGR/RTI/Wrtg. Folders. Dec. - Student Growth Progress & Data. Jan. - Curriculum Follow up. Feb. - PLCs Student Work, Data. March - Achieve Progress/Data April -Review Progress/Success Maker for Tier III Students and May - Plan for 2020-2021	Instructional Leadership	5/29/2020	Local (Basic Allotment)	500		Literacy Quick Start Guide 19-20.pdf
6				6/28/2019				
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	83	86	EOY
	Instructional leadership will insure teachers and staff are trained, implement and monitor these target strategies and their effectiveness listed below.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	6-(Progress) Math vertical planning for teachers to focus on best practices, high leverage teks and alignments to learning standards.	Vertical pullout meetings in grade levels 3-5, three times a year and review feedback from weekly PLCs, data meetings with data analyst, instructional leadership, and teachers to discuss student performance and how to increase subgroup achievement specifically in 4-5 grade math for AAs, Hispanics, and Anglo students.	Teacher(s)	5/22/2020	Local (Basic Allotment)	1,000		
2	Teachers will use acceleration time within instructional schedule to provide differentiation based on students' tiers of reading with . Ex: ssgm, project base assignments, etc.	Evidence of ssgm time block on their schedule and interim assessment and benchmark data.	Teacher(s)		Local (Basic Allotment)			
3	2-(Progress) Conduct PLCs on math strategies in using best practices to utilize in the classrooms. Then teachers will monitor best practices that work after strategies have been implemented to increase students academic growth in math.	Evidence will be instructional rounds/learning walks and individual feedback for coaching and student growth from instructional leadership team. Data analyst will be trained by ADQ on best practices based on campus prof. learning map provided to assist instructional leadership and teachers on implementing best strategies throughout the school year. Purchase supplies as needed to support meetings and campus goals.	Instructional Leadership	5/29/2020	Local (Basic Allotment)	2,450		Campus Professional Learning Map.docx
4	Teachers will assess students using the MAP using BOY, MOY, and EOY data to monitor student academic progress in math and provide Tier I-III interventions based on students' individual needs.	Evidence monitoring lessons to ensure that teachers are completing lessons by the time specified and documentation of student conferences held to discuss academic progress.	Teacher(s)		Local (Basic Allotment)			
5	Data Analyst will be hired and will need a colored printer, data binders, and a computer as resources to be utilized as part of his/her job duties.	Data analyst will be trained on best practices with ADQ, PLC Agendas will be documented with action steps, instructional leadership team will provide evidence of coaching through walkthroughs and feedback conferences. 2019-2020 data MAP evaluation data will be administered and identify students who will receive interventions by Sept. 30th. Updated tracing and intervention plans will be incorporated into each Interim Assessment Cycle. Systems will be identified and utilized.	Principal		Title I	2,000	On Target	
6	Tutoring for at-risk students.	Teachers will be paid extra duty to tutor after school.	Teacher(s)	5/22/2020	SCE	5,100		
7	LEP	LEP specialist will provide push/pull out instruction.	Students are identified and scheduled develop. Supplies and materials will be provided.	Teacher(s)	5/22/2020	Bilingual	300	

8		GT Teacher will provide pull out instruction weekly.	Students will received rigorous instruction through project based learning. Supplies and material will be provided.	Teacher(s)	5/22/2020	Gifted & Talented	785		
9	SPED	Special education students are provided inclusive instruction throughout the learning community.	All students, including students that receive special education services are provided the same opportunities for academic growth.	Teacher(s)	5/22/2020	Special Education	6,057		
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14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 156 - Ridglea Hills ES

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	2	5	May 2020
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	33	25	May 2020
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	97	100	May 2020

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Create a welcoming environment for all families by increasing teacher, staff, and community cultural awareness on learning and focusing on PBIS by leveraging honorable character traits campus wide.	Maintain family engagement specialist position. Specialist and Admin./Leadership team will meet weekly to plan for family engagement events. Parental and Family Engagement Strategies will be incorporated by all teachers and staff. Supplies and material will be provided.	Other	5/21/2020	Title I	19,672		
2	Build a positive school culture through equity work and campus wide incentives.	Equity Team Agendas and Implementation of PBIS Plan. Maintenance of a PBIS that focuses on student social, emotional health, learning, and positive culture and climate in our learning community. Incentives will be purchased.	Instructional Leadership	5/22/2020	Local (Basic Allotment)	1,000		
3	Conduct Monthly SBDM Meetings to inform parents of academic expectations, current best practices, and input that are aligned with campus's mission and vision.	Submission of SBDM Agenda Minutes	Instructional Leadership	5/22/2020				
4	Conduct Monthly PTA meetings to address information and receive input from parents about the learning community and student achievement.	Submission of PTA Agenda Minutes and working closely with family communication specialist to oversee meetings, feedback from parents, and stakeholder collaboration.	External Stakeholder	5/21/2020			On Target	
5	Conduct PLC with health teachers and p.e. staff to discuss ways of implementation of rigorous health lessons to provide to all students.	Submission of PLC Agendas with Health Teachers and Wellness Committee.	Teacher(s)	5/22/2020				
6	Data Analyst will need a colored printer, data binders as resources to be utilized as part of his/her job duties.	Data analyst will be trained on best practices with ADQ, PLC Agendas will be documented with action steps, instructional leadership team will provide evidence of coaching through walkthroughs and feedback conferences. 2019-2020 data and Achieve/NWEA BOY evaluation data will be administered and identify students who will receive interventions by Sept. 30th. Updated tracing and intervention plans will be incorporated into each Interim Assessment Cycle. Systems will be identified and utilized.	Principal	10/31/2019	Title I	2,000	Completed	
7	Use local budget support the learning community.	Principal will use discretionary payroll to support instructional staff.	Principal	5/29/2020	Local (Basic Allotment)	7,000		

8	Purchases will be made to support instructional learning goals and efforts.	Purchase reading materials, technology, furniture and equipment and general supplies	Principal	5/29/2020	Local (Basic Allotment)	22,906		
9	Send teachers and staff to conferences to support campus goals	Teachers and/or staff submit requests which are reviewed by the principal and instructional leadership team and prioritized based on data and campus needs.	Principal	5/29/2020	Local (Basic Allotment)	5,150		
10	Provide bus transportation for school events and activities, including field trips.	Schedule all field trips by February 1, 2020. Submit requests for buses.	Principal	5/29/2020	Local (Basic Allotment)	1,500		
11								
12								
13								
14								
15								

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