

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Cotton, Crenesha

**Campus Name:** 156 - Ridglea Hills ES

**Executive Director:** Todd Koppes

## 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 2021.

**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 2021.

**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 2021.

### School Profile

#### Student Enrollment by Program

Attendance Rate: 70

Special Education: 11.1

Dual Language/ESL: 5.4

Gifted and Talented: 14.3

Career and Technology: 0

Percentage of at-risk students: 35.3

Percentage of English Language (EL) students: 5.6

Percentage of economically disadvantage students: 45.1

### 2020-2021 Campus Site-Based Committee

Name	Role
Crenesha Cotton	Principal
Ellen Starr	Campus Non-Teacher Professional
Rachel Harris	Parent
Ashley Sanchez	Parent
Jennifer Nevitt	Teacher
Cailey Walton	Parent
Justin Grimsley	Parent
Brent Dore	Parent
Nancy Sticksel	Business Representative
Tracie Harris	Campus Non-Teacher Professional
Glenn Cureton	District Employee Relations Council Representative
Claudia Raya	Teacher
Stephanie Johnson	Community Representative
Meredith Andersen	Teacher
Connie Streiff	Teacher
Spencer Reynolds	Teacher
Lori Blakley	Teacher
Charles Cunningham	Teacher
Allyson Hall	Teacher
Jessica Molder	Teacher

### Accountability Summary

Visit [Txschools.org](http://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 2021-2022, 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: <b>Student Achievement</b> 80	79 - C
Domain 2: <b>School Progress</b> 78	
Domain 3: <b>Closing The Gaps</b> 75	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

### Campus Assurances and Certification for the 2020-2021 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
<b>Demographics</b>	1. Low mobility rates, overall high achievement.	1. Increase all subgroups to grow, 1-2 years or more by meeting the approaches, meets, and masters level of state assessments in reading, writing, math, and sentence in grades 3-5.	1. 1. Highly consistent and engaging instruction to meet the needs of all students in college and career readiness.
	2.		2. 2. Social, emotional, academic supports to students through RTI & PBIS.
	3.	2.	3. 3. Alignment of instructional expectations in all grade levels and contents.
		3.	4. 4. Increasing teacher capacity to meet the needs of diverse learners in the learning community.
<b>Student Achievement</b>	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. Specially, focusing on Math in grades 4th and 5th grades based on STAAR data from 18-19 scores.	5. 5. COVID protective gear for school community and front office.
	2. All student groups based on Domain 1 of STARR data increased from 2017/18 school year to 2018-19.		2. Areas of improvement across all grade levels and contents, specifically in math, reading, writing, and science in grades 2-5 need to increase in meets and masters levels for African American students. Student performance will increase through higher understanding by studying best process/strategies through PLCs and will be evidenced via agenda review and classroom implementation.
	3.	3. Student performance will increase through higher understanding of the instructional leadership team and use evidence provided by strategy room/classroom data for progress monitoring.	
<b>School Culture and Climate</b>	1. Surveys show students enjoy being at Ridglea Hills.	1. Transitioning new students into the current school community through student council and/or student ambassadors, to promote student support for social and emotional learning during COVID-19.	
	2. 95-100% of staff and students feel safe and nurtured as valued stakeholders in our learning community.		2. Supporting all parents and teacher involvement through PTA to support all stakeholders in the learning community with the utilization of our family communication specialist in the virtual/traditional learning environment.
	3. 98% of teacher retention for the 20-21 school year.	3.	
<b>Staff Quality/ Professional Development</b>	1. PLCs lead by teachers and teachers have input on the content of PLCs.	1. Teachers would like to have more input in their PD options. Provide quality professional development so teachers and staff can vertically align in all content areas.	
	2. Staff is strong with identifying TEKS based objectives and learning experiences.		2.
	3. 98% of teacher retention for the 20-21 school year.	3.	

<b>Curriculum, Instruction, and Assessment</b>	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 supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.
	2.		2.	Provide resource supports to teachers and staff to focus on the new literacy curriculum, student accountability and outcomes, and instructional frameworks in the virtual/traditional learning environment.
	3.			
			3.	
<b>Family and Community Involvement</b>	1.	FB, School District Page, and Twitter pages are created and updated regularly.	1.	Working with our family communication specialist, web manger, guiding coalition, and PTA to create social and academic opportunities for parents and students to become more involved in working with all students and their families that need additional supports in areas of academics, social and emotional learning and healthy and safety.
	2.	Callouts, surveys, PTA meetings, parent/academic nights used to communicate with parents.		
	3.		2.	COVID: Masks, gloves, hand sanitizer, spacing floor markers, shields and dividers to purchase equipment, supplies, and materials necessary to implement strategies to promote a safe and healthy learning environment.
			3.	
<b>School Context and Organization</b>	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 and quality of assessment is applied by all instructional staff to MAP Growth, MAP Fluency, MAP Skills, TEKS, and best practices aligned with the new curriculum through tier I instruction in the virtual/traditional learning environment.
	2.			
	3.		2.	
			3.	

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 156 - Ridglea Hills ES

Principal: Cotton, Crenesha

Executive Director: Todd Koppes

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	--	48.00	--	61	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Conduct PLCs on reading straggles in using best practices to utilize in the classrooms. 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.	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 literacy. Supplies and materials will be provided.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2021	Title I	20,000		Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.
2 Title I	Administration will monitor the implementation of the Literacy Curriculum by utilizing professional development plan for the 2020-21 school year through virtual/traditional learning. Supplies will be provided for PD sessions.	Through walkthrough alignment and coaching feedback documentation, instructional leadership team will monitor the following for each month: September - Curriculum Resource Overview Sept.-Map 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 - Map Progress/Data April -Review Progress/Success Maker for Tier II-III Students and May - Plan for 2021-2022	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other	6/18/2021	Local (Basic Allotment)	1,088		Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.

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 2020-2021 Mission Goals Action Plan

Campus Name: 156 - Ridglea Hills ES

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Executive Director: Todd Koppes

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	06/18/2021
	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	Strategy Expected Result/Impact
1 Title I	6 -(Progress) Math, Literacy, and Science vertical planning for teachers to focus on best practices, high leverage TEKS and alignment 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 3-5 grade math, literacy, and 5th grade science for African American, Hispanic, and White students.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2020	Local (Basic Allotment)	3,000		Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.
2 Title I	2-(Progress) Conduct PLCs on math, literacy, and science 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. Test coordinator will be trained by ADQ on best practices based on campus prof. learning map provided to assist instructional leadership team and teachers on implementing best strategies throughout the school year. Purchase supplies as needed to support meetings and campus goals.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2020	Title I	11,786		Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.
3 Title I	Tutoring for at-risk students with support of accelerated instruction through gradual release and research based instructional supports.	Teachers will be paid extra duty to tutor after school.	Principal,Assistant Principal,Teacher(s)	6/18/2021	Title I	5,100		Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.
4 LEP	Teacher will provide ELPs supportive resources and instruction.	Students are identified in the virtual/traditional environment. Supplies and materials will be provided.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2021	Bilingual	68		Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.

5	CTE	Teachers will work with gifted and talented director, Michael Flusche Director and Karen Wallace, GT Teacher to align with the gifted and talented curriculum and instructional resources by providing rigorous, quality instruction to identified students as gifted and talented in the virtual/traditional learning environment.	Students will received rigorous instruction through project based learning. Supplies and material will be provided.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services	6/18/2021	Gifted & Talented	641	Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.
6	SPED	Special education students are provided inclusive instruction throughout the virtual/instructional learning community.	All students, including students that receive special education services are provided the same opportunities for academic growth.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2021	Special Education	6,530	Provide academic supports for all students for by accommodating and modifying instruction as needed through gradual release to students where goals are established with a focus and predictable outcomes are measurable.

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 2020-2021 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	06/18/2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	33	23	06/18/2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	80	90	06/18/2021

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
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 communication 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.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other	6/18/2021	Title I	31,653		To support the social and emotional learning and health and safety support of all stakeholders in the learning community.
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.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other	6/18/2021	Local (Basic Allotment)	7,000		To support the social and emotional learning and health and safety support of all stakeholders in the learning community.
3	Test coordinator will need a colored printer, data binders, and instructional materials as resources to be utilized as part of her job duties.	Test coordinator 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. 2020-2021 data and NWEA BOY evaluation data will be administered and identify students who will need additional instructional supports. Updated tracing and intervention plans will be incorporated into each assessment cycle. Systems will be identified and utilized.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder		Local (Basic Allotment)	5,000		Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.
4	Use local budget support the learning community.	Principal will use discretionary payroll to support instructional staff for SCE in the virtual/traditional learning environment.	Principal,Other	6/18/2021	SCE	3,226		To support the social and emotional learning and health and safety support of all stakeholders in the learning community.



5	Title I	Purchases will be made to support instructional learning goals and efforts.	Purchase reading materials, technology, health and safety equipment, and general supplies to support the virtual/learning instructional environment.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other	6/18/2021	Title I	25,000	Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.
6		Send teachers and staff to virtual professional conferences, provide instructional materials and resources 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,Other	6/18/2021	Local (Basic Allotment)	10,000	Provide academic supports for all students for by accelerating instruction through gradual release to students where goals are established with a focus and predictable outcomes are measurable.

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:

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**EOY Status:**

Principal Evidence:

Leadership Feedback:

