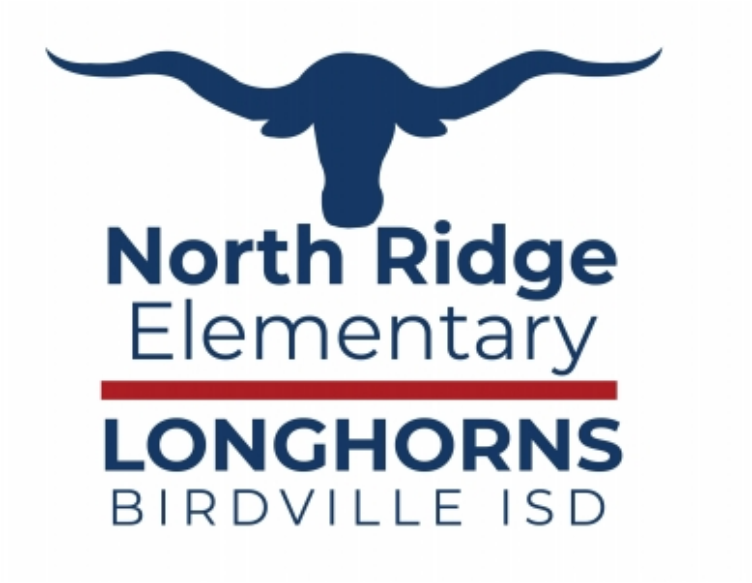
Birdville Independent School District

North Ridge Elementary

2026-2027 Initial Plan



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 523 students in pre-kindergarten through fifth grade based on the Fall 2025 PEIMS report. North Ridge has two special education self-contained classrooms, serving a total of 23 Kindergarten-5th grade students. North Ridge Elementary has been identified as a Title 1 campus for the 2026-2027 school year.

Student ethnicity distribution includes 6.88% (36) African American, 29.25% (153) Hispanic, 52.39% (274) White, 2.68% (14) Asian, .57% (3) Native Hawaiian- Pacific Islander and 8.03% (42) Two or More Races. A total of 41.49% (217) North Ridge Elementary students qualify as Economically Disadvantaged. 5.16% (27) are Emergent Bilingual and 46.27% (242) of the students have met the criteria for a Student At-Risk. 10.33% (54) of students qualify to receive Gifted and Talented services and 20.08% (105) of the student population is served through Special Education. Data is collected from the 2025-26 Texas Academic Performance Report.

North Ridge Elementary Staff include 41 certified teachers, 11 paraprofessionals and 17 educations assistants.

Student average attendance rate for the 2025-2026 school year was 96.2%. The mobility rate of our students is 8.82%.

Demographics Strengths

North Ridge Elementary maintains an exceptionally high average daily attendance rate of **96.2%** alongside a low student mobility rate of **8.82%**, reflecting strong family engagement, consistent daily instructional continuity, and a stable student body.

Over **10.33% of the student population** (54 students) is identified and served through the Gifted and Talented program, demonstrating strong campus talent identification systems and a baseline for rigorous academic enrichment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Nearly half of the student body (46.27% / 242 students) meets the state criteria for At-Risk, leading to increased demand for Tier 2 and Tier 3 academic and behavioral interventions across all grade levels.
Root Cause: Universal Tier 1 classroom instruction and scaffolded core strategies have not been consistently differentiated to address the diverse learning gaps of students entering school with foundational skills deficits.

Problem Statement 2 (Prioritized): With 41.49% (217 students) identified as Economically Disadvantaged and NRE entering its first year as a Title I campus (2026-2027), there are lingering gaps in home-school academic resources, experiential learning opportunities, and universal family engagement.
Root Cause: Campus family outreach and academic extension practices have historically relied on traditional models that do not fully account for the scheduling constraints, transportation needs, or resource barriers of economically disadvantaged households.

Student Learning

Student Learning Summary

2025-2026 State of Texas Assessments of Academic Achievement (STAAR) Data

Third Grade State Assessment

STAAR Reading Language Arts: 89% Approaches, 68% Meets and 40% Masters

STAAR Math: 83% Approaches, 67% Meets and 37% 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: 95% Approaches, 71% Meets and 24% Masters

STAAR Math: 84% Approaches, 64% Meets and 36% 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: 92% Approaches, 74% Meets and 48% Masters

STAAR Math: 84% Approaches, 55% Meets and 22% Masters

STAAR Science: 97% Approaches, 77% Meets and 49% 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, 31At 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

STAAR data indicates that North Ridge Elementary students performed higher compared to the last school year. Campus Approaches Grade Level or Above jumped from 86% to 89%. Campus At Meets Grade Level or Above jumped from 63% to 68%. Campus At Mastered Grade Level jumped from 28% to 37%. Our overall Student Achievement scale score is 91.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the STAAR Closing the Gaps domain, North Ridge Elementary achieved a scaled score of 77 (Academic Growth and Student Group Performance), leaving targeted federal and state academic performance targets unmet, particularly across At-Risk (46.27%), Special Education (20.08%), and Economically Disadvantaged (41.49%) student groups.
Root Cause: Universal Tier 1 core instruction lacks consistent, scaffolded differentiation and data-driven formative checks, causing student sub-groups to fall behind grade-level expectations before receiving secondary intervention.

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

Curriculum Alignment: Instructional design is anchored in the Texas Essential Knowledge and Skills and district curriculum frameworks.

Collaborative PLCs: Teachers meet regularly in Professional Learning Communities to analyze student performance data, refine lesson plans, and tailor core instruction to student needs

Multi-Tiered Interventions: Student progress is maintained through structured Response to Intervention frameworks, targeted small-group remediation, and accelerated learning programs.

Digital Integration: Classroom learning is supported by 1:1 student device access, interactive learning platforms, and digital tools designed to build 21st-century skills.

Positive Climate Initiatives: Student engagement and social-emotional well-being are reinforced through *Capturing Kids' Hearts,* Longhorn Leaders, and targeted campus wellness programs.

Continuous Educator Development: Staff participate in ongoing, goal-aligned professional development focused on data-driven instruction, classroom management, and high-yield teaching practices.

Family & Community Partnerships: Strong home-school connections are sustained through transparent communication, campus parent nights, and local community partnerships.

School Processes & Programs Strengths

North Ridge Elementary maintains high-functioning instructional systems supported by weekly PLC collaboration, continuous progress monitoring, and guidance from a dedicated full-time Instructional Facilitator. The campus effectively balances academic remediation and enrichment through a structured RTI process. Campus culture is anchored by *Capturing Kids' Hearts*, promoting relational safety and positive behavior management, while student leadership programs like Longhorn Leaders build character and school pride. Furthermore, NRE sustains robust family engagement through active PTA partnerships, multi-channel communication, and accessible campus events, ensuring an aligned, community-wide commitment to student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Standardized assessment data indicates that academic growth tracking within PLCs does not consistently translate into immediate, targeted classroom adjustments for Special Education (20.08%) and At-Risk (46.27%) student groups.
Root Cause: Teachers lack sufficient structured time and training during PLCs to analyze disaggregated sub-group performance data and co-design explicit IEP accommodations within initial Tier 1 instruction.

Perceptions

Perceptions Summary

At North Ridge Elementary, positive relationships serve as the cornerstone of student success. Through campus-wide execution of *Capturing Kids' Hearts*, *Character Strong*, and Positive Behavior Systems, students actively participate in setting culture by creating classroom mission statements and social contracts. Family partnership is driven by a fully staffed PTA Executive Board and an active Watch D.O.G.S. program that engages roughly 60 father figures each year. This relational focus cultivates a high-retention environment for staff, with school safety and climate surveys consistently utilized to gather stakeholder input and refine campus practices.

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 participation on annual campus culture and safety surveys remains low across parent, staff, and student groups, limiting the campus leadership team's ability to gather a statistically representative sample of feedback to guide school improvement initiatives.
Root Cause: Survey distribution relies heavily on passive, digital-only communication channels, without embedded survey opportunities during high-attendance school events, dedicated staff time, or direct follow-up reminders.

Problem Statement 2 (Prioritized): While North Ridge Elementary maintains active parent participation, campus events, PTA leadership, and volunteer opportunities are consistently driven by the same small sub-group of parents, leaving large segments of our student body specifically Economically Disadvantaged (41.49%) and At-Risk (46.27%) families underrepresented.
Root Cause: Volunteer pipelines and event structures have historically relied on informal word-of-mouth networks and traditional daytime or rigid evening availability, creating unintended participation barriers for working and multi-job parents.

Priority Problem Statements

Problem Statement 1: On the STAAR Closing the Gaps domain, North Ridge Elementary achieved a scaled score of 77 (Academic Growth and Student Group Performance), leaving targeted federal and state academic performance targets unmet, particularly across At-Risk (46.27%), Special Education (20.08%), and Economically Disadvantaged (41.49%) student groups.

Root Cause 1: Universal Tier 1 core instruction lacks consistent, scaffolded differentiation and data-driven formative checks, causing student sub-groups to fall behind grade-level expectations before receiving secondary intervention.

Problem Statement 1 Areas: Student Learning

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Stakeholder participation on annual campus culture and safety surveys remains low across parent, staff, and student groups, limiting the campus leadership team's ability to gather a statistically representative sample of feedback to guide school improvement initiatives.

Root Cause 3: Survey distribution relies heavily on passive, digital-only communication channels, without embedded survey opportunities during high-attendance school events, dedicated staff time, or direct follow-up reminders.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Nearly half of the student body (46.27% / 242 students) meets the state criteria for At-Risk, leading to increased demand for Tier 2 and Tier 3 academic and behavioral interventions across all grade levels.

Root Cause 4: Universal Tier 1 classroom instruction and scaffolded core strategies have not been consistently differentiated to address the diverse learning gaps of students entering school with foundational skills deficits.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Standardized assessment data indicates that academic growth tracking within PLCs does not consistently translate into immediate, targeted classroom adjustments for Special Education (20.08%) and At-Risk (46.27%) student groups.

Root Cause 5: Teachers lack sufficient structured time and training during PLCs to analyze disaggregated sub-group performance data and co-design explicit IEP accommodations within initial Tier 1 instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: With 41.49% (217 students) identified as Economically Disadvantaged and NRE entering its first year as a Title I campus (2026-2027), there are lingering gaps in home-school academic resources, experiential learning opportunities, and universal family engagement.

Root Cause 6: Campus family outreach and academic extension practices have historically relied on traditional models that do not fully account for the scheduling constraints,

transportation needs, or resource barriers of economically disadvantaged households.

Problem Statement 6 Areas: Demographics

Problem Statement 7: While North Ridge Elementary maintains active parent participation, campus events, PTA leadership, and volunteer opportunities are consistently driven by the same small sub-group of parents, leaving large segments of our student body specifically Economically Disadvantaged (41.49%) and At-Risk (46.27%) families underrepresented.

Root Cause 7: Volunteer pipelines and event structures have historically relied on informal word-of-mouth networks and traditional daytime or rigid evening availability, creating unintended participation barriers for working and multi-job parents.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

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
Star Renaissance
Student Data Folders
Formative and Summative classroom assessments
Individual Education Plan (IEP) Progress Data
Report Cards
Bluebonnet Math and Reading Module Assessments
DCAs
Released Practice STAAR Math and Reading

Strategy 1 Details

Strategy 1: All teachers will deliver high-quality Tier 1 instruction aligned with district standards and utilize approved resources to implement targeted practices that elevate student achievement.

Actions: A) Teachers will follow district curriculum and pacing guides.
B) Vertical Teams will use the district's expectations rubric and fish bone model to align instruction and resources.
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.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leaders of Learners
Vertical Team Members
Instructional Facilitator
Digital Learning Specialist

Title I:
2.51, 2.52, 2.53

Strategy 2 Details

Strategy 2: Deliver embedded professional learning that advances district initiatives, enhances Tier 1 student engagement, and drives teacher growth through active PLCs, coaching cycles, T-TESS support, and targeted training.

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.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Facilitator
Teaching Staff

Strategy 3 Details

Strategy 3: Strengthen and integrate systemwide instructional practices to drive high quality implementation across all specialized programs.

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.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Facilitator
Special Education Lead Teacher
Campus Special Education Team Leader

Title I:
2.51, 2.53

Strategy 4 Details

Strategy 4: Analyze assessment data across all grade levels to build targeted intervention action plans through structured PLC and RTI data-tracking processes.

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 targeted demographic data and determine plan for interventions.
C) Principal and Assistant Principal reviews student report cards and conferences with students who have failing grades 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.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Classroom Teachers
Dyslexia Specialist
Resource Teachers
Instructional Facilitator

Title I:
2.53

Strategy 5 Details
Strategy 5: Build targeted vertical teams to align instruction, drive continuous improvement, and foster a positive campus culture in reading and math. **Actions:** A) Math, Writing and Reading Vertical Teams 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 Leaders of Learners Team will meet three times during the school year to monitor the alignment of campuswide practices and expectations. **Staff Responsible for Monitoring:** Principal Assistant Principal Vertical Target Team Leads Teaching Staff

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 underperforming student groups as measured by state and district assessments. Meet all progress monitoring targets for student in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: RTI Campus 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
Strategy 1: Teachers will consistently utilize continuous improvement strategies and data tracking to monitor growth and accelerate achievement for underperforming student groups. **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. C) Plan4Learning professional learning will be provided to target specific action steps to close the gaps. D) Students at risk of not making progress will be identified and receive strategic intervention. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Facilitator Teaching Staff **Title I:** 2.51, 2.52, 2.53

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
Strategy 1: The school counselor and teaching staff will consistently deliver the district-approved social-emotional learning curriculum to support student growth and well-being. **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/ Capturing Kids Hearts 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. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Crisis Counselor Classroom Teachers

Strategy 2 Details

Strategy 2: Implement The Ridge Way Campus Behavior Plan with campuswide fidelity by establishing explicit behavioral expectations, integrating Multi-Tiered System of Supports interventions, and embedding restorative practices to cultivate a consistent, proactive, and positive learning culture.

Actions: A) Teach and reinforce positive behavior expectations across all common areas and classroom environments.
B) Apply a multi-tiered framework to address student conduct proactively.
C) Review campus behavior and attendance data monthly in administrative and team meetings to evaluate plan impact, identify trend areas, and implement targeted support.

Staff Responsible for Monitoring: Assistant Principal
Principal
Counselor
Campus Safety/Discipline Committee
Teachers

Strategy 3 Details

Strategy 3: Implement Capturing Kids' Hearts processes across all classrooms and learning environments to build strong teacher-student relationships, foster a safe campus culture, and optimize academic engagement.

Actions: A) Execute Capturing Kids' Hearts practices school wide by creating social contracts, embedding daily greetings and affirmations, and utilizing the EXCEL Model to foster relational safety and elevate classroom engagement.
B) The Capturing Kids' Hearts Process Champions Team will meet regularly throughout the school year to build, execute, and continuously assess the campus implementation plan to ensure high-fidelity practice and measurable culture impact.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
CKH Process Champions Team
Classroom Teachers

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

Performance Objective 1: Achieve an annual Average Daily Attendance rate of 97% or higher for the school year.

Evaluation Data Sources: On Data Suite
Nine Week Attendance Reports
District Weekly Attendance Reports
Campus Attendance Graph
FOCUS

Strategy 1 Details
Strategy 1: Develop, launch, and manage a structured campus Attendance Incentive Plan to motivate consistent student attendance, recognize positive growth, and reach our 97% ADA target. **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. **Staff Responsible for Monitoring:** Principal Assistant Principal Attendance Clerk Truancy Officer

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

Performance Objective 2: Mobilize dedicated Campus Leadership Teams to continuously evaluate operational performance, optimize schoolwide systems, and execute timely administrative adjustments.

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
Strategy 1: Convene Campus Leadership Teams periodically throughout the school year to evaluate daily operations, solve systemic challenges, and execute continuous improvements. **Actions:** A) Convene the Site Based Decision Making (SBDM) Team at least once per semester to audit financial allocations and evaluate CIP progress. B) Mobilize the Leaders of Learning (LOL) Team quarterly to analyze real-time student performance metrics, assess strategy execution, and refine CIP action steps. C) Meet monthly with the Safety and Discipline Team to evaluate incident data, audit emergency protocols, and update the Campus Safety Plan. D) Conduct quarterly administrative reviews to investigate reported bullying cases, assess intervention effectiveness, and refine prevention measures. E) Convene the Administrative Leadership Team weekly to review active threat assessments, coordinate multi-disciplinary support, and maintain campus-wide safety protocols. **Staff Responsible for Monitoring:** Leaders of Learners Team Campus Site-Based Team Campus Safety Committee Principal Counselor Crisis Counselor Assistant Principal Team Leaders

Goal 3: Foster a safe, supportive, and responsive campus environment where all students and staff thrive academically, socially, and professionally.

Performance Objective 1: Improve student and staff perceptions of school safety, as measured by campus and district climate surveys.

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

Strategy 1 Details
Strategy 1: Cultivate a safe and supportive school community that fosters a strong sense of belonging, security, and personal well-being for all students and staff. **Actions:** A) Foster an inclusive campus community where students and staff feel valued, respected, and connected. B) Maintain proactive safety protocols and a secure physical environment to protect all campus members. C) Provide accessible social emotional supports and wellness resources that reinforce student and staff health. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Crisis Counselor Nurse

Goal 3: Foster a safe, supportive, and responsive campus environment where all students and staff thrive academically, socially, and professionally.

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
Strategy 1: Ensure 100% staff completion and campus-wide compliance with all district-mandated employee safety and emergency response training protocols. **Actions:** A) Track and verify that 100% of campus personnel complete mandatory district safety modules within established deadlines. B) Translate training concepts into daily operational practices to prevent workplace hazards and ensure swift emergency response. C) Regularly audit safety compliance records to ensure continuous alignment with district and state safety mandates. **Staff Responsible for Monitoring:** Principal

Goal 3: Foster a safe, supportive, and responsive campus environment where all students and staff thrive academically, socially, and professionally.

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

Evaluation Data Sources: Formative and Summative Reviews

Strategy 1 Details
Strategy 1: Execute the Campus Improvement Plan and all mandatory state and district compliance mandates with fidelity to drive continuous growth and meet operational standards. **Actions:** A) Deliver, monitor, and adjust strategy execution across all focus areas outlined in the Campus Improvement Plan. B) Conduct routine administrative reviews to verify that campus initiatives meet both implementation timelines and compliance benchmarks. **Staff Responsible for Monitoring:** Principal Assistant Principal Leaders of Learners

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

Performance Objective 1: Engage 100% of North Ridge Elementary families in at least two campus events this school year to build strong, collaborative partnerships with all school community stakeholders.

Evaluation Data Sources: North Ridge Elementary Parent Surveys
Event Attendance

Strategy 1 Details
Strategy 1: Strengthen school community trust and shared accountability by achieving 100% NRE family participation across multiple campus events throughout the school year. **Actions:** A) Host welcoming and accessible family events to ensure 100% of NRE families participate in at least two school events, strengthening relational trust across all stakeholder groups. B) Communicate to families twice a month through the North Ridge Family Newsletter. C) Communicate to families classroom events through the use of Class Dojo.

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

Performance Objective 2: Achieve an increase in teacher retention, demonstrating that educators feel safe, valued, and supported at North Ridge Elementary and are committed to returning for the following school year.

Evaluation Data Sources: Teacher Surveys
Retention Data
Campus Culture Survey Data

Strategy 1 Details
Strategy 1: Cultivate a supportive, secure, and collaborative campus culture that maximizes teacher retention and drives high staff intention to return for the subsequent school year. **Actions:** A) Administration, Mentor and Instructional Facilitator will meet with new teachers once a month. B) Strengthen administrative check-ins, peer mentorship, and wellness initiatives to foster a high-retention workplace culture. C) Measure success through end of year data. **Staff Responsible for Monitoring:** Administration Instructional Facilitator Mentors