Fort Bend Independent School District

Ridgemont Early Literacy Center

2026-2027 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Our Mission

The Ridgemont Early Literacy Center will collaborate with the community to provide students with a safe, engaging and supportive learning environment that fosters the wellness of all students by;

Building meaningful relationships with all stakeholders
Provide intensive data-driven intervention through a Balanced Literacy Approach
Empowering families and sparking community pride

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate. En Español

Our Vision

Growing Readers into Leaders

Beyond what they can imagine!

Value Statement

The Ridgemont Early Literacy Center and Early Intervention Academy provides innovative programming that supports the development of literacy skills and socio-emotional growth for students from Pre-K through First grade. The center is a multi-service learning center where children and families grow together as a community of learners.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 5
Ridgemont ELC 2026–2027 Demographics Dashboard 5
School Population 5
Student Demographics 5
Programs 6
Student Indicators 6
Staff 6
Student Learning 10
CLI Circle EOY – Pre-Kindergarten 11
MAP Reading – Kindergarten 11
MAP Reading – 1st Grade 12
MAP Math – Kindergarten 12
MAP Math – 1st Grade 12
Overall Campus Strengths 12
School Processes & Programs 14
School Processes at Ridgemont ELC 14
Program Strengths at Ridgemont ELC 15
Perceptions 17
1. Strong Overall Confidence in School Quality 17
2. Strong Academic Support and High Learning Expectations 17
3. Strong Student Support Systems and Positive Adult Relationships 17
4. Strong Safety and Behavior Systems 18
5. Strong Family Relationships and Welcoming School Culture 18
Summary of Perception Strengths 18
Priority Problem Statements 20
Goals 21
Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 21
Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged. 23
Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 25
State Compensatory 26
Budget for Ridgemont Early Literacy Center 26
Personnel for Ridgemont Early Literacy Center 26

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The 2026–2027 Comprehensive Needs Assessment for Ridgemont Early Literacy Center (RELC) reflects a campus with strong foundational systems, innovative programming, and a deep commitment to early childhood education and whole-child development. RELC serves 357 students in Early Education through 1st grade and supports a high-needs student population, with 92.7% economically disadvantaged, 88% at-risk, 61.3% Emergent Bilingual, and 11.2% receiving Special Education services. As a 100% Title I Schoolwide campus, RELC remains committed to providing equitable access to high-quality instruction, targeted interventions, and wraparound supports to meet diverse student needs.

Analysis of student learning data indicates strong performance in early foundational literacy and mathematics, particularly among Pre-K and Dual Language students. CLI Circle EOY data showed strong readiness outcomes, with 85–100% of Pre-K students on track in phonological awareness, math, and social-emotional development. MAP data further showed that Dual Language students consistently outperformed monolingual peers in both reading and math. However, achievement gaps remain, particularly in 1st grade English reading, where students performed at the 43.71st percentile, indicating a continued need to strengthen differentiated instruction, oral language development, and targeted intervention systems for high-needs learners.

The campus's instructional model continues to be a major strength. RELC's co-teaching structure, low student-to-teacher ratio, embedded literacy coaching, Dual Language programming, SEL supports, and family engagement systems provide a strong framework for student success. These systems support individualized instruction, small-group intervention, and developmentally appropriate learning experiences. Despite these strengths, data suggests a need to improve consistency in the implementation of differentiated instruction and intervention practices to ensure equitable outcomes across all student groups.

Perception data from parent and staff surveys reflects overall positive confidence in the campus. Parents and staff reported strong perceptions of school quality, academic support, student support systems, campus safety, and family-school relationships. However, survey results also identified opportunities for growth in leadership communication, stakeholder engagement, and two-way communication, particularly around decision-making transparency and family voice. Strengthening communication systems and feedback loops will be essential to further improve stakeholder trust and collaboration.

Overall, RELC's needs assessment highlights a campus with strong systems and promising student outcomes, while identifying targeted opportunities to improve attendance, reading achievement for specific student groups, instructional responsiveness, and stakeholder communication. These findings will guide the development of strategic goals and action steps for the 2026–2027 school year to ensure continued growth and improved student outcomes.

Demographics

Demographics Summary

The Ridgemont Early Literacy Center (RME-ELC) opened its doors in 2018, the center's program model follows an extended school year, a co-teaching model in all grade levels, and a wraparound approach to support family needs. RME-ELC provides innovative programming that supports the development of literacy and numeracy skills and socio-emotional growth for students from Pre-K3 through First grade.

Ridgemont Early Literacy Center serves 357 students in Early Education through 1st grade, with enrollment distributed across Early Education (3.9%), Pre-Kindergarten (37.3%), Kindergarten (28.6%), and 1st Grade (30.3%). The student population is slightly male dominant, with 54.3% male and 45.7% female.

The campus serves a highly diverse student population, with 64.7% Hispanic/Latino, 21.9% African American, 7.3% White, 3.9% American Indian/Alaskan Native, 0.6% Asian, and 1.7% identifying as Two or More Races. A significant portion of students require language acquisition support, as 61.3% are Emergent Bilingual (EB), including 56.3% served in bilingual programs and 2.5% receiving ESL services, emphasizing the need for strong language development and literacy supports across all grade levels.

Ridgemont ELC serves a high-needs population, with **92.7% of students identified as economically disadvantaged** and **88.0% identified as at-risk**, reinforcing the importance of targeted academic, behavioral, and social-emotional interventions. As a **100% Title I Schoolwide campus**, the school must continue to prioritize equitable access to high-quality instruction and support services.

Additionally, 11.2% of students receive Special Education services, with the largest disability groups being Autism (42.5%) and Speech Impairment (25%), highlighting the need for differentiated instruction, inclusion supports, and specialized interventions. Other student groups requiring additional support include students experiencing homelessness (0.6%), foster care (0.8%), immigrant status (1.4%), and military-connected families (0.6%).

Students' average daily attendance rate went up from 92.7% to 93.1%. There were no student disciplinary placements for the 2025-2026 school year.

In accordance with the Board-adopted Core Beliefs and Commitments, FBISD is committed to providing an educational system that will enable all students to reach their full potential. With that in mind, the Ridgemont Early Literacy Center serves as an innovative program that supports the academic needs of the Willowridge High School feeder pattern.

Ridgemont ELC 2026–2027 Demographics Dashboard

School Population

Category	Count	Percent
Student Total	357	100%
Early Education	14	3.92%
Pre-K	133	37.25%
Kinder	102	28.57%
1st Grade	108	30.25%

Student Demographics

Category	Count	Percent
Female	163	45.66%
Male	194	54.34%
Hispanic-Latino	231	64.71%
Black/African American	78	21.85%
White	26	7.28%

Programs

Category	Count	Percent
SPED	40	11.20%
Emergent Bilingual	219	61.34%
Bilingual	201	56.30%
ESL	9	2.52%

Student Indicators

Category	Count	Percent
At-Risk	314	87.96%
Economic Disadvantage	331	92.72%
Intervention	37	10.36%

Staff

Category	Count	Percent
Admin Support	4	6.67%
Teachers	33	55%
Educational Aides	23	38.33%

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2023 - 2026 for All Grades for All Instructional Tracks for All Campuses

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2023 - 2026 for All Grades for All Instructional Tracks for All Campuses			
	PIA - Cumulative		
	2023-2024	2024-2025	2025-2026
All Students	**91.1%**	**92.7%**	**93.1%**
Ethnicity			
Hispanic/Latino	92.0%	93.4%	93.9%
American Indian or Alaska Native	-	81.7%	89.8%
Asian	-	95.6%	94.7%
Black or African American	89.9%	90.9%	91.3%
Native Hawaiian or Other Pacific Islander	86.3%	-	-
White	91.1%	92.6%	91.4%
Two or More Races	84.2%	92.3%	93.4%
Gender			
Male	90.6%	92.4%	92.7%
Female	91.6%	93.0%	93.6%
Grade			
Early Education	84.6%	94.3%	83.8%
Pre-Kindergarten	89.7%	90.5%	92.3%
Kindergarten	91.1%	93.1%	93.5%
1st	92.3%	93.5%	94.4%
Special Population			
At Risk	92.3%	93.1%	93.1%
Early Reading Indicator	90.6%	93.1%	-
Economic Disadvantage	91.1%	93.0%	93.1%
Emergent Bilingual	92.6%	94.0%	93.8%
Foster Care	88.2%	98.6%	94.1%
Gifted and Talented	94.0%	94.9%	100.0%

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2023 - 2026 for All Grades for All Instructional Tracks for All Campuses			
Homeless Status	88.4%	88.4%	92.3%
Military Connected	89.0%	95.5%	93.2%
Section 504	91.1%	94.1%	95.9%
Special Education	89.7%	91.2%	90.4%
Transfer In Students	85.4%	92.6%	95.5%

Demographics Strengths

The focus of Ridgemont Early Literacy Center is to develop literacy skills which will be achieved by providing intensive intervention through a balanced literacy approach delivered in a lower teacher-to-student ratio model for pre-kindergarten, kindergarten, and first-grade students. Pre-kindergarten students' general education and bilingual students are provided full-day programs, and kindergarten students from elementary schools within the Willowridge Feeder pattern are able to opt-in to this intensive literacy-based program. The Early Childhood Special Education program focuses on developing social-emotional and early literacy readiness skills for students aged three to four. The partnership with FBISD and Baker Ripley has created a program that features two PreK 3 year-old classrooms geared to strengthen focus, problem-solving, and memory skills.

Our diverse school staff composition, which reflects our student diversity allows students to experience unique perspectives that teach them respect and acceptance of others. We value students' diverse backgrounds and experiences and believe in building relationships with students and connecting learning to their unique backgrounds and experiences from an early age.

Ridgemont ELC's largest strength is its rich linguistic diversity, with **61.3% of students identified as Emergent Bilingual** and **56.3% participating in bilingual programming**. This creates a strong foundation for dual language development, biliteracy, oral language growth, and culturally responsive instruction. Students bring valuable linguistic assets that support peer learning and strengthen the campus's literacy-focused mission.

Although **92.7% of students are economically disadvantaged** and **88.0% are identified as at-risk**, the campus continues to demonstrate student growth and improved attendance. This reflects strong family commitment to education, effective campus-family partnerships, and successful systems of support that help students remain engaged in learning.

Ridgemont ELC serves a highly diverse student body, including **64.7% Hispanic/Latino**, **21.9% African American**, and students from multiple additional racial and cultural backgrounds. This diversity strengthens the school community by fostering inclusion, cultural awareness, and opportunities for students to learn in a rich multicultural environment.

With **11.2% of students receiving Special Education services**, including high populations of students with **Autism (42.5%)** and **Speech Impairment (25%)**, Ridgemont has developed strong early intervention structures. The campus's focus on early identification and support allows students to receive services at a critical developmental stage, improving long-term academic and behavioral outcomes.

In summary, Ridgemont ELC's greatest demographic strengths include its rich bilingual population, diverse cultural community, improving attendance, resilient families, and strong early intervention systems that support student success despite significant socioeconomic challenges.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ridgemont ELC's attendance rate of 93.1% remains below the district goal of 95% and the district average, limiting instructional time during critical early learning years. Although attendance improved from 92.7% to 93.1%, it remains a concern, particularly for Early Education students (83.8%) and Special Education students (90.4%), whose absences impact access to instruction and interventions.

Root Cause: Several factors contribute to attendance remaining below the district goal of 95%, including Ridgemont ELC's high-needs population (92.7% economically disadvantaged, 88% at-risk, and 61.3% Emergent Bilingual), which may create barriers such as transportation, healthcare access, and family work obligations. Additionally, younger students and those receiving Special Education services often have hig

Student Learning

Student Learning Summary

Since its inception, the Ridgemont Early Literacy Center (RELC) has served as a foundational support system for Pre-K through 1st grade students in the Willowridge feeder pattern. With a strategic focus on early intervention and instructional excellence, RELC was designed to accelerate school readiness by equipping students with the critical literacy and numeracy skills necessary for long-term academic success. Through intentional programming, consistent assessment practices, and data-driven instruction, RELC continues to make a significant and measurable impact on the four elementary campuses it supports.

At the heart of our work lies a deep commitment to equity and growth. Our instructional model is built around meeting each student at their current level of development and guiding them toward meaningful academic progress. RELC educators employ a responsive, student-centered approach that prioritizes small-group differentiation, frequent formative assessments, and targeted instructional adjustments aligned to each student's unique needs.

This approach has yielded strong results. These gains reflect the effectiveness of our early learning strategies and the power of intentional phonemic and mathematical concept development.

Ridgemont Early Literacy Center's 2025–2026 student achievement data indicates strong performance in early foundational skills, particularly among Pre-K and Dual Language students. **CLI Circle EOY data** shows that Pre-K students demonstrated high levels of readiness, with **85% of English students on track in phonological awareness and math**, while **Spanish/Dual Language students significantly outperformed with 98–100% on track** in phonological awareness, math, and social-emotional development. These results reflect strong early learning systems and effective foundational skill instruction.

MAP EOY Reading and Math data shows that Dual Language students consistently outperformed monolingual peers across grade levels. In reading, **Kindergarten Spanish/Dual Language students performed at the 69.87th percentile**, compared to **54th percentile for Kindergarten English students**. Similarly, **1st grade Spanish/Dual Language students performed at the 62th percentile in reading**, compared to **44th percentile for 1st grade English students**, identifying **1st grade English reading as the campus's greatest academic need**. In math, performance remained stronger overall, with **Kindergarten Spanish/Dual Language students at the 72nd percentile** and **1st grade Spanish/Dual Language students at the 59th percentile**, while English groups performed near the national average.

Overall, student learning data reflects that Ridgemont ELC has established strong Tier I instructional systems in foundational literacy and mathematics. However, achievement gaps persist among **English monolingual students, students receiving special education services, and some early childhood English learners**, particularly in reading comprehension, oral language development, and literacy transfer. Moving forward, the campus should continue strengthening differentiated instruction, targeted intervention, and progress monitoring to accelerate growth and close subgroup achievement gaps.

Ridgemont ELC 2025-2026 Student Achievement Data

Domain	Student Group / Grade	Assessment	Performance Data
Foundational Literacy	PK English	CLI Circle PA	85% On Track
Foundational Literacy	PK Spanish / DL	CLI Circle PA	100% On Track
Math Readiness	PK English	CLI Circle Math	85% On Track
Math Readiness	PK Spanish / DL	CLI Circle Math	98% On Track

Domain	Student Group / Grade	Assessment	Performance Data
Social Emotional	PK English	CLI Circle SEL	84% On Track
Social Emotional	PK Spanish / DL	CLI Circle SEL	98% On Track
Reading Achievement	Kinder English	MAP Reading	RIT 153 / 54 percentile
Reading Achievement	Kinder Spanish / DL	MAP Reading	RIT 162 / 70 percentile
Reading Achievement	1st Grade English	MAP Reading	RIT 164 / 44 percentile
Reading Achievement	1st Grade Spanish / DL	MAP Reading	RIT 172 / 62 percentile
Math Achievement	Kinder English	MAP Math	RIT 160/ 54 percentile
Math Achievement	Kinder Spanish / DL	MAP Math	RIT 167 / 72 percentile
Math Achievement	1st Grade English	MAP Math	RIT 176/ 54 percentile
Math Achievement	1st Grade Spanish / DL	MAP Math	RIT 179 / 59 percentile

Student Learning Strengths

CLI Circle EOY – Pre-Kindergarten

- Pre-K Spanish / Dual Language students demonstrated exceptional performanceacross all measured domains.
  - Phonological Awareness: 100% On Track
  - Math: 98% On Track
  - Social Emotional Development: 98% On Track
- Pre-K English students also demonstrated strong readiness, with:
  - 85% On Track in Phonological Awareness
  - 85% On Track in Math
  - 84% On Track in Social Emotional Development

Strength: These results indicate strong early childhood systems and effective Tier I instruction in foundational literacy, numeracy, and social-emotional learning.

MAP Reading – Kindergarten

- Kindergarten Spanish / Dual Language students performed significantly above average, scoring at the 70th percentile.

- Kindergarten English students performed near the national average, scoring at the 54th percentile.

Strength: Kindergarten students, particularly in Dual Language, demonstrated strong early reading development and readiness for continued literacy growth.

MAP Reading – 1st Grade

- 1st Grade Spanish / Dual Language students performed at the 62nd percentile, exceeding national average expectations.

Strength: Dual Language literacy instruction continues to be a major campus strength, supporting strong reading growth and language transfer.

MAP Math – Kindergarten

- Kindergarten Spanish / Dual Language students demonstrated strong math achievement, performing at the 72nd percentile.
- Kindergarten English students performed at the 54th percentile, meeting national average expectations.

Strength: Students are developing strong foundational numeracy skills early, with particularly strong performance in Dual Language classrooms.

MAP Math – 1st Grade

- 1st Grade Spanish / Dual Language students scored at the 59th percentile.
- 1st Grade English students performed at the 54th percentile, remaining near national average.

Strength: Math performance remained stable across grade levels, indicating strong instructional systems and effective vertical alignment in math instruction.

Overall Campus Strengths

Ridgemont ELC's greatest student learning strengths include:

- Strong Pre-K readiness outcomes
- High-performing Dual Language program
- Strong foundational literacy systems
- Consistent math performance across K–1
- Effective early intervention and small-group instructional practices

Ridgemont ELC demonstrates strong student learning outcomes in early foundational literacy, math readiness, and Dual Language instruction, with Pre-K and Spanish/Dual Language students consistently performing above grade-level and national expectations across multiple assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Achievement gaps persist in reading at Ridgemont ELC, particularly among monolingual students needing additional support. 1st grade English students

scored at the 44th percentile in MAP Reading, compared to 62nd percentile for Dual Language students. Additionally, 14-16% of PK English students required support in key readiness skills, indicating a continued need for targeted intervention.

Root Cause: A likely root cause is inconsistent transfer of foundational phonics skills to reading comprehension, fluency, and oral language, particularly for English monolingual and high-needs learners. While Tier I instruction is strong overall, some students need more targeted small-group instruction, stronger oral language support, and more frequent progress monitoring to close learning gaps.

School Processes & Programs

School Processes & Programs Summary

Ridgemont Early Literacy Center (RELC) offers a unique and innovative early childhood program designed to support the development of foundational literacy, numeracy, and social-emotional learning for students in Pre-Kindergarten through First Grade. Our comprehensive approach prioritizes both academic achievement and whole-child development, ensuring that students are well-prepared for continued success throughout their educational journey.

RELC's model is grounded in research-based practices and includes:

- **A low student-to-teacher ratio** that supports individualized instruction. Each classroom follows a co-teaching model with both a certified teacher and an instructional paraprofessional.
- **Targeted literacy support**, led by a campus-based Literacy Instructional Coach who facilitates Professional Learning Communities (PLCs), instructional coaching cycles, and on-site professional development to strengthen teacher practice and student outcomes.
- **Dual language programming**, now in its sixth year of implementation in Pre-K and Kindergarten, fourth year in First Grade. A dedicated Bilingaul/ESL Specialist provides ongoing guidance, instructional modeling, and language development strategies to enhance bilingual instruction across classrooms.
- **Social-emotional learning (SEL) supports** embedded in the school culture. Administrators, counselors, pbis interventionist, teachers, and support staff work collaboratively to meet students' behavioral and emotional needs through guidance lessons, daily relationship-building, and positive behavior reinforcement systems.
- **Technology integration** across all classrooms with the use of SMART Boards and IPads to enhance interactive learning and lesson delivery.
- **Community and family partnerships** that extend learning beyond the classroom. RELC hosts parent education workshops, and provides afterschool academic enrichment programs to engage students and families.

School Processes & Programs Strengths

The following are school processes and program strengths that support high-quality early learning and student development:

School Processes at Ridgemont ELC

1. **Co-Teaching Instructional Model**
    - Each classroom includes both a certified teacher and an instructional aide, ensuring a low student-to-teacher ratio and greater capacity for small-group support and individualized instruction.
2. **Embedded Coaching and Professional Learning**
    - A campus-based **Literacy Instructional Coach** supports continuous improvement through PLCs, coaching cycles, and job-embedded professional development.
    - A **Dual Language Specialist** provides targeted support to bilingual classrooms, guiding implementation and instructional alignment in dual language environments.
3. **Tiered Behavior Support Framework (PBIS)**
    - The campus implements a shared PBIS system with RME using the "FAST" expectations (Friendly, Acceptable, Safe, Team Player) to promote a unified behavior culture across the site.

4. **Technology Integration in Instruction**
    - Every classroom is equipped with a SMART Board to enhance lesson delivery and provide opportunities for interactive, technology-rich learning experiences.
5. **Parent and Community Engagement**
    - RELC strengthens the home-school connection through parent education programs and afterschool academic engagement opportunities.

Program Strengths at Ridgemont ELC

1. **Early Literacy and Numeracy Focus**
    - The curriculum is intentionally designed to target foundational reading and math skills in alignment with early childhood best practices, leading to strong performance outcomes in Pre-K.
2. **Dual Language Program Implementation**
    - Now in its 5th year for Pre-K and Kindergarten and 3rd year for 1st grade, the dual language program offers robust bilingual instruction with growing instructional capacity and support.
3. **Social-Emotional Learning (SEL) Support**
    - SEL is embedded in daily routines, with administrators, counselors, teachers, and staff collaborating to meet students' emotional and behavioral needs through guidance lessons and relationship-building strategies.
4. **Instructional Alignment and Capacity Building**
    - The campus prioritizes aligned professional learning across grade levels, equipping teachers with the tools and training to implement consistent, developmentally appropriate instruction.
5. **Strong Pre-K Performance Outcomes**
    - Data shows significant growth in Pre-Kindergarten in both phonological awareness (85.29% on track in English and 100% in Spanish) and Math Composite (98% on track in Spanish and 85.29 in English), reflecting strong early instructional effectiveness.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1:
Although RELC has established strong systems for early literacy, dual language instruction, SEL, and family engagement, inconsistent outcomes among high-needs student groups suggest a need to refine instructional responsiveness and intervention systems to ensure equitable student success.
Root Cause: A likely root cause is inconsistent implementation of differentiated instruction and targeted interventions for high-needs learners. While RELC has strong Tier I systems, some students require more intensive small-group support, progress monitoring, and academic interventions to close achievement and attendance gaps.

Perceptions

Perceptions Summary

At Ridgemont Early Literacy Center, families recognize and value the school's welcoming environment, dedicated staff, and commitment to early academic success.

Overall, parent and staff survey results indicate that Ridgemont Early Literacy Center conducts business effectively, with parents and staff reporting positive perceptions of the campus's academic systems, safety, communication, and overall school quality. **80% of parents** rated the overall quality of the school as **Excellent or Good**, while **63% of staff** rated the campus as **Excellent or Good**, reflecting overall confidence in campus operations and service delivery.

Responses across the survey domains indicate that stakeholders generally perceive campus systems, structures, and processes as supportive of student success. Parents and staff reported positive perceptions regarding instructional quality, student support systems, campus safety, and communication. Survey data also reflects that families largely feel welcomed and informed, and that students have access to supportive adults and a safe learning environment. These results suggest that campus operations and day-to-day systems are functioning effectively to support teaching and learning.

At the same time, survey results indicate opportunities to improve the consistency of communication and stakeholder engagement. Some staff responses reflected lower agreement related to leadership communication, responsiveness, and decision-making processes. Parent responses also suggest that additional opportunities for two-way communication, family input, and awareness of campus and community resources may further strengthen relationships and trust. Continued attention to communication, transparency, and stakeholder collaboration will support ongoing improvement in how the campus conducts business and serves its school community.

Perceptions Strengths

1. Strong Overall Confidence in School Quality

Survey results indicate that both parents and staff generally view Ridgemont Early Literacy Center positively. 80% of parents rated the overall quality of the school as Excellent or Good (60% Excellent, 20% Good). Similarly, 63% of staff rated the school as Excellent or Good (25% Excellent, 38% Good). These results suggest strong stakeholder confidence in the overall quality of instruction, campus systems, and services provided to students and families.

2. Strong Academic Support and High Learning Expectations

Parents and staff reported positive perceptions regarding academic rigor, instructional quality, and student learning. High levels of agreement were noted on survey items related to:

- Classes challenging students to think and solve problems
- Teachers effectively connecting lessons to real-world learning
- Schoolwork being meaningful and relevant
- High learning standards for all students
- Students being prepared for success in the next grade level

Additionally, parents reported strong agreement that they are kept informed about their child's academic progress, grades, and behavior, indicating effective communication between home and school regarding student learning. These responses reflect confidence in RELC's instructional systems and commitment to academic excellence.

3. Strong Student Support Systems and Positive Adult Relationships

Student support emerged as a major strength of the campus. Survey results show that 85% of parents agreed their child is excited to come to school, reflecting strong student engagement and positive school experiences. Additionally, 95% of staff agreed that students have access to a teacher, counselor, or staff member they can go to for support, demonstrating strong relational trust and a student-centered culture.

Parents also reported high agreement that students receive support aligned to their individual needs and that trusted adults are available to support both academic and social-emotional growth. These results reflect the strength of RELC's whole-child approach and embedded SEL systems.

4. Strong Safety and Behavior Systems

Safety and behavior was another area of strong stakeholder confidence. Approximately 90% or more of both parents and staff agreed that students feel safe and secure at school and that campus safety procedures are clearly communicated. High levels of agreement were also reported on survey items related to:

- Bullying not being tolerated
- Staff responsiveness when behavior concerns arise
- Students being treated fairly
- Respect for individual differences

These responses indicate that RELC has established effective systems for maintaining a safe, structured, and inclusive learning environment.

5. Strong Family Relationships and Welcoming School Culture

Parents reported strong perceptions of family engagement and school-home relationships. High agreement was noted on survey questions related to:

- Feeling welcome at the school
- Teachers being available to discuss student progress
- Timely communication from the school
- Respectful interactions between staff and families
- Frequent communication between home and school

These results indicate that families generally feel valued, respected, and connected to the school community. Staff responses also support this, showing positive perceptions of family relationships and parent engagement efforts. RELC's emphasis on family partnerships continues to be a significant strength in supporting student success.

Summary of Perception Strengths

Ridgemont ELC's greatest perception strengths include:

- Strong confidence in overall school quality
- High perceptions of academic support and instructional quality
- Positive student-adult relationships and student support systems
- Strong safety and behavior structures
- A welcoming campus culture with strong family-school partnerships

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although survey results were generally positive, opportunities for growth remain in leadership communication, stakeholder engagement, and family communication. Only 50-55% of staff reported positive perceptions regarding leadership communication and responsiveness, while only 60-70% of parents reported strong agreement regarding two-way communication and family input.
Root Cause: A likely root cause is inconsistent communication and limited opportunities for stakeholder feedback. Although communication systems are in place, more intentional two-way communication, transparency in decision-making, and structured engagement opportunities are needed to improve stakeholder trust, awareness, and collaboration.

Priority Problem Statements

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2027, Ridgemont ELC will reduce reading achievement gaps for monolingual students by increasing 1st grade English students' MAP Reading performance from the 44th percentile to at least the 55th percentile and decreasing the percentage of PK English students requiring additional support in key readiness skills from 14-16% to 10% or less.

High Priority

Evaluation Data Sources: MAP Growth Reading Data (1st Grade) - BOY, MOY, and EOY achievement percentiles and growth data, disaggregated by English/monolingual students.

CLI Engage Assessment Data (PK) - BOY, MOY, and EOY data for key early literacy/readiness skills.

Campus/District Formative Assessments- Evidence of student mastery of phonics, fluency, comprehension, and oral-language skills.

Progress-Monitoring Data - Regular data from students receiving targeted small-group reading support/intervention.

Student Work Samples - Evidence of students applying foundational phonics skills to authentic reading and comprehension tasks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Targeted Small-Group Literacy Instruction Implement consistent, data-driven small-group literacy instruction for PK and 1st-grade monolingual students based on identified skill gaps in phonological awareness, phonics, vocabulary, fluency, oral language, and comprehension. Student groups will be flexible and adjusted based on ongoing assessment data. **Strategy's Expected Result/Impact:** Students will receive targeted instruction based on identified literacy skill gaps. The percentage of PK students requiring additional support will decrease, and 1st-grade monolingual students will demonstrate increased MAP Reading growth. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principal, and Instructional Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Data-Driven PLTs Use Professional Learning Teams (PLTs) to analyze student performance data, identify specific literacy skill gaps, plan differentiated instruction, develop targeted small groups, review student work, and determine appropriate reteach, intervention, or enrichment based on evidence of student learning. **Strategy's Expected Result/Impact:** PLTs will consistently use MAP, CLI Engage, formative assessment, and student work data to identify learning gaps, develop targeted instructional responses, and monitor whether those responses improve student outcomes. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principal, Coaches, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: Targeted Literacy Intervention Students not making sufficient progress through Tier I instruction will receive additional skill-specific intervention. Students receiving intervention will demonstrate measurable progress toward grade-level/readiness expectations. **Strategy's Expected Result/Impact:** Students identified as needing additional literacy support will demonstrate measurable growth in targeted foundational reading skills through timely, skill-specific intervention. As a result, fewer PK students will require additional support in key readiness skills, and 1st-grade monolingual students will demonstrate increased reading achievement and progress toward the campus MAP Reading goal of the 55th percentile by May 2027. **Staff Responsible for Monitoring:** Interventionists, Instructional Coaches, Associate Principal, Assistant Principal and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2027, Ridgemont ELC will strengthen leadership communication, stakeholder engagement, and two-way family communication, resulting in an increase in positive staff perceptions of leadership communication and responsiveness from 50-55% to at least 65% and an increase in positive parent perceptions of two-way communication and opportunities for family input from 60-70% to at least 80%, as measured by staff and parent survey data.

High Priority

Evaluation Data Sources: Staff Climate/Engagement Survey Data - specifically items related to leadership communication, responsiveness, trust, and opportunities for staff input.

Parent/Family Survey Data - items measuring two-way communication, family input, responsiveness, and overall engagement.

Campus Pulse Surveys - brief quarterly or semester staff and parent surveys to monitor progress before the end-of-year survey.

Family Engagement Participation Data - attendance and participation at parent meetings, family events, workshops, and campus engagement activities.

Stakeholder Feedback Records - feedback collected through surveys, listening sessions, parent meetings, staff forums, and other structured opportunities for input.

Communication Logs/Artifacts - newsletters, callouts, emails, parent communication platforms, meeting agendas, and other evidence of consistent campus communication.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Leadership Communication & Staff Feedback Cycle Implement a consistent leadership communication and feedback cycle that includes weekly staff updates and quarterly staff pulse surveys focused on communication clarity, leadership responsiveness, and opportunities for staff input. Leadership will review survey results, communicate key findings to staff, and identify actions in response to feedback. **Strategy's Expected Result/Impact:** Staff will experience more consistent, transparent, and responsive communication from campus leadership and have structured opportunities to provide input. Positive staff perceptions of leadership communication and responsiveness will increase from 50-55% to at least 65% by May 2027. **Staff Responsible for Monitoring:** Associate Principal and Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Consistent Family Communication System Establish a consistent campuswide family communication system that provides families with timely information regarding academics, campus events, student supports, and opportunities for involvement and feedback through established communication platforms. **Strategy's Expected Result/Impact:** Families will receive more timely, consistent, and accessible information and have clearly identified ways to communicate questions and feedback to the campus. This will increase family awareness, engagement, and positive perceptions of school communication. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principal, Parent Educator, and Teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2027, Ridgemont ELC will demonstrate financial responsibility by ensuring that 100% of campus expenditures and resource allocations are aligned to identified campus priorities, student needs, and district strategic goals, as evidenced by quarterly budget reviews, expenditure documentation, and campus improvement plan monitoring.

High Priority

Evaluation Data Sources: Campus Budget Reports
Budget-to-Actual Expenditure Reports
Purchase Orders/Purchase Requisition Records
Campus Improvement Plan (CIP) Expenditure Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Needs-Based Resource Allocation Use campus needs, student data, and CIP priorities to guide purchasing and resource-allocation decisions throughout the school year. **Strategy's Expected Result/Impact:** 100% of significant campus resource and purchasing decisions will demonstrate alignment with identified campus needs, CIP priorities, and district strategic goals, maximizing the effective use of available resources. **Staff Responsible for Monitoring:** Associate Principal and Instructional Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Conduct a brief monthly review of campus budget balances, expenditures, pending purchases, and anticipated needs to ensure funds remain on track and are prioritized toward identified campus and district goals. **Strategy's Expected Result/Impact:** Campus leadership will identify spending concerns and resource needs early, reduce unnecessary or unplanned expenditures, and ensure available funds are strategically utilized before the end of the fiscal year. **Staff Responsible for Monitoring:** Associate Principal and Executive Assistant				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Ridgemont Early Literacy Center

Total SCE Funds:
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Ridgemont Early Literacy Center

Name	Position	FTE
BRISCOE, CHERIE	TEACHER GRADE PK - ELC	0.5
CRAVENS, CHASTITY	TEACHER LIT INTRVN ELC	1
HUMBRIAGARCIA, GLORIMAR	AIDE PRE-KINDERGARTEN - ELC	0.5
MCMILLERRASHALL, LAURRYN	AIDE PRE-KINDERGARTEN - ELC	0.5
MEDRANOFUENTES, MARTHA	TEACHER GRADE PK BIL - ELC	0.5
MORA, LESLIE	AIDE PRE-KINDERGARTEN - ELC	0.5
NORIEGAPINI, MAGDALENA	TEACHER GRADE PK BIL - ELC	0.5
PACHECOSEMKEN, MATILDE	TEACHER GRADE PK3 COLLAB	0.5
SALINAS, TERESA	TEACHER MATH INTRVN ELC T1	0.5
SZYDLIK, CHESLEY	TEACHER GRADE PK - ELC	0.5
VIVEROSMIRANDA, MARIA	TEACHER GRADE PK BIL - ELC	0.5