

Birdville Independent School District

North Ridge Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in Science
Postsecondary Readiness



Mission Statement

We at North Ridge Elementary are committed to building a strong foundation for all children as we collaborate and foster learning, promoting student success and core values.

Vision

*Aiming for Excellence * Building Character * Creating Leaders*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 510 students in pre-kindergarten through fifth grade based on the Fall 2024 PEIMS report. North Ridge has two special education self-contained classrooms, serving a total of 20 Kindergarten-5th grade students. North Ridge Elementary has been identified as a Title 1 campus for the 2025-2026 school year.

Student ethnicity distribution includes 6.86% (35) African American, 27.84% (142) Hispanic, 55.49% (283) White, 3.14% (16) Asian, .39% (2) Native Hawaiian- Pacific Islander and 6.08% (31) Two or More Races. A total of 36.67% (187) North Ridge Elementary students qualify as Economically Disadvantaged. 4.51% (23) are Emergent Bilingual and 49.22% (251) of the students have met the criteria for a Student At-Risk. 7.65% (39) of students qualify to receive Gifted and Talented services and 19.80% (101) of the student population is served through Special Education. Data is collected from the 2024-25 Texas Academic Performance Report.

Of the 78 faculty members, 8.5% are White, 1.3% are Asian and 6.4% are African American. Of the 51 faculty members, the average years of experience is 18 years.

Student average attendance rate for the 2023-2024 school year was 95.74%. The mobility rate of our students is 8.82%.

Demographics Strengths

Our school has consistently demonstrated a commitment to nurturing the potential of our students, as evidenced by our gifted and talented program. Although the percentage of students identified as gifted and talented has seen a slight decrease from 8.8% to 7.65%, we remain dedicated to providing challenging and enriching opportunities for all students. This shift encourages us to refine our identification processes and support systems to ensure that we are recognizing and fostering the abilities of every student who can benefit from advanced learning experiences.

In terms of attendance, our school has maintained a strong attendance rate, which recently adjusted from 96.1% to 95.74%. This slight decline serves as a reminder of the importance of our ongoing efforts to engage students and families in the educational process. We are committed to understanding and addressing the factors that influence attendance, ensuring that our school environment remains welcoming and supportive, and that students are motivated to attend regularly. Our focus will continue to be on creating a positive school culture that values and promotes consistent attendance as a key component of academic success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Gifted and Talented population percentage has not shown adequate growth.

Root Cause: There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.

Problem Statement 2 (Prioritized): TELPAS data indicates that only 12.5% (5) of Emergent Bilingual students grew 2 or more instructional levels within a single year.

Root Cause: There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.

Problem Statement 3 (Prioritized): Female students in fifth grade are underperforming in math as evidenced by 14 of the 20 students not meeting grade level on the STAAR being girls.

Root Cause: Instructional practices and supports are not sufficiently addressing the learning needs, confidence and engagement of female students in mathematics.

Student Learning

Student Learning Summary

2024-2025 State of Texas Assessments of Academic Achievement (STAAR) Data

Third Grade State Assessment

STAAR Reading Language Arts: 96% Approaches, 71% Meets and 28% Masters

STAAR Math: 85% Approaches, 64% Meets and 26% Masters

STAAR Alternate 2 Reading: 100% Satisfactory and 20% Accomplished

STAAR Alternate 2 Math: 100% Satisfactory and 60% Accomplished

Fourth Grade State Assessment

STAAR Reading Language Arts: 94% Approaches, 74% Meets and 35% Masters

STAAR Math: 86% Approaches, 54% Meets and 24% Masters

STAAR Alternate 2 Reading: No data reported for less than 5 students

STAAR Alternate 2 Math: No data reported for less than 5 students

Fifth Grade State Assessment

STAAR Reading Language Arts: 84% Approaches, 60% Meets and 29% Masters

STAAR Math: 73% Approaches, 40% Meets and 23% Masters

STAAR Science: 79% Approaches, 64% Meets and 30% Masters

STAAR Alternate 2 Reading: No data reported for students less than 5 students

STAAR Alternate 2 Math: No data reported for students less than 5 students

STAAR Alternate 2 Science: No data reported for students less than 5 students

MClass Reading

Kindergarten: 26 Above Benchmark, 31 At Benchmark, 4 Below benchmark, 8 Well below benchmark

First Grade: 35 Above Benchmark, 21 At Benchmark, 8 Below Benchmark, 9 Well below benchmark

Second Grade: 17 Above Benchmark, 31 At Benchmark, 13 Below Benchmark, 11 Well below benchmark

MClass Math

Kindergarten: 44 At Benchmark, 21 Below, 8 Well Below

Renaissance Math

First Grade: 7 Did Not Meet 21 Approaches, 20 Meets, 23 Masters

Second Grade: 12 Did Not Meet, 21 Approaches, 22 Meets, 15 Masters

Third Grade: 6 Did Not Meet, 18 Approaches, 24 Meets, 25 Masters

Fourth Grade: 9 Did Not Meet, 17 Approaches, 25 Meets, 27 Masters

Fifth Grade: 14 Did Not Meet, 11 Approaches, 26 Meets, 20 Masters

Renaissance Reading

Third Grade: 5 Did Not Meet, 8 Approaches, 38 Meets, 22 Masters

Fourth Grade: 3 Did Not Meet, 14 Approaches, 22 Meets, 30 Masters

Fifth Grade: 9 Did Not Meet, 14 Approaches, 24 Meets, 23 Masters

Student Learning Strengths

In third grade, our students have shown remarkable progress in their STAR Renaissance Math assessments. At the beginning of the year, 17 students did not meet the expected standards, but this number has impressively decreased to just 6 students. Furthermore, the number of students mastering the content has increased from 18 to 25, indicating a significant improvement in their mathematical understanding and skills.

Our first-grade students have also demonstrated commendable growth in their STAR Renaissance Math data. Initially, 17 students did not meet the expected standards, but through targeted interventions and support, this number has been reduced to 7. This progress reflects the effectiveness of our teaching strategies and the dedication of our educators in fostering a strong mathematical foundation for our young learners.

In terms of the STAAR assessments, our third-grade students have shown a notable increase in the percentage of students achieving the mastered level, growing from 21% to 26%. This improvement highlights the success of our curriculum and instructional methods in preparing students to excel in their academic pursuits.

Our fourth-grade students have also made significant strides on the STAAR assessments, with the percentage of students approaching grade level increasing from

74% to 86%. This growth is a testament to the hard work of both our students and teachers in striving for academic excellence and ensuring that all students are on the path to success.

In the area of reading and language arts, our third-grade students have achieved an impressive rise in the percentage of those approaching grade level, from 84% to 96%. Similarly, our fourth-grade students have shown substantial progress, with their percentage increasing from 87% to 94%. These achievements underscore the effectiveness of our literacy programs and the commitment of our educators to developing strong reading and language skills in our students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores for Fifth Grade Math student dropped 10 percentage points.

Root Cause: The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

Problem Statement 2 (Prioritized): Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage.

Root Cause: Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

School Processes & Programs

School Processes & Programs Summary

North Ridge Elementary implements a variety of processes and programs to ensure academic success, student growth, and a safe, supportive learning environment. Instructional planning is guided by the Texas Essential Knowledge and Skills (TEKS), district curriculum frameworks, and regular analysis of student performance data. Teachers collaborate in Professional Learning Communities (PLCs) to design lessons, monitor progress, and adjust instruction to meet diverse learner needs.

Student learning is supported by intervention and enrichment programs, including small-group instruction, targeted RTI support, and accelerated learning opportunities. Assessment are built into the curriculum to address both remediation and enrichment needs.

Technology integration is emphasized through the use of digital tools, learning platforms, and 1:1 device access, equipping students with 21st-century skills. Positive school culture is strengthened by programs such as Capturing Kids Hearts, Longhorn Leaders, and social-emotional learning initiatives.

Ongoing professional development for teachers is provided in alignment with campus goals, focusing on effective instructional strategies, classroom management, and data-driven decision making. Systems for family and community engagement include parent nights, newsletters, and partnerships with local organizations to increase support and collaboration.

Overall, our school processes and programs are designed to create a data-informed, collaborative, and student-centered approach that supports high levels of achievement and growth for all learners.

School Processes & Programs Strengths

North Ridge Elementary demonstrates several strengths in the area of school processes and programs. Teachers collaborate regularly in Professional Learning Communities (PLCs) to align instruction with the TEKS, analyze assessment data, and make adjustments to meet the needs of all learners. Decision making is data-driven, with clear processes in place for monitoring student progress and implementing timely interventions. The Response to Intervention (RTI) system provides structured supports for struggling learners while enrichment opportunities challenge advanced students. Teachers are lead and supported by a full time Instructional Facilitator.

Our positive school culture is reinforced through consistent behavior expectations through the implementation of Capturing Kids Hearts, which foster a safe and supportive learning environment. Technology is effectively integrated into instruction, equipping students with 21st-century skills and engaging them in digital learning platforms. Teachers benefit from ongoing professional development aligned with campus and district goals, which strengthens instructional practices and supports continuous growth.

Family engagement remains a strong area, with parent nights, newsletters, and outreach programs that encourage collaboration between home and school. The NRE PTA assists in planning events throughout the school year that encourages a strong home-school connection. Students also have opportunities to develop leadership skills through After School Clubs and Longhorn Leaders/ Peer Mentoring. Finally, strong communication systems ensure that staff, parents, and community members are informed and actively involved in supporting student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities.

Root Cause: There are inconsistencies in our school process for implementing and monitoring instructional practices.

Problem Statement 2 (Prioritized): Targeted interventions are inconsistently applied and do not attain expected results.

Root Cause: Planning for interventions has not been a focus in our RTI process for all grade levels.

Perceptions

Perceptions Summary

We believe learning starts in the heart of our students. Building positive relationships with our students and families are top priority. We have implemented Capturing Kids Hearts to increase positive student-teacher-home relationships. We have also adopted a Positive Behavior System and implement Character Strong practices in which students are involved in creating classroom mission statements, social contracts and classroom agreements. Parent involvement is a target focus of our school and PTA this year. The fully-staffed Parent Teacher (PTA) Association Board plans family events throughout the school year to encourage community involvement. Our Watch D.O.G.S. (Dads of Great Students) program involves an average of 60 fathers/ father figures who volunteer during the school year. Staff is retained yearly due to a strong and positive school culture.

Safety and Capturing Kids Hearts surveys are used to gain stakeholder feedback.

Perceptions Strengths

The Watch D.O.G.S. program participant rate continues to grow each year and also increases volunteerism at North Ridge Elementary.

North Ridge Elementary Parent Teacher Association meetings involve student performances to encourage attendance.

School and PTA events: Grandparents Luncheon, Back to School Picnic, Trunk or Treat, Cookies with Santa, Idea Explosion and End of Year Bash promotes community involvement.

Our school discipline referral rates stay at low numbers due to the implementation of Capturing Kids Hearts and Character Strong.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results.

Root Cause: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

Problem Statement 2 (Prioritized): Survey results reveal inadequate communication between classroom teachers and home.

Root Cause: The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

Priority Problem Statements

Problem Statement 1: The Gifted and Talented population percentage has not shown adequate growth.

Root Cause 1: There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR scores for Fifth Grade Math student dropped 10 percentage points.

Root Cause 2: The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage.

Root Cause 3: Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Targeted interventions are inconsistently applied and do not attain expected results.

Root Cause 4: Planning for interventions has not been a focus in our RTI process for all grade levels.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results.

Root Cause 5: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: TELPAS data indicates that only 12.5% (5) of Emergent Bilingual students grew 2 or more instructional levels within a single year.

Root Cause 6: There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities.

Root Cause 7: There are inconsistencies in our school process for implementing and monitoring instructional practices.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Female students in fifth grade are underperforming in math as evidenced by 14 of the 20 students not meeting grade level on the STAAR being girls.

Root Cause 8: Instructional practices and supports are not sufficiently addressing the learning needs, confidence and engagement of female students in mathematics.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Survey results reveal inadequate communication between classroom teachers and home.

Root Cause 9: The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

Problem Statement 9 Areas: Perceptions

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the Spring 2026 STAAR. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: Circle Assessments (Pre K)

M-Class Reading and Math

Student Data Folders

Individual Education Plan (IEP) Progress Data

Report Cards

Writing Composition Student Portfolio

Bluebonnet Math Module Assessments

CogAT





RLA Composition

RLA DCAs

Released Practice STAAR Math and Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will implement TIER 1 Priorities, follow district content standards, and plan with a focus on targeted instructional practices to improve student learning utilizing district aligned resources.</p> <p>Actions: A) Teachers will follow district curriculum and pacing guides. B) Vertical Math Team will use the district's expectations rubric and fish bone model to align and guide instruction. C) Grade level teams will meet in a Professional Learning Community (PLC) weekly to monitor student progress and plan for learning. D) Teachers will utilize the Instructional Facilitator and Digital Learning Specialist for support of the implementation of Tier 1 priorities and district curriculum. E) Teachers will meet in Super PLC meetings before each quarter to align instruction and design assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners Vertical Team Members Instructional Facilitator Digital Learning Specialist</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2</p> <p>Funding Sources: Instructional Facilitator - 211 - Title I, Brain Pop - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide embedded professional learning opportunities that support district initiatives and increase student engagement with TIER 1 instruction through PLCs, Coaching Cycle, Texas Teacher Evaluation & Support Systems (T-TESS) Coaching Sessions and professional learning.</p> <p>Actions: A) Complete a needs assessment to identify professional learning needs of teachers and paraprofessionals. B) Provide professional development opportunities to meet the needs of all teachers and educational paraprofessionals. C) Utilize District Content Coordinators, Digital Learning Specialist and Academic Coach as an instructional support. D) Utilize our Instructional Facilitator to provide professional learning and instructional support.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Facilitator Teaching Staff</p> <p>Title I: 2.534</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance and support the implementation of system-wide instructional practices to support specialized programs.</p> <p>Actions: A) Special Education Teachers will receive instructional support from the Instructional Facilitator. B) The Special Education Team will attend grade level Response to Intervention (RTI) Collaboratives. C) Provide specialized training for teachers and educational assistants through professional learning. D) Include the Special Education Teachers on Vertical Teams and Leaders of Learners (LOL) Team. E) Provide additional tutoring before and after school for the special education population. F) Special Education Teachers will meet in PLCs with like programs from other Birdville Independent School District (BISD) campuses to plan for learning. G) Resource Staff will hold RTI Collaboratives after each benchmark testing window to monitor student and plan for instructional support. H) Students in specialized programs will receive modified Tier 1 priority structures and strategies. I) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Facilitator Special Education Lead Teacher Campus Special Education Team Leader</p> <p>Title I: 2.51, 2.53</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Review and monitor data at all grade levels and develop action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI processes.</p> <p>Actions: A) Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions. B) Grade level teams will work in PLCs to analyze demographic data and determine plan for interventions. C) Principal and Assistant Principal reviews student report cards and failure reports each nine weeks. Student/ Parent conferences are scheduled using this data to discuss student progress concerns. D) Response to Intervention meetings will be held five times during the school year to monitor student progress and plan for intervention.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Dyslexia Specialist Resource Teachers Instructional Facilitator</p> <p>Title I: 2.53, 2.533</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish Target Vertical Teams to strengthen alignment and student achievement in the areas of math, continuous improvement and campus culture.</p> <p>Actions: A) The Target Math Team will meet during the year, using the district expectations rubrics and the system process fish bone model for teaching and learning to guide and align their work. B) The Target Continuous Improvement Team will meet during the year to align our Student Data Folder practices and expectations. C) The Target Campus Culture Team will meet during the year to measure and plan events to strengthen student and staff campus culture.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Vertical Target Team Leads Teaching Staff</p> <p>Title I: 2.531</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The Gifted and Talented population percentage has not shown adequate growth. **Root Cause:** There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.

Problem Statement 2: TELPAS data indicates that only 12.5% (5) of Emergent Bilingual students grew 2 or more instructional levels within a single year. **Root Cause:** There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.

Problem Statement 3: Female students in fifth grade are underperforming in math as evidenced by 14 of the 20 students not meeting grade level on the STAAR being girls. **Root Cause:** Instructional practices and supports are not sufficiently addressing the learning needs, confidence and engagement of female students in mathematics.

Student Learning

Problem Statement 1: STAAR scores for Fifth Grade Math student dropped 10 percentage points. **Root Cause:** The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

Problem Statement 2: Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage. **Root Cause:** Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

School Processes & Programs

Problem Statement 1: Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. **Root Cause:** There are inconsistencies in our school process for implementing and monitoring instructional practices.

Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Planning for interventions has not been a focus in our RTI process for all grade levels.

Perceptions

Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. **Root Cause:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: RTI Campus Data

Interim Data

DCA Data

Benchmark Data


Report Cards


Student Data Folder


On Data Suite (ODS) Reports


STAAR (State of Texas Assessments of Academic Readiness) Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will implement continuous improvement strategies to monitor student progress of identified under-performing groups.</p> <p>Actions: A) Administrators, Instructional Facilitator, and Teachers will identify and monitor progress of under-performing groups during RTI Collaboratives . B) Teachers will implement student data folders to track learning progress and utilize the recorded data to plan intervention.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Facilitator Teaching Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.535</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: STAAR scores for Fifth Grade Math student dropped 10 percentage points. **Root Cause:** The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

Problem Statement 2: Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage. **Root Cause:** Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

School Processes & Programs

Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Planning for interventions has not been a focus in our RTI process for all grade levels.

Perceptions





Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a campus and district administered student surveys.

Evaluation Data Sources: Behavior RTI Data
 Discipline Referrals/ Reports
 Counseling Referrals/ Reports
 District Student Survey Data
 Capturing Kids Hearts Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The School Counselor and all teachers will implement district curriculum for social - emotional learning.</p> <p>Actions: A) Identify areas in need of improvement as shown from student surveys and Behavior RTI Collaboratives. B) Develop interventions and strategies to implement using the perception data. C) Counselor classroom guidance lessons will be delivered each month. D) Award Longhorn Pride Tickets to students displaying positive behavior and good character. E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements. F) Implement Character Strong lessons weekly in the classroom. G) Capturing Kids Hearts processes will be implemented in all classrooms. H) Utilize State Compensatory Education (SCE)-funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Crisis Counselor Classroom Teachers</p> <p>Title I: 2.531, 2.532</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus-wide implementation of The Ridge Way Campus Behavior Plan.</p> <p>Actions: A) Hold monthly meetings to monitor and adjust campus behavior system. B) Assistant Principal will conference with students moving from a conduct grade of Satisfactory (S) to Needs Improvement (N) and "N" to Unsatisfactory C) Develop a behavior support plan.</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Campus Safety/Discipline Committee Teachers</p> <p>Title I: 2.533</p> <p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus-wide implementation of Capturing Kids Hearts.</p> <p>Actions: A) Provide training and support for new staff members. B) The CKH Process Champions Team will meet during the year to design an implementation plan and monitor campus effectiveness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor CKH Process Champions Team Classroom Teachers</p> <p>Title I: 2.533</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. Root Cause: There are inconsistencies in our school process for implementing and monitoring instructional practices.</p>
<p>Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. Root Cause: Planning for interventions has not been a focus in our RTI process for all grade levels.</p>

Perceptions

Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.





Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. **Root Cause:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: RTI Student Roster Notes
 RTI Grade Level Tier Service Reports
 RTI Success ED Documentation
 Discipline referral reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Review, monitor data and plan interventions for identified Tier 2 and 3 behavioral students during the PLC/RTI/MTSS process.</p> <p>Actions: A) Review student's conducts sheets and conduct grades and determine Tier placement. B) Design interventions to support each student on a behavioral Tier 2 or 3. C) Assign a mentor to all Tier 3 students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Crisis Counselor Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:


School Processes & Programs
<p>Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. Root Cause: Planning for interventions has not been a focus in our RTI process for all grade levels.</p>
Perceptions
<p>Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. Root Cause: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total Average Daily Attendance (ADA) as compared to the prior school year by 2%.

Evaluation Data Sources: 2024-2025 ADA: 95.74%
 Nine Week Attendance Reports
 District Weekly Attendance Reports
 Campus Attendance Graph
 FOCUS

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Attendance Incentive Plan.</p> <p>Actions: A) Communicate the importance of attendance and share the attendance plan with parents. B) Monitor attendance through nine week attendance reports. C) Plan and implement monthly attendance contests. D) Track, post and celebrate grade level attendance percentages in Longhorn Celebrations each nine weeks. E) Recognize Perfect Attendance in Longhorn Celebrations each nine weeks. F) Send truancy documentation home per district attendance procedures.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk Truancy Officer</p> <p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. Root Cause: There are inconsistencies in our school process for implementing and monitoring instructional practices.</p> <p>Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. Root Cause: Planning for interventions has not been a focus in our RTI process for all grade levels.</p>

Perceptions

Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.





Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. **Root Cause:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Organize Campus Leadership Teams to monitor and adjust campus operations and systems.

Evaluation Data Sources: Raptor Alert
 Discipline Referral Data
 Threat Assessment Meeting Data
 Plan 4 Learning - Campus Improvement Plan (CIP)
 Site Based Committee Meeting Notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Leadership Teams meet throughout the year to monitor and improve operations.</p> <p>Actions: A) Site-Based Team shall meet at least once each semester to review budget and Campus Improvement Plan (CIP). B) LOL Team shall meet four times a year to monitor, assess and adjust CIP. C) Safety/Discipline Team shall meet monthly to monitor, assess and adjust Safety Plan. D) Administration Team will meet once a quarter to address bullying cases on campus. E) Administration Team will meet weekly to address the Threat Assessment.</p> <p>Staff Responsible for Monitoring: Leaders of Learners Campus Site-Based Team Principal Assistant Principal Team Leads</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The Gifted and Talented population percentage has not shown adequate growth. Root Cause: There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.</p>
<p>Problem Statement 2: TELPAS data indicates that only 12.5% (5) of Emergent Bilingual students grew 2 or more instructional levels within a single year. Root Cause: There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.</p>

Student Learning

Problem Statement 1: STAAR scores for Fifth Grade Math student dropped 10 percentage points. **Root Cause:** The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

Problem Statement 2: Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage. **Root Cause:** Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

School Processes & Programs

Problem Statement 1: Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. **Root Cause:** There are inconsistencies in our school process for implementing and monitoring instructional practices.

Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Planning for interventions has not been a focus in our RTI process for all grade levels.

Perceptions

Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.





Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. **Root Cause:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school from the previous year.

Evaluation Data Sources: District Survey Results
Counseling Referrals
Capturing Kids Hearts Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security and well-being.</p> <p>Actions: A) Survey families once each quarter on campus safety. B) Identify areas in need of improvement as shown on the campus surveys. C) Conduct training and distribute materials provided by the district on campus safety. D) Conduct safety drills in compliance of district expectations. E) Nurse will lead regular meetings with the Emergency Response Team.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Nurse</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. Root Cause: There are inconsistencies in our school process for implementing and monitoring instructional practices.</p>
Perceptions
<p>Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. Root Cause: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>
<p>Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. Root Cause: The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: District Workers' Comp Reports
 Campus Safety Walks
 Campus Workers' Comp Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Comply with all training provided by the district addressing employee safety.</p> <p>Actions: A) All staff will complete the required Safe Schools training. B) Principal will conduct monthly safety training.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:


School Processes & Programs
<p>Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. Root Cause: Planning for interventions has not been a focus in our RTI process for all grade levels.</p>
Perceptions
<p>Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. Root Cause: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Formative and Summative Reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the campus plan and all required compliance plans.</p> <p>Actions: A) Leaders of Learners meet four times a year to complete formative and summative reviews. B) Develop a plan if progress is not being made or modify plan.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June







Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. Root Cause: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>
<p>Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. Root Cause: The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.</p>

Goal 4: North Ridge Elementary will build a strong relationship with all stakeholders.

Performance Objective 1: This year, 100% of NRE families will participate in at least two family engagement events this school year.

Evaluation Data Sources: North Ridge Elementary Parent Surveys
Event Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: North Ridge Elementary in partnership with the NRE PTA will plan activities to increase family engagement.</p> <p>Actions: A) Hold Parent Teacher Association (PTA)/ Parent meetings to distribute family engagement policy. B) Organize one family engagement event per semester. C) Distribute a bi-weekly NRE Family Newsletter.</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. Root Cause: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p> <p>Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. Root Cause: The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.</p>

Goal 4: North Ridge Elementary will build a strong relationship with all stakeholders.

Performance Objective 2: By the end of the school year, teacher retention rate will indicate teachers feel safe and supported at NRE and want to return the next school year.

Evaluation Data Sources: Teacher Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: New Teacher mentorship program. Actions: Administration, Mentor and Instructional Facilitator will meet with new teachers once a month. Staff Responsible for Monitoring: Administration Instructional Facilitator</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Capturing Kids Hearts Process Champion Team will support campus culture. Actions: 1. Plan engaging activities monthly to increase teacher morale. 2. Connect the Social Committee and the Capturing Kids Hearts Process Champion Team. 3. Meet with a CKH Strategist to plan for campus improvement. Staff Responsible for Monitoring: Capturing Kids Heart Process Champion Team Principal</p> <p>Title I: 2.531, 2.534</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. Root Cause: Planning for interventions has not been a focus in our RTI process for all grade levels.</p>

Perceptions

Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. **Root Cause:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

State Compensatory

Budget for North Ridge Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.82

Brief Description of SCE Services and/or Programs

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Personnel for North Ridge Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ariana Hernandez	Teacher	0.33
Emily Sauerwein	Instructional Facilitator	0.5
Kristen Loveless	Educational Assistant	0.33
Laura De La Paz	Student Assistance Counselor	1
Scherry Creech	Educational Assistant	0.33
Seandae Roberts	Teacher	0.33

Title I